**Pre-Clinical / Post-Conference Debriefing: Topics and Questions**

**Fundamentals**: In addition to completing the simulations, students should be prepared

to discuss these potential topics and questions

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| **Patient** | **Topics** | **Sample Questions** |
| **Charlie Raymond** | 1. Precautions/PPE related to COVID-19 2. Oxygenation/ventilation 3. Nursing interventions for increased respirations | 1. What nursing interventions are indicates to increase a patient’s O2 saturation? 2. A client with COVID is brought a meal from dietary. Would the patient need a disposable tray or is a regular tray appropriate? 3. What PPE are necessary for both the patient and staff? 4. What nursing interventions are indicated for a patient with labored respirations? |
| **Donald Lyles** | 1. Safety 2. Mobility limitations/restrictions to ensure patient safety 3. Sensorium needs related to elevated glucose | 1. What threats to safety are addressed in this scenario? 2. How would you address mobility limitations/restrictions with the patient? 3. What questions would you ask the patient pertaining to blood glucose? 4. With a high or low blood glucose, how do you assess sensorium? What questions might be helpful to determine a client’s LOC/orientation? |
| **Jody Rush** | 1. Nursing Process 2. Mobility limitations 3. Fall prevention | 1. How does the nursing process guide this scenario? 2. What is concerning about the patients past medical history of asthma? 3. How should we address patient’s pain? 4. What safety precautions should be implemented for the patient? |
| **Kenny Barrett** | 1. SBAR 2. Fall risk preventions as a result of IV 3. Mobility interventions | 1. What is an SBAR? 2. What do you include and not include in your SBAR? 3. Why is Mr. Barrett a fall risk? 4. What other factors place a client at risk for a fall? |
| **Linda Yu** | 1. Sleep intervention 2. Patient’s LOC/level of orientation 3. Mobility intervention | 1. What methods may a nurse use to foster sleep? 2. How would you assess a client’s level of orientation? 3. How would you assess the patient’s mobility? 4. What fall prevention strategies would be appropriate for Ms. Yu? |
| **Roger Clinton** | 1. Preparation for surgery 2. Alleviating patient anxiety/fear | 1. What assessments are required to appropriately prepare them for surgery? 2. How would you assess a client’s understanding of the surgical procedure, the surgical routine, means to prevent complications, and what the client may expect from the surgical experience? 3. How would you attempt to alleviate patient’s anxiety or fear related to surgery? |
| **Sarah Kathryn Horton** | 1. Nursing process 2. Fall risk 3. Post-op care 4. Stress related to life threatening event | 1. How does the nursing process guide this scenario? 2. What questions would you ask the patient pertaining to the traumatic event? 3. What would you assess a patient during the postoperative period? 4. What psychological assessments need to be made of Ms. Horton due to her experiences? |
| **Wight Goodman** | 1. HIPAA compliance 2. Family/patient confidentiality | 1. What is HIPAA compliance? Non-compliance? 2. What information can you share with your colleagues? 3. How should we intervene when a client or clients’ confidentiality is being breeched? 4. How do healthcare professionals guard a client’s right to privacy? |
| **Mary Barkley** | 1. Infection control 2. Assessment sensorium 3. Nursing care strategies for a confused patient | 1. What safety precautions necessary for you and other staff when a client is confused? 2. What safety precautions are indicated when a client Is diagnosed with COVID? 3. What PPE is needed? 4. What nursing care is indicated when a client is confused? Why? |
| **Kathy Gestalt** | 1. Pain assessment and management 2. Post-operative care 3. Crutch walking | 1. Demonstrate teaching a fellow student how to walk with crutches/ a walker/a cane. 2. What nursing care is indicated for a client in a cast? 3. What tools are available to assess a client’s pain? How might a nurse assess a client’s pain if they are non-verbal? 4. What non-pharmacological strategies may be used to assist in pain management? |
| **Ann Rails** | 1. Documentation/SOAP notes 2. Therapeutic relationships 3. Counseling 4. Pain management | 1. Why is it critical for nurses to use objectivity when documenting in the health record? 2. What is the role of documentation in the provision of client care? 3. How are subjective and objective data different? The same? 4. A client states they are in the worst pain ever and nothing helps. Demonstrate the documentation of this statement and compare to a colleague. |
| **Dotty Hamilton** | 1. Advanced directives 2. Death and dying 3. Sleep apnea | 1. What is the purpose of advanced directives? 2. What is durable power of attorney? What is a living will? 3. How should a nurse respond when it is learned that there are no advance directives? 4. How should a nurse respond when it is learned that the healthcare team did not follow an advanced directive? |
| **John Wiggins** | 1. Neurological assessment 2. Increased intracranial pressure 3. Alcohol abuse | 1. Demonstrate the neurological assessment of a peer. 2. What components are included in neurological assessment? 3. What role do behavior and level of consciousness play in assessing a client’s neurological status? 4. How might the clients use of alcohol influenced his current health issues? |
| **Joyce Workman** | 1. SBAR 2. Management of diabetes Type 2 3. Hypertension 4. Health promotion | 1. Do the Medical Surgical Joyce Workman simulation and write and SBAR. Compare and contrast with the one completed during the Fundamentals simulator. 2. Where might a nurse use the SBAR mechanism? 3. What strategies might a nurse suggest to assist Joyce to enhance her current state of health? 4. What motivators have you seen that may assist clients to change their lifestyle? |
| **Karen Cole** | 1. Vital signs 2. Cardiac event 3. Response to acute illness | 1. How did you interpret Mrs. Cole’s vital signs? 2. What factors cause increases or decreases in:    1. Heart rate?    2. Body temperature?    3. Respiratory rate?    4. Blood pressure? 3. Demonstrate teaching a client about how you are going to take their blood pressure. 4. How might a nurse respond when a client appears to deny the potential seriousness of their illness? |