

CLINICAL HANDOFF REPORT

Estimated Time: Flexible



Scan to Begin



CASE STUDY OVERVIEW

This case study has been designed with maximum flexibility for instructors to augment the reality of handoff reports in the simulation lab or classroom setting. To enhance communication-related learning activities, instructors may select QR Codes for various report videos from the QR Code tables below. In addition, these report videos can be incorporated into group classroom activities by tapping on the associated Nursing Reports tab on the iPad and displaying the media using a projector.

LEARNING OBJECTIVE

1. Practice identifying clinically relevant information and prioritizing tasks using videos that augment the reality of a handoff report for patient.

CURRICULUM MAPPING

WTCS NURSING PROGRAM OUTCOMES

- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
- Provide patient centered care by utilizing the nursing process across diverse populations and health care settings

QR CODE TABLE

NURSING REPORTS			
<p>CLINT 1</p> 	<p>PAULA 1</p> 	<p>LAURA 1</p> 	<p>MARIA 1</p> 
<p>MARIA 2</p> 	<p>OLIVIA 1</p> 	<p>OLIVIA 2</p> 	<p>OLIVIA 3</p> 
<p>MICHAEL 1</p> 	<p>MICHAEL 2</p> 	<p>PATRICK 1</p> 	<p>PATRICK 2</p> 
<p>NOAH 1</p> 			

FACILITATOR INSTRUCTIONS

This case study was designed for maximum flexibility for the facilitator to augment the reality of handoff reports in simulations and learning activities in the classroom and/or lab. QR Codes can be placed on a simulator, manikin, printed image of a “patient,” or given to a student who is playing the role of a “patient.”

Alternatively, in an instructor-led discussion, after scanning the QR Start Code, these videos can be accessed via tabs and buttons on the iPad. They can be displayed on a projector screen using a VGA adaptor connected to the iPad or via “Airplay” and an Apple TV.

SUGGESTED USES:

1. In a lab setting: See “Sample Teaching Plans” below.
2. In simulation: Choose a QR Code from above. Build a scenario around that report and your desired learning objectives. Have students get report prior to simulation by scanning the above start QR Code and then the QR Code you choose to base the scenario around.
3. In a classroom: Attach the iPad to the teaching station using a VGA connector or use “Airplay” associated with an Apple TV. Have students listen to a report. Then, discuss clinically relevant information and how to prioritize care based on report.

SAMPLE TEACHING PLAN – A

iPad Prompts		Facilitator Prompts & Discussion Points
1.	Select course	Can be incorporated into various courses based on the context of the video
2.	Prebrief	Explain how to use the iPad to scan QR Codes. Divide students into pairs.
3.	Assign QR Codes	Assign and give each student or pair a QR Code for a selected handoff report.
4.	Scan the Start QR Code	
5.	Discuss the “Learning Objective”	<p>LEARNING OBJECTIVE</p> <ol style="list-style-type: none"> 1. Identify clinically relevant information
6.	Use Think/Pair/Share and identify clinical relevant information	Each student will listen to the report and write down important information believed to be clinically relevant. The report video can be repeated as many times as necessary. Students will then share what they believe is relevant with their partner and come up with a “best response” that is then shared with the overall group as each video is reviewed by all.
7.	Debrief	<p>POSSIBLE DISCUSSION POINTS</p> <ul style="list-style-type: none"> • How did you feel that listening to report went? • How did you determine what information was relevant in terms of requiring follow-up during your shift?

		<ul style="list-style-type: none"> • What would be your priorities for patient care at this time and why? • Take away: What have you learned from this activity that you will take to your clinical practice?
8.	End Scenario	<ul style="list-style-type: none"> • Students can exit at any time by tapping the Exit tab and following instructions. • Please have each student complete the provided survey.

SAMPLE TEACHING PLAN – B

iPad Prompts		Facilitator Prompts & Discussion Points
1.	Class Preparation	Prior to class, create a “story” for each QR Code that you are using. Details should include past medical history, history of present illness, and a problem that requires Provider notification.
2.	Prebrief	Explain how to use the iPad to scan QR Codes. Divide students into groups of 3.
3.	Assign QR Codes and Roles	<p>Assign and give each student a QR Code for a handoff report with an associated created story (see above). Each student will take turns playing the role of nurse, patient, and provider. Assign students so that each threesome will play each role one time.</p> <ul style="list-style-type: none"> • When playing the patient, students should answer questions using the provided stories (see above) and improvise when needed. (Optional: Use the ARISE “Head to Toe” Assessment case study with a second iPad to assign realistic images and sounds for the assessment. Students can attach the QR Codes to their clothes.) • When playing the nurse, students perform a basic assessment and ask questions appropriate for their patient. This is also the person that will use SBAR to notify the Provider about any problem(s). • When playing the Provider, students will listen to the SBAR and ask questions when/if data is missing.
4.	Scan the Start QR Code	

5.	Discuss the “Learning Objective”	<p>Learning Objective</p> <ol style="list-style-type: none"> 1. Use SBAR communication
6.	Obtain patient history & assess patient	<p>One student plays the role of the patient. One student plays the role of the nurse. The student playing the Provider role should be secluded and not listening to the assessment/history taking. The caregiver will assess the patient and take a history.</p>
7.	Perform SBAR Communication	<p>Using the data gathered in Step 6, the “nurse” will provide SBAR communication with the “Providers.” Do this at bedside so that patients can be a part of the process. During this time, have the “patients” perform a brief written critique of the “caregiver’s” SBAR skills.</p>
8.	Repeat	<p>Repeat the above process until all students have played each role one time.</p>
9.	Group Discussion	<p>Using the written critiques, have groups discuss the SBAR process prior to the large group Debrief.</p> <ul style="list-style-type: none"> • What went well? • What needs improvement? • How does SBAR aide or improve patient care? • Keeping SBAR in mind, if you could do any part of your assessment or history taking over, what would it be and why?
10.	Debrief	<p>Possible Discussion Points</p> <ul style="list-style-type: none"> • Relate discussion to learning objective. • How do you feel the SBAR communication went? • Were things missed in the assessment/history taking that could have altered the Provider’s recommendations? • In what other situations could SBAR be used to improve healthcare communications and how? • If you could re-do your SBAR, is there anything you would change or improve?

		<ul style="list-style-type: none"> • Take away: What have you learned from this activity that you will take to your clinical practice?
	<p>End Scenario</p>	<ul style="list-style-type: none"> • Students can exit at any time by tapping the Exit tab and following instructions. • Please have each student complete the provided survey.

SURVEY

Print this page and provide to students.

Students, please complete a brief (2-3 minute) survey regarding your experience with this ARISE simulation. There are two options:

1. Use QR Code: Survey
 - a. Note: You will need to download a QR Code reader/scanner onto your own device (smartphone or tablet). There are multiple free scanner apps available for both Android and Apple devices from the app store.
 - b. This QR Code will not work in the ARIS app.



2. Copy and paste the following survey link into your browser.
 - a. https://ircvtc.co1.qualtrics.com/SE/?SID=SV_6Mwfv98ShBfRnBX

REFERENCES

Dreifuerst, Kristina Thomas (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. *Journal of Nursing Education*, 51(6), 326-333. doi:<http://dx.doi.org/10.3928/01484834-20120409-02>

International Nursing Association for Clinical Simulation and Learning (2016). *Standards of Practice: Simulation*. Downloaded from <http://www.inacsl.org/i4a/pages/index.cfm?pageid=3407>



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