



Developing Telehealth Training Scenarios

A Step-By-Step Guide For Nursing

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Introduction

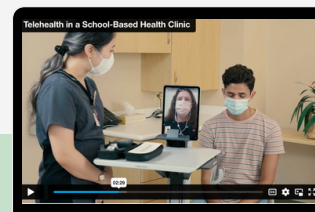
PAGE 1

Telehealth use has grown significantly, and it is essential to empower the healthcare workforce with the skills to engage in telehealth use. Simulation can provide hands-on experiential learning, but the process of writing scenarios for simulation can be labor-intensive. Thus, we developed a streamlined template that educators can use to create their own simulation scenarios.

How does this guide compare to others? Previous publications related to simulation scenario creation have not covered telehealth or addressed the unique telehealth requirement of having two (patient connector and virtual healthcare provider) versus one distinct learner role. However, this guide allows for educators to easily adapt the guide to a variety of learners in various roles.



The template includes scenario content developed with the help of content experts for integration into nursing curriculum.



We have also created a video to help illustrate a scenario created using this template. The video can be seen in its entirety here: <https://tinyurl.com/tele-scenario>.

Background

Increasing a student's skill and confidence in telehealth also requires preparing faculty to take on the task of providing effective learning activities for students. Arming faculty with proper resources, such as learning modules and telehealth simulation, can help to strengthen student learning and their desire to fully utilize this technology in their future practice ([Shea & Rovera, 2021](#)). It is also important to assess competency in learners' ability to conduct telehealth encounters in a thoughtful, culturally sensitive manner. Additionally, training on legal and ethical telehealth procedures can assure that equitable, quality care is delivered with a respect for patient privacy, data protection, and confidentiality.

Experiential, hands-on practice in the form of simulation can improve the confidence of students in using telehealth in the future ([Smith et al., 2018](#)).

Simulations typically include written scenarios that facilitators use as a guide to help achieve learning standards, but the process of writing the scenarios can be labor-intensive.



Previous publications have described the process of writing simulation scenarios, but those did not focus on telehealth and were also targeted at one role for participants ([Bambini, 2016](#)). This guide describes a telehealth simulation scenario and the process of writing these scenarios in a way that can be applied to multiple roles (patient connector and virtual healthcare provider), using the provided template.

We developed multiple scenarios with the assistance of content experts in pediatrics, geriatrics, psychiatry, and women's health. Based on the Healthcare Simulation Standards of Best Practice (Watts et al., 2021), we adapted the school of nursing's existing simulation template to address the multiple learner roles (patient connector and virtual healthcare provider) that are required for successful telehealth encounters.



The template is provided in **Table 1**. The template addressed the **connector role** (the person with the patients and telehealth equipment) and the **provider role** (the advanced practice nursing student and/or faculty) in the simulation.

The telehealth simulation scenario target audience originally focused the connector role on students in registered nurse (RN) programs but was later adapted to address other professions that were potential connectors. These included community health worker (CHW), nurse aide, or medical assistant programs. The provider role was designed for students in the nurse practitioner programs.

How To Use Template: A Step-By-Step Guide

Table 2 is an example of a templated telehealth scenario that faculty members completed for a telehealth encounter with a pediatric client experiencing ear pain. The steps to create this scenario are detailed below, along with sample patient verbiage. We suggest viewing the video linked above before, during, and after you use this guide. It may help you to better understand the steps in using the template.

How To Use

Template: A Step-By-Step Guide

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01

WRITE THE TITLE AND CONCEPT AND BASIC PATIENT INFORMATION

This section should include a description of the patient as well as a concise description of the issue. The description includes details such as the location of the scenario and preparatory assignments.

Example: The title and concept: Pediatric patient with ear pain presents to the school nurse

Brief description: School-based Health Clinic (SBHC) is the primary location with a RN present (connector) and an off-site Advanced Practice Registered Nurse (APRN) provider using telehealth equipment.

02

IDENTIFY OBJECTIVES

The objectives should be based on the target audience. Instructions for the learner can also be provided.

Example: The RN in the telehealth role as the connector will...

- Ensure that the telehealth encounter is conducted in a legal and ethical manner.
- Communicate with patient using a patient centered approach to conduct components of the telehealth encounter
- Collaborate with remote provider to formulate a plan of care

How To Use Template: A Step-By-Step Guide Cont.

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- Provide health education to the patient
- Provide psychosocial support
- Complete proper documentation of the telehealth (optional if time permits)

The APRN in the telehealth role as the provider will...

- Communicate with the connector to facilitate a complete and accurate assessment
- Provide health promotion remotely
- Coordinate care with the use of telehealth technology
- Analyze and interpret incoming data obtained from devices (blood pressure, blood sugar, etc.) and point of care testing
- Instruct patients and family caregivers in self-care
- Complete proper documentation of the telehealth encounter (optional if time permits)

03

IDENTIFY PROPS AND EQUIPMENT

List all items and equipment needed for the scenario. This includes items such as peripheral telehealth equipment, medication, and actors.

Example:

Manikin - pediatric or actor

Supplies students will use during the simulation -

- Telehealth equipment with otoscope and tongue depressor
- FACES pain scale
- Optional: scale, BP machine, stethoscope, thermometer, pulse oximeter (vital signs)
- Medication: Ibuprofen suspension 100mg per 5ml

04

CREATE A PRE-BRIEF NARRATIVE THE LEARNER(S) WILL RECEIVE BEFORE SIMULATIONS BEGINS

Facilitators will read this information to the learners. It should include essential information for the learners to be active participants in the simulation.

Example:

Jessie, a 14-year-old male, enters the school clinic with a complaint of right ear pain.

- Student has a signed consent for clinic/telehealth services
- Vital signs: WT 61 Kg, BP 92/50, P 80, RR 20, O2 sat 98%, 98 F

05 IDENTIFY EXPECTED BEHAVIORS FOR EACH LEARNER'S ROLE

Learners serve as either connectors or providers. Connectors are typically RNs, CHWs, nurse aides, or medical assistants. Healthcare providers are typically APRNs and Medical Doctors (MD).

Example:

Expected behavior for learners in the RN role (connector) -

The patient connector will gather the initial history (chief complaint) from the patient and determine the need for a telehealth visit or consultation with the virtual provider (APRN).

The patient connector will:

- Assure that the patient has a consent and communicate with the parent/guardian if there is not a consent for services on file.
- Prepare the patient for a telehealth visit by describing the process along with taking VS (temp, HR, RR, O2 sat) and assessing pain using the FACES scale.
- Perform the steps to schedule a telehealth visit based on institutional process
- Collaborate with the provider to conduct a telehealth visit which includes history and physical exam using peripheral equipment.

How To Use Template: A Step-By-Step Guide Cont.

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- Communicate with provider and patient to ensure a patient centered approach to the telehealth visit.
- Provide additional support to the patient and may arrange for communication with the parent.
 - The telehealth equipment will then be cleaned and stored.
- Properly document the encounter.
(optional)

Expected behavior for learners in the APRN (provider) role -

The virtual healthcare provider will identify the patient waiting in cue and assure that proper consents have been completed. The virtual healthcare provider will:

- Start the visit for the identified patient listed on their screen.
- Ask further questions regarding the chief complaint and complete a review of systems as appropriate for the case.
- Provide direction to the RN for the systems they will need to assist with the examination using the telehealth equipment (this scenario will require stethoscope, otoscope, and tongue depressor possibly if not able to visualize with the light).

- Determine the care need, send off any prescriptions and determine the disposition of the child (stay in class, be sent home with parent, or sent to a primary care provider or emergency room).
- Properly document the encounter. (optional)

06 LIST STUDENT REFERENCES/ RESOURCES FOR SIMULATION

The listed references should be from credible sources that informed the content of the simulation.

Example:

- Lieberthal, A. S., Carroll, A. E., Chonmaitree, T., Ganiats, T. G., Hoberman, A., Jackson, M. A.,
- Joffe, M. D., Miller, D. T., Rosenfeld, R. M., Sevilla, X. D., Schwartz, R. H., Thomas, P. A., & Tunkel, D. E. (2013). The diagnosis and management of acute otitis media. *Pediatrics*, 131(3), e964–e999. <https://doi.org/10.1542/peds.2012-3488>
- Performing Preventive Services: Bright Future Handbook: Physical examination. [Link](#).

07

DEVELOP THE FLOW OF THE SCENARIO

This section details the order in which expected behaviors should occur, as well as how they relate to one another.

Example:

The following template allows the inclusion of four key areas including -

(1) Description of the physical states

(situation, physical findings) will describe the original physical state and responses to interventions by the student. This leads to (2)

Patients and/or provider responses

(verbal and non-verbal) responses. These responses inform (3) **Desired connector (RN student) response** including important behaviors and interventions. From there, the (4) **Desired**

provider (APRN student/faculty) responses

including important behaviors and interventions

08

DEBRIEF

The debriefing process the authors suggest is based on Adam Cheng's PEARLS model (Eppich & Cheng, 2015) with clinical judgment questions, which are based on the NCSBN Clinical Judgment Model (Dickison et al., 2019). A suggested debrief guide is provided with each scenario (Table 1).

How We Used The Template

The simulation scenarios created in this template have allowed for the integration of telehealth into health education curriculum. The template serves as a guide that can be focused based on the target audience.

During the 2021-2022 academic year, along with content experts, we created a total of 11 scenarios in areas such as women's health (2), pediatrics (5), interprofessional (2), and psychiatry (2). The scenarios were put into a simulation repository shared with five institutions within the state and amongst seven Pacific Island states. Because telehealth is a means to provide care for underserved populations, it should be integrated into all nursing curriculum using a standardized tool.

Conclusion

The COVID-19 pandemic created an unprecedented disruption in all segments of society, aspects of the health care sector were hit especially hard. Access to health care providers became an issue for many individuals, which was especially accentuated for vulnerable populations ([Siegel & Mallow, 2021](#)). Telehealth acceptance and adoption grew exponentially as a method for provision of care while mitigating exposure to the infectious virus ([Siegel & Mallow, 2021](#)). It is important for nursing and other health care programs to keep up with the pace of integrative technologies that allow the delivery of quality health care while also increasing access to those in rural and underserved areas. A template and step-by-step guide, such as those provided here, can help to streamline scenario creation and improve telehealth simulation.

1. Bambini, D. (2016). Writing a simulation scenario: A step-by-step guide. *AACN Advanced Critical Care*, 27(1), 62-70.
2. DeFoor, M., Darby, W., & Pierce, V. (2020). "Get Connected": Integrating Telehealth Triage in a Prelicensure Clinical Simulation. *Journal of Nursing Education*, 59(9), 518-521.
<https://doi.org/10.3928/01484834-20200817-08>.
3. Dickison, P., Haerling, K. A., & Lasater, K. (2019). Integrating the National Council of State Boards of Nursing clinical judgment model into nursing educational frameworks. *Journal of Nursing Education*, 58(2), 72-78.
4. Eppich, W., & Cheng, A. (2015). Promoting Excellence and Reflective Learning in Simulation (PEARLS): Development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare*, 10(2), 106-115.
5. Garber, K., Gustin, T., & Rutledge, C. (2023). Put PEP into Telehealth: An Etiquette Framework for Successful Encounters. *The Online Journal of Issues in Nursing*, 28(2).
<https://doi.org/10.3912/OJIN.Vol28No02PPT16>.
6. Shea, K. L., & Rovera, E. J. (2021). Preparing for the COVID-19 Pandemic and Its Impact on a Nursing Simulation Curriculum. *Journal of Nursing Education*, 60(1), 52-55.
<https://doi.org/10.3928/01484834-20201217-12>.
7. Siegel, R. M., & Mallow, P. J. (2021). The impact of COVID-19 on vulnerable populations and implications for children and health care policy. *Clinical Pediatrics*, 60(2), 93-98.
8. Smith, T. S., Watts, P., & Moss, J. A. (2018). Using Simulation to Teach Telehealth Nursing Competencies. *Journal of Nursing Education*, 57(10), 624-627. <https://doi.org/10.3928/01484834-20180921-10>.
9. Watts, P. I., Rossler, K., Bowler, F., Miller, C., Charnetski, M., Decker, S., Molloy, M. A., Persico, L., McMahon, E., McDermott, D., & Hallmark, B. (2021). Onward and Upward: Introducing the Healthcare Simulation Standards of Best Practice™. *Clinical Simulation in Nursing*, 58, 1-4.
<https://doi.org/10.1016/j.ecns.2021.08.006>.

Table 1.

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XX Telehealth Simulation IPE Template

Course:	Patient Name:	DOB:
Scenario Title & Concept:		
Expected Scenario Run Time:		

Settings for Scenario					
Med-Surg	ICU/TELE	ED	OR/PACU	Isolation	PEDS/PICU
NICU	LD/M-B	OP Clinic	Home	Other:	

Brief Description of Scenario (This is for STAFF use ONLY. Do not read to students):
Preparatory Assignments:

Telehealth Objectives based on learner: The RN/MA/CNA in the telehealth role as a connector will: The APRN/Provider in the telehealth role will:
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Table 1. Cont. XX Telehealth
Simulation IPE Template

Props & Equipment	
Manikin: (3G, Noelle, SimBabe, etc.)	Supplies: Students will use during simulation.
Props: Equipment, objects, clothing on or near manikin/patient	Medications: As presented in room (ex: 250mL prefilled bag with 250mg of XX med)
Briefing: Narrative report learners will receive before simulation begins (i.e., a shift report):	
Expected behaviors for each objective (connector):	
Expected behaviors for each objective (provider):	
References Used in the Development of the Scenario:	

Option 1:

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Table for Developing the Flow of the Scenario

Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions (situation)	Patient and/or Provider Responses or Cues (verbal or non-verbal)	Desired (connector) Student responses- Include important behaviors and interventions	Desired (provider) Student responses- Include important behaviors and interventions
Original setup: Describe setting and physical states of the patient.			
Interaction between patient and connector.			
Interaction			
Interaction once connected to provider			

Option 1: Cont.

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Table for Developing the Flow of the Scenario Cont.

Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions	Patient and/or Provider Responses or Cues	Desired responses (<u>connector</u>)	Desired responses (<u>provider</u>)
Physical FINDINGS/ Examination AND COMMUNICATION BETWEEN CONNECTOR/PATIENT/PROVIDER			
Diagnosis, Plan, Patient education			
Ending of scenario: (statements to indicate that the scenario is finished and instructions to learner)			

Facilitator Debrief Guide

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This is our recommended list of debriefing questions. During the debriefing, ask open ended questions to guide reflection on attainment of the simulation objectives. Each objective has suggested open ended questions, we recommend that you use only **one or two** of the questions to guide the reflective process.

(1) Opening: Blow off steam (The simulation is over, and a lot happened. How do you feel?)

- This is a time for students to reflect on their emotions – Please redirect students if they reflect on how they performed.

If there is an Actor in the scenario: include the following (If there are no actors in the scenario, go on to #2 below.)

Debriefing With Actors:

- The actor joins the debrief session for ~10 min, which gives opportunity for the learners and the actor to provide feedback to each other's performances
- It was a privilege to have an actor play the role of the patient in this simulation. We thank you for supporting us in this learning experience. Please introduce yourself to our students.

Actor to Learner(s) Feedback (Ask actor to provide feedback to learners):

1. During this encounter, what behaviors made you feel cared about as a person and a patient?
2. How can the team/students improve their interaction to make you feel treated as a person?

Learner to Actor Feedback (Ask learners to provide feedback to actor about their performance):

What emotions did the actor make you feel? What did the actor say or do to create this emotion?

What could be done next time to improve the realism of the character portrayal of the patient's medical condition, personal background and/or situation?

- Facilitators, please kindly excuse the actors after participating in the Actor-Learner Feedback discussion. If your students and the actor are having a great discussion and would like the actor to stay longer... we suggest checking in with the actor to see if they can stay longer.

(2) Ask for a one-minute overview of what went on in the room.

(3) Review objectives (Cover each objective. Below are suggested open ended questions):

Reflections on the following **CONNECTER** objectives

- Ensure that proper consents and legal documentation are completed for a telehealth encounter between patient and provider
- Describe the proper consents and legal documents that are needed prior to beginning a telehealth encounter.
- Describe the legal documentation required if the patient is a minor or has cognitive impairment.
- Collect information to determine patient disposition (i.e.: need for a telehealth visit)
 - During the process of assessment or data collection, what information did you notice was normal and what was unexpected?
 - What information was of immediate concern?
 - What did you think was happening, (or how would you interpret your findings?)
 - What was your priority?

- Demonstrate use of telehealth equipment during a patient encounter which includes peripheral devices for a physical examination
 - During the telehealth encounter, which peripheral devices were used, and how did you explain the device to the patient?
- Communicate with patient, provider using a patient centered approach to conduct components of the telehealth encounter
 - Describe examples of how the team utilized a patient centered approach. Were there opportunities for improvement? If so, how would you change your approach.
- Collaborate with remote provider to formulate a plan of care
 - Describe how the team managed to convey information and collaborate with the remote provider.
 - What went well and what would you do differently.
- Provide assessment findings and health education to the remote patient
 - Describes to the patient examination findings in layman's terms
 - If the team provided health education, describe how the team engaged the patient over telehealth.
 - If there had been time to do additional education, what topics could have been discussed
- Provide Psychosocial support
 - During telehealth encounters, providing psychosocial support is still very important, how did your team manage to provide this support at a distance?
- Complete proper documentation of the telehealth encounter (paper or EMR)
 - What documentation is required after this telehealth visit?

(4) Reflections on the following **PROVIDER** objectives:

- Provide direction to the connector to facilitate a complete and accurate assessment
 - During this encounter, the Provider needs to communicate effectively with the connector to ensure obtaining complete and accurate assessments. Describe how you managed to communicate with your connector as well as communicate with your client.
- Provide health promotion remotely
 - Describe the topics and tactics used to provide health promotion remotely.
 - Coordinate care with the use of telehealth technology
 - How did you maintain a patient centered, caring approach during the encounter?
 - What communication and team skills did you use to ensure clear communication while using the telehealth technology?
- Analyze and interpret incoming data obtained from devices (BP, blood sugar, etc.) and point-of-care testing.
 - During the process of assessment or data collection, what information did you notice was normal and what was unexpected?
 - What information was of immediate concern?
 - What did you think was happening, (or how would you interpret your findings?)
 - What was your priority?
 - (What did you think was happening, (or how would you interpret your findings?)
 - What was your priority?

- Instruct patients and family caregivers of assessment findings, diagnosis, planning (ie: self-care, medication, etc) and necessary follow-up
 - If the provider gives health education, describe how they engaged the patient and caregivers over telehealth.
 - If there had been time to do additional education, what topics could have been discussed
- Complete proper documentation of the telehealth encounter (paper or EMR)
 - What documentation is required after this telehealth visit?

Table 2.

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Example of Completed Scenario Template - Pediatric Ear Pain Telehealth Encounter

For a video example of a completed scenario, please visit
<https://tinyurl.com/tele-scenario>.

Course: XXXXXXXX	Patient Name: Jessie	DOB: 7-29-08
Scenario Title & Concept:	14-year-old male patient with ear pain presents to the school RN/Telehealth	
Expected Scenario Run Time:	20-25 minutes	

Settings for Scenario					
Med-Surg	ICU/TELE	ED	OR/PACU	Isolation	PEDS/PICU
NICU	LD/M-B	OP Clinic	Home	Other: School-based health center	

Brief Description of Scenario (This is for STAFF use ONLY. Do not read to students): School Based Health Clinic (SBHC) Intermediate School is the primary location with a RN present and an off-site APRN providing care using telehealth equipment. Scenario focus- teenager with ear pain.

Table 2. Cont. - Example of Completed Scenario Template - Pediatric Ear Pain Telehealth Encounter

Preparatory Assignments:

RN students : Review module on Telehealth. Read: Performing Preventive Services: Bright Future Handbook: Physical examination.

<https://brightfutures.aap.org/Bright%20Futures%20Documents/Physical%20Examination.pdf>

APRN students /Provider: Review module on Telehealth.

Read the following articles : Lieberthal, A. S., Carroll, A. E., Chonmaitree, T., Ganiats, T. G., Hoberman, A., Jackson, M. A., Joffe, M. D., Miller, D. T., Rosenfeld, R. M., Sevilla, X. D., Schwartz, R. H., Thomas, P. A., & Tunkel, D. E. (2013). The diagnosis and management of acute otitis media. *Pediatrics*, 131(3), e964–e999. <https://doi.org/10.1542/peds.2012-3488>

Telehealth Objectives based on learner:

The RN/MA/CNA in the telehealth role as a connector will:

- 1.Ensure that proper consents and legal documentation are completed for a telehealth encounter between patient and provider
- 2.Collect information to determine patient disposition (ie: need for a telehealth visit)
- 3.Communicate with patient and provider using a patient centered approach to conduct components of the telehealth encounter
- 4.Collaborate with remote provider to formulate a plan of care
- 5.Provide health education to the remote patient
- 6.Complete proper documentation of the telehealth encounter. (a standard document – either paper or EMR)(optional)

The APRN/Provider in the telehealth role will:

- Collaborate with the connector to facilitate a complete and accurate assessment
- Provide health promotion remotely
- Analyze and interpret incoming data obtained from devices (BP, blood sugar, etc.) and point of care testing
- Instruct patients and family caregivers in self-care
- Complete proper documentation of the telehealth encounter. (a standard document or EMR)- optional if time permits

Table 2. Cont. - Example of Completed Scenario Template - Pediatric Ear Pain Telehealth Encounter

Props & Equipment	
Manikin: (3G, Noelle, SimBabe, etc.)	Supplies: Students will use during simulation.
Pediatric manikin or actor dressed as 14 yr old male in school clothing, wearing student school ID with picture and name	Portable telehealth equipment with otoscope and tongue depressor, vital sign machine with thermometer and pulse oximeter, FACES pain scale
	Scale, BP machine, thermometer, stethoscope, pulse oximeter (vital signs)
Props: Equipment, objects, clothing on or near manikin/patient	Medications: as presented in room (ex: 250mL Prefilled bag with 250mg of ? med)
Setting: School based health center (additional props: exam table, etc)	Ibuprofen suspension 100 mg per 5 ml
School-based clinic consent for clinic/telehealth services completed and signed by parent (RN to review)	
Child's School Health Record (Connector and Provider to review for medical history, medications, allergies, etc)	

Table 2. Cont. - Example of Completed Scenario Template - Pediatric Ear Pain Telehealth Encounter

Briefing: Narrative report learners will receive before simulation begins (i.e., a shift report):

Example:

Jessie, a 14-year-old male, enters the school clinic with a complaint of right ear pain.

*Student has a signed consent for clinic/telehealth services by parent or guardian (may be done at time of visit or at the beginning of the school year)

VS: WT 61 Kg, BP 92/50, P 90, RR 20, O2 sat 98%, 98 degrees Fahrenheit

Role of learner (connector student); faculty support in role of provider (expected behaviors)

- The connector will:
 - gather the initial history (chief complaint) from the patient and determine the need for a telehealth visit or consultation with the APRN.
 - assure that the student has a signed consent and communicate with the parent if there is not a consent for services on file.
 - prepare the patient for a telehealth visit by describing the process along with taking VS (temp, HR, RR, O2 sat) and assessing pain using the FACES scale.
 - then perform the steps for schedule a telehealth visit based on institutional process
 - collaborate with the Provider to conduct a telehealth visit which includes history and physical exam using peripheral equipment.
 - communicate with provider and patient to ensure a patient centered approach to the telehealth visit.
 - provide additional support to the student and may arrange for communication with the parent.
 - clean and store telehealth equipment.
 - will properly document the encounter.

Table 2. Cont. - Example of Completed Scenario Template - Pediatric Ear Pain Telehealth Encounter

Role of learner (Provider student as telepresenter); faculty support in role of RN connector (expected behaviors)

- The Provider will:
 - identify the patient waiting in to be seen and assure that proper consents have been completed
 - start the visit for the identified patient listed on their screen
 - ask further questions regarding the chief complaint and complete a review of systems as appropriate for the case
 - provide direction to the RN to the systems they will need to assist with the examination using the Telehealth with peripheral equipment (this scenario will require stethoscope, otoscope, and tongue depressor possibly if not able to visualize with the light).
 - determine the care need, send off any prescriptions and determine the disposition of the child (stay in class, be sent home with parent, or sent to PCP or ED)
 - properly document the encounter.

References Used in the Development of This Scenario:

Lieberthal, A. S., Carroll, A. E., Chonmaitree, T., Ganiats, T. G., Hoberman, A., Jackson, M. A., Joffe, M. D., Miller, D. T., Rosenfeld, R. M., Se villa, X. D., Schwartz, R. H., Thomas, P. A., & Tunkel, D. E. (2013). The diagnosis and management of acute otitis media. *Pediatrics*, *131*(3), e964–e999.

<https://doi.org/10.1542/peds.2012-3488>

Performing Preventive Services: Bright Future Handbook: Physical examination. <https://brightfutures.aap.org/Bright%20Futures%20Documents/Physical%20Examination.pdf>

Option 1:

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Table for Developing the Flow of the Scenario

Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions (situation)	Patient and/or Provider Responses or Cues (verbal or non-verbal)	Desired (connector) Student responses- Include important behaviors and interventions	Desired (provider) Student responses- Include important behaviors and interventions
<p>Original setup: School-based health clinic; (weight in kg, VS, O2 sat, Telehealth unit with peripherals) Example: Jazzy, a 14-year-old, enters the school clinic with a complaint of R ear pain.</p> <p>*Student has a signed consent for telehealth services</p> <p>VS: WT 61 Kg, BP 92/50, P 90, RR 20, O2 sat 98%, 98 degrees Fahrenheit</p>	<p>Patient: My right ear hurts badly. I have not been swimming but have had a little runny nose and coughing a bit last night. No fever. This all started yesterday.</p> <p>Connector:</p> <p>Healthcare Provider: (APRN/MD) – waiting</p>	<ol style="list-style-type: none"> 1.Connector checks to see that student has a HK consent 2. Connector will obtain weight, vital signs and pain using FACES scale 3.Connector will gather further pertinent history 4.Connector review allergy history 5.Connector determines that a telehealth visit is necessary 6.Complete documentation 	

Option 1: Cont. Table for Developing the Flow of the Scenario Cont.

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Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions	Patient and/or Provider Responses or Cues	Desired responses (connector)	Desired responses (provider)
<p>Interaction between patient and RN student as connector.</p> <p>Telehealth equipment is being prepared for the visit and the provider is notified of the upcoming visit.</p>	<p>Patient: What is going to happen now? How are you going to use that equipment? Do I have to leave school to see a doctor?</p>	<p>1.Connector explains to the student what a telehealth visit is, what will happen and shows them the equipment that will be used.</p>	<p>Waiting to be cued up for appointment</p>
<p>Interaction:</p> <p>Telehealth equipment is paired, and an appointment is sent to the provider with brief details of the patient and reason for the visit.</p>	<p>Patient: Who are you going to be talking to?</p> <p>Connector:</p> <p>Provider: waiting</p>	<p>1.Connector student will start the device and pair up the iPad to the equipment. She will enter the information (VS and brief history) and send this to the APRN provider who will conduct the visit.</p> <p>2.Connector will also explain to the student what she is doing and let the student know who they will be talking to using the iPad.</p>	<p>Provider notes a visit in her cue and can look at the chief complaint, history of the student and verify they have a signed consent by the parent.</p>

Option 1: Cont. Table for Developing the Flow of the Scenario Cont.

Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions	Patient and/or Provider Responses or Cues	Desired responses (connector)	Desired responses (provider)
<p>Interaction once connected to provider:</p> <p>Provider introduces herself to the student. APRN gathers more information from the student. RN is given direction from the APRN on how to use the equipment in the manner she would like.</p>	<p>Patient:</p> <ol style="list-style-type: none"> 1. Yes, my R ear has only been hurting today. 2. No, I have not been swimming. I have had a runny nose and a little cough. Mom gave me some medicine at home. I am not sure what kind. 	<ol style="list-style-type: none"> 1. Connector will also explain to the students what she is doing and let the student know who they will be talking to using the iPad. 2. Connector will ask the Provider what other information she needs and if her connection is good. 	<p>Provider will proceed to ask the student further questions about the complaint and complete a full review of system (as applicable)</p>

Option 1: Cont. Table for Developing the Flow of the Scenario Cont.

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Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions	Patient and/or Provider Responses or Cues	Desired responses (connector)	Desired responses (provider)
<p>Physical Findings/ Examination and communication between connector/patient/provider:</p> <p>Use of Telehealth peripheral equipment: stethoscope, otoscope and tongue depressor.</p>	<p>Patient:</p> <ol style="list-style-type: none"> 1.What are going to do with that equipment now? <p>Connector:</p> <ol style="list-style-type: none"> 1.Describes each step to the student and takes direction from the Provider 	<ol style="list-style-type: none"> 1.Connector will assist APRN by placing the Telehealth stethoscope on the anterior chest for heart and posterior chest for lungs. 2.Connector will assemble an otoscope with cover and position in each ear. 3.Connector will assemble a Telehealth tongue depressor and position it in the mouth. 4.Connector will shine light to visualize nares 	<ol style="list-style-type: none"> 1.Provider asks the Connector to prepare the equipment to listen to the lungs 2.Listen to the heart 3.Look in both ears 4.Look into the mouth 5.Look into the nares

Option 1: Cont. Table for Developing the Flow of the Scenario Cont.

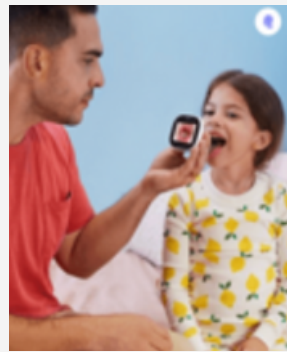
Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions	Patient and/or Provider Responses or Cues	Desired responses (<u>connector</u>)	Desired responses (<u>provider</u>)
Diagnosis, Plan and Patient education: The examination reveals a right otitis media requiring a prescription to be given to the patient and communicated to the family the need to pick up the medication, how to administer and other supportive care for pain management if necessary. Follow-up directions are also given	Patient: 1. Wow, I have an ear infection. I do not like to take medication Connector: 1. Connector provides further education and support to the student 2. Connector calls the parent to notify them of the visit and makes a follow-up appointment with APRN	1. Connector supports the APRN in communicating the findings in a calm and age-appropriate manner. 2. Connector call the family to let them know about the visit and the needed steps to pick up the prescription 3. Connector notifies family of the follow-up visit 4. Connector provides further emotional support to the student, gives her ibuprofen (Motrin) based on the Provider order and sends her back to class	1. Provider determines that the abnormal finding of the exam includes clear nasal discharge with minor congestion, right tympanic membrane erythematous, bulging, with loss of landmarks. No signs of resp. distress or other significant findings. 2. Provider prescribed amoxicillin after verifying there are no allergies. Provider sends the prescription to the pharmacy via electronic medical record or paper if requested. 3. Asks the student if they can swallow pills and would they want pills or liquid and provides education on the importance of taking the medication. 4. Provider advises the nurse to call mom to let her know the disposition and provides her contact details if mom wants to talk further 5. Provider advises on a 10-day follow-up and provides advice on when to return if symptoms worsen or do not improve.

Option 1: Cont. Table for Developing the Flow of the Scenario Cont.

Manikin Programming, Manikin or Actor Responses

Description of Physical States or Interactions	Patient and/or Provider Responses or Cues	Desired responses (<u>connector</u>)	Desired responses (<u>provider</u>)
<p>Ending of scenario: (statements made by sim tech to indicate that the scenario is finished and include instructions to learner)</p> <p>The student is sent back to class, Connector and Provider complete your documentation and Telehealth equipment is cleaned and stored.</p>			



*RN
Connector
View*



During the telehealth encounter, the RN Connector interacts with the patient in-person, connecting to the APRN Provider remotely while providing him/her with a synchronous view and real-time data.

*Visual
Example*



*APRN
Provider View*