Brazilian Scenario: Performing Intermittent Urinary Catheterization in an Adult Patient

Responsible	Undergraduate Nursing Teachers
Target audience / participants	Undergraduate Nursing Students
Prerequisites	Nursing Fundamentals / Nursing Process / Semiology and Semiotics
Number of participants per scenario	02 students
Duration of the scenario	10 minutes
Place	Clinical Simulation Laboratory of the University
Pre-Scenario Components	
Students' previous knowledge	All of the students were assessed trough a multiple choice pre test about urinary catheterization.
Learning Goals	Students identify signs and symptoms of urinary retention; Students use semilogy techniques to identify urinary retention; Students perform bladder catheterization with appropriate technique, material and professional posture. Re-evaluate patient's signs and symptoms.
Theoretical foundation	Material (articles, videos, classes, protocols, guidelines, references, etc) about the anatomy and physiology of the male / female urinary system; physical exam of the abdomen, technique on bladder catheterization.
Setting the scenario	
Theme	Intermittent bladder catheterization in adult patient
Complexity of scenario	High-fidelity scenario
Simulator / Simulated Patient	Hybrid simulator (simulated patient – actor+ and low fidelity simulator - male pelvis)
Expected interventions	The student is able to develop interpersonal communication with the patient for professional identification; Rapid anamnesis and identification of Vital Signs; Clinical reasoning, resource utilization (physical examination, signs and symptoms, record keeping, etc.), and decision making to identify the need for bladder catheterization for relief; Warn the patient about the need, development and permission for the technique; Development of the technique (hand hygiene, correct selection of materials, use of PPE, patient privacy, explain procedure to the patient, correct disposal of materials, record of procedure in medical records)
Material resources (materials and equipment)	Hospital physical environment - bed, gas network, infusion pumps, serum supports, sphygmomanometer, stethoscope, thermometer, clothes closet (non-sterile compresses, sheets, pillows, pajamas, towels, etc.) , bed-sideladder, curtains or draperies, work benches and wash basins, contaminated and uncontaminated waste baskets) Gloves, masks, goggles, aprons, gauze, syringes, "sterile" material for catheterization (round vial, cotton balls and tweezers), antiseptics (degermant, aqueous and alcoholic), urinary catheter (indwelling and Intermittent), urine collection bag, lubricants, saline, distilled water, needles, calyces, bowls, adult male pelvis with urine volume (500 ml of water with yellow detergent).
Human Resources	Students, facilitator, support technician, actor (patient)
Previous scenario validation	The scenario was previously validated with participating students and experts on the subject.

Clinical case	Patient J.A.S., 69 years old, male, resident of this city, retired, with Diabetes Mellitus, Arterial Hypertension, Atrial Fibrillation, former smoker, conscious and confused, communicative, admitted in clinical cardiology ward two days ago with medical diagnosis of unstable angina. The patient has a peripheral venous line in the right upper limb, receiving an infusion of 0.9% Saline Solution in infusion pump at 20 ml / h. Vital Signs: Heart Rate: 110 bpm, Respiratory Rate: 20 ipm, Arterial Blood Pressure = 120x85mmHg, T: 36 ºC. The patient is also at O2 support (nasal cannula at 3 l / min) and in use of disposable diaper. Patient asks the nursing staff to be medicated for abdominal pain. At the moment, the patient is alone (wothou visitors or companion).
Final Scenario Components	
Debriefing	The *feedback* is provided over a period of about 10 min. Discussion about the positive aspects of the simulation, as well as topics that need to be improved. The actor participates on the discussion, providing his opinion about the development of the students, sharing his feeling as a patient.
Assessment	Multiple choice post-evaluation test about the students' knowledge on urinary catheterization techniques; Scales to measure satisfaction, self-confidence, and motivation in simulated activities.

Japanese scenario: Bladder Intermittent Catheterization

Responsible	Undergraduate Nursing Teachers
Target audience / participants	Undergraduate Nursing Students
Pre requisites	Second year students of nursing school
Number of participants per scenario	06 to 07 students
Duration of the scenario	15 minutes + 5 minutes of feedback
Place	Simulation lab used for skills training
Pre-Scenario Components	
Students' previous knowledge	Anatomy, Physiology, fundamental principles of nursing.
Learning Goals	To provide intermittent bladder catheterization, adhering to the principles of nursing and take account of important factors related to the suitable excretion of urine. The safety and comfort of the patient must be ensured The results must be assessed after the procedure.
Theoretical foundation	The students have access to materials prepared in advance in a teaching website platform designed by the teachers of the institution. This contains step-by-step procedures (videos and documents), the clinical case study of the patient, the materials that will be used and the dynamics of the activity.
Setting the scenario	
Theme	Intermittent bladder catheterization
Complexity of scenario	Low-fidelity scenario
Simulator / Simulated Patient	Low-fidelity simulator (pelvis)
Expected interventions	It is expected that the students will be able to organize, plan and provide the intermittent bladder catheterization by means of a theoretical framework. As well as this, the students show respect for the privacy and comfort of the patients, as well as ensuring their safety

Materials resources (materials and equipment)	Low fidelity simulator, a pair of sterilized gloves, disposable apron, lubricant gel, antibacterial wet wipes, catheter, clamp, makeshift stretcher, support table, bedpan/urinal, liners for bedpan/urinal, towel, tray, impermeable bed sheets, gauzes, metal basin.
Human Resources	Students and 2 facilitators (teachers).
Previous scenario validation	The scenario was prepared and then submitted for approval to a committee of assessors and subsequently tested.
Clinical case	Patient: Mrs. Seiruka Hiromi, aged 72, admitted to the hospital for stroke. She is in a stable condition with intravenous medical treatment. At this time she is confined to her bed (without any limb paralysis and authorized to lift her headboard). When she was admitted, a urinary catheter was inserted; however, at 9 a.m. today it was removed. It is now 17 hours since it was removed and the patient shows no urine. Mrs. Seiruka states that she wants to urinate; however, she is unable to do so and she says it is difficult to do this on top of the bed. Early on, a volume of 500 ml was administered intravenously and a further 250 ml of tea is being taken at the moment. When the upper pubic region was felt, it was noted that there was a resistance in that place. The patient was offered a bedpan but she was unable to use it. In view of this, an intermittent urinary catheter was recommended.
Final Scenario Components	
Debriefing	The *feedback* is provided over a period of about 5 min. At this time, the teacher, with the aid of the Procedural Document described by the students and the developed checklist, states which aspects of the procedure carried out are positive and which need to be improved.
Assessment	The assessment is made through a checklist developed by the teachers of the institution.