**Intro to Sim Man Scenario**

When you take your student to the Sim Room please use a student helper for half the group. Please guide the other half of the students during this experience. Use the scripts on the notebooks.

**Objectives**

1. Identify features used in clinical simulations with Sim Man including : breath sounds, heart sounds, bowel sounds, pulses.
2. Compare and contrast normal and abnormal simulation sounds.
3. Begin to develop a personal style for assessing patients.

Script:

SAY:

**This is our patient, Mr/Mrs \_\_\_\_\_\_\_\_\_\_\_who will be helping us with assessment this semester. We will always treat Mr/Mrs \_\_\_\_\_\_\_\_ as a real person. This is an opportunity for you to develop your professional skills and demeanor. We will be assessing both during these simulations.**

**Introduce yourself and your students to the patient (simulator) and explain what you are going to do.**

1. **Would you please listen with your stethoscopes to normal breath sounds, here and here.** (wait till everyone has done this.)

**Let us compare those normal breath sounds to abnormal breath sounds.**

**These are abnormal breath sounds called crackles** (dial in crackles, let everyone hear. Then go back to normal so they can hear the difference.)

**This is stridor, an abnormal breath sound. Don’t worry about what its called. We are concentrating TODAY on the difference between normal and abnormal. This will come up right away in your hospital assessments wit patients.** (dial in stridor, let everyone hear. Then go back to normal so they can hear the difference. Wait for everyone to finish.)

**This is wheezing, something that can happen in an acute asthma attack. You are likely to hear this in children.** (dial in wheezing, let everyone hear. Then go back to normal so they can hear the difference. Wait for everyone to finish.)

**Ask “What will you do if you hear something like this while assessing a patient in the hospital?”** ( answers can vary, main point is find out if this is normal for this patient, let someone else know about abnormality like instructor or nurse in charge of patient.)

1. **Let us compare normal and abnormal heart sounds now. Would you please listen here and here for normal heart sounds.** (Wait till everyone has done this.)

**This is an abnormal heart sound called a friction rub. Again, don’t worry about what it’s called. We are concentrating TODAY on the difference between normal and abnormal. These come up in your hospital assessments with patients.** (dial in friction rub, let everyone hear. Then go back to normal so they can hear the difference).

**This is an abnormal heart sound called mitral valve prolapsed.** (Dial in Mitral valve prolapsed, let everyone hear. Then go back to normal so they can hear the difference. Wait for everyone to finish).

**This is an abnormal heart sound called a murmur.** (dial in a systolic or diastolic murmur, let everyone hear. Then go back to normal so they can hear the difference. Wait for everyone to finish).

**Ask “What will you do if you hear something like this while assessing a patient in the hospital?”**  Answers can vary, main point if find out if this is normal for this patient, let someone else know about abnormality like instructor or nurse in charge of patient.)

1. **These are normal bowel sounds.** (dial in normal, let everyone hear). **We will wait till we get to abdomen to listen to other possible bowel sounds.**

1. **Mr./Mrs. \_\_\_\_\_\_\_can also talk.** (dial in few of the preprogrammed phrases, so student know what to listen for.) **Our patient will give us information during future simulations verbally. Be sure to listen for this.**
2. **Mr/Mrs \_\_\_\_\_\_ also has pulses here and here.** (point out pulses. Have all students feel the pulses.)
3. **We can also assess blood pressure on our patient but we will do that next week. We would do that on this arm.** (point out arm).
4. **At the end of any patient encounter in the hospital or here, you will always end by:**

**Putting the bed in low position.**

**The call light within reach.**

**Side rails up X2 or 4**

**Asking if there is anything else you can do for the patient.**

**So let us do that now. Next week we will assess vital signs and do some other assessment on Mr./Mrs. \_\_\_\_\_\_\_\_\_\_\_.**