USING SIMULATION TO REINFORCE MANAGEMENT OF EMERGENCIES IN THE SCHOOL HEALTH SETTING

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DISCLOSURE

• No presenter has a conflict of interest or financial support from any commercial interest
Challenges of School Nurse Education

• Need to react quickly in isolation
• Need to react without resources of hospital environment
• Need to obtain history from many sources
SIMULATION

• The Method used to help evoke or replicate the real world in a fully interactive manner.
• “Simulation is a technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions.” (Kirsten Bechtle [https://doi.org/10.1016/j.infbeh.2018.05.006](https://doi.org/10.1016/j.infbeh.2018.05.006))
Why simulation?

- New to school nursing
- Refresher
- Practice for those not so common but emergency type situations

- *Key to all good simulations is communication*
Writing a Simulation

• First:
  – Have the goal and objectives clearly stated

• Second:
  – Content include the roles and supplies needed

• Third:
  – Consider the environment and time that you will need
Goals and Objectives

- Goals related to audience
  - New to school nursing
  - Refresher
  - Dealing with issues

- Objectives
  - Communication
    - Parents
    - Student
    - Other healthcare providers
    - Other school workers
  - Assessment skills
  - Treatment knowledge
Timing

• Remember attention span
• Simulation experience should equal time for debriefing
• Naysayers will drag feet and make it longer
• Fear of failure—peer pressure
• Adult learners struggle with “becoming” actors!
• Positive attitude as the facilitator
CONTENT, ROLES, SUPPLIES

• CONTENT
  – R/t objectives
  – Based on evidenced based practice
  – Transferable
  – Age-appropriate

• ROLES
  – School-nurse
  – Student---clear about age
  – Support person—if needed
  – Parent
  – Emergency responder—if needed

• SUPPLIES
  – Room set-up—be as realistic as budget permits
  – Mannequin or person—Moulage
  – Equipment—realistic to working environment
  – Medications
  – Resources that reflect school healthcare environment
DEBRIEFING

An activity that follows a simulation experience where educators/instructors/facilitators/ and learners re-examine the simulation experience for the purpose of moving toward assimilation and accommodation of learning to future situations (Johnson-Russel & Bailey, 2010, NLN—Simulation Innovation Resource Center 2013); debriefing should foster the development of clinical judgment and critical thinking
EXAMPLE ONE

ANAPHYLAXIS
1. Student—new medication—feeling better as a result of antibiotic
2. Medication—could cause allergic reaction
3. Parent—aware that child was on an antibiotic and had taken several doses
4. Emergency responders—were at least 10 minutes away
5. Policy—epi pens were for students who had provided them
6. Resources—no policy and no universal epinephrine
STUDENT RESPONSES

• REPORTED increased self confidence
• Gratitude for “practice” of these events
• Request to review again
FUTURE PLANS

• Incorporating into the undergraduate program—community curriculum/pediatric curriculum

• Research potential as to confidence level of novice school nurse and undergraduate pre-licensure students pre and post simulation
THANK YOU

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