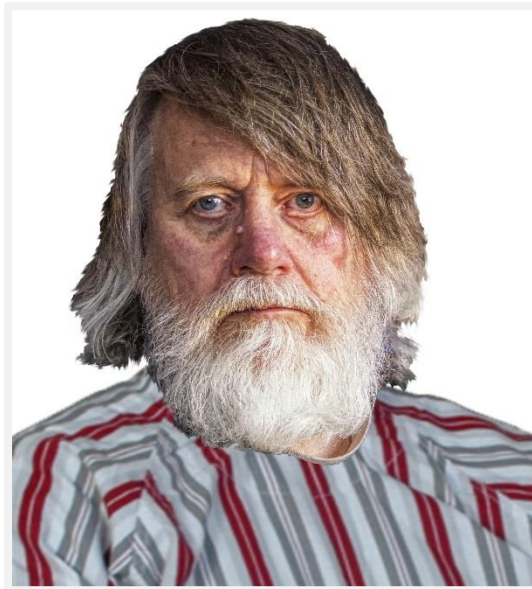


PILOT WOUND MANAGEMENT

Estimated Time: 15 minutes • Debriefing Time: 30 minutes



Scan to Begin



Patient Name: Clint D. Fullerton

SCENARIO OVERVIEW

This scenario is one of the initial pilot ARISE scenarios on Wound Management. The original documentation is contained in Appendix A. The scenario involves a 67-year-old male patient admitted to the hospital from a long-term care facility with an ankle ulceration. Students will assess the wound and document appropriately.

LEARNING OBJECTIVES

1. Complete a wound assessment
2. Accurately document a wound assessment
3. Demonstrate proper therapeutic communication with patient

CURRICULUM MAPPING

WTCS NURSING PROGRAM OUTCOMES

- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
- Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making
- 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
- Use information and technology to communicate, manage data, mitigate error, and support decision-making

SIMULATION LEARNING ENVIRONMENT & SET-UP

ENVIRONMENT

Inside room: Patient lying in bed, mother on patient's right

Inside or outside room: Hand sanitizer or sink with **QR Code: Sanitizer/Sink** attached

Outside room: Charting documents

PATIENT PROFILE

Name: Clint D. Fullerton

Height: 172.7 cm (68 inches)

DOB: 02/26/19xx

Weight: 65 kg (143 pounds)

Age: 67 years

Code Status: Full code

MR#: 0610

Primary Language spoken: English

Gender: Male

Allergies: None

EQUIPMENT/SUPPLIES/SETTINGS

Patient

- Hospital gown
- No moulage
- ID band present with **QR code: Patient ID**
- **QR Code: Patient** placed on Patient
- Place the **QR Code: Leg** on the mannikin's left inner ankle

Monitor Settings

- No monitor displays

Supplies

- No medications

QR CODES

<p>REPORT</p> 	<p>PATIENT</p> 	<p>PATIENT ID</p> 	<p>SANITIZER/SINK</p> 
<p>LEG</p> 			

TEACHING PLAN

PREBRIEF

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

- Explain how the iPad works in the simulated learning environment including:
 - Explain how to use the iPad scanner and QR codes. Remind students that there are multiple QR codes in the simulation, but they should only scan them if they think it will provide data necessary for their assessment and evaluation of the patient.
 - For some scenarios, it may be helpful to tell students where the QR Code are located. For others, you may want students to “find” the QR Codes during their assessments. This is your choice.
 - As the facilitator, you should be aware that throughout the simulation some QR codes are necessary to the programming of the iPad content. Directions for which QR codes are required (to be scanned) in each state are listed under each state of the documentation below. The QR codes are also in **BOLD** type.
- Scan the **QR Code: “Scan to Begin”** while students are in Prebrief
- A “Start” plaque appears with Patient information displayed (tap continue)
- Discuss the “Learning Objective(s)” displayed on the iPad (tap continue)
- Tap the menu icon in top left corner of screen, then tap “QR Scan” to Scan **QR Code:Report** on iPad
- A plaque with Provider orders appears for students to review
 - Please note that in these pilot scenarios, there is no EMR-like tabbed data on the iPad
 - Possible Facilitator Questions
 - What are your planned focused assessments based on the nurse report?

SCANNER

Use this tab to scan the QR codes

STATE 1

PATIENT ASSESSMENT

- Patient Overview
 - Students should enter the room and assess the patient.
- Expected Student Behaviors
 - Wash hands or use hand sanitizer. **Scan QR code: Sanitizer/Sink** to indicate this has been accomplished
 - Introduce self to the patient
 - Identify patient by scanning **QR Code: Patient ID** on the patient's armband while simultaneously asking for name and date of birth
 - Scan **QR Code: Patient** to gather patient's subjective information
 - Scan **QR Code: Leg** to assess the patient's wound
 - Communicate therapeutically with the patient
 - **Scan QR code: Sanitizer/Sink** to indicate this has been accomplished upon exiting the room
- Technician Prompts
 - Patient is not feeling well and is grumpy. He feels like the nurses are blaming him for his current condition. He doesn't want to be in the hospital.
- Facilitator Questions
 - What parameters are included in a wound assessment?
 - What are important elements to include in your documentation?

DEBRIEF

Nothing needed from the iPad.

QUESTIONS

1. How do you feel this scenario went?
2. Review learning objective: Complete a wound assessment
 - a. What parameters should be including in a wound assessment?
 - b. What are Mr. Fullerton's risk factors for wounds?
3. Review learning objective: Accurately document a wound assessment
 - a. What elements should be included when documenting a wound?
4. Review learning objective: Demonstrate proper therapeutic communication with patient
 - a. How did you communicate therapeutically with Mr. Fullerton about his concerns?
 - b. Was your communication effective? Why or why not?
 - c. If you could "do over," is there anything you would have said or done differently when communicating with this patient?
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.
 - 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. Summarize/Take away Points: "In this scenario you care for a 67-year-old patient admitted to the hospital with an ankle wound." What is one thing you learned from participating in this scenario that you will take into your nursing practice?" (Ask each student to share something unique from what the other students share.)

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

APPENDIX A: ORIGINAL PILOT DOCUMENTATION



Clint D. Fullerton

Estimated Time: 15 min
Debriefing Time: 30 min

Wound
Level One, Nursing
Low Fidelity

AUGMENTED REALITY INTEGRATED SIMULATION FOR EDUCATION

OVERVIEW OF SCENARIO

Developer: Kasey Carlson, RN MSN MA- Simulation Curriculum Specialist

Original Date: 4/21/15

Alpha version: 6/9/15

Beta version:

Piloted:

Pre-Simulation Learning Activities

Review prior to participating in the scenario:

- *Wound assessment*
 - *Therapeutic communication*
 - *Documentation in a narrative note*
-

Clint D. Fullerton is a 67 year old male who was admitted to the medical/surgical floor for treatment of a left ankle ulceration. Mr. Fullerton resides at a local long term care facility due to self-care deficits and being a brittle diabetic. He has had multiple rounds of antibiotic treatment with no successful results.

LEARNING OBJECTIVES

Learning Outcomes

1. Recognize factors that affect wound healing
2. Complete a wound assessment
3. Accurately record a wound assessment in narrative format
4. Appreciate the importance of therapeutic communication in working with non-compliant patients

Key Performance Actions

1. Complete a wound assessment
2. Accurately document the wound assessment
3. Demonstrate proper therapeutic communication with patient

Clint D. Fullerton

SCENARIO SET-UP

Scenario Cast

Patient – Low fidelity
(high fidelity optional)

Nurse (Female) – Can
be confederate/actor
or low fidelity
representation

RN – Learner/Student

Environment

Inside room: Patient on bed
Inside or outside room: Hand sanitizer or sink
Outside room: Charting and End code

Patient Profile

Name: Clint D. Fullerton
DOB: 02/26/19XX
Age: 67
MR#: 0610
Gender: Male
Ht: 68 inches
Wt: 143 lbs (65 kg)

Code Status: Unknown
Spiritual Practice: Unknown
Ethnicity: Caucasian
Primary Language spoken: English

Current Medications: Not applicable to the objectives

Allergies: None

Equipment/Supplies/Settings

Patient

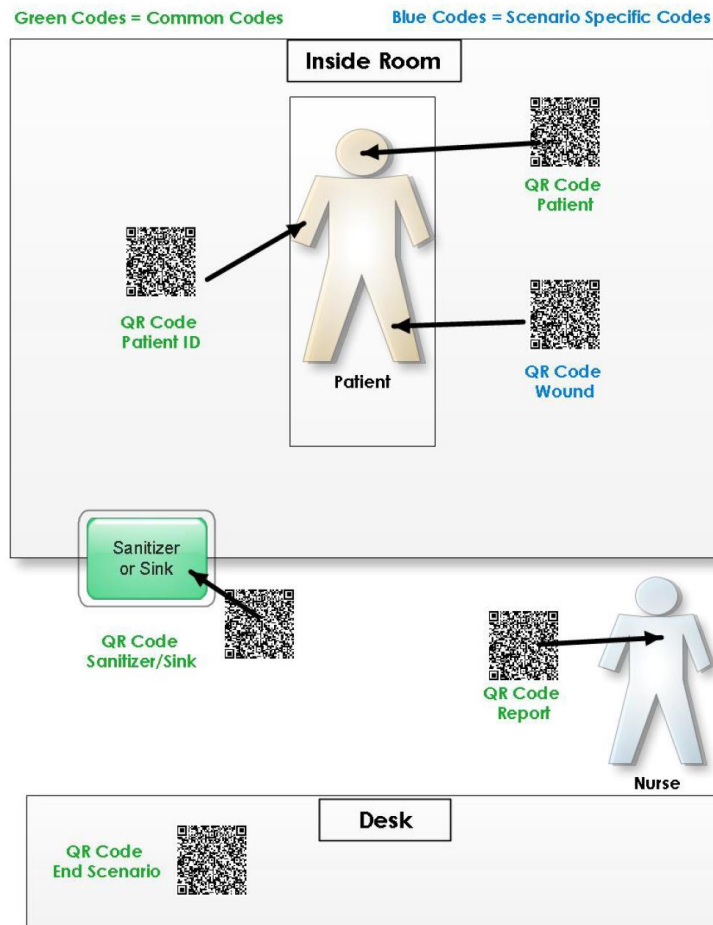
- Hospital gown
- No moulage
- ID band present with QR code

Monitors

- No monitor display

Clint D. Fullerton

Location of QR Codes



Clint D. Fullerton

Scenario Script

Pre - State	Events	Expected Student Behaviors
Title: Report/Entrance of room	ARISE Prompts: Objectives Instructed to get report Nurse instructs to get wound assessment Will not let student progress unless sanitizer or sink is scanned Will not let student progress unless patient is verified.	Scan Nurse for report Write report down Enter room Introduce self Scan sanitizer or sink to indicate the washing of hands Scan patient ID to verify patient

State	Events	Expected Student Behaviors
State 1 Title: Wound Assessment	ARISE Prompts: Will not let student progress unless patient and wound are scanned Will not let student progress unless sanitizer or sink is scanned	Scan patient for objective information Scan wound for information Communicate therapeutically Scan sanitizer or sink to indicate the washing of hands Leave room and accurately chart data on a narrative note or wound assessment

May repeat with multiple students. Proceed to Debriefing.

Clint D. Fullerton

Suggested Topics for Debriefing (See Guide in Resources)

- How did you assess the wound? What was noted?
- How did you choose to document the wound?
 - If repeated with multiple students, compare documentation or notes
- What caused this wound?
- What are Mr. Fullerton's risk factors that may contribute to wound healing?
- Describe communication techniques used
 - How did you feel about Mr. Fullerton?
- What would be Mr. Fullerton's plan of care?

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