

Guided Reflection Questions for Medical Case 1: Kenneth Bronson

Opening Questions

How did the scenario make you feel?

I think the scenario went well. I did forget some little details here and there that I caught the next time around, but it helped me to see that I need to be very prestigious in the steps that I take every time I am in the room.

Scenario Analysis Questions*

PCC, EBP What signs and symptoms led you to the conclusion that Kenneth Bronson was experiencing an allergic reaction?

- The pt. verbally stated that they thought something was wrong because their breathing started to become shallow and labored, their respiration rate went up significantly, the airway sounded obstructed upon auscultating again.

PCC, EBP Discuss the differences between mild, moderate, and severe anaphylactic reactions.

EBP/S Discuss the importance of follow-up assessment's post-reaction.

- Mild: runny nose, skin rash
- Moderate: nausea, vomiting, dizziness, diarrhea, abdominal pain, hoarse voice
- Severe: trouble breathing (due to bronchoconstriction), hives/swelling, tightness in the throat, tachycardia, hypotension, cardiac arrest
- Follow-up assessments are important post-reaction because there are some occurrences where a secondary reaction can occur in the body so it's important to monitor the patient until they are cleared from the event.

Concluding Questions

What further needs does Kenneth Bronson have at the end of the scenario that future nursing care should address?

- He needs to be educated further on his allergy to ceftriaxone, and how severe that reaction is to it, which in this case is anaphylaxis. Not only does he need to be educated, but his family as well in case of emergency and he is unable to speak for himself

Reflect on how you would communicate with family members in an emergency situation if they were present at the bedside.

- If family was present during his anaphylaxis reaction, I would keep a calm composure so that way the family isn't freaking out and exacerbating the situation. I would also teach them about what I'm administering to the patient, so they don't just think I'm shooting their family member up with random drugs. I would also communicate about what caused the reaction and how I plan to go about treating it.

After completing the simulation and reflecting on your experience, what would you do differently (or the same) for the patient experiencing acute respiratory distress?

- Just make sure that I have all of my things in place, so it doesn't seem like I'm bouncing around from one intervention to the other

How could you prepare for clinical to anticipate potential patient emergencies?

- Have a set plan ready to go before I got there, that way I could kind of get an idea of how I wanted to handle a situation instead of appearing unorganized and dishevelled when the time came

* *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/>*