

**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>Perform nursing care for the pediatric patient and family by identifying, prioritizing, and implementing appropriate nursing interventions based on focused assessments, while applying evidence-based practice, safety, and quality principles. This includes skills such as pain assessment, standard precautions, ostomy care, safe medication administration, and evaluation of vital signs and lab values.</li> <li>Demonstrate clinical judgment by integrating evidence-based data when making safe and effective decisions for pediatric patients and their families.</li> <li>Demonstrate family-centered care by incorporating developmentally appropriate communication techniques and responding to the unique needs of children and their caregivers throughout the pediatric simulation experience.</li> <li>Advocate for and provide professional nursing care to the pediatric population by applying the knowledge, skills, and attitudes required of the professional nurse.</li> <li>Communicate and collaborate effectively with pediatric patients, their families, and members of the interdisciplinary healthcare team through structured communication tools such as SBAR and observational feedback.</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; Lab Management</li> <li>Pre-operative Care – Appendicitis</li> <li>Post-operative Care</li> <li>Bacterial Meningitis</li> <li>Type I Diabetes</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 Pediatric Hal 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>Pediatric Hal – 5-year-old Orientation</li> <li>Pedi Scenarios</li> <li>Pedi debriefing</li> </ul>
<b>Pre-Simulation Learning Activity Preparation (Pre-Briefing)</b>
<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>

\*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:

- Prep assigned patients.

Simulation Center Activities

- Lab A: IV fluid and IVPB Medication Administration

### **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
- Observation Rubric (Student Performance Checklist) completed by scenario observers
- Debriefing Guided Questions
- Reflection

Online/Out-of-Class:

- Assigned Pediatric Simulation Critical Thinking Worksheet and Medication Worksheet

### **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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<b>IM Student Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Perform nursing care for the pediatric patient and family using evidence-based practice, safety and quality principles.</li> <li>• Demonstrate clinical judgment using evidence-based data in making clinical decisions for the pediatric patient and family.</li> <li>• Demonstrate family centered care based on the needs of the pediatric population.</li> <li>• Apply knowledge, skills, and attitudes required of the professional nurse by advocating and providing care to the pediatric patient and family.</li> <li>• Communicate and collaborate effectively with patients, family, and members of the interdisciplinary team in the pediatric population.</li> </ul>	•
<b>Date originated:</b> 12/3/20 Content Expert: Brittany Haynes Simulation Consultant: Randall Stennett Hours: 1 – 1 or 2-1	<b>Revision Dates:</b> 3/23/23, 5/18/23, 1/18/24, 6/30/25

Reviewed:  
Instructional Module (5) Simulation Learning Guide  
Topic: Pediatric Simulation

This simulation learning activity has been approved for 2:1 clinical hours by simulation committee review and vote: 02/2024