

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

Needs Analysis Documentation
<ul style="list-style-type: none"> Students have limited ability to perform assessment and intervention skills that promote critical thinking due to the limited clinical days in each pediatric unit.
Learning Goals/Outcomes
<p>Upon completion of this simulation learning activity, you will be able to:</p> <ul style="list-style-type: none"> 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. Incorporate family-centered care and developmentally appropriate communication techniques during the simulated pediatric nursing care experience and demonstrate appropriate use of SBAR (Situation Background Assessment Recommendation) communication when communicating with other members of the healthcare team.
Scenario(s) Used
<ul style="list-style-type: none"> Hirschsprung's Disease, Ostomy Care Ventricular Septal Defect, Congestive Heart Failure; Lab Management Pre-operative Care – Appendicitis Post-operative Care Medication Administration- Safety
Schedule of Activities
<p>Pedi Sim Day 1</p> <ul style="list-style-type: none"> Pedi Sim Room: brief review of room orientation and Pediatric Hal manikin functionality Pedi scenarios Pedi debriefing Priority setting activity <p>Pedi Sim Day 2</p> <ul style="list-style-type: none"> Orientation to One – year old manikin Pedi Scenarios Pedi debriefing Reflective practice
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
<p>Pre-Brief will include:</p> <p>*Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve.</p> <p>*Confidentiality- You signed the Student Commitment to Conduct during non-graded and graded CPE at the beginning of Instructional Module 1. That commitment is expected in every Instructional Module. Remember to respect the confidentiality of your fellow learners and not share any information outside of the simulation session.</p> <p>*Fiction Contract- We have done everything we can to make this as real as possible, but in the end, it is a simulated experience; we must depend on you. Please do your best to treat this as a live scenario with a live patient.</p> <p>*Review of Learning Objectives</p>

*Orientation to Spaces/Equipment/Safety- Orientation to the room(s) to be used, equipment in those rooms, reminder of emergency exits/processes, & review of psychological safety process.

Logistics- Badging In/Out, restroom location, & food & drink

On-Line/ Out of Class

Simulation Center Activities

- Lab A: IV fluid and IVPB Medication Administration
- Lab B: Baby Boot Camp, Pediatric Interventions, Pediatric Assessment, and Interventions Activity

Simulation Learning Activities

Simulation Activities:

- Brief review of room orientation and manikin functionality
- Pedi Scenarios: Each scenario will allow for the following student roles: 2 TPCN, 1 –2 family member, 4-5 observers
- 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 Sim Critical Thinking Worksheet and Medication Worksheet
- 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"> • Member of the Profession • Provider of Patient-Centered Care • Patient Safety Advocate • Member of the Health Care Team • Knowledge • Clinical Judgement and Behaviors 	<ul style="list-style-type: none"> • Patient-Centered Care • Teamwork and Collaboration • Safety • Evidence-Based Practice
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> • 1/2/3/4/5/6/7/8 	<ul style="list-style-type: none"> • Safe and Effective Care Environment: Management of Care, Safety and Infection Control • Health Promotion and Maintenance • Psychological Integrity: Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiologic Adaptation
Concepts	
<ul style="list-style-type: none"> • Comfort • Elimination • Fluid and Electrolytes • Functional Ability • Gas Exchange (Oxygenation) • Nutrition • Perfusion • Thermoregulation • Cognition • Coping • End-of-Life • Human Development • Interpersonal Relationships • Clinical Judgement • Communication • Health Promotion • Parent Education • Professionalism • Teamwork and Collaboration • Ethics and Legal Precepts • Evidence-Based Practice • Leadership and Management • Patient-Centered Care • Quality Improvement • Safety 	
<p>Date originated: 12/3/20 Content Expert: Brittany Haynes Simulation Consultant: Randall Stennett</p>	<p>Revision Dates: 3/9/22</p>

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