

# HEART FAILURE

Estimated Time: 10 minutes • Debriefing Time: 10 minutes



Scan to Begin



Patient Name: Henry Foster

## SCENARIO OVERVIEW

Henry Foster is a 62-year-old male patient with a history of chronic heart failure who called 911 when he became increasingly short of breath at home.

Level 1 requires a “Scene Size-Up” based on the National Registry of Emergency Technicians Psychomotor Exam.

## LEARNING OBJECTIVES

1. Gather information related to dispatch
2. Verbalize appropriate body substance isolation precautions
3. Determine if the scene/situation is safe
4. Determine the mechanism of injury/nature of illness

5. Determine the number of patients
6. Request additional help if necessary
7. Consider stabilization of spine

## CURRICULUM MAPPING

### WTCS EMT-P PROGRAM OUTCOMES

- Prepare for incident response and EMS operations
- Integrate pathophysiological principles and assessment findings to provide appropriate patient care.
- Communicate effectively with others
- Demonstrate professional behavior
- Meet state and national competencies listed for EMT- paramedic certification(s).

## SIMULATION LEARNING ENVIRONMENT & SET-UP

### PATIENT PROFILE

Name: Henry Foster

Gender: Male

DOB: 09/06/19xx

Height: 175 cm (5 ft 10 in)

Age: 62

Weight: 81.8 kg (180 lbs)

### EQUIPMENT/SUPPLIES/SETTINGS

#### Patient

- Street clothes, flannel shirt, knit hat
- Side table in home contains various cues related to his condition: empty beer bottles, open potato chip packages, a bottle of whiskey, a gun, a wastebasket overflowing with tissue

**Monitor Settings:** none

## QR CODES



# TEACHING PLAN

## PREBRIEF

The facilitator should lead this portion of the simulation. The following steps will guide you through Prebrief.

- Scan the **QR code: “Scan to Begin”** while students are in Prebrief
- “Meet Your Patient” (on iPad) and explain how the iPad works in the simulated learning environment including:
  - Facilitator note: This scenario has been designed to flow without scanning additional QR codes for convenience in the classroom. For added flexibility, you may elect to use the QR codes provided above to design your own scenario flow.
- Discuss the simulation “Learning Objective(s)” (on iPad) as well as any other Prebrief materials

## STATE 1

# RECEIVE DISPATCH

- Play “Dispatch” (on iPad): “ARISE EMS, respond emergent to the address of 2610 Main Street in Anytown, for report of a 62 year old male having shortness of breath, history of congestive heart failure. Family is reporting increased shortness of breath, unable to get up today.”
- View the “En Route to the scene” message
- Preview the National Registry of EMT Psychomotor Examination form for Medical Assessment
- Possible Facilitator Question
  - “What are your plans based on the dispatch you received?”

## STATE 2

# SURVEY THE SCENE

- Overview
  - A video of the patient in his home displays several safety concerns and cues related to his health condition.
- Expected Student Behaviors
  - Play “Scene Size-Up” (on iPad)
  - Answer the following questions displayed on the iPad:
    - Verbalize if body substance isolation precautions are needed.
    - Is the scene safe?
    - What is the nature of the patient’s illness?
    - What is the number of patients?
    - Is additional assistance needed?
    - Is spinal stabilization needed?
- Suggested Facilitator Questions
  - Assist students in thinking through questions displayed
  - “What are your immediate concerns about the safety of the scene?”
- Tabbed iPad Content

## EMERGENCY HOME SCREEN

This is the home screen. In the top left corner is the “menu” icon where the tabs described below can be accessed.

# MEDICAL ASSESSMENT FORM



**National Registry of Emergency Medical Technicians®  
Emergency Medical Technician Psychomotor Examination**

**PATIENT ASSESSMENT/MANAGEMENT – MEDICAL**

Candidate: \_\_\_\_\_ Examiner: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Scenario # \_\_\_\_\_

Actual Time Started: \_\_\_\_\_ Possible Points Points Awarded

	Possible Points	Points Awarded
Takes or verbalizes appropriate body substance isolation precautions	1	
<b>SCENE SIZE-UP</b>		
Determines the scene/situation is safe	1	
Determines the mechanism of injury/nature of illness	1	
Determines the number of patients	1	
Requests additional EMS assistance if necessary	1	
Considers stabilization of the spine	1	
<b>PRIMARY SURVEY/RESUSCITATION</b>		
Verbalizes the general impression of the patient	1	
Determines responsiveness/level of consciousness (AVPU)	1	
Determines chief complaint/apparent life-threats	1	
Assesses airway and breathing	3	
-Assessment (1 point)      -Assures adequate ventilation (1 point)      -Initiates appropriate oxygen therapy (1 point)		
Assesses circulation		
-Assesses/controls major bleeding (1 point)      -Checks pulse (1 point)	3	
-Assesses skin [either skin color, temperature or condition] (1 point)		
Identifies patient priority and makes treatment/transport decision	1	
<b>HISTORY TAKING</b>		
History of the present illness	8	
-Onset (1 point)      -Quality (1 point)      -Severity (1 point)		
-Provocation (1 point)      -Radiation (1 point)      -Time (1 point)		
-Clarifying questions of associated signs and symptoms related to OPQRST (2 points)		
Past medical history	5	
-Allergies (1 point)      -Past pertinent history (1 point)      -Events leading to present illness (1 point)		
-Medications (1 point)      -Last oral intake (1 point)		
<b>SECONDARY ASSESSMENT</b>		
Assesses affected body part/system	5	
-Cardiovascular      -Neurological      -Integumentary      -Reproductive		
-Pulmonary      -Musculoskeletal      -GI/GU      -Psychological/Social		
<b>VITAL SIGNS</b>		
-Blood pressure (1 point)      -Pulse (1 point)      -Respiratory rate and quality (1 point each)	4	
States field impression of patient		
Interventions [verbalizes proper interventions/treatment]	1	
<b>REASSESSMENT</b>		
Demonstrates how and when to reassess the patient to determine changes in condition	1	
Provides accurate verbal report to arriving EMS unit	1	
Actual Time Ended: _____	<b>TOTAL</b>	42

**CRITICAL CRITERIA**

- \_\_\_ Failure to initiate or call for transport of the patient within 15 minute time limit
- \_\_\_ Failure to take or verbalize appropriate body substance isolation precautions
- \_\_\_ Failure to determine scene safety before approaching patient
- \_\_\_ Failure to voice and ultimately provide appropriate oxygen therapy
- \_\_\_ Failure to assess/provide adequate ventilation
- \_\_\_ Failure to find or appropriately manage problems associated with airway, breathing, hemorrhage or shock
- \_\_\_ Failure to differentiate patient's need for immediate transportation versus continued assessment or treatment at the scene
- \_\_\_ Performs secondary examination before assessing and treating threats to airway, breathing and circulation
- \_\_\_ Orders a dangerous or inappropriate intervention
- \_\_\_ Failure to provide accurate report to arriving EMS unit
- \_\_\_ Failure to manage the patient as a competent EMT
- \_\_\_ Exhibits unacceptable affect with patient or other personnel
- \_\_\_ Uses or orders a dangerous or inappropriate intervention

You must factually document your rationale for checking any of the above critical items on the reverse side of this form.

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## SCENE SURVEY

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Tap here to replay the video of the scene.

## SCANNER

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Use this to scan optional QR Codes.

## EXIT

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Students may exit the scenario after viewing the videos and the question plaque.

If ALL of the objectives of the program have been met, the iPad reads, “All scenario objectives have been completed. Would you like to exit the scenario?”

- If “No” is selected, the iPad will return to the tabbed content.
- If “Yes” is selected, the iPad will let the student(s) exit and prompt them to complete an embedded 3-5 minute survey.



## DEBRIEF

Nothing needed from the iPad.

## QUESTIONS

1. How did you feel this scenario went?
2. Review understanding of scenario learning objectives.
  - a. Was the scene safe? Explain.
  - b. What actions are required when a patient is in a car?
  - c. What body isolation precautions were appropriate?
  - d. What is the nature of the patient's illness?
  - e. Did you require additional EMS assistance? Why or why not?
  - f. If you could "do over," would you do anything differently?
3. Summary/Take Away Points:
  - a. "Today you analyzed the scene for a 62 year old patient in his home, with chronic heart failure, experiencing increased shortness of breath. What is one thing you learned from participating in this scenario that you will take with you into your EMS practice?" (Each student must share something different from what the others' share.)

NOTE: Debriefing technique is based on INASCL Standards for Debriefing

## 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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