## 

## Scenario Template

*With notes on ‘*[*how to use’*](https://www.csmen.scot.nhs.uk/media/vjgncbnk/how-to-guides.pdf)

### Phase 1 Information for Faculty

## Scenario title

*Proposed title*

Authored by (Date – review date)

*Insert author*

Target group

*Who are the participants? Is it a multi-professional group?*

Learning outcomes

*Do these first!*

*Technical:*

*Non-Technical:*

**Setting, Equipment, Personnel and Props**

**Setting**

*Where? Acute? Community?*

**Equipment**

*Manikin, patient, monitoring, pumps, chairs, leaflets etc*

**Personnel**

*Embedded Professional; Other faculty roles required = patient voice, senior support*

**Props** -details matter

*For expected procedures e.g. cannulation*

*For expected treatments e.g. O2 masks, drugs and fluids*

*Remember case notes, drug and observation charts*

### Phase 2 Scenario Script

### Brief– The information you will share with the participants at the start of the session.

*Setting, roles, resources available within the setting, personnel already in simulation and their roles/limitations, expectations in terms of working to level of clinical competence, safety instructions, time out rules*

### Handover of the clinical scenario (synopsis)

SBAR – situation background assessment recommendation

*Where they are, what time it is, what they are covering. Only what they NEED to know!*

*In scenario briefing engages participants and supports immersion*.

**S**

**B**

**A**

**R**

# Background Information

This information is for the facilitator. Appropriate information should be provided to the participant on request.

*History of presenting complaint*

*Past medical history*

*Drug History*

**Scenario story board**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing** | **Clinical condition** | **Desired participant behaviours & actions** | | |
| **1. Beginning**  **Learning outcome for this state:** | *Patient*  *Physiology*  *Events* | **Learner actions:**  *Focus on what does happen* | **Transition trigger:**  (Actions OR Time)  *The one learner action that must happen, aligned to LO*  **Prompts:**  *Physiology*  *Patient response*  *Faculty response* | **Teaching points:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing** | **Clinical condition** | **Desired participant behaviours & actions** | | |
| **2. Middle**  **Learning outcome for this state** | *Patient*  *Physiology*  *Events* | **Learner actions:**  *Focus on what does happen* | **Transition trigger:**  (Actions OR Time)  *The one learner action that must happen, aligned to LO*  **Prompts:**  *Physiology*  *Patient response*  *Faculty response* | **Teaching points:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing** | **Clinical condition** | **Desired participant behaviours & actions** | | |
| **3. End**  **Learning outcome for this state:** | *Patient*  *Physiology*  *Events* | **Expected learner actions:**  May or may not happen  Focus on what does happen | **Transition Trigger:**  (Actions OR Time)  The one learner action that must happen, aligned to LO  **Prompts:**  Physiology - realistic  Patient response - authentic  Facultyresponse - authentic | **Teaching points:** |

## Conclusion

*How and when to end the scenario*

## Facilitator Notes

*Guidance for faculty*

*Guidelines for debrief /learning conversation*

*Include 3-4 key points for discussion*

*Potential challenges & strategies*

**Reviewed by CSMEN, SCSCHF, NHS Ayrshire and Arran, NHS Dumfries and Galloway, NHS Greater Glasgow and Clyde, NHS Lanarkshire, University of Aberdeen, University of Edinburgh, University of Glasgow and BASICS Scotland.**

**Last Reviewed: January 2025**