**Unstable Bradycardia Scenario**

EMS found pt. with unknown quantity of unidentified pills.

Suicide note that mother found.

Presents with dec. LOC, diaphoretic, pale, BP 86/60; Pulse 40 in sinus, RR 20, SpO2 94% RA,

T 36.8

Nurse: to apply monitor, do quick assessment, call MD, apply pacing pads, give oxygen, insert IV

Order: Atropine 0.5 mg

Mother asking to visit with patient

HR increases to 52, BP 90/58,

HR will drop after few minutes to 30, patient loses consciousness.

2nd atropine may be given; pacemaker applied

gets capture at 70; BP 70/52; patient subconscious: too unstable for sedation if participants ask

initiate dopamine infusion (2-10 mcg/kg/min: patient weighs est. 80 kg @ 5 mcg/min = 400mcg/min) If nurse asks for epinephrine infusion, state unavailable

no change in BP after few minutes; will increase to 10 mcg/kg/min = 800mcg/min

Stop there

**Observer 1 Checklist: Overdose Megacode Day 6**

Learning Objectives:

1. Systematic assessment of critically ill patient
2. Recognize and implement resuscitation in ACLS algorithms
3. Utilize collaborative teamwork in caring for the arresting patient

\*Checklist below: can answer Yes if team leader directed member to do – does not have to do him/herself

|  |  |  |  |
| --- | --- | --- | --- |
| Identify interdisciplinary resources critical in caring for the critical patient | **Y** | **N** | **Comments** |
| Hand hygiene |  |  |  |
| Assessed for signs of stability (LOC, Chest pain, SOB, BP) |  |  |  |
| Applied monitor |  |  |  |
| Initiated oxygen therapy |  |  |  |
| Inserted intravenous |  |  |  |
| Applied pacing pads |  |  |  |
| Administered Atropine 0.5 mg |  |  |  |
| Reassessed patient |  |  |  |
| Requested ECG |  |  |  |
| Pacing appropriately initiated |  |  |  |
| Reassessed patient |  |  |  |
| Dopamine infusion started? |  |  |  |
| Reassessed patient |  |  |  |
| Did this event occur in correct sequence (as per ACLS Bradycardia Algorithm)? |  |  |  |

**Observer 2: Team Communication Checklist**

Objectives:

1. Demonstrates clear communication with team members including closed loop communication
2. Demonstrates understanding and use of team resources

|  |  |  |  |
| --- | --- | --- | --- |
| **Team Members** | **Y** | **N** | **Comments** |
| Communication of team leader is concise, clear and specific |  |  |  |
| The team leader directed team members with specific tasks ensuring they understood. Did not overburden team members with too many tasks at once |  |  |  |
| The team leader was open to suggestions from his/her team |  |  |  |
| The team leader communicated with parent: plan of care, answered questions, demonstrated empathy |  |  |  |
| The team members communicated with each other, readily assisted each other. |  |  |  |
| The team members ensured team leader knew when their tasks were completed  i.e ‘The atropine is in” |  |  |  |
| Additional observations |  |  |  |

**Observer 3: Team dynamics**

1. List examples of effective communication you observed during this scenario (including closed loop communication).
2. Have you observed times in which communication was unclear and you did not observe closed-loop communication? If so, provide examples and explained how the closed loop communication would have improved the scenario.
3. Were appropriate resources utilized well and in a timely fashion?

Give examples.

**Observer 4: Assessment Observations of RN 1**

1. Were key assessment and interventions organized and prioritized appropriately?
2. Describe collaboration efforts of this team.
3. Describe the interactions with team leader and members.
4. Describe any interactions with team leader and family member.