

Real Life Scenario as Substitute for Bedside Clinical Practice

Mood Disorder

Time to Complete: 6 Hours

Materials: PC, web connection, Real Life Scenario: Mood Disorder, reference books, classroom or lab set up in stations including high fidelity sim, small group computer work station, and large group with faculty PC and projection equipment.

Objectives (Faculty may want to use objectives from their own curriculum or see the Educator Implementation Guide [ATI, 2012] for others): After completion of lesson the student will be able to:

1. Plan care for a client with mood disorder
2. Assess the client with a mood disorder including mental status
3. Identify important nursing considerations for medications used in treating clients with mood disorders.
4. Intervene safely, effectively, and therapeutically with a client experiencing severe symptoms related to a mood disorder.
5. Identify outcome criteria for ongoing maintenance of the client with mood disorder.
6. Complete an accurate and effective SBAR communication.

Instructional Component:

Who	What	How Long?	Deliverable Due date
Individual student assignment	<ul style="list-style-type: none"> • Develop a tentative plan of care for a client with a mood disorder. • Include at least four nursing diagnoses that will probably need to be addressed for the client with an acute episode related to bipolar disorder. • Describe common medications used to treat acute episodes of bipolar disorder and nursing considerations for each (See EIG [ATI, 2012] for specific meds in scenario). • Discuss important safety considerations for clients with mood disorder. 	1 hour at home	Paper or email (350 words min)

Who	What	How Long?	Deliverable Due date
Individual student assignment	Spend at least 60 minutes in the Real Life Mood Disorder scenario	At least 60 minutes	Score report
Small group assignment- Real Life in small groups or pairs with role playing	<ul style="list-style-type: none"> • Work in peer groups of 2-3 and go through the scenario deciding together what the nurse should do next. • Stop the videos and take turns role playing responses to the patient as the nurse. (Hammer, Fox, Hampton, 2014) • Critique one another's performance. • Feel free to share experiences and discuss your responses to the scenario. • Work toward a strong score. (Might set this up as a contest—first group to get strong wins a prize!) 	1 hour in class	Score report of group
Teacher-led group assignment- Real Life as a large group exercise	<ul style="list-style-type: none"> • Guide students through the scenario with "optimal" choices selected. • Spend time discussing the choices they made. • Don't hesitate to make wrong choices to find opportunities to teach concepts. • Review all medications used in treatment of the disorder. • Review aspects of the disease that present during the video. • Pose "what if" type questions asking students what would you do if the patient did or said this, or presented with this symptom? • Discuss cultural considerations. 	2-3 hours	Class participation score
Individual student assignment- Debrief	Reflection on ethical dilemmas uncovered during scenario watching or debriefing. Describe an "Aha" moment you experienced during the simulation. What are some of the aspects of the patient's care you didn't feel prepared for after doing your care planning?	1 hour	Paper or web-based course discussion post, 250 – 500 word max.

Note: You may want to use Real Life as part of a simulation lab experience where students move through “stations” (Hayden, 2012) that include:

1. High fidelity simulation scenario participation
2. Debriefing from high fidelity simulation
3. Real Life in pairs or small groups with Role Playing
4. Real Life as a large group exercise.

Evaluation

Item	Criteria
Score report- individual	<ul style="list-style-type: none"> • Usage in minutes/Repetitive effort • Score • SBAR
Score report-small group work	<ul style="list-style-type: none"> • Usage in minutes/Repetitive effort • Score • SBAR
Class participation in debrief	Actively participate in debriefing with an attitude of openness, kindness, and civility.
Care plan	Length, thoroughness, use of evidence to support care plan
Reflection piece	Length, insight

References

ATI (2012). Educator implementation guide: RN Real Life™ clinical reasoning scenarios, mental health. Retrieved from www.atitesting.com .

Hammer, M., Fox, S., & Hampton, M.D. (2014). Use of a therapeutic communication simulation model in pre-licensure psychiatric mental health nursing: Enhancing strengths and transforming challenges. *Nursing and Health* 2(1), 1-8, DOI: 10.13189/nh.2014.020101

Hayden, J. (2012) NCSBN national simulation study: Results from year 1. Retrieved from <https://www.ncsbn.org/3309.htm>