

Role Play Scenarios

- 1. Report & starting the day**

It's the student nurse's first morning on the nursing unit. She has already received her assignment from her instructor and now must get report from the nursing staff. Please plan a skit to illustrate the proper way to get and receive report. Also use the opportunity to illustrate the appropriate dress and behavior code for the student.
- 2. Death and dying**

The student nurse has been caring for a very ill client for the last two days. The client is approaching death and the family is having difficulty letting go though they have expressed a desire to see the client experience a peaceful death. There is conflict among the family members. Please plan a skit to illustrate the proper way to manage the situation.
- 3. Pain and suffering**

The student's client was admitted for severe back pain. Although the client has received adequate pain medication, the client continues to be uncomfortable, has difficulty moving about in bed, has difficulty walking, and refused to use a bedpan or take a bath in the bed. Please plan a skit to illustrate the student seeking assistance from primary nurse and resolving the issue to the patient's satisfaction.
- 4. Preparing for a test or procedure**

The student's client, an elderly lady with multiple health problems, is scheduled for a gastroscopy (you can pick a different exam if you like). The lady is cooperative but doesn't understand what will happen to her and is frightened. She's also concerned that her son will come to see her and not be able to find her. Please plan a skit to illustrate caring for this patient with compassion and understanding.
- 5. Confidentiality**

Student nurses discuss a patient's condition (you can define the condition) in the elevator on the way to lunch. Unfortunately, the patient's family member overhears the conversation, becomes irate, and goes to the nursing supervisor. Please plan a skit that illustrates the supervisor's intervention into the situation and the repercussions to the students and the school.
- 6. Dealing with the patient on isolation**

The patient is a young adult with a large extended family. The patient is on respiratory isolation for TB. The patient feels rejected and is beginning to show signs of sensory impairment. The family does not understand the reasons for isolation or what is expected of them.
- 7. Patient discharge and discharge teaching.**

A patient with multiple needs is being discharged home with spouse. The patient requires teaching for medications, Foley catheter care, activity limitations, and follow-up care. Additionally, hospital discharge procedures need to be implemented.
- 8. Cultural Differences**

The student and the patient are of different cultural or religions backgrounds and the student is experiencing a conflict in values related to the patient's health care decisions.
For example: The Jehovah Witness patient is refusing a needed blood transfusion that the student believes the patient should receive to ensure a good outcome.
- 9. Safety**

The student has been assigned an elderly male client, who is confused, disorientated, and has impaired memory and judgment. The client display inability to understand or follow directions. Please plan a skit that will illustrate measures (other than restraints) to be taken to maintain the client safety.
- 10. Self Concept**

The 44-year-old patient has been an outgoing, sociable, vibrant single mother who woke up with vision impairment and is not legally blind. The patient is not able to see, gropes with her hands, and has been nervous and anxious.