



# PEDIATRIC EMERGENCIES

## Incorporating High Fidelity Simulation in PNP Education

Jaime Panton, DNP, CPNP-AC/PC and  
Deanna Schneider, DNP, CPNP-AC/PC

## Disclosures

Neither of us have anything to disclose.

We make no money.

Jaime's kids and Deanna's nieces take all their money.

We give no money.

## Background

- Primary care PNP students often lack exposure to common pediatric emergencies in their clinical rotations.
- Didactic course at the end of PNP studies designed to introduce them to the identification and management of commonly seen pediatric acute and emergent situations
- Course Objectives
  1. Recognize urgent/emergent condition in a child
  2. Obtain and interpret clinical data
  3. Create and evaluate a management plan
- Wanted to make it a more engaging course, focusing more on application than pure knowledge acquisition



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## Literature Review

- Limited literature discussing the role of simulation in NP education
  - Frequently used as pedagogy in NP programs (Nye et al., 2019; Campbell et al., 2019)
  - A call to action: Building evidence for use of simulation in nurse practitioner education (Jeffries et al., 2019)
- Extensive literature on use of simulation in pediatric residency training, undergraduate nursing education, critical care and emergency settings
  - Focus on RN and MD roles
  - Emergency and critical care interventions and more technical skills including resuscitation, intubation, vascular access, etc...
- What about the acute and emergent situations that can show up in a primary care office?

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## Purpose

- Evidence-based course redesign to bridge the gap between pediatric simulation experiences centered on bedside nurses and physicians with a focus on meeting needs of primary care PNP's.
- Provide an innovative approach to teaching these acute/emergent situational management skills
- Fun and practical course as a culmination of the student's PNP experience
- Encourage clinical critical thinking in a safe environment
- Leverage available resources at the school: CUSON Helene Fuld Health Trust Simulation Center



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## CUSON Helene Fuld Health Trust Fund Simulation Center



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## Course Redesign Process

- Divided into 8 broad session topics
  - Respiratory, allergic, neurologic, toxidromes, shock, trauma, abdominal, infectious disease
- Flipped classroom
  - Students expected to come prepared to participate in simulation scenarios
  - Tools posted in OLMS: readings (articles & textbooks), pathways
  - "One-liner" with chief complaint and patient age
- Incorporated INACSL best practices (INACSL, 2021abcd)
  - Content experts & simulation experts to plan each simulation
  - Class structure: Prebrief, Simulation, Debrief
- Stream scenario into classroom remotely for viewing students
- Assignments: plus-delta for nonparticipating students, clinical note for participating students

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## Simulations

- Objective is for students to function as PNPs
- No Pediatric Advanced Life Support (PALS) requirement
- Focus on diagnostic, management, and communication skills NOT technical skills
- Simulation participants: [1] student(s) as singular PNP [2] manikin "Hal" as patient [3] SP as caregiver [4] SP as bedside RN
- Resources available to students in the simulation
  - LexiComp/medication formulary
  - Telephone to call for "consultation"
  - Computer in the room with internet access
- "Simulation time"

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## Student Feedback

- "I appreciate you adapting this course... The simulations were fun, educational, and engaging."
- "I enjoyed the discussions on each case and gained a wealth of information on different emergency scenarios."
- "Very fun to be put into a scenario and see what you might be able to do as you test your skills."
- "The simulations provided a robust amount of clinical encounters in a number of emergent settings. It was organized well."

## Future Directions

- Emerging Technologies Grant
- Incorporating virtual reality

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