

Simulation-based Learning Program – daily requirements

Day 1:

- Day 1 student workbooks including therapy resources– 1 per student
- Provide clinical educator with workbooks for the five days of the Simulation Program.
- Patient files for Tom Jones (inclusive of all documentation provided) – 1 file per student pair
- Resources to set up rehabilitation clinic room - **refer to Simulations Set up Guide** (e.g. aphasia and dysphagia posters, waiting room signs, office door sign etc).
- Simulated patient feedback form - 1 per simulated patient. To be given to simulated patient to complete following simulation 2.
- iPad (if using)

Day 2:

- Day 2 student workbooks including therapy resources – 1 per student
- Patient files for Tom Jones and Michael Goodman (inclusive of all documentation provided) – day 2 simulations – 1 file per student pair.
- Resources to set up rehabilitation clinic rooms - **refer to Simulations Set up Guide** (e.g. aphasia and dysphagia posters, waiting room signs, office door sign etc).
- Frenchay Dysarthria assessment – second edition© examiners manual – ideally one per student pair (**not provided**)
- Day 3 student workbooks including assessment resources – 1 per student – *for preparation for Day 3.*
- Patient file for Margaret Henderson (inclusive of all documentation provided) – preparation for day 3 simulations – 1 file per student pair.
- Spare dysphagia materials – i.e. thickened fluids, tongue depressors etc. *if* CEs wish for students to use the preparation time at the end of the day to conduct oromotor examinations on each other and trial feeding.
- iPad (if using)

Day 3:

- Day 3 student workbooks (if not provided Day 2 afternoon) including therapy resources – 1 per student
- Patient files for Margaret Henderson (inclusive of all documentation provided) – day 3 simulations – 1 file per student pair
- Resources to set up acute clinic rooms – **refer to Simulations Set up Guide** for relevant simulations (e.g. dysphagia resources, handwashing signs, ward signs, bed chart signs etc).
- Patient files for Beth Connor, Emily Gleeson, James Parker and Selwyn Walker – preparation for Day 4 simulations (inclusive of all documentation provided) – only 1 file of each required.
- Student workbooks for Day 4 – 1 per student – **for Day 4 preparation.**
- iPad (if using)

Day 4:

- Day 4 student workbooks (if not already provided) including therapy resources – 1 per student
- Patient files for Beth Connor, Emily Gleeson, James Parker and Selwyn Walker – preparation for Day 4 simulations (inclusive of all documentation provided) – only 1 file of each required.
- Patient files for Margaret Henderson – 1 file per student pair. **NB: You will need to add in relevant progress notes to account for time between last simulation and this simulation. Refer to patient file documentation provided.**
- Patient files for James Parker – 1 per student pair.
- VFSS reports for James Parker – 1 per student. **NB: Give these reports to the student during the relevant session and ask them to file them in the relevant section of the patient's medical file.**
- Resources to set up acute clinic rooms – **refer to Simulations Set up Guide** for relevant simulations (e.g. dysphagia resources, handwashing signs, ward signs, bed chart signs etc).
- Resources to set up rehabilitation clinic room - **refer to Simulations Set up Guide** (e.g. aphasia and dysphagia posters, waiting room signs, office door sign etc).
- Simulated patient feedback forms. To be given to simulated patients to complete. NB: Margie will feedback to the students directly. The CEs can feedback information on other SP forms to the students during the relevant debrief sessions.
- iPad (if using).

Day 5:

- Day 5 student workbooks including therapy resources – 1 per student.
- Resources to set up rehabilitation clinic room - **refer to Simulations Set up Guide** (e.g. aphasia and dysphagia posters, waiting room signs, office door sign etc).
- Simulated patient feedback forms. To be given to simulated patients to complete. NB: Margie will feedback to the students directly. The CEs can feedback information on other SP forms to the students during the relevant debrief sessions.
- iPad (if using)