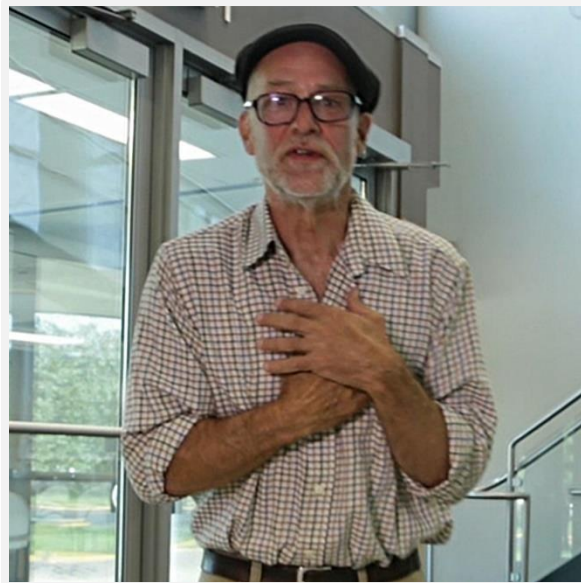


COMMUNITY CPR

Estimated Time: 20 minutes



Scan to Begin



Patient Name: Henry Foster

CASE STUDY OVERVIEW

Henry Foster is a 62-year-old male patient who experiences a cardiac arrest as he enters a building for an appointment. This scenario provides media to contextualize the learning experience as students perform CPR, utilize an AED, and respond to his concerned wife during the crisis.

LEARNING OBJECTIVES

1. Describe immediate actions to take when someone experiences a cardiac arrest in the community.
2. Outline the steps to initiate CPR and utilize an AED.
3. Communicate therapeutically with a family member during a crisis.

CURRICULUM MAPPING

This scenario can be used for any health care discipline. Content has been mapped to the Nursing Curriculum as an example below.

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

SIMULATION LEARNING ENVIRONMENT & SET-UP

PATIENT PROFILE

Name: Henry Foster

DOB: 09/06/19XX

Code Status: Full code

Age: 62

Primary Language: English

Gender: Male




EQUIPMENT/SUPPLIES

Environment: Any community setting inside a building

Supplies:

- CPR mannequin
- Demo AED
- Phone

QR CODES


<p>PATIENT</p> 	<p>SPOUSE</p> 	<p>AED</p> 	<p>ECG</p> 
<p>CONCLUSION VIDEO</p> 			



FACILITATOR INSTRUCTIONS



This case study was designed as an interactive classroom or group experience and should be facilitator led. The experience can be led by using the Home Screen on the iPad, or by scanning QR codes with the iPad as students are ready to progress through the scenario. Directions for leading the scenario are listed below.

TEACHING PLAN

STATE 1

iPad Prompts	Facilitator Prompts & Discussion Points
<p>1. Explain how the iPad works and the general instructions for this case study.</p>	<ul style="list-style-type: none"> • See “Facilitator Instructions” above
<p>2. Scan the start code.</p>	
<p>3. Explain the Learning Objectives</p>	<ol style="list-style-type: none"> 1. Describe immediate actions to take when someone experiences a cardiac arrest in the community. 2. Outline the steps to initiate CPR and utilize an AED. 3. Communicate therapeutically with a family member during a crisis.
<p>4. On the iPad, tap the “Home Screen” tab and then tap the Patient Icon or scan the “Patient” QR Code when you are ready for the scenario to begin</p>	<ul style="list-style-type: none"> • This is a video of the “patient” entering the building experiencing chest pain when he falls to the ground. The facilitator should start a stopwatch for 5 minutes. <p>POSSIBLE DISCUSSION POINTS</p> <ul style="list-style-type: none"> • What are your immediate responses to this situation? • Discuss and/or perform the following actions: <ul style="list-style-type: none"> - Calling for help/Calling 911 - Directing someone to get the AED - Initiating accurate CPR

<p>5.</p>	<p>Tap or scan the QR Code to display the “Spouse” video</p>	<p>As some students are performing CPR, display the spouse video and ask other student(s) to respond therapeutically to the spouse starting with the multiple-choice question displayed. If students select the correct answer, they will see a follow-up video of the spouse de-escalating. If they select an incorrect answer, they will see a video of the spouse escalating.</p>  <p>POSSIBLE DISCUSSION POINTS</p> <ul style="list-style-type: none"> • What is the best response to a frantic family member during a crisis?
<p>6.</p>	<p>Tap or scan the “AED” QR Code</p>	 <p>As the AED arrives, student(s) should place the AED pads appropriately on the mannequin while other student(s) continue CPR. You may scan the QR code above to illustrate where to place the AED pads to the entire group.</p> <p>POSSIBLE DISCUSSION POINTS</p> <ul style="list-style-type: none"> • Outline the accurate use of the AED • Explain how to safely apply the AED pads while continuing CPR with minimum interruptions • Describe when to not touch the patient when using the AED • Describe the components of accurate CPR: number of compressions per minute? Ratio of compressions to breaths? Depth of compressions? • Why is it vital to have minimal interruptions of CPR while using the AED until help arrives?
<p>7.</p>	<p><i>(Optional)</i> Scan the ECG QR Code to display the type of rhythm the patient is experiencing.</p>	<ul style="list-style-type: none"> • The AED will only provide shocks for certain types of rhythms. Based on the students’ level of knowledge, the ECG rhythm may be displayed to emphasize that a shock would be given for a

		<p>Ventricular Fibrillation rhythm that would otherwise be deadly within 5 minutes.</p>  <p>POSSIBLE DISCUSSION POINTS</p> <ul style="list-style-type: none"> • For what types of irregular rhythms will the AED provide a shock? • If a shock is not provided in a timely manner for rhythms such as Ventricular Fibrillation, what would be the patient outcome? • How will the electrical shock potentially resolve the rhythm? • Will CPR resolve the rhythm? • What is the purpose of CPR?
<p>8.</p>	<p>Arrival of the paramedics</p>	<ul style="list-style-type: none"> • Five minutes after the start of the scenario, role play or describe the arrival of the paramedics.
<p>9.</p>	<p><i>(Optional)</i> Resolution of scenario with patient and spouse in hospital</p>	<p>A video of a grateful patient and spouse in the hospital can be displayed to provide closure for the students and provide a sense of confidence in their performance of CPR while utilizing an AED.</p>  <p>POSSIBLE DISCUSSION POINTS</p> <ul style="list-style-type: none"> • For the best patient outcomes, how quickly should CPR and an AED be used when a patient experiencing chest pain becomes unconscious?
<p>10.</p>	<p>Exit</p>	<p>Students can exit at any time by tapping the Exit to ARIS button and following instructions.</p> <ul style="list-style-type: none"> • Please have each student complete the provided survey.

11. Debrief	<p>Debriefing is an important part of the learning experience. Use the following suggested questions to guide the debriefing experience:</p> <ol style="list-style-type: none">1. Allow the students to vent emotion resulting from the learning experience:<ul style="list-style-type: none">• How do you feel the scenario went?2. Review the learning objectives:<ul style="list-style-type: none">• Describe immediate actions to take when someone experiences a cardiac arrest in the community.• Outline the steps to perform accurate CPR• Explain how to use an AED while also performing CPR.• Describe how to communicate therapeutically with a family member during a crisis.3. Summarize the scenario and ask students to share take away points:<ul style="list-style-type: none">• Today you provided CPR and utilized an AED for a community member who became unconscious while experiencing chest pain. What is one thing that you learned today that you will take away into your future practice?
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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

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- International Nursing Association for Clinical Simulation and Learning (2016). Standards of Practice: Simulation. Downloaded from <http://www.inacsl.org/i4a/pages/index.cfm?pageid=3407>



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