

# ATYPICAL CHEST PAIN FEMALE

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Estimated Time: 30 minutes • Debriefing Time: 30 minutes

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Patient Name: Maria I. Franco

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## SCENARIO OVERVIEW

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Maria I. Franco is a 47-year-old female who presents to the emergency department with abdominal pain, fatigue, and nausea.

## CURRICULUM MAPPING

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### WTCS NURSING PROGRAM OUTCOMES:

- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
- Provide patient centered care by utilizing the nursing process across diverse populations and health care settings
- Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness

### BASIC SKILLS

- Perform a general survey assessment
- Measure blood pressure and other vital signs
- Perform a basic physical assessment

### NURSING FUNDAMENTALS

- Maintain a safe, effective care environment for adults of all ages
- Use appropriate communication techniques
- Use the nursing process
- Provide nursing care for patients with comfort alterations
- Provide nursing care for patients with alterations in oxygenation

## LEARNING OBJECTIVE(S)

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1. Interpret vital signs related to condition
2. Perform a basic pain and cardiac assessment
3. Recognize and report deviation from norms
4. Accurately document findings

## QR CODE

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Scan to begin

## SIMULATION LEARNING ENVIRONMENT & SET-UP

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### ENVIRONMENT

Emergency Room

Inside room: Patient on bed

Inside or outside room: Hand sanitizer or sink

Outside room: Computer or form(s) for documentation, Medications

### PATIENT PROFILE:

Name: Maria I. Franco

DOB: 07/16/19XX

Age: 47

MR#: 1316

Gender: Female

Height: 157 cm (5'2")

Weight: 72 kg (160#)

Code Status: Full code

Primary Language spoken: English

Current Medications: None

Allergies: Shellfish

### EQUIPMENT/SUPPLIES/SETTINGS

Patient

- Hospital gown
- Moulage to appear slightly gray and diaphoretic
- ID band with QR code



## Monitor Settings

- No monitor; equipment to obtain vital signs
- Simulator Vitals: BP 145/95, P 115, RR 25, O2 91%, T 37.5C (99.5F), Pain: 9/10

## Supplies

- General
  - Equipment to obtain vitals including oxygen saturation
  - Nasal cannula
  - Phone
- Medications
  - Aspirin 81 mg four chewable tablets
  - Nitroglycerine 0.4 mg subl
  - Famotidine 20 mg tablet

QR CODES

<p>START</p> 	<p>PATIENT</p> 	<p>CHEST</p> 
<p>PATIENT ID</p> 	<p>REPORT</p> 	

# STATE 1 – PREBRIEF, REPORT & PATIENT INTRODUCTION

- The facilitator should lead this portion of the simulation. The following steps will guide you through State 1.
- “Scan to Begin” using scenario start QR Code while students are in Prebrief.
- “Meet Your Patient” (on iPad) and explain how the iPad works in the simulated learning environment including the scanner/QR codes.
- Discuss the simulation “Learning Objective(s)” (on iPad) as well as any other Prebrief materials
- Get “Report” (on iPad)
  - Possible facilitator question
    - What are your clinical concerns based on the report you received?
- Play the “Patient” video (on iPad)
  - Possible facilitator discussion questions
    - Based the patient’ chief complaint, have your clinical concerns changed?
    - What focused assessments do you plan to complete?
- Advance to the “Patient Profile” screen (on iPad). This will act as a simulated patient chart.
- Students can view the tabbed content on the iPad (see below) prior to entering the patient’s room and throughout the simulation as needed.
- Now students can enter the room and begin the next state of the simulation.

## HISTORY AND PHYSICAL

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Not available (just admitted).

## ORDERS

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Not available (just admitted).

## MAR

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Not available (just admitted).

## VITALS

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Not available (just admitted).

## PROGRESS NOTES

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Not available (just admitted).

## LAB/DIAGNOSTICS

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Not available (just admitted).

## IMAGING

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No reports available.

## LEVEL UP

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Option not available yet.

## SCANNER

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Used for students to scan QR codes during the simulation.



## STATE 2 – PATIENT ASSESSMENT

- Patient Overview
  - Patient is in pain 9/10, slightly short of breath, slightly sweaty and slightly anxious. She is complaining of “indigestion” and “heart burn just above her belly button” that started about 45 minutes ago after she unloaded her groceries. She continues to relate it to a sub she ate for lunch. She also has mid-scapular pain “it hurts between my shoulder blades” that she relates to “carrying heavy grocery bags.”
- Expected Student Behaviors
  - Introduce themselves and verifies the patient (Scan ID Band QR code)
  - Obtain vital signs (enter in Vitals tab on iPad)
  - Assess chief complaint
  - Recognize symptoms are congruent with atypical chest pain and notify the provider using SBAR
  - May decide to apply oxygen via nasal cannula
- Technician Prompts
  - Patient is concerned and slightly anxious.
  - Patient responses can include:
    - “It must be indigestion. It must be from the sub I ate for lunch.”
    - “I have heart burn above my belly button. The pain started about 45 minutes ago.”
    - “It hurts between my shoulder blades – must have carried a heavy grocery bag.”
    - “I feel sweaty and a little winded... can’t catch my breath.”
- Facilitator Questions
  - Analyze the vitals; any concerns?
  - What are your concerns based on your assessment findings?
  - How can chest pain related to myocardial infarction present in female patients?
  - Prioritize what you will do first based on your findings.
- Tabbed iPad Content
  - Student(s) must enter vitals into the iPad under the Vitals tab as they would on a bedside computer. Vitals must be accurate according to the following:
    - BP 145/95 (within 5 either way)
    - HR 115 (within 5 either way)
    - RR 25 (within 4 either way)
    - O2 sat 91% (as is)

- Temp 37.5 C (as is)
- Pain 8/10 (accept any value)
- After the student(s) accurately enters the vitals, the tabbed iPad content will change as follows (Students are not prompted to these changes):

### LEVEL UP

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This tab is now active.

When selected students are asked: “Have you called the provider?”

Once they have selected “yes”, then then the tabbed iPad content will change as follows (Students are prompted with “New Orders Received”):

## ORDERS

iPad 8:18 AM 20%

 New Orders

**Patient Name: Maria I. Franco**  
**DOB:07/16/19XX Weight(kg):47**  
**MR#: 1316**  
**Provider: Dr. Bernard**  
**Allergies: Shellfish**

Date	Time	Order
Today	Now	CK-MB, Troponin, CBC, Electrolytes, BUN, Creatinine, Glucose, Magnesium, INR, PTT STAT
		12 lead ECG STAT and notify provider of results
		Chewable aspirin 81mg 4 tabs PO STAT
		If O2 sat < 94%, start O2 via NC at 4 L and titrate prn
		Nitroglycerine 0.4 mg Sublingually q 5 mins for 3 doses PRN for chest pain
		Famotidine 20 mg PO once for indigestion prn
		-----Dr. Bernard, M.D.

Continue >

1X

**MAR**

Patient Name: Maria Franco  
DOB: 07/16/19XX Weight (kg): 72  
MR#: 1316  
Provider: Dr. Bernard  
Allergies: Shellfish

Order	Sch. Time	Dose
Chewable aspirin 81mg 4 tabs PO STAT		<input type="text"/>
Famotidine 20mg PO once prn for indigestion		<input type="text"/>
Nitroglycerine 0.4mg sublingually q5 minutes for 3 doses prn for chest pain		<input type="text"/>

## STATE 3 – CARDIAC ASSESSMENT

- Patient Overview
  - Patient’s anxiety level increases as she learns of new orders for an EKG and lab work.
  
- Expected Student Behaviors
  - Communicate appropriately to departments to implement new orders
  - Administer chewable aspirin and Nitroglycerine sublingually
  - Apply oxygen
  - Complete a focused cardiac assessment – Scan Chest QR code
  
- Technician Prompts
  - Patient is having an increased level of anxiety.
  - Patient responses can include:
    - “What is this medicine for?”
    - “They think I’m having a heart attack?!”
    - “But I’m not having chest pain!”
  
- Facilitator Questions
  - Prioritize the orders: what will you do first and why?
  - Can you delegate any of the orders?
  - Who performs the lab work and the EKG? How will you notify them?
  - Medications: What is the purpose of Nitroglycerine and aspirin? How do they work? How should they be administered? What are your pre- and post-assessments when giving Nitroglycerine? Is Famotidine needed at this time?
  - Is oxygen needed for Maria? How will you administer it and how will you evaluate if it is working?
  - Cardiac assessment: How will you perform your assessment? Do you hear any abnormal heart sounds? What do they indicate? (An S4 sound is present which can be associated with an anterior myocardial infarct.)

## STATE 4 – DEBRIEF

Nothing needed from the iPad.

### DEBRIEFING QUESTIONS

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1. How did you feel this scenario went?
2. Review understanding of learning objective: interpret vital signs related to condition
  - a. Analyze the vital signs; what was out of range?
  - b. What do you think contributed to these findings?
  - c. How did you address these findings?
3. Review understanding of learning objectives: perform a basic pain and physical assessment; and recognize and report deviation from norms
  - a. How did you assess Ms. Franco's pain?
  - b. How did you tailor your physical assessment to Ms. Franco's chief complaint?
  - c. Did you have any concerns based on your assessment findings?
  - d. Who should be notified for new onset chest pain (across settings: ER? Med-Surg floor? Skilled nursing facility? At home?)
  - e. Is there anything you would change in your assessment and follow up if you could "do over?"
4. Review understanding of learning objective: accurately document assessment findings
  - a. How would you document your findings in a focused DAR or SOAP note? (May assign as homework.)
5. Tie the scenario back to the nursing process in a large group discussion. Concept mapping can be used to facilitate discussion.
  - a. Identify 3 priority nursing problems you identified for Ms. Franco.
  - b. Create a patient centered goal for each nursing problem you identified.
  - c. Discuss focused assessments for each nursing problem.
  - d. Discuss nursing interventions for each nursing diagnosis.
  - e. Re-evaluate the simulation in terms of the nursing process; what was actually accomplished? What could be improved in the future?

6. **Take away Points:** Ask each student to share one thing they learned from participating in this scenario that they will take with them into their nursing practice. (Each student must share something different from what the others' share.)

**NOTE:** Debriefing technique is based on INASCL Standards for Debriefing and NLN Theory-Based Debriefing by Dreifuerst.

**SURVEY**

Print this page and provide to students.

Students, please complete a brief (2-3 minute) survey regarding your experience with this ARISE simulation. There are two options:

1. Use QR Code: Survey
  - a. Note: You will need to download a QR Code reader/scanner onto your own device (smartphone or tablet). There are multiple free scanner apps available for both Android and Apple devices from the app store.
  - b. This QR Code will not work in the ARIS app.



2. Copy and paste the following survey link into your browser.
  - a. [https://ircvtc.co1.qualtrics.com/SE/?SID=SV\\_6Mwfv98ShBfRnBX](https://ircvtc.co1.qualtrics.com/SE/?SID=SV_6Mwfv98ShBfRnBX)



## CREDITS

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Cardiac conduction picture from [www.lifeinthefastlane.com](http://www.lifeinthefastlane.com)

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