IM6 PMH: vSim for Linda Waterfall_Anxiety

Learning Objectives:

- ❖ Identify the psychopathology of mental health disorders
- ❖ Assess contributory factors affecting care, including but not limited to psychosocial, cultural, spiritual, environmental, and socioeconomic factors
- ❖ Establish a therapeutic milieu that engages psychiatric patients and their families
- ❖ Identify the indications, therapeutic effects, side effects, and teaching implications of drugs used to treat the symptoms of mental health disorders
- ❖ Provide a safe environment for both patients and staff
- ❖ Recognize communication patterns and use therapeutic communication techniques that illustrate caring for the patient's overall well-being
- ❖ Apply the nursing process to prioritize the plan of care
- ❖ Communicate appropriately with the therapeutic team in a timely, organized, collaborative, and patient-specific manner

Scenario-Specific Learning Outcomes:

- ❖ Differentiate between acute anxiety and respiratory/cardiac distress
- ❖ Recognize and respond appropriately to level of anxiety demonstrated (mild, moderate, severe, panic)
- ❖ Incorporate respect for spiritual/cultural issues into the plan of care
- ❖ Advocate for the patient

Pre-briefing: Scenario Overview

Patient: Linda Waterfall

Diagnosis: Left mastectomy. Severe anxiety.

Brief Summary:

Linda Waterfall is a 48-year-old female of Native American descent. A few days ago, she was diagnosed after a biopsy with an aggressive form of breast cancer. Her provider recommended that she have a left mastectomy as soon as possible, followed by chemotherapy. This morning she was admitted to a room on the surgical floor and is awaiting the operating room call for transfer. Her cousin, Alice, is with her in the room.

The scenario starts with the nurses responding to the call light, and when they enter the room, they find Linda's belongings in disarray. Alice tells them that Linda has searched her belongings to find her medicine bundle but has realized that she forgot it at home. Linda is anxious, flushed, and breathing rapidly and states that she "can't get her breath." She tells the nurses that she knows she is going to die and that she does not want to have the surgery.

The student nurses should recognize signs and symptoms of severe anxiety and use de-escalation techniques to help the patient reduce anxiety, including demonstrating active listening, using therapeutic communication, and offering to contact support people. They should also advocate for the patient in her right to delay or reschedule the surgery.

Time Allotment	
1.50 hours	Reviewing the Suggested Reading found in the v-Sim scenario.
0.25 hours	Complete the Pre-Quiz
3.00 hours	Complete the Scenario (calculated at 2:1 time and with 3 attempts to achieve a score of 80)
0.25 hours	Complete the Post-Quiz (must achieve a score of 100)
0.50 hours	Complete the Medication Sheet
1.50 hours	Complete the Critical Thinking Worksheet
1.00 hours	Complete the Guided Reflection Questions