Welcome

Pediatric Simulation Using Preprogrammed Scenarios

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Course Agenda

- Welcome and Introductions
- Discuss Teaching with Pre-Programmed Scenarios
- Review Scenario Materials/Contents
- Preparations for Simulation Sessions
- Scenario Session Demo
- Wrap-up
Course Objectives

• Identify components of Pre-programmed Scenarios

• Discuss preparation requirements for a simulation to increase the simulation's psychological fidelity.

• Using a Pre-programmed scenario handout, locate and review the scenario's learning objectives, proposed correct treatment and debriefing content.

• Discuss the instructor’s role in planning, facilitating, and debriefing simulations.

• Demonstrate running a clinical simulation.
Group Discussions

- Group 1: Scenario Selection
- Group 2: Scenario Prep
- Group 3: Facilitator’s role day of Simulation
- Group 4: Post Scenario Activities
So where do you get a pre-programmed scenario?

- Self program
- Shared from a colleague
- Purchase from SimStore
SimCenter
Making Simulation Easier
What criteria do you consider when selecting a scenario?
Status Epilepticus

SimJunior Scenario

Rate Product | E-mail to colleague

This pediatric scenario addresses learning objectives applicable to all types of undergraduate nursing programs. The scenario is designed to promote development of patient assessment skills, identification of nursing diagnosis, management of care, and implementation of appropriate interventions.

The scenario presents a 5-year-old Caucasian male with a history of generalized tonic-clonic seizures. He was admitted to the ED after he had experienced four seizures at home in the last 12 hours. In the beginning of the scenario he’s sleepy but arousable. Two minutes into the scenario he starts seizing again. The students will be expected to perform focused respiratory and neurologic assessments as well as differentiate generalized seizure activity from status epilepticus. In addition, the students should demonstrate appropriate nursing interventions for the patient, including safe medication administration. The need for additional family support should also be identified.

For ease of use and to support the integration of the scenarios into curricula, the following features are included in the scenario:
Objectives meet program’s learning goals and the learner’s current skill level.

Be flexible, many scenarios may be tailored to meet specific needs. Eg: This case can have L.O. adjusted to have student provide treatment to practice level/ability and not play in entirety as originally designed.
Purchased Content Details

View details about this product and allocate scenarios to a registered device.

Product Name
Status Epilepticus

Simulator Type
SimJunior

Product Type
Scenario - Scenario

Product Description

Additional Information

Practice License
A Practice License helps an instructor prepare for a test by getting a practice license.

Get Practice License

Content Allocations
Expiration Date | Allocate To
--- | ---
02 Sep 2011 11:23 AM | Not Allocated
01 Sep 2012 11:25 AM | Not Allocated
27 Sep 2012 07:29 AM | Not Allocated

Scenario Overview
Diagnosis: Status epilepticus
Patient name: Jackson Weber
Level of complexity: Complex

Target groups: Nursing students
Estimated scenario time: 20-30 minutes
Estimated guided reflection time: 20-30 minutes

Brief Summary
This case presents a 5-year-old Caucasian male with a history of generalized tonic-clonic
Review learning Objectives

- Verify that objectives match the program’s learning goals and the learner’s current skill level.

- When learning objectives are revised, update the content areas that are inter-dependent such as the scenario file, props and other cues, and debriefing points.
Review the correct treatment guidelines – determine what behavior the learner should demonstrate during the simulation.

Remember, any changes made to this area must also be addressed in the learning objectives and other interdependent content areas.
• Debriefing topics are usually anchored to the scenario’s learning objectives and educational content.

• Instructors are encouraged to remain flexible when formulating debriefing topics. Unexpected events may occur during a case that warrants exploration during the debriefing.
What do you do to prepare for the scenario?
Prepare the Environment and Simulator

- According to evidence within the simulation literature, the psychological fidelity (realism) of a simulation is important to learners.

- Learners prefer cases that feel real.
Prepare Environment & Simulator

• Assemble Equipment and Medications
  – ECG monitor
  – Stethoscope and BP cuff
  – Crash cart
  – Chart
  – Medications

• Prepare the Environment
  – Examination room
  – Sounds (phones ringing, etc.)
  – People (assistants, physician, and technicians)

• Prepare the Simulator
  – Dress appropriately
  – Moulage as needed (blood, emesis, etc.)
  – Provide Props (pill bottles, inhaler, prayer beads, etc.)
### Medication Administration Record

**Patient Name:** Jackson Weber  
**Diagnosis:** Seizures  
**DOB:** 2/14/XX  
**MRN:** 1239876  
**Age:** 5  
**Gender:** Male  
**Height:** 112 cm (44 inches)  
**Weight:** 18.2 kg (40 lbs)  

#### Medication

<table>
<thead>
<tr>
<th>Medication</th>
<th>Schedule</th>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% NS + 20</td>
<td>1815/LM</td>
<td></td>
</tr>
<tr>
<td>5 ml/h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phenobarbital 300 mg IV x 1</td>
<td>1815/LM</td>
<td></td>
</tr>
</tbody>
</table>

#### Allergies

- **No known allergies**

#### Patient Information Card

**Name:** Jackson Weber  
**Age:** 5 years  
**Gender:** Male

**Allergies: NOKA**

**Diagnosis:** Seizures  
**History:** Generalized tonic-clonic seizures  
**Type of operation:** None  
**Advanced directives:** N/A  
**Height:** 112 cm (44 inches)  
**Weight:** 18.2 kg (40 lbs)  
**Consultation:** None  
**Consent for treatment:** Yes  
**Restrictions:** None  
**Isolation:** None  
**Immunizations:** Up to date

**Social history:**

- Caucasian/Lutheran

**PRN Medication**

<table>
<thead>
<tr>
<th>Medication</th>
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<th>Day 1</th>
</tr>
</thead>
</table>

### Provider Orders

**Patient Name:** Jackson Weber  
**Diagnosis:** Status Epilepticus  
**DOB:** 2/14/XX  
**MRN:** 1239876  
**Age:** 5  
**Gender:** Male  
**Height:** 112 cm (44 inches)  
**Weight:** 18.2 kg (40 lbs)  

#### Allergies & Sensitivities

- **No known allergies**

**Physician Order**

8 p.m.: Cardiac Arrest Monitor  
Continuous pulse oximetry  
Cp oximetry  
SpO₂ > 93% while awake  
Phenobarbital 300 mg IV loading dose (none)  
Phenobarbital level x 2 after loading dose (done)  
CBC with diff x 1 (done)  
Chem 20 x 1 (done)  
Vital signs every 2 hour  
Neuro checks every 2 hour  
NPO  
D5 NS + 20 mEq KCl/L at 58 mL/hr

### A Favorite Toy

**INITIALS**  
**PRINT**

LM  
Lw York
Test Run the Scenario

Test run scenario prior to use with learners

- Click learner events – watch events register in Session Log
  - **IMPORTANT:** Click each event and observe the simulator’s response – this is an important step that should be completed before actually facilitating a simulation with learners in a teaching or evaluation session.

- Watch the events register in the debrief log and in some cases, trigger actions or movement to additional frames. Observe trends – if applicable.

- Switch to Scenario Editor if questions arise about scenario flow.
Facilitating the Day of Simulation
• Learners are more likely to succeed when they know what is expected of them.

  – Examine the simulator prior to the simulation. Review features and capabilities (voice, pulse points, drug administration, etc.)

  – Permit the learners to acclimate to the new learning environment.

  – Review learning objectives.

  – Report to Student

  – Discuss roles.
Instructor’s Role during Simulation

- Begin the case when the learners are ready
- Observe the learners performance
- Register events using the Graphic User Interface
- The instructor must decide under what conditions they would interrupt the simulation.
  - For example, safety-related violations that may injure a learner warrant intervention while a learner’s deviation from the learning objectives is an opportunity for all parties to learn and may not warrant interruption. Typically, when in a testing situation, the instruction would not offer cues and advice to the learner. When teaching, it is not uncommon to pause a simulation to offer assistance to the learner.
Post Scenario Activities
Simulation Stations

– SimPad or Advanced

– Each group practice running a preprogrammed scenario
Next Steps

- Practice....
- Set realistic goals
- Develop an action plan
- Faculty enrichment/Continuing Education/Staff Development
- Budget for formal training
  - Time: Hands-on time with Simulator
  - Financially: Custom training with Simulation Experts
- Networking
- Set time lines and realistic goals
Questions?
Simulation User Network
http://simulation.laerdal.com

- Meetings
- Forums
- Downloads
- Research
- Free to join!
Please give us feedback...