



# Integrating Situational Assessment Checks into Telebehavioral Health Standardized Patient Simulation



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## INTRODUCTION

**Background:** Addresses a critical challenge in nursing education – enhancing clinical judgment and communication skills in pre-licensure students, particularly in the context of telebehavioral health.

**Objective:**

- ✓ To integrate Situational Awareness Global Assessment Technique (SAGAT) into a tele health standardized patient simulation (SPS).
- ✓ Use CLT-informed structuring to manage cognitive load and enhancing learning.

## METHODS

**Simulation design:** Adheres to HSSoBP & NLN Simulation Design Template (02/2023)

**Focus:** Students often struggle with therapeutic communication due to:

- Limited real-world clinical exposure
- Gaps in preparation
- The complexity of simulation scenarios (e.g., managing coexisting mental and neurological conditions)

**Development process:** Involvement of simulation experts, mental health and Parkinson's disease specialists.

## RESULTS

### Application of Cognitive Load Theory

**Simulation orientation:** Clarify logistics upfront, give clear scenario progression outlines, and purposeful and controlled SP cues to help students manage the extraneous load.

**Complex scenario:** Prepare the simulation with detailed pre-work, structured pre-brief and broke simulation progression down with SA guided checks. This approach reduced intrinsic load by progressively introducing complexity.

**Role-playing simulation:** By actively engaging in simulated interactions, students could build strong mental schemas, enhancing the germane load and fostering better retention and application of skills.

### SA checks Guided by Goal-Directed Tasks

First check during information gathering phase:

- ✓ Goal: Support learners in organizing patient data and identifying priorities while minimizing overload from competing cues.

✓ E.g., “what is the patient’s main concerns?”

Second check during transition to planning and intervention phase:

- ✓ Goal: Help learners synthesize findings and ensure readiness to implement interventions effectively.
- ✓ E.g., “What are your next steps to ensure patient understanding and follow-through?”

### Mrs. XX

- **History:** diagnosed with chronic depression (since age 16), Parkinson’s disease (5 year ago)
- **Recent event:** Voluntarily admitted to a behavioral health unit due to suicidal ideation, recently discharged
- **Presenting concerns:** Contacted the outpatient Nurse Line reporting feelings of hopelessness, social isolation and frustration with illness progression
- **Simulation format:** Telehealth encounter with a nurse and a student acting as a family member

## APPLICABILITY TO RESEARCH AND PRACTICE

### Support competency-based assessment

- ✓ Aligns with INACSL’s research priorities by integrating structured assessment checkpoints and therapeutic communication benchmarks

### Informs curriculum development

- ✓ Offers a replicable model for integrating simulation into nursing programs.

### Bridges educational gaps

- ✓ Address challenges like limited placement, inconsistent communication skills and resources, and growing telehealth demands

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