

**Covenant School of Nursing Instructional Module 7
SIMULATION LEARNING GUIDE**

Topic/Concept: Care of Patient with ETT and/or Tracheostomy, Continuous Drip Management, Management of the Coding Patient

Needs Analysis Documentation
<ul style="list-style-type: none">• To provide a realistic experience of the care required when caring for the advanced medical-surgical patient.• Promote patient safety during the IM7 rotation.
Learning Goals/Outcomes
Upon completion of this simulation learning activity, you will be able to: <ul style="list-style-type: none">• Identify nursing interventions when caring for patients receiving continuous medications for such things as blood pressure control or sedation.• Incorporate safety concepts when caring for the intubated and/or trached patient such as demonstrating trach care, oral care, suctioning.• Recognize and implement primary care strategies for the patient in need of resuscitation.
Scenario(s) Used
<ul style="list-style-type: none">• Orally intubated patient requiring oral care, suctioning, and assisted breaths via BVM.• Trached patient requiring trach care and suctioning.• Patient requiring ACLS intervention.• Unstable blood pressure patient requiring continuous medication management.• Mechanically intubated patient requiring continuous IV sedation.• Septic patient requiring antibiotic therapy.• Insertion of ngtube, administering medications using the stop cock with feeds running.
Schedule of Activities
<ul style="list-style-type: none">• Rotate students through a respiratory station, code station and drip titration station.
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
Pre-Brief will include: *Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve. *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. *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. *Review of Learning Objectives *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

- Review Videos/HESI skills:
 - Code management
 - Trach care and in line suctioning
 - Oral care of intubated patient
 - Life Pak 20
- Complete the Pre-lab quiz and bring to lab

Lecture Topics

- Review lecture provided on mechanical ventilation, artificial airways, trach care, sedation, suctioning, cardiac rhythms

Simulation Center Activities

- Simulation stations

Simulation Learning Activities

Simulation Activities:

- Perform, implement, and prioritize the basics of the respiratory patient care: oral ETT, trach, suctioning, etc.
- Provide and problem solve basic code management in a safe setting.
- Perform and discuss titration and maintenance of continuous medications.
- Perform and implement care of the patient with a ngtube. Administer medication via ngtube.

Online/Out-of-Class:

- None

Evaluation Methods (Debriefing)

- Unit Exam
- HESI proctored exam
- Post simulation lab Red Cap

Other Appropriate Documentation

- [Click here to enter text.](#)

Texas DECs	QSEN Competencies
<ul style="list-style-type: none"> • Clinical Judgment • Knowledge • Patient Safety Advocate • 	<ul style="list-style-type: none"> • Safety • Evidence Based Practice • Teamwork and collaboration • Patient Centered Care
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> • Assessment and Intervention • Critical Thinking • Knowledge Integration • Communication • Human Caring and Relationships • Manage and Prioritize Resources • Teaching • Leadership 	<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance • Physiological Integrity • Pharmacological and Parenteral Therapy • Physiological Adaptation
Concepts	Faculty
<ul style="list-style-type: none"> • Clinical Judgement • Evidence Based Practice • Safety • Communication • Perfusion • Gas Exchange (Oxygenation) 	Darla Smith, Paula Ponder, Dawn Kineman-Wiginton, Stacey Spradling
Date originated: 2/17/2021 Content Expert: Simulation Consultation: Randall Stennett	Revision Dates: 3/22/2024

Reviewed:

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CSON SIMULATION Learning Guide (adopted by Faculty vote) – REV