



**New Mexico Nursing Education Consortium (NMNEC)  
Simulation Plan**

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**Created by NMNEC Simulation Task Force 2018-2019**



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## NMNEC Simulation Plan

This document outlines general guidelines related to simulation and identifies the required simulations that must be conducted by each NMNEC school in support of the NMNEC curriculum.

### General Guidelines

1. The following minimum components are identified for each required simulation:
  - Placement: Identifies the curricular level where the simulation is required to occur.
  - Concept/Exemplar: Refers to NMNEC Concept and Exemplar primarily addressed in the simulation.
  - Psychomotor Skill: This refers to a list of required but not limited to psychomotor skills performed during the simulation. These psychomotor skills are from the NMNEC Psychomotor Skills list and may be skills taught in current level or prior levels. All psychomotor skills addressed in the simulation should be introduced and students given opportunities to practice prior to simulation.
  - Clinical Judgment: Refers to clinical reasoning and critical thinking students need to demonstrate during simulation; should show progression to the appropriate curricular level.
  - Communication: Refers to communication components that should be addressed in simulation including and not limited to utilizing therapeutic communication, effective communication with healthcare team members, patient and/or family as applicable.
  - Competencies: Refers to NMNEC Competencies that students need to demonstrate by the end of the level or program.
2. The number and type of simulations listed in the simulation plan are the minimum mandated, not the maximum that may be done. NMNEC nursing programs may add additional content to the required simulations as long as all the minimum components of the plan have been addressed. Programs are encouraged to add additional simulations based on their program needs and resources.
3. The required simulations are listed from simple to complex from level to level and should follow the order listed in the simulation plan to support a NMNEC student's ability to transfer across NMNEC programs.
4. Scenarios for each required simulation are developed by the NMNEC nursing program and any scenario that incorporates all components of simulation plan may be used. The program determines the population to address in each simulation and are encouraged to utilize differing populations across the lifespan wherever appropriate.
5. It is recognized that the required simulations scenarios can be achieved by using a mix of fidelity levels. NMNEC nursing programs are encouraged to use the highest fidelity equipment appropriate for the simulation scenario that is available to the program.
6. NMNEC nursing programs are encouraged to share successful simulation scenarios that include all components of the simulation scenario with faculty across the NMNEC nursing programs.
7. The National League for Nursing (NLN) Simulation Design Template (available at <https://sirc.nln.org/mod/page/view.php?id=843>) is the preferred template to be used by NMNEC nursing programs for scenario development in order to facilitate ease of sharing across programs. Other templates may be used as long as all of the following components are incorporated (but not limited to):
  - Brief Description of Patient
  - Psychomotor Skills Required Prior to Simulation

- Cognitive Activities Required Prior to Simulation
  - Simulation Learning Objectives
  - References
  - Evidenced-Based Practice Guidelines, Protocols, or Algorithms Used for this Scenario,
  - Fidelity (set up specifics, medications, supplies, equipment, mannequin to be used, staff needed, documents-charts, labs, etc.)
  - Report to students
  - Scenario progression or algorithm
  - Debriefing guide
8. Clinical hours may be substituted with simulation activities when the New Mexico Board of Nursing (NMBON) recommendations on simulation are followed.
  9. In order to offer good quality simulation experiences, NMNEC simulation programs should follow the International Nursing Association for Clinical Simulation and Learning (INACSL) simulation standards (<https://www.inacsl.org/inacsl-standards-of-best-practice-simulation/>) and New Mexico Board of Nursing (NMBON) requirements, including:
    - a. Students must be oriented to each new simulation environment and/or manikin(s).
    - b. Student preparation for simulation is necessary. Preparation assignments need to be meaningful and assist the students to meet learning objectives of the simulation.
  10. Debriefing of simulation experiences needs to meet International Association for Clinical Simulation and Learning (INACSL) standards and New Mexico Board of Nursing (NMBON) requirements.
  11. It is at the discretion of each NMNEC nursing program to perform formative or summative student evaluations. Grading is at the discretion of the program and can be pass/fail or scored (if scored, use of a rubric is recommended). Examples of activities to be graded can come from professional behavior, student performance during the scenario, preparation work, and/or demonstrated insight on reflection.
  12. Simulation policies and procedures, and confidentiality agreements must be in place and available to students, faculty, and staff at each NMNEC school. Per NMBON rules (16.12.3.12 Minimum Standards for Nursing Programs. 2018): “Simulation learning policies and procedures shall include evaluative feedback mechanisms for ongoing program improvement”.
  13. Faculty and staff implementing, supervising, and/or debriefing simulation activities should have the appropriate training as per the New Mexico Board of Nursing requirements. Appropriate training includes certifications, attendance to conferences, train the trainer, or other professional development activities related to simulation.
  14. The NMNEC Simulation Plan should be reviewed and updated as needed at least every three years.

Simulation Title: <i>Safety I: Fall Risk (Level 1)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
<b>L1</b>	<p>Concept: <b>Safety</b> Exemplar: <b>Quality and Safety Education for Nursing (QSEN) Safety Competency</b></p> <p>Concept: <b>Communication</b> Exemplar: <b>Therapeutic Communication</b></p>	<ol style="list-style-type: none"> <li>1. Successfully perform appropriate body mechanics skills taking into consideration patient and personal safety issues.</li> <li>2. Obtain vital signs (respiration, heart rate, blood pressure, temperature, pain assessment).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify risk for falls using a patient centered approach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use therapeutic communication with patient and/or family members</li> <li>2. Communicate effectively with members of the health care team.</li> <li>3. Educate patient on risk for falls and fall prevention taking into consideration patient setting.</li> <li>4. Document nursing plan, interventions, and/or evaluation (e.g., fall risk assessment, pain assessment, vital signs etc.) in chart.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify potentially harmful situations. [L1.2/P2]</li> <li>2. Perform identified skills to promote patient safety. [L1.2/P2]</li> <li>3. Demonstrate effective collaboration with peers in the learning environment. [L1.5/P5]</li> <li>4. Demonstrate effective communication with peers (and faculty). [L1.5/P5]</li> </ol>



Simulation Title: <i>Safety II: Medication Administration Safety (Level 1)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L1	<p>Concept: <b>Safety and Safety Education for Nursing (QSEN) Safety Competency</b></p> <p>Concept: <b>Communication</b></p> <p>Exemplar(s): <b>Documentation; SBAR</b></p>	<ol style="list-style-type: none"> <li>1. Prepare and safely administer medication (PO, SQ, or IM) using all medication administration rights.</li> <li>2. Obtain vital signs (respiration, heart rate, blood pressure, temperature, pain assessment).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify potential harmful situations</li> </ol>	<ol style="list-style-type: none"> <li>1. Effectively communicate with health care team members to notify about potential harmful situation.</li> <li>2. Effectively communicate with provider to clarify and/or discontinue medication using SBAR.</li> <li>3. Document nursing plan, interventions, and/or evaluation (e.g., medication administration, pain assessment, vital signs etc.) in chart.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify near misses and clinical errors. [L1.2/P2]</li> <li>2. Perform medication administration safely and accurately. [L1.2/P2]</li> <li>3. Demonstrate effective collaboration with peers in the learning environment. [L1.5/P5]</li> <li>4. Demonstrate effective communication with peers (and faculty). [L1.5/P5]</li> <li>5. Document interventions using available technology. [L1.6/P6]</li> </ol>



Simulation Title: <i>Stress and Coping (Level 2)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L2	<p>Concept: <b>Stress and Coping</b></p> <p>Exemplar: <b>Post – Traumatic Stress Disorder (PTSD)</b></p>	<ol style="list-style-type: none"> <li>1. Perform a focused psychological assessment to elicit traumatic events, PTSD and suicidal ideation screening (if necessary), and patient's history of recreational drug use.</li> <li>2. Based upon screening tool results, maintain patient safety as recommended .</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess, recognize and perform nursing interventions to address patient's abnormal behaviors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate therapeutic communication with the patient and/or family.</li> <li>2. Communicate with provider and healthcare team members using SBAR.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the need for healthcare access related to diverse populations. [L2.1/P1]</li> <li>2. Communicate effectively with the interprofessional team members in order to initiate shared decision making. [L2.5/P5]</li> <li>3. Identify appropriate resources that will aid patients in continuing wellness or decreasing exacerbation of diseases. [L2.6/P6]</li> </ol>



Simulation Title: <i>Fluid and Electrolytes (Level 2)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L2	Concept: <b>Fluid and Electrolytes</b>  Exemplar: <b>Chronic Kidney Disease</b>	<ol style="list-style-type: none"> <li>Complete a head-to-toe physical assessment and an environmental (room, safety) assessment.</li> <li>Measure intake and output.</li> <li>Administer medication in a safe manner (e.g., pneumococcal vaccine).</li> </ol>	<ol style="list-style-type: none"> <li>Recognize abnormal findings in physical assessment.</li> <li>Identify potential harmful situations.</li> <li>Recognize normal and abnormal lab values (BUN, Cr, electrolytes).</li> <li>Recognize normal and abnormal intake and output.</li> </ol>	<ol style="list-style-type: none"> <li>Use therapeutic communication with patient and/or family members.</li> <li>Communicate effectively with members of the health care team.</li> <li>Educate patient on nutritional therapy prior to discharge.</li> <li>Document assessment and/or nursing interventions and evaluation in available record.</li> <li>Document intake and output.</li> </ol>	<ol style="list-style-type: none"> <li>Anticipate, identify, and eliminate potentially harmful situations in a wellness setting with guidance. [L2.2/P2]</li> <li>Use various communication styles appropriate to team member roles. [L2.4/P4]</li> <li>Advocate health promotion for healthcare consumers. [L2.4/P4]</li> <li>Illustrate ability to work effectively as a team member. [L2.5/P5]</li> <li>Demonstrate planning and documentation of nursing care using available technology in health promotion settings. [L2.6/P6]</li> </ol>



### Additional Required Simulation Activities *(Level 2)*

Simulation activities that are required by NMNEC but do not have to be at a high fidelity level due to potentially limited resources (equipment, etc.)

<b>Simulation Title: <i>Reproduction</i></b>		
<b>Placement</b>	<b>Exemplar</b>	<b>Psychomotor Skills</b>
<b>L2</b>	Exemplar: <b>Antepartum Health Promotion</b>	<ol style="list-style-type: none"> <li>1. Fetal assessment</li> <li>2. Assessment of pregnant patient</li> <li>3. Recognition of abnormal assessment findings</li> </ol>
	Exemplar: <b>Intrapartum and Birth Overview</b>	<ol style="list-style-type: none"> <li>1. Observation of an uncomplicated labor and vaginal birth of a healthy newborn by either use of simulator or multimedia (video, streaming, etc.).</li> </ol>
	Exemplar: <b>Postpartum Health Promotion</b>	<ol style="list-style-type: none"> <li>1. Postpartum assessment of mother.</li> <li>2. Promotion of health in the post-partum period (i.e., administration of Rhogam, prevention of bladder distention, fundal assessment/massage, initiation of breastfeeding)</li> <li>3. Recognition of abnormal assessment findings</li> </ol>
	Exemplar: <b>Newborn Health Promotion</b>	<ol style="list-style-type: none"> <li>1. Assessment of newborn by either use of simulator or multimedia (video, streaming, etc.)</li> <li>2. Promotion of health in the newborn (i.e., Vitamin K injection, administration of erythromycin eye ointment, newborn metabolic screening, immunization of the newborn (Hepatitis B)/education on vaccinations</li> <li>3. Recognition of abnormal vital signs</li> </ol>



Simulation Title: <i>Metabolism (Level 3)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L3	Concept: <b>Metabolism</b>  Exemplar(s): <i>[pick one at minimum]</i> <b>Diabetes Mellitus</b> (e.g., DKA, hypoglycemia, hyperglycemia); <b>Thyroid Imbalances;</b> <b>Exogenous Adrenocortical Dysfunction</b>	<ol style="list-style-type: none"> <li>1. Perform a focused physical assessment.</li> <li>2. Administer medications in a safe manner (IV preferred).</li> <li>3. Educate patient on nutrition options for metabolic condition, if applicable.</li> <li>4. Draw labs and/or diagnostics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of metabolic condition patient is experiencing.</li> <li>2. Perform interventions to treat metabolic condition in a timely manner.</li> <li>3. Interpret diagnostics (e.g., labs and/or others).</li> </ol>	<ol style="list-style-type: none"> <li>1. Notify provider of patient condition in a timely manner using SBAR.</li> <li>2. Communicate with team members to provide effective patient care in a timely manner.</li> <li>3. Document nursing assessment and/or interventions using available health record.</li> <li>4. Communicates with patient using appropriate techniques.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement evidence based procedures to reduce harm, promote safety, and improve care in nursing the patient with chronic illness, with guidance. [L3.4/P4]</li> <li>2. Safely operate appropriate technology in the delivery of care of chronically ill patients. [L3.6/P6]</li> <li>3. Document planning, implementation, and evaluation of nursing care of patients with chronic conditions using available technology. [L3.6/P6]</li> <li>4. Use effective communication style with team members in care of patient with chronic conditions. [L3.5/P5]</li> </ol>



Simulation Title: <i>Gas Exchange (Level 3)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L3	Concept: <b>Gas Exchange</b>  Exemplar(s): <i>[pick one at minimum]</i> <b>Chronic Obstructive Pulmonary Disease; Asthma; Pneumonia.</b>	<ol style="list-style-type: none"> <li>1. Perform a focused respiratory assessment.</li> <li>2. Select and administer adequate oxygen delivery system based on patient's needs.</li> <li>3. Interpret laboratory results including arterial blood glasses.</li> <li>4. Administer medications in a safe manner (IV preferred).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of respiratory condition addressed in the scenario.</li> <li>2. Perform interventions in a timely manner (including oxygen titration).</li> <li>3. Interpret arterial blood gases and other diagnostics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with interprofessional team using SBAR.</li> <li>2. Use therapeutic communication with patient and/or family.</li> <li>3. Document nursing assessment and/or interventions using available health record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply evidence in providing care in providing care to patients with chronic health problems. [L3.3/P3]</li> <li>2. Assess outcomes of care when using evidence based approaches. [L3.3/P3]</li> <li>3. Document planning, implementation, and evaluation of nursing care of patients with chronic conditions using available technology. [L3.6/P6]</li> <li>4. Collaborate effectively with the interprofessional team with guidance. [L3.5/P5]</li> <li>5. Anticipate, identify, and eliminate potential harmful situations for patients with chronic illness. [L3.2/P2]</li> </ol>



Simulation Title: <i>Grief (Level 3)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L3	Concept: <b>Grief</b>  Exemplar: <b>End of Life</b>	<ol style="list-style-type: none"> <li>1. Perform a focused physical assessment.</li> <li>2. Administer medications in a safe manner, if applicable.</li> <li>3. Provide culturally appropriate end of life care including postmortem care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of impending death.</li> <li>2. Adjust care to meet patient's End of Life goals (e.g., DNR, living will).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use therapeutic communication with patient and/or family.</li> <li>2. Provide End of Life education for patient and/or family.</li> <li>3. Effectively communicate with healthcare team members using SBAR when appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply patient's values, beliefs, and attitudes to the patient's plan of care. [L3.1/P1]</li> <li>2. Using effective communication, apply the patient's expressed values, beliefs, and attitudes to nursing care. [L3.1/P1]</li> <li>3. Use effective communication style with team members in care of patients with chronic conditions. [L3.5/P5]</li> </ol>



Simulation Title: <i>Perfusion (Level 4)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L4	Concept: <b>Perfusion</b>  Exemplar: <b>Acute Coronary Syndrome (ACS)</b>	<ol style="list-style-type: none"> <li>1. Perform a focused assessment (cardiac and respiratory).</li> <li>2. Administer medications in a safe manner.</li> <li>3. Perform cardiopulmonary resuscitation (CPR) in a timely and effective manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of cardiac condition addressed in the scenario.</li> <li>2. Perform interventions to treat cardiac condition in a timely manner.</li> <li>3. Interpret diagnostics (e.g., electrocardiogram [EKG], labs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with interprofessional team using SBAR in order to provide effective patient care in a timely manner.</li> <li>2. Communicates with patient and/or family using appropriate techniques.</li> <li>3. Document nursing assessment and/or interventions using available health record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement evidence-based procedures to reduce harm, promote safety, and improve care in an acute care setting with minimal guidance. [L4.2/P2]</li> <li>2. Demonstrate clinical competency with the acute care patient in lab and practice settings. [L4.4/P4]</li> <li>3. Begin to integrate the collaborative role of the nurse effectively within the interprofessional team. [L4.5/P5]</li> <li>4. Demonstrate ability to function as team member or leader. [L4.5/P5]</li> <li>5. Document planning, implementation and evaluation of nursing care of patients with acute illness using available technology. [L4.6/P6]</li> </ol>



Simulation Title: <i>Intracranial Regulation (Level 4)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L4	Concept: <b>Intracranial Regulation</b>  Exemplar: <b>Cerebrovascular Accident (CVA)</b>	<ol style="list-style-type: none"> <li>1. Perform a focused assessment (cardiovascular and neurologic).</li> <li>2. Administer medications in a safe manner (IV medications preferable).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of condition addressed in the scenario.</li> <li>2. Perform interventions to treat condition in a timely manner.</li> <li>3. Interpret diagnostics (e.g., cardiovascular assessment [CVA] screening, labs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with interprofessional team using SBAR in order to provide effective patient care in a timely manner.</li> <li>2. Communicates with patient and/or family using appropriate techniques.</li> <li>3. Document nursing assessment and/or interventions and outcomes using available health record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement evidence-based procedures to reduce harm, promote safety, and improve care in an acute care setting with minimal guidance. [L4.2/P2]</li> <li>2. Demonstrate clinical competency with the acute care patient in lab and practice settings. [L4.4/P4]</li> <li>3. Begin to integrate the collaborative role of the nurse effectively within the interprofessional team. [L4.5/P5]</li> <li>4. Demonstrate ability to function as team member or leader. [L4.5/P5]</li> <li>5. Document planning, implementation and evaluation of nursing care of patients with acute illness using available technology. [L4.6/P6]</li> </ol>



Simulation Title: <i>Infection (Level 4)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L4	Concept: <b>Infection</b>  Exemplar: <b>Sepsis</b>	<ol style="list-style-type: none"> <li>1. Perform a focused assessment (cardiac and respiratory).</li> <li>2. Administer medications in a safe manner (IV meds preferable).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of condition addressed in the scenario.</li> <li>2. Perform interventions to treat condition in a timely manner.</li> <li>3. Interpret diagnostics (e.g., labs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively with interprofessional team using SBAR in order to provide effective patient care in a timely manner.</li> <li>2. Communicates with patient and/or family using appropriate techniques.</li> <li>3. Document nursing assessment and/or interventions and outcomes using available health record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement evidence-based procedures to reduce harm, promote safety, and improve care in an acute care setting with minimal guidance. [L4.2/P2]</li> <li>2. Demonstrate clinical competency with the acute care patient in lab and practice settings. [L4.4/P4]</li> <li>3. Begin to integrate the collaborative role of the nurse effectively within the interprofessional team. [L4.5/P5]</li> <li>4. Demonstrate ability to function as team member or leader. [L4.5/P5]</li> <li>5. Document planning, implementation and evaluation of nursing care of patients with acute illness using available technology. [L4.6/P6]</li> </ol>



Simulation Title: <i>Concept Synthesis I (Level 5)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L5	Concept: <b>Program Concept Synthesis</b>  Exemplar: <b>Respiratory Failure</b>	<ol style="list-style-type: none"> <li>1. Perform a focused assessment.</li> <li>2. Administer medications in a safe manner.</li> <li>3. Perform bag-mask ventilation (BVM) in a timely and effective manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of respiratory failure.</li> <li>2. Perform interventions to treat condition(s) in a timely manner.</li> <li>3. Identify normal and abnormal values in diagnostics (e.g., arterial blood gasses [ABGs], labs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with team members to provide effective patient care in a timely manner.</li> <li>2. Communicate effectively with interprofessional team using SBAR in order to provide effective patient care in a timely manner.</li> <li>3. Communicates with patient and/or family using appropriate techniques.</li> <li>4. Document nursing assessment and/or interventions and outcomes using available health record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Function competently within own scope of practice as a member or leader of the healthcare team. [L5.4/P4]</li> <li>2. Communicate with team members, adapting own style of communicating to needs of the team and situation. [L5.4/P4]</li> <li>3. Collaborate effectively within nursing and interprofessional teams. [L5.5/P5] Foster open communication, mutual respect, and shared decision-making to achieve quality patient care. [L5.5/P5]</li> <li>4. Identify appropriate technology to use in delivering patient care. [L5.6/P6]</li> </ol>



Simulation Title: <i>Concept Synthesis II (Level 5)</i>					
Placement	Concept/Exemplar	Psychomotor Skills	Clinical Judgment	Communication	Competencies with Corresponding Level Objectives [L#.O#]/Program Objectives [P#]
L5	Concept: <b>Program Concept Synthesis</b>  Exemplar(s): <b>Shock (Acute Hypovolemic)</b>	<ol style="list-style-type: none"> <li>1. Perform a focused assessment.</li> <li>2. Monitor intake and output.</li> <li>3. Administer intravenous (IV) fluids and medications in a safe manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize signs and symptoms of condition addressed in the scenario.</li> <li>2. Perform interventions to treat condition(s) in a timely manner.</li> <li>3. Interpret diagnostics (e.g., electrocardiogram [EKG], labs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate with team members to provide effective patient care in a timely manner.</li> <li>2. Communicate effectively with interprofessional team using SBAR in order to provide effective patient care in a timely manner.</li> <li>3. Communicates with patient and/or family using appropriate techniques.</li> <li>4. Document nursing assessment and/or interventions and outcomes using available health record.</li> </ol>	<ol style="list-style-type: none"> <li>1. Function competently within own scope of practice as a member or leader of the healthcare team. [L5.4/P4]</li> <li>2. Communicate with team members, adapting own style of communicating to needs of the team and situation. [L5.4/P4]</li> <li>3. Collaborate effectively within nursing and interprofessional teams. [L5.5/P5] Foster open communication, mutual respect, and shared decision-making to achieve quality patient care. [L5.5/P5]</li> <li>4. Identify appropriate technology to use in delivering patient care. [L5.6/P6]</li> </ol>



## Resources utilized in NMNEC Simulation Plan Revision -2018- 2019

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