

TYPICAL CHEST PAIN MALE

Estimated Time: 15-30 minutes • Debriefing Time: 15-30 minutes



Scan to Begin



Patient Name: Michael I. Milbourn

SCENARIO OVERVIEW

Michael L. Milbourn is a 69-year-old male who walks into an outpatient clinic with chest pain. He is immediately escorted to a private exam room. The provider is on a lunch break, so a medical assistant student is called into the room to check on him. The student should recognize the need to initiate the emergency chest pain protocol and call 911. The student may advise him regarding the use of his new prescription for Nitroglycerin. The student should report appropriately to EMS and notify the patient's emergency contact person of the situation while also maintaining confidentiality.

(Optional) While waiting for the ambulance to arrive, Michael loses consciousness, and the students must use the AED and decide whether or not to provide CPR.

LEARNING OBJECTIVES

1. Accept responsibility in emergency situations
2. Activate emergency procedure if necessary
3. Adhere to protocol
4. Administer patient care
5. Assemble emergency equipment
6. Communicate effectively in emergency situations
7. Contribute skills in emergency situations

CURRICULUM MAPPING

MEDICAL ASSISTANT LEARNING MODULE: MA ROLE IN EMERGENCY SITUATIONS

- Perform effective screening using established protocols
- Apply active listening skills
- Demonstrate sensitivity appropriate to the message being delivered
- Use language/verbal skills that enable patient understanding
- Apply critical thinking skills in performing patient assessment and care
- Utilize principles and steps of professional/provider CPR
- Appropriately use equipment found in a typical crash cart
- Document patient care accurately in patient record

SIMULATION LEARNING ENVIRONMENT & SET-UP

ENVIRONMENT

Inside room: Patient is sitting in a chair, outpatient clinic exam room setting

Inside or outside room: Hand sanitizer or sink

Outside room: Computer or form(s) for documentation, (Optional – AED (training device) & resuscitation bag with mask)

PATIENT PROFILE

Name: Michael I. Milbourn

Code Status: Full code

DOB: 09/18/19XX

Spiritual Practice: Christian, Protestant

Age: 69

Ethnicity: African American

MR#: 1720

Primary Language spoken: English

Gender: Male

Allergies: NKDA

Height: 185 cm (73 inches)

Admitting Diagnosis: None

Weight: 115 kg (253 lbs.)

Medical History: Not available

EQUIPMENT/SUPPLIES/SETTINGS

Patient

- Wearing street clothes with Nitroglycerin in pocket
- Moulage to appear slightly gray and diaphoretic
- No ID band

Monitor Settings

- No monitor is on the patient
- Simulator Vitals: BP 170/96, P 120, RR 24, O2 91%, T 37.5C (99.5F), Pain: 8/10

Supplies

- General
 - Equipment to obtain vitals including oxygen saturation

- Nasal cannula
 - Phone
 - Optional – AED (training device)
 - Optional – Resuscitation bag with mask
- Medications
 - Nitroglycerin 0.4 mg sublingual – patient supply in small brown glass bottle

QR CODES

START	PATIENT	REPORT	
			

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:
 - Explain how to use the iPad scanner and QR codes.
 - 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.
 - Level Up tab – This tab “tells” the content in the iPad to change to what is needed for the next state of a simulation. It also helps student know where they are at in a scenario and it may give “clues” as to how to progress.
- Discuss the simulation “Learning Objective(s)” (on iPad) as well as any other Prebrief materials
- Get “Report” (on iPad)
 - Possible Facilitator Question
 - When you hear that someone is having chest pain, what are your immediate concerns?
- Play the “Patient” video (on iPad)
 - Possible Facilitator Question
 - Based the patient’ subjective complaint, what are your specific concerns?
- 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) throughout the simulation as needed.
 - Given report, the student(s) should immediately enter the room rather than view the tabbed iPad content.

PROTOCOLS



Protocols

Protocol for Screening Chest Pain

The medical assistant should activate medical services if the patient reports any of the following:

- Current chest pain that is crushing, pressing or radiating to the arms, upper back or jaw
- Sweating, difficulty breathing, nausea, indigestion or dizziness
- A history of coronary artery disease, myocardial infarction or angina and a change in the pattern of angina
- Chest pain that occurs when resting or with minimal exertion

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VITALS



Pulse (bpm)	0
Resp. Rate (/min)	0
BP Systolic (mmHg)	0
BP Diastolic (mmHg)	0
Temperature (°C)	0
O ² (%)	0
Pain (1-10)	0

PROBLEM LIST



Problem List

Michael I. Milbourn Problem List

Name: Michael Milbourn

MR#: 1720

DOB: 09/18/19XX

1. CAD
2. Chronic Stable Angina
3. Diabetes Mellitus Type 2
4. Hyperlipidemia
5. Hypertension

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CURRENT MEDICATION LIST



Current Medication List

Michael I. Milbourn Medication List

Name: Michael Milbourn

MR#: 1720

DOB: 09/18/19XX

1. Aspirin 81mg Daily
2. Atorvastatin 40mg Daily
3. Clopidogrel 75mg Daily
4. Lisinopril 10mg Daily
5. Metformin 500mg Twice Daily
6. Metoprolol XR 50mg Daily
7. Nitroglycerin 0.4mg Sublingually PRN

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EMERGENCY CONTACT INFORMATION



Emergency Contact Information

Michael I. Milbourn

Emergency Contact Information

Name: Michael Milbourn
 MR#: 1720
 DOB: 09/18/19XX

Wife: Mary Milbourn
Phone: 800-555-0123
Address:
 100 South Main Street
 Anytown, WI 54555

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EXIT

- When the Exit tab is tapped, the iPad reads, “Are you sure you have completed the simulation? When you exit, all iPad progress will be lost.”
 - If “No” is selected, the iPad automatically returns to the tabbed content area.
 - If “Yes” is selected, the iPad will let the student(s) exit and prompt them to complete an embedded 3-5 minute survey.

STATE 1

ASSESS CHIEF COMPLAINT & IMPLEMENT EMERGENCY PROTOCOL

- Patient Overview
 - Patient is in pain at 9/10, slightly short of breath, slightly sweaty and slightly anxious. He is complaining of “heart burn” and “gas” that started this morning. Now, he states it is “chest pain” like a “truck sitting on his chest.” He is asking if he should use his own supply of Nitroglycerin at this time as he has never used it before.
- Expected Student Behaviors
 - Introduce themselves
 - Assess chief complaint
 - Recognize symptoms are congruent with chest pain and initiate the emergency protocol and call 911
 - May advise the patient to take his own Nitroglycerin sublingually five minutes apart x 3 doses
 - Obtain vitals before paramedics arrive.
 - Review/print patient problem list and medication list for paramedics
 - Assess for patient allergies
 - Notify the patient’s emergency contact while protecting patient confidentiality
 - For example: “May I speak with Mary? This is Susan from the Simulation Clinic. I’m calling about your husband. Could you verify his name for me?” (Do not state patient name)
 - Example MA student verbiage:
 - “I’m calling to let you know he is being transported by ambulance to White Hospital Emergency Room.
 - Is there someone else in your family I should notify?
 - My name is XXX and my number is 111-222-3333 if you have any questions. Please feel free to call. I’ll be here until 5 today.

- Is there anything else I can help you with at this time?
- Report to paramedics when they arrive:
 - Vital signs obtained including time
 - Stated chief complaints including Onset, Frequency and Duration of symptoms
 - Relevant data from current Problem List
 - Medication allergies
 - List of current medications
- Technician Prompts
 - Patient is concerned and moderately anxious. He is unsure whether to take his Nitro.
 - Patient responses can include:
 - “It feels a little like indigestion. This indigestion or heart burn started this morning.”
 - “I feel sweaty and a little winded... can’t catch my breath.”
 - “This pain in my chest is 8/10... like a truck is sitting on my chest.”
 - “I’ve had chest pain before, but it usually goes away after I sit and rest.”
 - “I have Nitro that I keep in my pocket, but have never taken it. Should I take it now?”
 - After he takes his Nitro, patient responses can include:
 - “Why do we have to call 911?”
 - “Why can’t my wife take me to the ER?”
 - When the student calls Michael’s emergency contact, the technician should role play his wife who is extremely worried.
- Possible Facilitator Questions
 - What are your concerns based on your findings?
 - Should he take his Nitroglycerin? Why or why not?
 - If he takes his Nitroglycerin, how should he take it?

- Why is it important to call 911 and discourage the patient and his wife from driving to the Emergency Room?
- Tabbed iPad Prompts & Content Changes
 - Vitals
 - When the Vitals tab is tapped, an enterable “vitals display” is available.
 - Students must enter vitals in the iPad within the ranges below in order to continue.
 - P = 118-122, RR = 22-26, BP Systolic = 166-174, BP Diastolic = 92-100, T = 37.5 (students can ask the technician for this value), O2 Sat = 90-92%, Pain = 8
 - After student enter vitals into the iPad and tap the “submit” button:
 - If vitals are correct, the iPad goes back to the tabbed iPad content area.
 - If vitals are incorrect, the iPad directs students to correct them.
 - The iPad will not allow students back to the tabbed iPad content area until the vitals are entered correctly.
 - Once the vitals are entered correctly, the enterable “vitals display” is replaced with a plaque (see below).
 - Exit
 - When the Exit tab is tapped, the iPad reads, ““Are you sure you have completed the simulation? When you exit, all iPad progress will be lost.”
 - If “No” is selected, the iPad automatically returns to the tabbed content area.
 - If “Yes” is selected, the iPad will let the student(s) exit and prompt them to complete an embedded 3-5 minute survey.

STATE 2

(OPTIONAL) AWAITING AMBULANCE

- Patient Overview
 - While waiting for the ambulance to arrive, the patient loses consciousness. The students need to utilize the AED trainer and make a decision about whether or not to perform CPR
- Expected Student Behaviors
 - Establish non-responsiveness
 - Call for help and specifically direct someone to get the AED
 - Check carotid pulse
 - If no carotid pulse definitely felt in 10 seconds, start quality CPR.
 - 30:2 at rate of at least 100/min, with depth of 2 inches, allowing full recoil with minimal interruptions
 - Team member applies AED pads (with minimal interruptions to CPR) and follow directions from AED
 - Team member may obtain vital signs
 - Team member may apply oxygen via resuscitation bag
 - Change student providing compressions every cycle
 - Students provide handoff to the paramedics
- Technician Prompts
 - Patient is nonresponsive
 - When “paramedics” arrive, technician should role play the part of the paramedic.
 - Paramedic responses can include:
 - “What is the patient’s name and date of birth?”
 - “What caused you to call 911?”
 - “What has happened since you called 911?”
 - “Did you obtain any vital signs?”

- “Any allergies?”
 - “Has he taken any medications?”
- Possible Facilitator Questions
 - Guide students through decision making in using AED, providing CPR
 - The facilitator has flexibility in how to guide the scenario:
 - Path A: patient is in cardiac arrest (with no vitals on the mannequin) and students use AED and provide CPR until paramedics arrive.
 - Path B: patient is hypotensive (from Nitroglycerin) but vitals are otherwise relatively stable. Students maintain patient in “recovery position” until paramedics arrive.

DEBRIEF

Nothing needed from the iPad.

QUESTIONS

8. How did you feel this scenario went?
9. Review understanding of learning objective: Perform effective screening using established protocols
 - a. Describe how, when, and why you initiated the emergency chest pain protocol?
10. Review understanding of learning objectives: Apply active listening skills; demonstrate sensitivity appropriate to the message being delivered; Use language/verbal skills that enable patient understanding
 - a. How did the communication process go with Michael? With his wife? Is there anything you would change if you could “do over?”
11. Review understanding of learning objective: Apply critical thinking skills in performing patient assessment and care
 - a. Michael asked if he should take his own Nitroglycerin. How did you respond? Is it OK for patients to take their own medications in a clinic setting?
12. Review understanding of learning objective: Utilize principles and steps of professional/provider CPR and appropriately use equipment found in a typical crash cart (if completed)
 - a. Explain how you responded when Michael lost consciousness. If you could “do over,” is there anything you would have done differently?
13. Document patient care accurately in patient record
 - a. How would you document this event? (May create a group “best response.”)
14. Summary/Take Away Points
 - a. “Today you cared for a patient who walked into the clinic with chest pain. What is one thing you learned from participating in this scenario that you will take forward into your MA career?” (Ask each student to share a different “take away point.”)

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

CREDITS

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