

**Covenant School of Nursing Instructional Module (5)**  
**SIMULATION LEARNING GUIDE**  
**Topic/Concept: Pediatric Simulation**

<b>Needs Analysis Documentation</b>
<ul style="list-style-type: none"> <li>Students have limited ability to perform assessment and intervention skills that promote critical thinking due to the limited clinical days in each pediatric unit.</li> </ul>
<b>Learning Goals/Outcomes</b>
<p>Upon completion of this simulation learning activity, you will be able to:</p> <ul style="list-style-type: none"> <li>Identify, prioritize and implement appropriate nursing interventions based on focused assessments of acutely ill pediatric patients (i.e., appropriate use of pain scale, maintaining standard precautions, ostomy care, safe medication administration, evaluation of vital signs, lab value analysis) and evaluate patient responses to interventions.</li> <li>Incorporate family-centered care and developmentally appropriate communication techniques during the simulated pediatric nursing care experience and demonstrate appropriate use of SBAR communication when communicating with other members of the healthcare team.</li> <li>Identify the psychosocial, emotional and financial challenges experienced by the family of a child with a terminal illness and describe the multi-disciplinary care resources needed to develop a holistic end-of-life nursing care plan.</li> </ul>
<b>Scenario(s) Used</b>
<ul style="list-style-type: none"> <li>Hirschsprung's Disease, Ostomy Care</li> <li>Ventricular Septal Defect, Congestive Heart Failure, Acute Hypokalemia Management</li> </ul>
<b>Schedule of Activities</b>
<p><b>Pedi Sim Day 1</b></p> <ul style="list-style-type: none"> <li>Pedi Sim Room: brief review of room orientation and manikin functionality</li> <li>Pedi scenarios</li> <li>Pedi debriefing</li> </ul> <p><b>Pedi Sim Day 2</b></p> <ul style="list-style-type: none"> <li>Pedi End-of-Life Activity: online video, LMS discussion board participation, group debrief on TEAMS</li> <li>Completion of CSON Reflective Practice: Gibbs Reflective Cycle</li> </ul>
<b>Pre-Simulation Learning Activity Preparation (Pre-Briefing)</b>
<p>On-Line/ Out of Class</p> <ul style="list-style-type: none"> <li>Refer to the "Pediatric Simulation Clinical" folder on the LMS to access your instructions and assignments for pediatric simulation.</li> <li>Complete your assigned pre-simulation activities as listed on the "Pedi Sim: Day 1 Timeline and Assignment Instructions" and document on your designated "pedi sim group" discussion board.</li> <li>View the "Pediatric Simulation Orientation Video".</li> </ul> <p>Simulation Center Activities</p> <ul style="list-style-type: none"> <li>Lab A: IV fluid and IVPB Medication Administration</li> </ul> <p>Online Activities</p> <ul style="list-style-type: none"> <li>Lab B: Baby Boot Camp, Pediatric Interventions, Pediatric Assessment and Interventions Activity</li> </ul>
<b>Simulation Learning Activities</b>
<p>Simulation Activities:</p> <ul style="list-style-type: none"> <li>Brief review of room orientation and manikin functionality</li> <li>Pedi Scenarios: Each scenario will allow for the following student roles: 1 TPCN, 1 family member, 2 observers</li> </ul>

- Pre-brief SBAR of off going report
- Group discussion to establish plan of care for the patient that includes data submitted on group discussion board (Pediatric Critical Thinking Worksheet and Medication Worksheet)
- Observation Rubric (Student Performance Checklist) completed by scenario observers
- Debriefing Guided Questions

Online/Out-of-Class:

- Assigned Pediatric Critical Thinking Worksheet and Medication Worksheet components on group designated LMS discussion board
- Pedi End-of-Life Activity: Online video, LMS discussion board participation, group debrief on TEAMS
- CSON Reflective Practice: Gibbs Reflective Cycle

**Evaluation Methods (Debriefing)**

- Observer Evaluation Rubric
- Plus/Delta discussion based on students assigned scenario role
- Post SLA Survey in Red Cap

**Other Appropriate Documentation**

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Texas DECs	QSEN Competencies
<ul style="list-style-type: none"> <li>• Member of the Profession</li> <li>• Provider of Patient-Centered Care</li> <li>• Patient Safety Advocate</li> <li>• Member of the Health Care Team</li> <li>• Knowledge</li> <li>• Clinical Judgement and Behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Patient-Centered Care</li> <li>• Teamwork and Collaboration</li> <li>• Safety</li> <li>• Evidenced-Based Practice</li> </ul>
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> <li>• 1/2/3/4/5/6/7/8</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and Effective Care Environment: Management of Care, Safety and Infection Control</li> <li>• Health Promotion and Maintenance</li> <li>• Psychological Integrity: Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiologic Adaptation</li> </ul>
Concepts	
<ul style="list-style-type: none"> <li>• Comfort</li> <li>• Elimination</li> <li>• Fluid and Electrolytes</li> <li>• Functional Ability</li> <li>• Gas Exchange (Oxygenation)</li> <li>• Nutrition</li> <li>• Perfusion</li> <li>• Thermoregulation</li> <li>• Cognition</li> <li>• Coping</li> <li>• End-of-Life</li> <li>• Human Development</li> <li>• Interpersonal Relationships</li> <li>• Clinical Judgement</li> <li>• Communication</li> <li>• Health Promotion</li> <li>• Parent Education</li> <li>• Professionalism</li> <li>• Teamwork and Collaboration</li> <li>• Ethics and Legal Precepts</li> <li>• Evidenced-Based Practice</li> <li>• Leadership and Management</li> <li>• Patient-Centered Care</li> <li>• Quality Improvement</li> <li>• Safety</li> </ul>	
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