

Facilitator session plan

About the simulation

Title: Managing behavioural and psychological symptoms of dementia and delirium

Date: _____ *Duration:* 3.5 hours

Venue: _____

Faculty

Facilitator/s: _____

Simulated patient/s: _____

Confederate/s: _____

Participants

Name

Discipline

Learning objectives

By the end of this simulation, participants will be able to:

1. Expand or enhance communication skills with patients who have behavioural and psychological symptoms of dementia and delirium
2. Communicate across disciplines about patients who have behavioural and psychological symptoms of dementia and delirium
3. Demonstrate key skills and strategies to assist in the management of patients who have behavioural and psychological symptoms of dementia and delirium
4. Develop an interdisciplinary team approach to manage patients who have behavioural and psychological symptoms of dementia and delirium

Preparation checklist

Prior to the simulation activity

- | | |
|-------------------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Venue booked (including computer access) | <input type="checkbox"/> Faculty recruited |
| <input type="checkbox"/> Debriefing room(s) booked | <input type="checkbox"/> Simulated patient (s) recruited |
| <input type="checkbox"/> Equipment checked (if applicable) | <input type="checkbox"/> Props/materials in order/collected |

On the day of the simulation

- | | |
|----------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Room is set up (including PowerPoint) | <input type="checkbox"/> Confederate briefing |
| <input type="checkbox"/> Faculty briefing | <input type="checkbox"/> Simulated patient briefing |

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25 minutes

Introduction

<p><i>Participants are seated in the briefing/debriefing room.</i></p> <ol style="list-style-type: none">1. Welcome everyone to the simulation2. Faculty to introduce themselves (background and experience)3. Participants to introduce themselves (background and experience)4. Facilitator to go through the learning objectives5. Facilitator to facilitate a discussion around confidentiality, psychological safety and determination of a group agreement6. Facilitator to cover:<ul style="list-style-type: none">• Start and finish times; and breaks.• Facilities.• Mobile phone and pagers.• Emergency exits.7. Facilitator to discuss expectations of simulation and facilitate a discussion around the fiction contract and working in 'sim-time' (eg. can use time lapse cue). <p>Explain: <i>A time lapse is used in simulation to denote that 'real time' has passed in order to move the simulation along. In this scenario, the facilitator can call a 'time lapse' if time needs to pass in order to progress with the intervention. For example, a time call is made '10 minutes later' and participants are able to re-enter the room and continue your assessment/intervention.</i></p>	<p><i>Materials/props</i></p> <p>PowerPoint Presentation</p> <p>Computer/laptop</p> <p>Data projector</p>
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15 minutes

Warm up activity

<p>Facilitator to run a warm up activity. <i>E.g. Ask participants to discuss in small groups their experience of managing patients who have had behavioural and psychological symptoms of dementia and delirium and then feedback to larger group.</i></p>	<p><i>Materials/props</i></p> <p>Suggestions are also presented on page 83 of The Sim Guide.</p>
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30 minutes

Background information/educational presentation

<p>Facilitator to present the educational content using the PowerPoint slides and facilitate discussion points as appropriate.</p>	<p><i>Materials/props</i></p> <p>PowerPoint Presentation</p>
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20 minutes

BREAK

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10 minutes

Activity briefing

<p>Facilitator to brief the participants in the briefing/debriefing room. Ask participants to read their briefing notes. Facilitator to cover the following three parts to the simulation:</p> <ul style="list-style-type: none">• Journey board meeting• Clinical assessment of patient• Multi-disciplinary team meeting. <p>Facilitator to say: <i>The aim is for you to incorporate the material discussed earlier into your practice, and to develop a team approach for managing patients who have behavioural and psychological symptoms of dementia and delirium.</i></p> <p><u>Brief participants on the Journey Board Meeting</u> <i>The NUM (Confederate) will facilitate a journey board meeting. You will enter the room and there will be a white board. This will be a standing meeting around the white board. The NUM outlines information about two patients who have been admitted from the emergency department / medical assessment unit or equivalent. Given their behavioural symptoms they are in a high acuity room. You will be given directions on which patients to see and what assessments you need to conduct. The meeting is then concluded. This activity will last for 5 minutes.</i></p> <p><u>Brief participants on the clinical assessment of patient</u> <i>There are two patients in the room(s). You will need to determine who sees each patient dependant on what was handed over to you from the journey board meeting. There are medical records and a telephone which you can also use while you are not seeing the patient. Each of you will need to conduct the relevant clinical assessment according to what was handed over in the journey board meeting. You may see the patient individually, or in pairs. The aim of this activity is for you to use the knowledge and practise the skills presented in the teaching session. This activity will last for 25 minutes.</i></p> <p><u>Brief participants on the multi-disciplinary team meeting</u> <i>The NUM will then call a team meeting to discuss the patient's progress, and team strategies for managing these two patients on the ward. This meeting will last for 15 minutes.</i></p>	<p><i>Materials/props</i></p> <p>Whiteboard</p> <p>Mock patient rooms with bed and/or chair</p> <p>Participant briefing notes</p> <p>Simulated patient clothes and accessories</p> <p>Table/chairs</p> <p>Telephone</p>
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45 minutes

Simulation activity

<ol style="list-style-type: none">1. The facilitator leads the group into the simulation room(s). The confederate (Nurse Unit Manager), confederate (family member) and simulated patients are already in position prior to the participants walking in.2. The simulation commences with the journey board meeting. All participants are involved in the meeting. The facilitator can stand to the side of the activity to watch the first phase of the simulation and can take notes as needed.3. The NUM runs the journey board meeting and gives a handover to the participants about the two patients. The NUM will direct the physiotherapist and occupational therapist to see 'Helena', and the social worker and speech pathologist to see 'Margaret'. This will last for 5 minutes.4. The NUM leads the group to a table with medical records on it. The participants will work in pairs respective of which patient they have been asked to review. Participants will engage in a range of activities as they see necessary, such as conduct clinical assessment, read the medical notes, telephone the family. Participants may see the patient individually, or in pairs. Participants may use a 'time lapse cue' which allows them to enter in and out of the room.5. This activity will last for 25 minutes. The facilitator will keep time and call a 5 minute warning before the simulation activity is due to end. The NUM will then call a multi-disciplinary team meeting when the time is up. The facilitator takes notes for the debriefing.6. The NUM runs the multi-disciplinary team meeting about the two patients. Participants give a report on the patient's progress, and together the team determines strategies to manage the patients on the ward. This will last for 15 minutes. The facilitator will call a 5 minute warning before the meeting is due to end. The simulation ceases upon completion of the meeting as determined by the NUM.	<p><i>Materials/props</i></p> <p>Note pad</p> <p>Pen</p> <p>Timer</p>
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45 minutes

Debriefing/feedback

<p>The facilitator to arrange the room in a circle. Facilitator, confederates and simulated patients should not sit next to each other but rather amongst the participants. The person debriefing says:</p> <p><i>Let's start with a reminder of the learning objectives. The aim of today was to give you an opportunity to work together and communicate some key strategies needed to manage patients who have behavioural and psychological symptoms of dementia and delirium.</i></p> <ul style="list-style-type: none">• <i>How was that for everyone?</i> <p>The facilitator may ask some of the following questions to facilitate discussion:</p> <ul style="list-style-type: none">• <i>What went well?</i>• <i>What did not go so well?</i> <p>The confederate(s) and the simulated patient(s) are then invited to join in the conversation. The facilitator asks the confederate(s) and those playing the simulated patient how they found the simulation. <i>Were there any key moments from their perspectives?</i></p> <p>The facilitator then invites the participants to ask questions of the confederate(s) and simulated patient(s).</p> <p>Group discussion is facilitated. Information about debriefing can be found in The Sim Guide - <i>Key Skills: Debriefing</i> to guide questioning. Some of the following questions may also be useful:</p> <ul style="list-style-type: none">• <i>How do you feel the team went with identifying approaches?</i>• <i>In retrospect, what else could the team have discussed to help manage the behavioural issues?</i>• <i>How did the supporting documentation help/not help?</i>• <i>What behaviours in the initial assessment were the most difficult to handle? How did you handle them?</i>• <i>How did the behaviours affect you? How did you reconcile that?</i>• <i>What do you think you did well?</i>• <i>What do you think you might do differently?</i> <p>End the debriefing by asking:</p> <ul style="list-style-type: none">• <i>What is the one thing you have learnt today that you will take into your clinical practice?</i>	<p><i>Materials/props</i></p> <p>Written notes</p> <p>Pen and paper</p>
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10 minutes

Closing and evaluation

<p>The facilitator wraps up the session, and checks in with participants about whether they felt the learning objectives were met.</p> <p>Faculty to hand out evaluation forms for participants to fill out. Facilitator to close the activity.</p>	<p>Materials/props</p> <p>Participant evaluation form</p>
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10 minutes

Faculty debrief

<p>Once participants have left the room, the facilitator leads the faculty debrief covering:</p> <ul style="list-style-type: none">• What went well?• What did not go so well?• What might we as a faculty do differently next time?	<p><i>Materials/props</i></p> <p>Pen and paper</p>
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Notes

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