Session M06

Incorporating Safety Challenges in Undergraduate Nursing Simulation Experiences

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Disclosure

● Authors
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● Objectives
  – Describe how to develop simulation scenarios that incorporate safety challenges
  – Discuss how to address the safety challenges in the feedback and debriefing sessions

● Conflict of Interest
  – The authors have no real or perceived conflict of interest that relate to this presentation

● Commercial support or sponsorship
  – No commercial support or sponsorship was received
Simulation Experiences

- Undergraduate nursing students
  - Multiple simulation experiences
    - Human Patient Simulator (HPS)
    - Standardized Patients (SP)
    - Hybrid (Combination of both HPS & SP)
  - Experiences include
    - History taking
    - Physical exam
    - Patient teaching
    - Ethical Dilemmas
    - Safety challenges
    - Teamwork
Human Simulation with a Standardized Patient

- What is a standardized patient
  - A person who has been carefully coached to simulate an actual patient so accurately that the simulation cannot be detected by a skilled clinician
SP Case Development

- SP can have the role
  - Symptomatic or non-symptomatic patient
  - Spouse, significant other, or other family member
  - or any type of person that you need

*The sky is the limit! – anything is possible!*
Scenario Development

● Scenario includes
  – Clear objectives
  – Scenario environment / setting
  – SP Role, Position, Attire
  – Training materials
● Detailed script
  – Evaluation checklist
Identify the Focus of the Case and Objectives

- History taking
- Interpersonal communication
- Physical examination
- Patient teaching
- Ethical dilemma
- Safety challenges
Environment / Setting

● Where is your scenario taking place?
  – Provider office
  – Emergency department
  – Medical surgical unit
  – Critical care unit
  – Community
  – Patient’s home
  – Hospital waiting room

● Ideally the simulation room should depict this environment
SP Role, Position, & Attire

● SP role
  – Patient
  – Family member, Significant other

● SP position at the beginning of the encounter
  – Sitting on exam table
  – Sitting in a chair
  – Sitting or standing next to Human Patient Simulator

● SP attire
  – Hospital gown
  – Regular clothes
SP Case / Script

- Name of patient
- Setting
- Timing
- Position and attire
- Overview of scenario
- Door sign
- Opening line
- Challenge Questions
- Safety Challenges
- Questions and answers
- Evaluation checklist
- Feedback type and information
Door Sign

- Posted outside the simulation room to provide information to the student.
- The door sign should include:
  - Information about the scenario.
  - What you expect the student to do during the scenario.
  - How much time the student has to complete the scenario.
INSTRUCTIONS / DOOR SIGN:

Mr./Mrs. Toni Clarkson came to the Emergency room with complaints of increased thirst, increased urination, and hunger and is now admitted to the medical surgical unit. You have 35 minutes to complete a history, focused physical exam and appropriate patient teaching. Please refer to patient chart for any specific patient orders.
Student Evaluation Checklist

● Detailed checklist of what you expect the student to do during the scenario

● If a checklist item is subjective it can be helpful to put a description to provide information on how to evaluate that checklist item

● Remember – the longer the checklist, the longer time you have to allow for the completion of the checklist
Student Evaluation
Criteria & Passing Score

● Many ways to evaluate the student checklist items
  – Done / Not Done / N/A
  – Likert scale rating

● In "high stakes testing" simulation where the student has to achieve a specific score to pass, you must also pick a passing score

● Consider the value of each checklist item
  – Is each checklist item of equal value, or are some checklist items worth more points than others?
SP Training

- Training prior to every simulation
- Information on type of students
- Review of scenario script
- Review of evaluation checklist
  - Explanation on interpretation of checklist items
  - Review of physical exam techniques
- Review type of student feedback
- Questions answered
- Practice and role play
Scenario Schedule

- Pre-brief
- Encounter with patient
- Evaluation checklist completion by SP or faculty
- Feedback from the SP
- Debriefing session
SP Feedback

- Each scenario may have a different type of feedback
- Feedback may focus only on interpersonal skills
- Feedback can also be more detailed
- Type of feedback is determined by the faculty for the course or the faculty developing the simulation scenario
Safety Challenges

- The SP will document when the safety challenge was identified by the student
  - At the beginning of the scenario
  - In the middle of the scenario
  - At the end of the scenario
  - Not at all
Safety Challenges
Patient Identification

- Patient has ID band on
- Last name is correct
- First name is incorrect
  - Starts with same first letter of correct first name
- Example
  - Correct name
    - Fran Victorino
  - Name band will have
    - Fred Victorino
- Objective
  - See if student identifies incorrect name
Patient Identification

● Results
  – 90% of students did not identify the error

● Student comments during feedback
  – “I thought it was a nickname”
  – “I looked at ID band quickly and did not notice it”
  – “I saw the first letter and thought it was correct”
Patient Allergy

- Post operative scenario that includes a dressing change
- Patient has Allergy Band - “Adhesive Tape” allergy
- Dressings with be in room on counter
- 3 types of tape will be in room on counter
  - Adhesive tape
  - Clear dressing tape
  - Paper tape
- Objective
  - See if student uses correct tape during dressing change
Patient Allergy

● Results
  – If the student noticed the patient allergy band
    ● 100% of students did not know what type of tape to use
  ● Student comments during feedback
    – “I have not seen those 3 different types of tape before”
    – “I have never heard of paper tape”
    – “I didn’t change the dressing because I did not know what kind of tape to use”
Prevention of Patient Falls

- Patient admitted with complaint of dizziness and headaches
- At start of scenario
  - Patient is sitting in chair
  - Wearing a patient gown
  - Bare feet
- “Anti-slip socks” are on the counter in the room
- When student goes to assist patient back to the bed, the patient will say
  - “Oh this floor is slippery” & “I am feeling a little dizzy”
- Objective
  - See if student stops & places the “Anti-slip socks” on patient
Prevention of Patient Falls

● Results
  – 50% of the students stopped and put the “anti-slip” socks on the patient

● Student comments during feedback
  – “I never noticed the “anti-slip” socks on the counter”
  – “I have never seen those types of socks before”
Patient with DNR Order

● Patient with a DNR order (Patient is HPS)
  – Was inpatient and had DNR order
  – Doing well and now going to be discharged to home
  – Daughter (SP) is at the bedside with the patient
  – While waiting for doctor to come and write the discharge instructions, the patient is eating lunch, assisted by the daughter
  – While eating lunch the patient begins choking and gets an obstructed airway

● Objectives
  – See if the students
    ● Recognize the obstructed airway
    ● Try to relieve / clear the obstructed airway
Patient with DNR Order

Results

- More than 95% of students did nothing!
- Patient continued to have obstructed airway – which progressed to respiratory and cardiac arrest
- Daughter was stating in a loud voice
  - “Why aren’t you doing something?”
  - “He was fine a minute ago”
  - “He was doing well and was supposed to go home”
  - “You can’t just stand there! Do something”
  - “Why aren’t you helping my father?”
Patient with DNR Order

● Results
  – During scenario students responded to daughter’s comments by saying
    ● “He is a DNR – this is what he wanted”
    ● “We can’t do anything because he is a DNR”
    ● “There is a DNR order on the chart”
    ● The students also tried to force the daughter out of the patient room

● Student comments during feedback
  – “We did not know we could do anything”
Patient is 17 year old female (HPS)
- Admitted after car accident
- Unconscious at time of admission
- Patient was initially very unstable and had lost a lot of blood
- Blood transfusion started as life saving measure
- Scenario begins in the patient’s room with blood transfusion hanging

Parents arrive (2 SPs)
- Mother religion is Catholic
- Father religion is Jehovah Witness
- Daughter religion is Jehovah Witness
• Parents become very upset and start arguing
• Father wants the transfusion stopped immediately and demands the nurse to stop the blood transfusion
• Mother knows that the daughter has lost a lot of blood and needs the transfusion
• The upset of the parents escalates
• Daughter is now awake and the parents are talking to her

Objectives
  – See if the students
    • Temporarily stop the transfusion
    • Call the physician to speak to the parents and child
Teenage Child – MVC – Needs Blood

● Results
  – 50% of the students did not stop the transfusion and tried getting security to remove the parents from the room
  – 50% of the students stopped the transfusion and called the physician

● Student comments during feedback
  – “I did not know what to do”
  – “I did not think I could stop the transfusion”
  – “I never had an experience like that before”
SP Hall Monitors
Live Video
Students During Experience
Students During Feedback
Feedback and Debriefing

● Feedback
  – Received directly from the SP after the scenario
  – Primary focus is interpersonal
  – Ensure discussion of safety challenges

● Debriefing
  – Group discussion after scenario facilitated by faculty
  – Ensure safe environment
  – Guided reflection
  – Ensure discussion of safety challenges
Questions?

Thank you!

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