



UK Program for Nursing Curriculum Integration

Use of Patient Simulation in Undergraduate Education

INTEGRATION ROADMAP: Use of Patient Simulation in Undergraduate Education

SEMESTER I Concept: Nursing Foundations I	SEMESTER I Simulated Clinical Experience	SEMESTER II Concept: Nursing Foundations II	SEMESTER II Simulated Clinical Experience	SEMESTER III Concept: Caring For Patients With Chronic Illness	SEMESTER III Simulated Clinical Experience	SEMESTER IV Concept: Mother And Child	SEMESTER IV Simulated Clinical Experience	SEMESTER V Concept: Critical Care	SEMESTER V Simulated Clinical Experience	SEMESTER VI Concept: Preparation For Practice	SEMESTER VI Simulated Clinical Experience
<p><i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> • Demonstrate equity to patients and clients • Recognise need to refer to experienced healthcare professional 	<p>Abnormal variations in HR in a 16-year-old</p> <p>Abnormal variations in HR in a 87-year-old</p> <p>Abnormal variations in HR in a six-year-old</p>	<p><i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> • Demonstrate confidentiality • Discuss professionalism 	<p>Basic assessment of the teenage athlete with fluid and electrolyte imbalance</p> <p>Preoperative care of the patient scheduled for a cholecystectomy</p>	<p><i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> • Recognise needs of those with disabilities • Promote equity irrespective of culture, religion and beliefs of others 	<p>Chronic osteomyelitis on home antibiotic therapy</p> <p>Adult with dementia who is not for resuscitation with a urinary tract infection</p>	<p><i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> • Identify legislation in relation to child • Recognise ethical dilemmas 	<p>Abandoned healthy newborn</p> <p>Shaken baby syndrome</p> <p>Substance exposed neonate</p> <p>Paracetamol poison</p> <p>Allergy attack in the paediatric patient</p> <p>Trauma: brain injury</p> <p>Abrupt death secondary to cocaine abuse</p> <p>Postpartum haemorrhage two hours following delivery</p>	<p><i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> • Managing complex decisions related to ethical dilemmas • Recognise limitations of self 	<p>Sickle cell crisis</p> <p>Chronic heart failure exacerbation</p> <p>Cardiogenic shock secondary to acute myocardial infarction</p> <p>Cocaine overdose with cardiac arrest</p>	<p><i>Professional and Ethical Practice</i></p> <ul style="list-style-type: none"> • Accept responsibility for own actions • Impact of legislation on practice 	<p>Anaphylactic reaction to blood administration</p> <p>Postoperative haemorrhage</p> <p>Basic dysrhythmia recognition and management</p> <p>Intentional overdose of a hypnotic</p>
<p><i>Care Delivery</i></p> <ul style="list-style-type: none"> • Demonstrate effective communication • Develop assessment and care skills • Maintain dignity and privacy in the hospital environment 	<p>Basic assessment of the hip replacement patient</p> <p>Basic assessment of the postoperative gastrectomy patient</p>	<p><i>Care Delivery</i></p> <ul style="list-style-type: none"> • Maintain assessment skills • Practice evidence-based care in accordance with level of knowledge and clinical skills (includes all physical and personal care, medication, nutrition, hygiene, elimination needs) 	<p>Postoperative care of the patient with complications: DVT</p> <p>Postoperative care of the patient with complications: Pneumonia</p> <p>Basic assessment of the spinal cord injury patient</p> <p>Postoperative pain and hypovolaemia</p>	<p><i>Care Delivery</i></p> <ul style="list-style-type: none"> • Engage, develop and acknowledge boundaries of therapeutic relationships • Maintain dignity and privacy in the home environment • Practice evidence-based care • Develop health promotion skills 	<p>Heart failure and COPD</p> <p>Postoperative care of the patient with complications: Ileus</p> <p>Spinal cord injury</p>	<p><i>Care Delivery</i></p> <ul style="list-style-type: none"> • Inform patients about intended nursing action • Practice evidence-based care • Recognise situations where nursing care may be inappropriate 	<p>Congenital cardiac abnormalities</p> <p>Septic baby secondary to prolonged rupture of membranes</p> <p>Diabetic ketoacidosis and pneumonia</p> <p>Fluid and electrolyte imbalance</p> <p>Renal dysfunction secondary to acute streptococcal glomerulonephritis</p>	<p><i>Care Delivery</i></p> <ul style="list-style-type: none"> • Respect patients' wishes regarding nursing care • Practice evidence-based care • Discuss situations where nursing care may be inappropriate 	<p>Suctioning and trachea care with hypoxia</p> <p>Acute coronary syndrome and acute myocardial infarction</p> <p>Syncope secondary to bradycardia requiring trans thoracic pacing prior to insertion of a permanent pacemaker</p> <p>Diabetic ketoacidosis</p> <p>Acute Renal Failure</p>	<p><i>Care Delivery</i></p> <ul style="list-style-type: none"> • Identify networks of health and social care • Practice evidence-based care in negotiation with patient/client and their carer(s) • Manage situations where nursing care may be inappropriate • Provide evaluation of care and refer to appropriate personnel 	<p>Heat exhaustion in the elderly patient</p> <p>Cardiopulmonary arrest</p> <p>Bleeding disorders</p> <p>Postoperative craniotomy patient with a cerebral aneurysm and diabetes insipidus</p> <p>Adult with profound multiple learning (intellectual) disability and pneumonia</p>