



Scenario Development & Review Procedure

Original Date: August 2007

Reviewed: Annually

Last reviewed: May 2024

- I. Purpose: To produce, test and validate objective clinical scenarios that are based on standards of care/ best practice. The scenarios will progress according to learner intervention or lack of intervention and will be run objectively by each Clinical Simulation Center (JBCSC) educator according to scenario templates.

- II. Definitions:
 1. Actions: Manikin responses
 2. Events: Learner interventions or learner performance expectations
 3. Frames: Section of flowchart that includes simulated manikin (patient) actions
 4. Trends: Physiological changes in manikin actions over time
 5. Handlers: Events customized to initiate an “Action” (vocal, trend, comment, physiological change...)

- III. Scenario Development Expectations:
 1. To develop objective scenarios driven by learner events.
 2. Learner event(s) or time constraint will progress frames.
 3. Trends will be used whenever possible to simulate changes in physiological changes in the manikin.
 4. Scenarios will develop and change overtime during testing and validation process.

- IV. Procedure:
 1. Simulation case development is initiated based on needs assessment: faculty curriculum needs, course learning objectives, faculty request or simulation faculty determination based on current practice needs.
 2. Scenario Development:
 - a. Complete “Scenario Planning Worksheet” and “Simulation Design Template” (located on shared drive in “scenario development” folder). This process can be done as a team or done by an individual and shared with the team for feedback and revision
 - b. Research – review literature for best practice regarding scenario topic and provides input during feedback session listed above. In addition, a content expert outside of the simulation development team may be used to review scenario for best practice.
 - c. Programming – program scenario in appropriate simulator software using prerecorded vocals, standardized event menu, handlers and trends in a learner driven format.



- d. Documentation – develop chart/EHR forms
 - e. Admission Ticket – complete learner admission ticket template
 - f. Prebrief/Debrief Template – complete debriefing template
 - g. Pre/post Encounter – develop pre/post encounter questions and after approval, gives questions to Administrative Specialist to enter into simulation management system.
 - h. Review Questions – chooses standardized NCLEX-RN exam questions that correlate with simulation case
 - i. Team reviews and revises simulation case documents
 - j. Team participates in running scenario to pilot test trends, cueing, etc., regarding flow of scenario and learner interventions.
 - k. Program – scenario author makes revisions in program as needed based on team feedback
 - l. Place scenario and supporting documentation in “Final Sim” folder on the JBCSC Share.
3. Scenario Revision and Validation Process:
- a. During academic year simulation educators will note possible scenario revisions/improvements during learner education sessions.
 - b. Every May - simulation educators will meet as a team to review scenarios for best practice and revise as needed. Content experts will be included in review as appropriate to the scenario.
 - i. Review assignments will be made to each team member
 - ii. Scenario program will be run using different learner interventions at different times. The following scenario items will be reviewed:
 - a. Cueing
 - b. Trends
 - c. Learner interventions
 - d. Vocals
 - e. Other
 - iii. Each portion of the scenario will be reviewed as a team and changes made by individual assigned to that scenario.
 - iv. Scenario Review Quality Improvement file will be stored on the JBCSC share drive under - Quality improvement – “Year”_Scenario Review. All changes will be dated and signed with faculty initial.
 - c. Old version if necessary will be moved to archived scenario folder.
 - d. All changes will be saved to the JBCSC share drive – Final Sim folder.