

Pediatric Case 10: Charlie Snow (Complex)

Guided Reflection Questions

Opening Questions

How did the simulated experience of Charlie Snow's case make you feel?

The first time I was very confused on what to do because the simulation just started without any instructions. After started, I really enjoyed the simulation because it was similar to a real-life nursing experience. I was able to figure out what needed to be done first in order to provide Charlie the best care possible.

Discuss the actions you felt went well in this scenario.

I thought I administered the medications in an appropriate order. I completed all the safety precautions before administering medications. I also made sure to reassess the respiratory vitals after administering the medication.

Scenario Analysis Questions*

EBP List in order of priority your initial nursing actions identified for Charlie Snow based on physical findings and family interaction.

First, I washed my hands and introduced myself. Then I check patient ID, family ID, allergies, and then checked the vitals. I asked the patient if he was having difficulty breathing and asked the family about past medical history. I then did an assessment and after that I called the doctor. I then administer epinephrine, then Benadryl, then IV fluids, and then gave the steroid. I thought this was an appropriate order due to the patient's condition. After that I reassessed vitals and comforted the patient.

EBP What complications might Charlie Snow face if symptoms are not recognized and treated in a timely manner?

Charlie's airway could become closed and suffer hypoxia. If the allergic reaction is very severe the patient could die if not treated fast enough. They could have an anoxic brain injury if their oxygen supply is compromised.

* The Scenario Analysis Questions are correlated to the Quality and Safety Education for Nurses (QSEN) competencies: Patient-Centered Care (PCC), Teamwork and Collaboration (T&C), Evidence-Based Practice (EBP), Quality Improvement (QI), Safety (S), and Informatics (I). Find more information at: <http://qsen.org/>

EBP Why was a glucocorticosteroid administered in this case? Would it have been appropriate to administer albuterol in this case? Why or why not?

A glucocorticosteroid is used to decrease inflammation and reduces the severity of the reaction. Albuterol would help open the airway which could've been effective in this case, however albuterol doesn't prevent upper airway edema. Charlie was having difficulty breathing and was experiencing inflammation from the anaphylaxis so a glucocorticosteroid is still the better option.

PCC What communication techniques could be initiated to decrease the anxiety of Charlie Snow's aunt?

Use teaching to inform the aunt of what medication Charlie is receiving and why. We could also inform her of what to do in case this happens again in the future. We need to make sure to teach the patient but also the family members that are present. We can explain procedures step by step and allow them to be present at all times.

S/QI Reflect on ways to improve safety and quality of care based on your experience with Charlie Snow's case.

We could've had doctors' orders ready instead of having to call them to get epinephrine. We also need to make sure that Charlie is aware of what foods to avoid so we can prevent this from happening again. We could have two nurses in the room so we could help the patient faster to make sure the airway doesn't become compromised.

S/I Because Charlie Snow is accompanied by his aunt and not by a parent, what legal matter must be considered before performing treatment?

The aunt had to sign consent before we completed any medical care on Charlie. This applies to real life scenarios as well.

T&C What role do you feel Charlie Snow's guardians and parents have as members of his health care team? (Explain your answer.)

They are in charge of choosing what care he receives. They also need to be kept informed of the patient's condition in case the patient is too young to understand what is going on. They also need to be able to teach the child because the child is more likely to listen to them. They will also have to educate the school on their child's condition to make sure they are cared for and safe at school.

T&C/I What key elements would you include in the handoff report for this patient? Consider the situation-background-assessment-recommendation (SBAR) format.

I would state that the patient came in with anaphylaxis and include the vitals of the patient. I would say that the patient was having trouble breathing and explain the medications that I administered. I would tell the nurse the patient has fluids running and tell her the rate. I would inform her that the aunt is anxious and to include her in the teaching. I would tell her about the patient's past history. I would inform her of the current lab values and respiratory status.

Concluding Questions

Reflecting on Charlie Snow's case, were there any actions you would do differently? If so, what were these actions, and why would you do them differently?

If this was a real-life scenario, I probably would've administered the epinephrine right away. Since the patient was struggling to breathe, I feel like this would be the most important action to take. I also think he should've been receiving more than 2L of oxygen since his pulse ox was so low at first.

Describe how you would apply the knowledge and skills that you obtained in Charlie Snow's case to an actual patient care situation.

I think I learned a lot about managing time and deciding on how to organize care. I also realized that it does matter which order you administer medication in. In actual situations we need to comfort the patient and family just like we did in the scenario. I also learned that after certain medications we need to reassess vitals to make sure the patient is still stable. All of these skills can be applying to real patient scenarios.