PEDIATRIC ASTHMA

Estimated Time: 15 minutes • Debriefing Time: 10 minutes

Scan to Begin

EMT | LEVEL: 2

Patient Name: Patrick Armstrong

SCENARIO OVERVIEW

Patrick Armstrong is a 16-year-old patient who has known asthma. Today while experiencing an asthma attack, he attempted to drive himself to the hospital. His breathing worsened on the way, so he pulled over and called 911.

Level 2 requires a "Scene Size-Up" and a "Primary Survey" based on the National Registry of Emergency Technicians Psychomotor Exam.

LEARNING OBJECTIVES

1. Gather information related to dispatch

2. Perform a "Scene size-up"

3. Perform a "Primary Survey"

4. Perform "History Taking"

5. Make a Transport Decision

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: Patrick A. Armstrong

DOB: 11/16/20xx

Age: 16

Gender: Male

Height: 177.5 cm (5 ft. 11 in)

Weight: 109 kg (240 lbs.)

Code Status: Full code

Primary Language spoken: English

Allergies: NKDA

EQUIPMENT/SUPPLIES/SETTINGS

Patient

- Street clothes, ball cap, phone, jewelry can be present
- Has his cigarettes and his inhalers with him in the car

Monitor Settings

- None

QR CODES

DISPATCH	SCENE	PATIENT

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.
    - o 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, you're dispatched for a 16-year-old male patient with respiratory distress, pulled over in his car at 100 N. Main Street. He states he is having an asthma attack."

- View the "En Route" message

- Preview the National Registry of Emergency Medical Technicians Psychomotor Examination form for Medical Patient Assessment/Management

- Possible Facilitator Question

    o What are your plans based on the dispatch you received?

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STATE 2

SURVEY THE SCENE & PRIMARY ASSESSMENT

- Play "Arrival On Scene" video

- View the reminder plaque stating "Your transport decision must be made within 15 minutes."

- View the "Scene Size-Up" plaque with the following questions:

    o Verbalize how you will perform a "scene size-up"

    o Verbalize appropriate body substance isolation precautions

- View the "Patient" video

- View the "Primary Survey" plaque with the following questions:

    o Verbalize responsiveness/level of consciousness

    o Verbalize chief complaint/apparent life threats

    o Assess airway and breathing

        ▪ Verbalize how you would assure adequate ventilation

        ▪ Verbalize how you would initiate appropriate oxygen therapy

    o Assess circulation

        ▪ Verbalize how you assess/control major bleeding

        ▪ Verbalize how you would assess skin

        ▪ Verbalize how you would assess pulse

    o Identify priority patients/make a transport decision

    o History taking

        ▪ Verbalize the questions you would ask to obtain "History of Present Illness" (OPQRST)

        ▪ Verbalize the questions you would ask to obtain "Past Medical History"

- View plaque entitled "Indicate Transport Decision" with instructions to "Indicate you transport decision by tapping the Transport tab."

- Tap on the Menu icon in upper left hand corner of the screen, then the Transport tab to indicate transport decision. See further instructions below under Transport tab.

- 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.

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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
Takes or verbalizes appropriate body substance isolation precautions	1	
SCENE SIZE-UP		
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	
PRIMARY SURVEY/RESUSCITATION		
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 -Assessment (1 point) -Assures adequate ventilation (1 point) -Initiates appropriate oxygen therapy (1 point)	3	
Assesses circulation -Assesses/controls major bleeding (1 point) -Checks pulse (1 point) -Assesses skin [either skin color, temperature or condition] (1 point)	3	
Identifies patient priority and makes treatment/transport decision	1	
HISTORY TAKING		
History of the present illness -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)	8	
Past medical history -Allergies (1 point) -Past pertinent history (1 point) -Events leading to present illness (1 point) -Medications (1 point) -Last oral intake (1 point)	5	
SECONDARY ASSESSMENT		
Assesses affected body part/system -Cardiovascular -Neurological -Integumentary -Reproductive -Pulmonary -Musculoskeletal -GI/GU -Psychological/Social	5	
VITAL SIGNS		
-Blood pressure (1 point) -Pulse (1 point) -Respiratory rate and quality (1 point each)	4	
States field impression of patient	1	
Interventions [verbalizes proper interventions/treatment]	1	
REASSESSMENT		
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: _____ **TOTAL**	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.

PATIENT PROFILE

Demographic information about the patient is displayed under this tab.

SCENE SURVEY

Tap here to replay the video of the scene.

PATIENT

Tap here to replay the video of the patient.

TRANSPORT

Tap here to indicate transport decision. The following text appears:

- "Have you made your transport decision? Yes/No"

    o If student selects "No": a 15-minute timer appears with reminder "Your transport decision must be made within 15 minutes."

    o If student selects "Yes": Another question appears: "Will you transport?"

        ▪ If student selects Yes: Student will see "Prepare to Transport" message followed by a message "Scenario objectives have been met. You may exit the scenario."

        ▪ If student selects No: Student will see "Communicate your plan with dispatch."

Note: Students have 15 minutes to indicate a Transport decision or they are automatically exited from the scenario. Students will receive a 10-minute warning.

SCANNER

Use this to scan optional QR Codes.

EXIT

Students may exit the scenario after indicating their Transport decision under the Transport tab.

If the student taps the Exit tab before indicating their transport decision, the iPad reads, "Are you sure you want to exit? All data will be lost."

- 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.

When the student taps the Exit tab after making their transport decision, 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.

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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. What did you discover during your Primary Survey?

    g. What information did you gather while performing History Taking?

    h. What was your transport decision? Why?

    i.   If you could "do over," would you do anything differently?

3. Summary/Take Away Points:

    a. "Today you analyzed the scene and performed a Scene Size up and Primary Survey for a 16-year-old patient in his car in a parking lot experiencing an asthma attack. 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.

SURVEY

2. Copy and paste the following survey link into your browser:

    a. https://ircvtc.co1.qualtrics.com/SE/?SID=SV_6Mwfv98ShBfRnBX

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