



**National League
for Nursing**

Date: January 2017
Discipline: Nursing
Expected Simulation Run Time: 20 min
Location: Med/Surg unit

File Name: Lateral Violence Simulation
Student Level:
Guided Reflection Time: 40 min
Location for Reflection: classroom

Admission Date: | **Today's Date:**

Brief Description of Standardized Participant

Name: Shara Ogama, RN.

Gender: **Age:** 48 **Race:** **Weight:** **Height:**

Religion:

Major Support: **Support Phone:**

Allergies: **Immunizations:**

Primary Care Provider/Team:

Past Medical History:

History of Present Illness:

Social History: Charge nurse and prior preceptor to primary nurse. Ogama has been working at this hospital for over 20 years. Ogama works 12 hour shifts, has an elderly parent at a nursing home, is a single parent of 2 adolescent children. Ogama has precepted many times, and is frustrated with her overwhelming number of duties as a hospital administrator and preceptor. In addition, Ogama is frustrated with the new graduate nurses that Ogama believes do not believe they need to start at the bottom and work their way up the ladder. Ogama believes that new nurses do not want to work hard, and think everything should be given to them. Ogama believes that most new graduates have no institutional loyalty and often leave after a mere 2 years of free training.

Primary Medical Diagnosis:

Surgeries/Procedures & Dates:

Nursing Diagnoses:

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Psychomotor Skills Required Prior to Simulation:

TEAMStepps DESC tool

Cognitive Activities Required Prior to Simulation:

Required Reading:

Becher, J & Visovsky, C. (2012). Horizontal violence in nursing. *MedSurg Nursing*, 21, pp. 210-232.

Martin, E. (2016). Communication skills for patient safety: Speak So Your Message Can Be Heard. *Texas Nursing*, 90 (2), 10-11.

Simulation Learning Objectives

General Objectives:

1. Identify the causes and effects of incivility on healthcare.
2. Be able to respond in a positive manner to incivility.
3. Identify tools that can be implemented in healthcare to affect change.

Simulation Scenario Objectives:

1. Demonstrate self-advocacy.
2. Demonstrate use of the cognitive rehearsal technique.
3. Demonstrate ability to have difficult conversations.



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References, Evidence-Based Practice Guidelines, Protocols, or Algorithms Used for This Scenario:

Becher, J & Visovsky, C. (2012). Horizontal violence in nursing. *MedSurg Nursing*, 21, pp. 210-232.

Cervavolo, D, Schwartz, D, Foltz-Ramos, K, and Castner, J. (2012). Strengthening communication to overcome lateral violence. *Journal of Nursing Management*, 20, pp. 599-606.

Griffin, M. (2004). Teaching cognitive rehearsal as a shield for lateral violence: An intervention for newly licensed nurses. *Journal of Continuing Education in Nursing*, 35, pp. 257- 263.

Military Health System and Defense Health Agency (2010). TeamSTEPPS. Retrieved from <http://www.health.mil/Military-Health-Topics/Access-Cost-Quality-and-Safety/Quality-And-Safety-of-Healthcare/Patient-Safety/Patient-Safety-Products-And-Services/Toolkits/Professional-Conduct-Toolkit>



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Fidelity (choose all that apply to this simulation)

Setting/Environment:

- ER
- Med-Surg
- Peds
- ICU
- OR / PACU
- Women's Center
- Behavioral Health
- Home Health
- Pre-Hospital
- Other: Telemetry unit (nurses station)

Simulator Manikin/s Needed:

Standardized participant=charge nurse

Props:

Equipment Attached to Manikin:

- IV tubing with primary line fluids running at mL/hr
- Secondary IV line running at mL/hr
- IV pump
- Foley catheter mL output
- PCA pump running
- IVPB with running at mL/hr
- O2
- Monitor attached
- ID band
- Other:

Equipment Available in Room:

- Bedpan/Urinal
- Foley kit
- Straight Catheter Kit
- Incentive Spirometer
- Fluids

Medications and Fluids: (see chart)

- IV Fluids
- Oral Meds
- IVPB
- IV Push
- IM or SC

Diagnostics Available: (see chart)

- Labs
- X-rays (Images)
- 12-Lead EKG
- Other:

Documentation Forms:

- Provider Orders
- Admit Orders
- Flow sheet
- Medication Administration Record
- Graphic Record
- Shift Assessment
- Triage Forms
- Code Record
- Anesthesia / PACU Record
- Standing (Protocol) Orders
- Transfer Orders
- Other:

Recommended Mode for Simulation:

(i.e. manual, programmed, etc.)

Student Information Needed Prior to Scenario:

- Has been oriented to simulator
- Understands guidelines /expectations for scenario
- Has accomplished all pre-simulation



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<input type="checkbox"/> IV start kit <input type="checkbox"/> IV tubing <input type="checkbox"/> IVPB Tubing <input type="checkbox"/> IV Pump <input type="checkbox"/> Feeding Pump <input type="checkbox"/> Pressure Bag <input type="checkbox"/> O2 delivery device (type) <input type="checkbox"/> Crash cart with airway devices and emergency medications <input type="checkbox"/> Defibrillator/Pacer <input type="checkbox"/> Suction <input type="checkbox"/> Other:	requirements <input checked="" type="checkbox"/> All participants understand their assigned roles <input checked="" type="checkbox"/> Has been given time frame expectations <input type="checkbox"/> Other:
Roles/Guidelines for Roles: <input checked="" type="checkbox"/> Primary Nurse <input checked="" type="checkbox"/> Charge Nurse (SP) <input checked="" type="checkbox"/> X Clinical Instructor (Night Nurse) <input checked="" type="checkbox"/> Family Member #1 (SP) <input type="checkbox"/> Family Member #2 <input checked="" type="checkbox"/> Observer/s <input type="checkbox"/> Recorder <input type="checkbox"/> Physician/Advanced Practice Nurse <input type="checkbox"/> Respiratory Therapy <input type="checkbox"/> Anesthesia <input type="checkbox"/> Pharmacy <input type="checkbox"/> Lab <input type="checkbox"/> Imaging <input type="checkbox"/> Social Services <input type="checkbox"/> Clergy <input type="checkbox"/> Unlicensed Assistive Personnel <input type="checkbox"/> Code Team <input type="checkbox"/> Other:	Important Information Related to Roles: -6 months out of AD RN program, completed orientation -sitting on phone with colleague when primary nurse approaches asking for help -family member is waiting outside patient's room and over hears conversation



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Report Students Will Receive Before Simulation

Time: 0630: The primary nurse is a recent graduate who completed their 6 months of preceptorship 2 weeks ago on a busy telemetry unit. Their preceptor is now the charge nurse. It is 1000 and the primary nurse has 4 patients (one who still needs their 1000 medications, one whose daughter wants to talk to the primary nurse about her father's d/c plans, one who is has a 1030 appointment in the cardiac catheter lab and needs IV antibiotics hung before they leave the floor and one who is resting, waiting for PT). Now the primary nurse has been notified by the charge nurse that they will be receiving a new admission from the ER. Feeling overwhelmed, the primary nurse approaches the nurses' station to address this with the charge nurse.



Significant Lab Values: refer to chart

Provider Orders: refer to chart

Home Medications: refer to chart



Scenario Progression Outline

Timing (approx.)	Manikin/SP Actions	Expected Interventions	May Use the Following Cues
0-5 min	SP is sitting at nurse's station talking on the phone complaining about her work day.	Primary nurse advocates for self and asks for assistance.	SP providing cue: Cue: Do you need to ask me something?
5-10 min	SP rolls eyes, turns their back on primary nurse, continues conversation on phone states out loud: "I'll be right there." Family member SP is standing nearby and witnesses the interaction.	Primary nurse walks away, considers new plan of action and returns to speak to SP about incivility of their behavior	Role member providing cue: Cue:
10-15 min	SP finds primary nurse or is addressed by the primary nurse	Primary nurse utilizes DESC script: <ol style="list-style-type: none"> 1. Ask to speak in private. 2. Describe the uncivil behavior 3. Actively Listen 4. Suggest alternate approach 5. Identify benefit of new approach. 	SP providing cue: Cue: "OK I'm here what do you need?"
15-20 min	SP verbalizes that it was not their intention to be uncivil; makes excuses for behavior and then offers to help with the new admission	Primary nurse: continues with duties with assistance from SP	Role member providing cue: Cue:



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Debriefing/Guided Reflection Questions for This Simulation

(Remember to identify important concepts or curricular threads that are specific to your program)

1. How did you feel throughout the simulation experience?
2. Describe the objectives you were able to achieve.
3. Which ones were you unable to achieve (if any)?
4. Did you have the knowledge and skills to meet objectives?
5. How were you feeling when you were informed that you were receiving another patient?
6. Were you satisfied with your ability to work through the simulation?
7. To Observer: Could the nurses have handled any aspects of the simulation differently? If so, in what ways?
8. What did the group do well?
9. Is there anything else you would like to discuss?
10. Describe how you might be able to use the skills you learned today in the future.