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**THE UNIVERSITY
OF QUEENSLAND**
AUSTRALIA

Simulation-based Learning Program

Simulations Set Up Guide

Developed as part of the *Embedding Simulation in Clinical
Training in Speech Pathology* project 2014 – 2018



**THE UNIVERSITY OF
SYDNEY**



**LA TROBE
UNIVERSITY**



**Griffith
UNIVERSITY**
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General information:

- Please note that unless specifically stated otherwise the set-up diagrams and information detailed below pertains to ONE simulation unit only. Simulation coordinators at each site will need to adjust based on the number of simulations being conducted.

For example: For three simulation units, 3 different outpatient clinic rooms will need to be set up for simulation 1.

- Information regarding timings for each simulation has also been provided to assist simulation coordinators in the coordination of each Simulation Program.
- A number of suggestions are made to assist with creating an authentic environment. Feel free to use resources provided or add additional resources to achieve this end.

SIMULATION 1: Mr Tom Jones (Initial rehabilitation session – clinical educator led)

Simulation timings

Day 1:	12:15pm	Simulation prebrief begins (60 minutes duration)
	12:30pm	Simulated patient/s arrives
	1:15pm	Simulation 1 begins (15 minutes duration)
	1:30pm	Students move to break-out room to debrief with clinical educator (15 minutes duration)
	1:45pm	Simulation 1 complete

Room set up

Setting: Simulated rehabilitation unit / speech pathology clinic room

- Desk
- 2 x chairs at desk
- Waiting room sign (outside entry) – *(provided)*
- 2-3 chairs in waiting room (outside entry)

On desk (*suggestions – to be sourced by university*):

- Box of tissues
- Pen holder
- Pens
- Wire vertical file organizer x 1
- Blank manila folders (in vertical file organizer)
- Speech pathology textbooks

Posters on wall (*resources provided*):

- Aphasia poster
- Texture modified foods/fluids



Clinical educator

- Tom patient file including completed WAB-R© Assessment record form (*provided*)
- Therapy worksheet (convergent naming task) (*provided*)
- Pen and Paper (clipboard)

Simulated patient/s

- Casual clothes
- Simulated patient/s may bring a notebook along.

SIMULATION 2: Mr Tom Jones (Initial rehabilitation session – student led)

Simulation timings

Day 1:	1:45pm	Simulation prebrief begins (30 minutes duration)
	2:15pm	Simulation 2 begins (60 minutes duration)
	3:15pm	Students move to break-out room to debrief with clinical educator (45 minutes duration)
	3:40pm	Simulated patient/s provide feedback to students
	4:00pm	Simulation 2 complete Simulated patient/s finish

Room set up**

Setting: Simulated rehabilitation unit / speech pathology clinic room

- Desk
- Chairs at desk – for students and simulated patient.
- Waiting room sign (outside entry) – (*provided*)
- 2-3 chairs in waiting room (outside entry)

On desk (*suggestions – to be sourced by university*):

- Box of tissues
- Pen holder
- Pens
- Wire vertical file organizer x 1
- Blank manila folders (in vertical file organizer)
- Speech pathology textbooks

Posters on wall (*resources provided*):

- Aphasia poster
- Texture modified foods/fluids

**Set up for Simulation 2 is the same as for Simulation 1 with more chairs at desk for students pairs/groups.



Student clinician

- Tom patient file including completed WAB-R© assessment record form (*provided*)
- Therapy worksheet (convergent naming task) (*provided in therapy resources booklet*)
- Pen and paper (student workbooks)

Simulated patient/s

- Casual clothes
- Simulated patient/s may bring a notebook along.

SIMULATION 3: Mr Tom Jones (Student role-play therapy session)

Simulation timings

Day 2:	8:30am	Simulation prebrief begins (30 minutes duration)
	9:00am	Simulation 3 begins (45 minutes duration)
	9:45am	Students move to break-out room to debrief with clinical educator (30 minutes duration)
	10:15am	Simulation 3 complete

Room set up

Setting: Simulated rehabilitation unit / speech pathology clinic room

This simulation will require 1 x bay/room per student pair/group. Mandatory resources per bay include:

- Desk
- 3 x chairs at desk

All student pair bays/rooms will share the same waiting room. Resources required include:

- Waiting room sign (outside entry) – *(provided)*
- 2-3 chairs in waiting room (outside entry)

Additional *suggested* consumables are listed below. Not all bays will have all resources however each bay should have enough of the resources to simulate the clinical environment.

On desk:

- Box of tissues
- Pen holder
- Pens
- Wire vertical file organiser
- Blank manila folders (in vertical file organiser)
- Speech pathology textbooks
- Picture cards for naming therapy. Provided in student therapy resources workbooks for day 2.

Posters on wall:

- Aphasia poster (provided)
- Texture modified foods/fluids (provided)

***Photos of set up over page.*

Student clinician

- Patient file for Tom Jones including completed WAB-R© assessment record form

Therapy materials:

- Convergent naming task worksheet – included in therapy resources workbook
- Picture cards for naming task – included in therapy resources workbook
- Pen and paper
- Student workbooks



SIMULATION 4: Mr Michael Goodman (student role-play therapy session)

Simulation timings

Day 2:	10:30am	Simulation prebrief begins (90 minutes duration)
	12:00pm	Lunch break (45 minutes duration)
	12:45pm	Simulation prebrief continues (30 minutes duration)
	1:15pm	Simulation 4 begins
	1:45pm	Students move to break-out room to debrief with clinical educator (75 minutes duration)
	3:00pm	Simulation 4 complete

Room set up

Setting: Simulated rehabilitation unit / speech pathology clinic room

This simulation will require 1 x bay/room per student pair/group. Mandatory resources per bay include:

- Desk
- 3 x chairs at desk

All student pair bays/rooms will share the same waiting room. Resources required include:

- Waiting room sign (outside entry) – (*provided*)
- 2-3 chairs in waiting room (outside entry)

Additional *suggested* consumables are listed below. Not all bays will have all resources however each bay should have enough of the resources to simulate the clinical environment.

On desk:

- Box of tissues
- Pen holder
- Pens
- Wire vertical file organiser
- Blank manila folders (in vertical file organiser)
- Speech pathology textbooks
- Picture cards for naming therapy. Provided in student therapy resources workbooks for day 2.

Posters on wall:

- Aphasia poster (*provided*)
- Texture modified foods/fluids (*provided*)

***Photos of set up over page.*

Student clinician

- Patient file for Michael Goodman including completed FDA-2© rating form and Speech Pathology Assessment report.
- Session plan

Therapy materials:

- Therapy resources as prepared/gathered by students.
- Pen and paper
- Student workbooks



SIMULATION 5: Mrs Margaret (Margie) Henderson (Initial swallow assessment)

Simulation timings

Day 3:	9:00am	Simulation prebrief begins (40 minutes duration) Simulated patient/s arrive
	9:40am	Simulation 5 begins (80 minutes duration)
	11:00am	Students move to break-out room to debrief with clinical educator (45 minutes duration)
	11:45am	Simulation 5 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- IV pole (with fluid bag) next to bed
- Visitors chairs next to bed
- Patient bedside table
- Overbed table
- White board above bed with patient name and “NBM” written (this can be a laminated white piece of paper).

On bedside table or overbed table:

- Tissues
- Food and fluid trial materials (i.e. cups, spoons, tongue depressors, water, thickened fluids (2 x mildly thick, 2 x moderately thick, 1 x extremely thick), pureed fruit, two-fruits, marshmallows, biscuits).

Other resources (optional):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)



Student clinician

- Pen and paper
- Student workbooks

Simulated patients

Margie (simulated patient):

- Hospital gown / nightie and dressing gown
- Slippers
- In bed; IV in situ in back of right hand (taped to secure placement)

Anna – Registered nurse:

- Nurse uniform or polo shirt
- Watch
- Gloves
- Staff lanyard “Anna RN” (*template provided, lanyard required*)

SIMULATION 6: Mrs Margaret (Margie) Henderson (Initial communication informal assessment)

Simulation timings

Day 3:	12:30pm	Simulation prebrief begins (30 minutes duration)
	1:00pm	Simulation 6 begins (90 minutes duration)
	2:30pm	Students move to break-out room to debrief with clinical educator (30 minutes duration)
		Simulated patient/s finish
	3:00pm	Simulation 6 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- IV pole (with fluid bag) next to bed
- Visitors chairs next to bed.
- Patient bedside table
- Overbed table
- White board above bed with recommended diet and fluids consistencies written on it (as per the outcome of the dysphagia assessment in Simulation 5). This can be a laminated white piece of paper.

On bedside table:

- Tissues

Other resources (*optional*):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)



Student clinicians

- Pen / Paper
- Student workbooks

Simulated patients

Margie (simulated patient):

- Hospital gown / nightie and dressing gown
- Slippers
- In bed; IV in situ in back of right hand (taped to secure placement)

Anna – Registered nurse:

- Nurse uniform or polo shirt
- Watch
- Gloves
- Staff lanyard “Anna RN” (*template provided, lanyard required*)

SIMULATION 7: Ms Beth Connor (Pre-operative baseline communication assessment)

Simulation timings

Day 4:	8:45am	Simulation prebrief begins (30 minutes duration) Simulated patient/s arrive
	9:15am	Simulations 7, 8, 9, 10 begin (25 minutes per session + 5 minutes change-over time; 135 minutes total)
	11:30am	Students move to break-out room to debrief with clinical educator (30 minutes duration)
	11:45am	Simulated patient/s finish
	12:00pm	Simulations 7, 8, 9, 10 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- Visitors chairs next to bed
- Overbed table
- Patient bedside table
- White board above bed with patient name and “NBM” written (this can be a laminated white piece of paper).

On bedside table:

- Tissues

Other resources (*optional*):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)



Student clinicians

- Pen and paper
- Student workbooks

Simulated patients

Beth – simulated patient:

- Hospital gown / nightie and dressing gown
- Slippers
- In bed under the sheet reading a book/magazine or looking at iPhone
- May have personal items on bed-side table (i.e. handbag; etc.)

SIMULATION 8: Mr James (Jim) Parker (Initial swallow assessment)

Simulation timings

Day 4:	8:45am	Simulation prebrief begins (30 minutes duration) Simulated patient/s arrive
	9:15am	Simulations 7, 8, 9, 10 begin (25 minutes per session + 5 minutes change-over time; 135 minutes total)
	11:30am	Students move to break-out room to debrief with clinical educator (30 minutes duration)
	11:45am	Simulated patient/s finish
	12:00pm	Simulations 7, 8, 9, 10 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- IV pole (with fluid bag) next to bed
- Visitors chairs next to bed
- Overbed table
- Patient bedside table
- White board above bed with patient name and “Normal Diet and Thin Fluids” written (this can be a laminated white piece of paper).

On bedside table:

- Tissues
- Food and fluid trial materials (i.e. cups, spoons, tongue depressors, water, thickened fluids (2 x mildly thick fluids, 2 x moderately thick fluids, 1 x extremely thick fluids), two-fruits, pureed fruit, marshmallows, biscuits).

Other resources (*optional*):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)

**Photos of room set up over the page*



Student clinicians

- Pen and paper
- Student workbooks

Simulated patients

Jim- simulated patient:

- Hospital gown
- Slippers
- In bed sleeping
- May have personal items on bedside table (i.e. books/ reading glasses; etc.)
- IV line in situ (either arm)

SIMULATION 9: Mr Selwyn Walker (Discussion with dietitian)

Simulation timings

Day 4:	8:45am	Simulation prebrief begins (30 minutes duration) Simulated dietitian arrives
	9:15am	Simulations 7, 8, 9, 10 begin (25 minutes per session + 5 minutes change-over time; 135 minutes total)
	11:30am	Students move to break-out room to debrief with clinical educator (30 minutes duration)
	11:45am	Simulated patient/s finish
	12:00pm	Simulations 7, 8, 9, 10 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- Visitors chairs next to bed
- Overbed table
- Patient bedside table
- White board above bed with patient name and “Soft Diet and Mildly Thick Fluids” written (this can be a laminated white piece of paper).

On bedside table:

- Tissues

Other resources (*optional*):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)



Student clinicians

- Pen and paper
- Student workbooks

Simulated patients

Claire - dietitian:

- Professional clothes
- Staff lanyard "Claire DIETITIAN" – *(template provided, lanyard required)*
- May have clipboard/pen/calculator/water bottle.

SIMULATION 10: Ms Emily Gleeson (Initial speech and swallow assessment)

Simulation timings

Day 4:	8:45am	Simulation prebrief begins (30 minutes duration) Simulated patient/s arrive
	9:15am	Simulations 7, 8, 9, 10 begin (25 minutes per session + 5 minutes change-over time; 135 minutes total)
	11:30am	Students move to break-out room to debrief with clinical educator (30 minutes duration)
	11:45am	Simulated patient/s finish
	12:00pm	Simulations 7, 8, 9, 10 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- Visitors chairs next to bed
- Overbed table
- Patient bedside table
- White board above bed with patient name and “Normal Diet and Thin Fluids” written (this can be a laminated white piece of paper).

On bedside table:

- Tissues
- Food and fluid trial materials (i.e. cups, spoons, tongue depressors, water, thickened fluids (2 x mildly thick fluids, 1 x moderately thick fluids), two-fruits, marshmallows, biscuits).

Other resources (optional):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)

**photo provided over the page*



Student clinicians

- Pen and paper
- Student workbooks

Simulated patient/s

Emily – simulated patient:

- Casual clothes
- In bed – reading a book/magazine or looking at iPhone
- May have personal items on bed-side table (i.e. handbag; etc.)

SIMULATION 11: Mrs Margaret (Margie) Henderson (Therapy session at bedside)

Simulation timings

Day 4:	12:45pm	Simulation prebrief begins (45 minutes duration)
	1.00pm	Simulated patient/s arrive
	1:30pm	Simulation 11 begins
	2:45pm	Students move to break-out room to debrief with clinical educator (15 minutes duration)
	3:00pm	Simulated patient to provide student feedback
	3:15pm	Simulated patient/s finish Simulation 11 complete

Room set up – acute hospital ward

Hand washing station to be placed at entrance to room/hospital ward. This should include:

- Gloves
- Hand sanitizer
- Signs to wash hands (*provided*)

Each patient bay should include:

- 1 x patient bed
- IV pole next to bed (not in use)
- Visitors chairs next to bed
- Overbed table
- Patient bedside table
- White board above bed with patient name and “Soft diet and thin fluids” written (this can be a laminated white piece of paper).

On bedside table:

- Tissues

Other resources (*optional*):

- Nurses station contact list (*provided*)
- Ward sign (*provided*)
- Overbed/patient bedchart folder sign (*suggested – template provided*)



Student clinicians

- Pen and paper
- Student workbooks
- Therapy materials – in student therapy resources workbooks

Simulated patient/s

Margie – simulated patient:

- Nightie and dressing gown
- Slippers
- In bed

SIMULATION 12: Mr James (Jim) Parker & Mrs Betty Parker (Discharge/ dysphagia education session)

Simulation timings

Day 5: If there is more than one unit, it is suggested that *Simulations 12 and 13 be rotations to maximise use of simulated patients. All simulation units will complete both simulations between 8:45am and 11:30am however order may vary.*

Day 5:	8:30am	Simulated patients arrive
	8:45am	Student preparation time (15 minute duration)
	9:00am	Simulation 12 begins (75 minutes duration) (15mins per simulation, 5 minutes for changeover and feedback).
	10:15am	Simulation ends
	11.30am	Debrief/simulated patient feedback
	12.00pm	Simulated patients leave

Room set up

Setting: Simulated rehabilitation unit / speech pathology clinic room

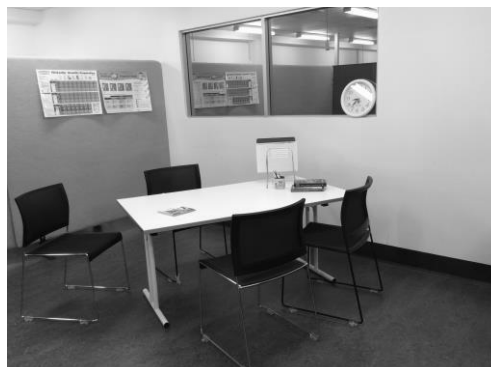
- Desk
- 4 x chairs at desk
- Waiting room sign (outside entry) - *provided*
- Chairs in waiting room (outside entry)

On desk (*suggested*):

- Box of tissues
- Pen holder
- Pens
- Wire vertical file organizer
- Blank manila folders (in vertical file organizer)
- Speech pathology textbooks

Posters on wall:

- Aphasia poster (*provided*)
- Texture modified foods/fluids (*provided*)



Student clinician

- Patient file for Jim including VFSS report
- Pen and paper
- Student workbooks
- Information regarding texture modified diets/fluids as per students – provided in student therapy resources Day 4 workbook.
- iPads with dysphagia app (*suggested*)

Simulated patients

Jim – simulated patient:

- Casual clothes and bag

Betty – simulated wife of patient:

- Casual clothes
- Handbag and reading glasses
- May bring notebook/pen

****Both simulated patients to be waiting in waiting room to be collected by student clinicians.**

SIMULATION 13: Verbal case handover to clinical educator

Simulation timings

Day 5:	10:15am	Simulation 13 begins (75 minutes duration)
	11:30am	Simulation debriefs begin (60 minutes). Simulated patients will provide feedback during debrief sessions.
	12:30pm	Simulations 12 and 13 complete

Room set up

Setting: Conference room or student learning space.

- Desk and chairs for all students and clinical educator



Student clinicians

Patient files:

- Tom
 - Margie
 - Michael
 - Beth
 - Jim
 - Selwyn
 - Emily
-
- Student workbooks and pen