Influenza Z Simulation

Instructor Guide

(Shh...The students are not aware that it is a Zombie flu epidemic.
Please keep this a secret until it is revealed to the students)

Anticipated/Desired Outcomes:

- Students will demonstrate collaborative learning and emergency preparedness skills by working in teams as evidence by discussions in the debriefing seminar, the written evaluation tool and a written reflection.
- Students will demonstrate effective communication and emergency preparedness skills by communicating with other nurses, patients, interdisciplinary teams and faculty as evidence by discussions in the debriefing seminar, the written evaluation tool and a scantron evaluation tool.

Preliminary Outline of Events (6-8 hr total including lunch):

- **8-9:30am: 1.5 Hour Preparation with entire group of students and faculty (the big reveal will happen early here)**
  - What should students expect
  - Roles as a nurse
  - Tour stations and expectations at each station
  - Handouts
- **9:30-10am: 30 min Assignment of Roles**
  - Assign students for role of an RN or security or nurse supervisor or incident commander
  - Student to acclimate to role
- **9-10am: 30-60 min SPs (victims) are oriented to roles in a different room.**
  - Teachers work with younger students in middle and high school
- **10-11:30am: 1.5 hour Mass Casualty Epidemic Simulation**
  - Each student will rotate through different stations/roles for 15-30 min (assisted by clinical instructor). Patients will freeze and continue at same location.
  - STOP
- **11:30-12:30** Lunch for all participants Location tbd
- **12:30-2:30: Debrief**
  - Include group debrief as well as individual written reflection
  - 20 min Survey
Simulation Objectives:

- Describe the stages of a disaster and disaster management
- Implement the role and responsibility of a nurse in a disaster
- Demonstrate effective communication skills and collaboration
- Apply critical thinking and clinical judgment skills
- Discuss spectrum of psychological responses seen in disaster

Resources Needed:

- Isolation gowns, gloves
- Syringes, alcohol pads, band aids, vials
- Stuffed animal, baby dolls, car seat
- Wheelchair, crutches, walker
- Clothing and make-up for SPs.
- Makeup mirror and white powder or moulage kit
- Crash cart- emergency box, for anaphylaxis
- Pill crushers, pill cutters
- Applesauce, spoons, TicTacs, Altoids
- Medicine cups
- Pill bottles
- Signage for rooms
- Scissors for triage tags
- Clip boards for waiting room
- Pamphlets, handouts on vaccination
- Pamphlets, handout on outbreak and epidemic safety
- Triage tags- colored
- BP cuffs and stethoscopes, thermometer
- Watches or visible clock
- Pens or pencils
- Whistle/Microphone/Megaphone for command center. (Or canned boat horn)
- Premade sticky sores with adhesive – moulage. If not available – use make-up
- Intake form with space for vital signs
- Slips of paper with role cues for SPs
- Equipment for VS -need automated BP cuffs due to noise
- Stretchers – rolling for deceased. Body bag
- Bariatric suit
- Baby wipes or make-up remover
- Signs Identifying each station
Stations of the Simulation:

There are several stations during the simulation that students will be rotating through. Every 15min the simulation lead will signal for a rotation. Instructors/evaluators - Instructors are to follow the group that you are evaluating throughout each rotation. The ICU/Critically Ill and Morgue stations will not be used by the students. They are areas where students can drop patients off that are identified in either a critical or deceased state.

Waiting Station – Student nurses will be assigned roles that assist patients in the waiting area prior to being admitted into triage. Student nurses will be expected to inform, support and effectively communicate with patients in this area. Students also will need to communicate with the triage staff in order to provide efficient and safe patient flow. Students are expected to collaborate with interdisciplinary team members to provide crowd control and safety.

Waiting Station Student Activities:
- Identify patients who require immediate attention
- Provide health history form to clients
- Ensure a steady flow of patients into the triage stations
- Provide frequent updates to the waiting area
- Escort patients to triage station 1 and give a brief report to triage staff
- Maintain a calm patient waiting environment

Triage Station 1 & 2: Nursing students will collaboratively work in a group to determine patient status. Students will share ideas, analyze patient data and collaborate on patient tagging. To ensure that patients are tagged for appropriate treatment, student nurses will need to communicate effectively together. The students will also need to apply effective communication skills with the patient population to gather accurate patient health histories, medication intake and any known allergies. Triage student nurses will also need to work collaboratively and have open communication with all areas of the simulation to provide safe and efficient care for the patients.

Triage Station 1 Student Activities:
- Initial visual assessment of patient
- Tagging of appropriate triage center and immediate transport if needed (ICU or Morgue)
- Obtain/verify patient health histories, medication intake and any known allergies on medical form
- Inform patients on next step in their triage care

Triage Station 2 Student Activities:
- Verify patient identify and information of patients medical form
- Identify patient triage color
- Obtain vital signs
- Assessment for symptoms of Zombie Flu
Treatment Station- Student nurses in the treatment area will be responsible for accurately administering medications to patients. Student nurses will have to use effective communication techniques with patients in order to accurately document medical history, current medications and allergies. Students will also be expected to collaborate and communicate with other disaster areas for crowd control and medication availability or shortage issues.

Treatment Station Student Activities:
- Verify patient identify with medical form
- Verify patient age/allergies
- Administer appropriate dose of Zomiflu or Zomiflu XS depending on previous assessment
  - Dosage for medication is as follows:
    - **One whole pill for adults, half pill for children under twelve.**
    - Zomiflu (Altoids)
      - May be crushed for administration if necessary.
      - Zomiflu contains peanut oil and egg extract. Epi pens will be available in case of emergency.
    - Zomiflu XS (TicTacs)
      - Available at a lower effectiveness without peanut and egg components.
      - Dosage is the same as for Zomiflu.
- Identify and inform patient of next station

Vaccination Station and Education Station (Same station)- Student nurses in the vaccination area will be responsible for appropriately vaccinating patients. Students will be expected to use effective communication with patients in order to document medical histories, current medications and allergies. Students will also work collaboratively to aid in administration of vaccines, anti-contamination techniques and any adverse reactions. Students will also need to communicate and collaborate effectively with all disaster areas and keep everyone informed on vaccination availability due to limited availability. Students will need to identify high risk individuals in need of vaccination.

Education Station- The nursing students in this area will be providing various educational handouts to patients and family members. Nursing students are expected to work collaboratively in conjunction with each other and with other areas of the site to appropriately address the needs of each individual patient. Students in this area will communicate effectively with patients and provide relevant and accurate information to patients. Students acting as health educators will need to collaborate and communicate with all other areas and be willing to aid in other sites if needed.

Vaccination Station Student Activities:
- Neck and arm skin assessment
- Identify and inform patient of next station
Verify patient identity with medical form
Verify patient age/allergies
Identify high risk/high need patients if supply of vaccine is low
Go through the motions of administering appropriate dose of Z-Rid depending on previous assessment (*no actual needles are used in any portion of this simulation*)
Identify and inform patient of next station

**Education Station Student Activities:**
- Provide handouts on preventing the spread of Influenza Z (Zombie Flu)
- Provide appropriate education of the treatment provided (either oral med or vaccination)
- Collect health history form and staple triage tag to form.
- Answer patient questions
- Inform patient to go home and stay alert to news on the whereabouts of Influenza Z (Zombie Flu)

**Floaters Station:**
In this station students will be responsible for filling in the gaps of overwhelmed stations. The student in this station needs to quickly adapt to any of the stations and be prepared to assist any of the nursing personal. Students at this station may also direct patient flow and assist with direction patients to the correct next station. Floaters may be asked by other nursing colleagues to transport patients to the ICU as well as the morgue.

**Central Station:**
This is where security, nursing supervisor and incident commander will be staged. Nursing supervisor will redirect students to area of greatest need. Incident Commander will time beginning and end of simulation and when to rotate stations. Security will be summoned to deal with security and crowd control problems that are beyond the scope of nursing practice.

**Morgue Station**
- NO STUDENTS
- Patients will be “dropped off” then get recycled into another role
- To simulate realism of possible outcomes of patient death

**ICU/Critically Ill**
- NO STUDENTS
- Patients will be “dropped off” then get recycled into another role
- To simulate realism of possible outcomes of critical illness

**Make-up Station**
This station is manned by Director and an assistant. Volunteers will start here and are given a cue sheet on role, props and provided w/ pale skin, lesions as indicated on the cue sheet.
**Evaluation of students:**
During the simulation each proctor will be assigned a group of students. It is expected that the proctor follows the group through each rotation and appropriately evaluates the student’s actions. Overall themes of communication, critical thinking, collaborative learning, time management, execution of skills, patient interaction and readiness for a nursing profession will be evaluated using the following tool.

Fill out a tool for each student and submit to either lead NUR 254/260 instructors (Peg or Duane) at the conclusion of the active portion of the simulation. Evaluation forms will be provided by course instructors. Student evaluations will be reflected in the overall course grade. Students must receive a minimum of 24 points to receive satisfactory or passing grade.
Suggested Observations by Faculty

Some things to watch for:

Do the students in your group:

- Adapt to changing conditions?
- Wear PPE?
- Provide assistance to people with mobility issues?
- Assess for allergies?
- Look for lesions under long sleeves or on neck?
- Give proper dose and type of medication?
- Question dose for bariatric patient?
- Have patients with cough put on mask?
- Use hand sanitizer?
- Encourage patients to use hand sanitizer?
- Triage correctly?
- Re-triage patient if something changes?
- Counsel patients who refuse treatment or vaccines?
  - Use active listening to discover why refusing?
  - Look for symptoms of reactions
- Moves chairs and equipment as needed?
- Divide tasks/activities among team members at their station?
- Request help from central station?
- How do they decide who is pulled to central station?
- Who is an emerging leader?
- How does the central station decide who is the nursing supervisor?
- Can the supervisor make decisions when problems occur?
- Use therapeutic communication?
- Provide psychological care?
- Do they treat pregnant woman without knowledge if drug is safe during pregnancy? (they should)
- Do they ration vaccine by vaccinating the high risk first? And ask the others to come back?
- Maintain safety?
- Communicate with each other?
  - Give handoff when changing stations
- Consult with nursing supervisor about availability of vaccine or supply of medication?
- Request transport for ICU/Morgue?
- Keep patients informed?
- Provide patients with handouts at the waiting station and the education station?
- Pay attention to updates?
- Remain engaged?
- Participate in debriefing?
- Assume leadership in debriefing?
- Provide and accept constructive criticism?
- Reflect upon experience?
Name of Student: _________________________________
Name of Evaluator: ________________________________

Directions:
The evaluator is to complete the evaluation form throughout the simulation and not necessarily in a specific station. The evaluator is to look at the experience as a whole. This evaluation will count towards the student’s final grade (pass/fail) in the course. At this point in the students skill level students should be scoring at the 4 and 5 levels.

Please use the rating scale (below) to document your observations

Scale Key:
1 = Unsatisfactory *(Knowledge & skill inadequate for safe practice)
2 = Performed with extensive guidance (minimal knowledge & skills)
3 = Performed with moderate guidance (satisfactory knowledge & skills)
4 = Performed with minimal guidance (satisfactory knowledge & skills)
5 = Performed independently (high level of knowledge & skills)
NA = Not applicable or not observed

*Please notify faculty immediately if you observe any unsatisfactory performance behaviors

<table>
<thead>
<tr>
<th>NRS 254/260 Simulation Evaluation:</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U ...............</td>
</tr>
<tr>
<td></td>
<td>Independent</td>
</tr>
<tr>
<td>1. Demonstrate mastery of knowledge and skills consistent with that of a registered nurse.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>2. Utilize critical thinking and decision making skills consistent with that of a registered nurse.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>3. Integrate the values of respect, collegiality, and professionalism to create an environment that creates patient healing.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>4. Implement evidence-based teaching/learning strategies to achieve desired outcomes.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>5. Apply effective communication skills consistent with that of a registered nurse to foster best patient outcomes.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>6. Assimilate teamwork and collaboration to create an environment that creates patient healing.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>7. Utilize efficient and effective time management skills consistent with that of a registered nurse.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>8. Demonstrate appropriate communication and interaction with the patient population which is consistent with that of a registered nurse.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>9. Demonstrate effective leadership and overall readiness in the role of a registered nurse.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Comments on student’s strengths:

Comments on areas for improvement:

Signature of Evaluator: ___________________________ Date_____

Point Total: ____/45
Debriefing Guidelines

Purpose: To allow students to discuss both positive and negative situations of the simulation, to discuss their feelings about their participation in various roles and to complete and evaluation tool on self-assessment and over all experience of the simulation. *Victims are invited to participate and provide feedback and suggestions.*

Description: Student group composed of all participants led by class lead over a 2 hour period. After the debriefing a 20 minute time allotment will be given for student evaluation completion and submission.

Simulation Objectives:
- Describe the stages of a disaster and disaster management
- Describe the role and responsibility of a nurse in a disaster
- Demonstrate effective communication skills and collaboration
- Apply critical thinking and clinical judgment skills
- Discuss spectrum of psychological responses seen in disaster

Outline:
I. Reinforce simulation objectives *(Faculty lead)*
   a. Restate objectives verbally

II. Recognize and release emotions *(Student lead)*
   a. How did the simulation make you feel?
   b. How did the different roles affect you?
   c. How did triaging patients affect you?
   d. What made you feel empowered? Good situations?
   e. What made you feel upset or frustrated?

III. Enhancing critical thinking and problem solving *(Student lead)*
   a. Discuss any errors or mistakes that occurred
   b. What was the motivation/decision making behind the action?
   c. What alternate actions could have been done?
   d. Discuss what was performed correctly
   e. Encourage self-reflection- each student states one positive experience from simulation

IV. Clarifying information *(Faculty and Student lead)*
   a. Any questions, concerns or reflections

V. Wrap-up *(Faculty lead)*
   a. Summarize key points
   b. Verbalize positive areas and constructive comments on areas to improve on
   c. Thank students for participating
   d. Evaluations -20 minutes
Written Debriefing for Influenza Z (Zombie Flu) Sim

Name________________

1. What activity was most helpful in preparing you for your soon to be role as an RN?

2. What was your favorite activity in the simulation?

3. What was your least favorite activity?

4. How did this activity advance your critical thinking/decision-making skills? Provide an example.

5. How did this activity advance your communication and collaboration skills? Provide an example.
Influenza Z (Zombie Flu) Simulation Evaluation

Great work! You saved the entire world from becoming *The Walking Dead*. Now tell us about your incredible experience! We want to hear all about it!

Answer the questions using the following scale, place your response in the blank:

A= Yes, this sim rocked my world! Do it every year!
B= Sort of, this sim was kind of fun but some things could be changed
C= Maybe, ehh could of graduated with or without this experience
D= No, did not enjoy this simulation
E= No way, this was terrible, NEVER do it again

1. _______ Did you like this simulation?

2. _______ Can you take away valuable experiences from the simulation?

3. _______ Would you recommend for this simulation for future nursing students?

4. _______ Did you feel you were prepared for the simulation?

5. _______ Were the expectations for your role clear?

6. _______ Was the activity helpful in understanding the role of the public health nurse?

7. _______ Did this activity advance your critical thinking/decision-making skills?

8. _______ Did this activity advance your communication and collaboration skills?

Please provide additional commentary on the back of this page
Rotation of Groups

- Groups rotate clockwise
- Give report to a group member of the opposite group.
- You will only have a few minutes to do so, use your time wisely!
- Remember this is a crisis we need to act fast!

EXAMPLE

Patients

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6
Handouts

Handouts for students
- Pre-brief – read to students after introduction by lead faculty
  - Has learning outcomes, simulation plan and evaluation information
  - Guidelines for triage and treatment
  - Infection control precautions
  - Activities for each station
  - Timeline for the day
- Influenza Z fact sheet
- Intake form with triage
- Vaccine information sheet
- Performance evaluation form

Faculty handouts
- This guide
- An evaluation form for each student
- The list of suggested observations

Standardized Patients/Victims
- Pre-brief for standardized patients
- Victim role cue sheets
Influenza Z Outbreak Prebrief

Today’s simulation will be a bit different than other simulation days at West Shore. We have combined courses and simulation hours into one large scale simulation of a mass casualty/disaster/epidemic type. We will spend the entire time on this one activity. There has been an outbreak of a new type of influenza. Influenza Z is rare and unusual. It is highly communicable and potentially lethal. You, in the role as entry level nurses, have been asked to staff a triage, treatment, vaccination and education center at West Shore Community College. The treatment center is located in the administration building in the ABC Café.

Simulation Anticipated/Desired Outcomes:
- Students will demonstrate collaborative learning and emergency preparedness skills by working in teams as evidenced by discussions in the debriefing seminar, the written performance evaluation tool and a written reflection.
- Students will demonstrate effective communication and emergency preparedness skills by communicating with other nurses, patients, interdisciplinary teams and faculty as evidence by discussions in the debriefing seminar, the written performance evaluation tool and a written reflection.

Simulation Plan: You will be divided into 4 groups. There are 5 different stations in the center plus a central command station. Each group of students will man a station in the center and rotate through 4 stations to experience the activities at each station. Each station needs to send one person to the central station during each rotation. You will rotate stations *counter clockwise* as directed by the faculty lead (whistle, air horn or siren). The “victims” and community members who arrive for treatment will freeze in place as you rotate through the stations. If you were assisting a victim at a station you need to give a quick report to the oncoming team before moving on. Move quickly and don’t waste time during transitions. You will have instructions for the roles and responsibilities at each station. You will need to work as a team to process a large number of potential victims. The goal is to process the victims through the stations, as their condition indicates and according to activities at each station, and the overall mass casualty plan. You will need to be able to quickly assess needs related to Influenza Z and deal with any additional psychological or social issues that are identified.

One of the stations is called the central station, where leadership & extra human resources reside. This is your go to resource if you need extra assistance due to large numbers of patients, have questions, need security or patient transport. Each group needs to send one person to the central station at the beginning of each rotation. Your group decides who to send. There is a waiting station, a triage 1 & 2 station, a treatment station and a vaccination & education station. There is also an ICU/Morgue station where victims can be dropped off but we will not be staffing this station.

Performance Evaluation:
In this final simulation, you will be individually evaluated on your performance. At this time, the nursing faculty believe that you have acquired the critical thinking and management skills to perform effectively in a disaster. There is a faculty member assigned to each group and they will follow you through the simulation and the debriefing. Part of the evaluation will be based on participation and leadership in debriefing.
Because clinical and lab are pass/fail, you must achieve a minimum satisfactory passing score for this simulation. There are nine areas that each student will be evaluated on:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate mastery of knowledge and skills consistent with that of a registered nurse.</td>
<td></td>
</tr>
<tr>
<td>2. Utilize critical thinking and decision-making skills consistent with that of a registered nurse.</td>
<td></td>
</tr>
<tr>
<td>3. Integrate the values of respect, collegiality, and professionalism to create an environment that creates patient healing.</td>
<td></td>
</tr>
<tr>
<td>4. Implement evidence-based teaching/learning strategies to achieve desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>5. Apply effective communication skills consistent with that of a registered nurse to foster best patient outcomes.</td>
<td></td>
</tr>
<tr>
<td>6. Assimilate teamwork and collaboration to create an environment that creates patient healing.</td>
<td></td>
</tr>
<tr>
<td>7. Utilize efficient and effective time management skills consistent with that of a registered nurse.</td>
<td></td>
</tr>
<tr>
<td>8. Demonstrate appropriate communication and interaction with the patient population which is consistent with that of a registered nurse.</td>
<td></td>
</tr>
<tr>
<td>9. Demonstrate effective leadership and overall readiness in the role of a registered nurse.</td>
<td></td>
</tr>
</tbody>
</table>

**NUR 255/260 Simulation Day Groups**

You have been assigned to work groups for the day. You will stay together and work collaboratively as a team, sharing the workload, communicating with each other and with the nursing supervisor.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Description of Disease: Influenza Z is a highly contagious whole-body disease that has been rarely seen in the United States. It is thought to be spread through coughing, sneezing and close contact. There is minimal information available about the disease, but during past epidemics the following is known: **Symptoms:** May vary by age, but can include
  - coughing, sneezing
  - pale skin
  - sores or rashes
• weakness
• collapse and death

Mass Casualty Plan:
A triage, treatment and vaccine center has been set-up at West Shore Community Health Center to handle community members affected or potentially affected by the disease. There are effective anti-viral medications and a vaccine available which should be offered to all clients who walk in to the center. The plan is to evaluate and treat as many symptomatic individuals as possible for the disease and to vaccinate as many as possible. The goal is for at least a 90% vaccination rate. If shortages of vaccine occur, only those high-risk individuals will be vaccinated. The high-risk individuals are the same as those identified as high risk in any influenza outbreak. The very old, the very young, those with chronic disease and comprised immune function. Education on the disease and vaccines is to be provided simultaneously with immunization

Precautions: Gowns and gloves are necessary for all health workers in the treatment center. You must wear these at all stations to protect yourself. Individuals who present with a cough should be asked to wear a mask.

Triage (this will be done at Triage station 1) The triage system we use is explained below and has modified criteria for Influenza Z outbreak. You will note on the Intake form the triage assignment by putting an X in the appropriately colored box that matches the triage assignment.

Red tags - (immediate) are used to label those who cannot survive without immediate treatment but who have a chance of survival. (Those with extreme weakness) Once identified, these patients are directed to the treatment station first.

Yellow tags - (observation) for those who require observation (and possible later re-triage). Their condition is stable for the moment and, they are not in immediate danger of death. These victims will still need hospital care and would be treated immediately under normal circumstances. (Those who have extensive skin lesions) These patients are seen after the Reds are treated.

Green tags - (wait) are reserved for the "walking wounded" who will need medical care at some point, after more critical injuries have been treated. (Those with pale skin and only one lesion) These patients will be next after the Reds and Yellows are treated.

White tags - (dismiss) are given to those with minor injuries for whom a doctor’s care is not required. (Asymptomatic) These patients are sent for vaccination/education

Black tags - (expectant) are used for the deceased and for those whose injuries are so extensive that they will not be able to survive given the care that is available. (Those who are unconscious)

*** Update from CDC as of 4/10: Patients with cough only are greens. If cough is present with other symptoms, elevate to yellow or red ***

Guidelines for Treatment in active cases of Influenza Z:
• Need to verify allergies.
• Dosage
  o One whole pill for average size adult, up to 250 pounds
½ pill for infants and children up to age 12

- May be crushed if necessary
- Zomiflu (Altoids) contain peanut oil and egg protein
- Zomiflu XS (TicTacs)
  - Available at a lower effectiveness without peanut and egg components
  - Same dose as regular Zomiflu

**Immunization:** Goal is for most (90-95%) community residents to receive one dose of Z-Rid vaccine to prevent further spread. Vaccination is appropriate for symptomatic and asymptomatic persons.

### Activities for each station

1. **Waiting Station Student Activities:**
   - Send one of your staff to the central station
   - Identify patients who require immediate attention. Send them to triage first, ahead of others
   - Offer a mask to people with a cough
   - Provide health history form to clients. Ask them to fill in form.
   - Ensure a steady flow of patients into the triage stations
   - Provide updates to nurse supervisor
   - Escort patients to triage station 1 and give a brief report to triage staff
   - Maintain a calm patient waiting environment

2. **Triage Station 1 Student Activities:** (Triage tagging after quick visual)
   - Send one of your staff to the central station. Divide the rest of staff between triage 1 & 2
   - Quick visual assessment of patient. Look for obvious signs of disease.
   - Tagging of appropriate triage classification/assignment and immediate transport if needed (ICU or Morgue). Note this on intake form.
   - Obtain/verify patient health histories, medication intake and any known allergies on medical form
   - Inform patients on next step in their triage care.
   - Accompany or direct patients to Triage station 2

   **Triage Station 2 Student Activities:** (Vitals signs, neck and arm skin assessment)
   - Verify patient identify and information of patients’ medical form
   - Identify patient triage color
   - Obtain vital signs
   - Assessment for symptoms of Influenza Z
   - Neck and arm skin assessment to identify lesions.
   - Identify and inform patient of next station. Escort as needed

3. **Treatment Station Student Activities:**
   - Send one of your staff to central station
- Verify patient identify with medical form
- Verify patient age/allergies
- Administer appropriate dose of Zomiflu or Zomiflu XS depending on previous assessment
  - Dosage for medication is as follows:
    - *One whole pill for adults, half pill for children under twelve.*
  - Zomiflu (Altoids)
    - May be crushed for administration if necessary.
    - Zomiflu contains peanut oil and egg extract. Epi pens will be available in case of emergency.
  - Zomiflu XS (TicTacs)
    - Available at a lower effectiveness without peanut and egg components.
    - Dosage is the same as for Zomiflu.
    - Identify and inform patient of next station. Escort if necessary.

4. **Vaccination Station Student Activities:**
   - Send one of your staff to the central station
   - Verify patient identify with medical form
   - Verify patient age/allergies
   - Identify high risk/high need patients if supply of vaccine is low
   - Go through the motions of administering appropriate dose of Z-Rid depending on previous assessment (*no actual needles are used in any portion of this simulation*)

**Education Station Student Activities:**
- Provide handouts on preventing the spread of Influenza Z
- Provide appropriate education of the treatment provided (either oral med or vaccination)
- Collect intake/triage form
- Answer patient questions
- Inform patient to go home and stay alert to news on the whereabouts of Influenza Z

5. **Central Station:**
   - Incident commander – faculty member, timekeeper
   - Nursing supervisor – if assigned this role – you need to distribute floaters to overwhelmed stations. Keep your eye out for any needs. Make decisions and answer questions from staff at the treatment stations. Keep track of vaccine supplies. If shortages are developing, instruct nurses to vaccinate only the high risk individuals
   - Nurse Floaters - jump in where help is needed and as requested
   - Security – to assist with security & safety issues. Be on the lookout for any safety issues
   - Transport & escorts – assist with moving patients from one station to another. Use wheelchairs etc as needed.
Timeline for the day

- **8-9:30am**: 1.5 Hour Preparation with entire group of students and faculty (the big reveal will happen early here)
  - What should students expect
  - Roles as a nurse
  - Tour stations and expectations at each station
  - Handouts
- **9:30-10am**: 30 min Assignment of Roles/ Acclimate to stations
  - Each group may select a different team leader for each station
  - Student to acclimate to role & begin to prepare for patients.
- **10-11:30am**: *1.5-hour Mass Casualty Epidemic Simulation*
  - Each student will rotate through different stations/roles for about 20 min (assisted by clinical instructor for counter clockwise rotation). Patients will freeze and continue at same location. Faculty may need to remind patients to freeze.
- **STOP End Simulation**
- **11:30-12:30** Lunch for all participants Location is the classroom next to ABC Cafe
- **12:30-2:30**: Debrief in the classroom
  - Debrief with SPs if they can/want to stay
  - Include group debrief as well as individual written reflection
  - 20 min Survey

Handouts for students:
- List of group membership
- Influenza Z fact sheet for health workers
- Intake form
- Activities for each station
- Vaccine Information Sheet
- Performance Evaluation form
Influenza Z Fact Sheet for Health Workers

**Description of Disease:** Influenza Z is a highly contagious disease that has been rarely seen in the United States. It is spread through coughing, sneezing and close contact.

**Symptoms:** May vary by age, but can include
- coughing, sneezing
- pale skin
- sores or rashes
- weakness
- collapse and death

**Mass Casualty Plan:** A triage, treatment and vaccine center has been set-up at West Shore Community Health Center

**Precautions:** Gowns and gloves for health workers in the treatment center. Individuals who present with a cough should wear a mask

**Guidelines for Treatment in active cases of Influenza Z:**
- Need to verify allergies.
- Dosage
  - One whole pill for average size adult, up to 250 pounds
  - ½ pill for infants and children up to age 12
- May be crushed if necessary
- Zomiflu (Altoids) contain peanut oil and egg protein
- Zomiflu XS (TicTacs)
  - Available at a lower effectiveness without peanut and egg components
  - Same dose as regular Zomiflu

**Immunization:** Goal is for most (90-95%) community residents to receive one dose of Z-Rid vaccine to prevent further spread. Vaccination is appropriate for symptomatic and asymptomatic persons.

**Triage for influenza Z Outbreak**

- **Red tags** - (immediate) are used to label those who cannot survive without immediate treatment but who have a chance of survival. *(Those with extreme weakness)*

- **Yellow tags** - (observation) for those who require observation (and possible later re-triage). Their condition is stable for the moment and, they are not in immediate danger of death. These victims will still need hospital care and would be treated immediately under normal circumstances. *(Those who have extensive skin lesions)*

- **Green tags** - (wait) are reserved for the "walking wounded" who will need medical care at some point, after more critical injuries have been treated. *(Those with pale skin and only one lesion)*

White tags - (dismiss) are given to those with minor injuries for whom a doctor’s care is not required. *(Asymptomatic)*

- **Black tags** - (expectant) are used for the deceased and for those whose injuries are so extensive that they will not be able to survive given the care that is available. *(Those who are unconscious)*
Intake Form

Name_________________________ age____________ sex  M or F

Vital signs__________________________________________

Allergies:__________________________________________

Symptoms__________________________________________

Skin rash or lesions- note location Treatment:

Triage assignment:

[Images of body with different colored sections]

Intake Form

Name_________________________ age____________ sex  M or F

Vital signs__________________________________________

Allergies:__________________________________________

Symptoms__________________________________________

Skin rash or lesions- note location Treatment:

Triage assignment:

[Images of body with different colored sections]
VACCINE INFORMATION SHEET

INACTIVATED INFLUENZA Z VACCINE

Why get vaccinated?

Influenza Z is a highly contagious disease that has been rarely seen in the United States, therefore most people have never been vaccinated for it.

Influenza Z is spread through coughing, sneezing and close contact with others who have the disease.

Anyone can get Influenza Z. It can strike suddenly and last several days. Symptoms may vary by age, but can include:

- Coughing/sneezing
- Pale skin
- Sores or rashes
- Weakness
- Collapse and death

The last Influenza Z outbreak resulted in tens of thousands of deaths.

Influenza Z vaccine can:

- Keep you from getting influenza Z
- Make influenza Z less severe if you do
- Keep you from spreading it to your family

Influenza Z Vaccine

One dose of influenza Z vaccine is needed to fight this outbreak. There is no thimerosal in the influenza Z vaccine. There is no live virus in the vaccine. It cannot cause the flu!

How is it given?

Influenza Z vaccine, called Z-Rid is given via intramuscular injection in the arm. There is no live virus component in the vaccine. There is no egg component in Z-Rid. Z-Rid does not cause Influenza Z.

Risk for vaccine reaction

With any medication, there is a chance of reactions. These are usually mild and go away on their own, but serious reactions are also possible. Most people who get a Z-Rid shot do not have any problems with it.

Minor Problems following Z-Rid shot:

- Soreness, redness, swelling at location of the shot
- Fever
- Aches
- Fatigue
- Headache

If these symptoms last more than 2 days, notify your healthcare provider.

More serious problems following Z-Rid shot:

- Small, but increased risk of serious neurological deficits. This risk has been estimated at 1 or 2 additional cases per million people vaccinated.

If there is a serious vaccine reaction:

- Look for signs of allergic reaction (hives, very high fever).
- Look for neurological changes
- If any of the above occur, or you are concerned about another serious reaction call 9-1-1 and go to the nearest hospital

<table>
<thead>
<tr>
<th>Vaccine Information Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inactivated Influenza Z Vaccine</td>
</tr>
<tr>
<td>4/3/2019</td>
</tr>
</tbody>
</table>
Pre-Brief for Standardized Patients _Victims and Community Members during Influenza Z Outbreak

Overview of simulation for volunteers:

This is a simulation of a mass outbreak of a highly contagious and potentially lethal type of flu, known as influenza Z.

A triage, treatment, vaccine and education center has been set up at West Shore. Student nurses will be staffing various stations at the center, where they will assess for the disease, treat the disease and provide vaccinations and educations.

Every 20 minutes, a horn or whistle will indicate that the student nurses will rotate to a different station.

You need to freeze in your place and activity will resume where it left off.

The disease symptoms which you may be asked to simulate include coughing, pale skin color, skin rash or lesions, weakness, unconsciousness and death.

Note: Student nurses will simulate (pretend to give a shot) vaccination, but no needles or medication are used. The treatment pills, if offered to you, are either TicTacs and Altoid mints. You may be asked to wear a mask if you have a cough.

- Each volunteer will play a victim of their approximate age and may use their own name or choose a fake name
- Each victim will be given a cue sheet with symptoms, allergies and additional psychological or social issues or health concerns.
- Some people will have no symptoms but do have other concerns
- Each victim will progress through the stations as directed by the student nurses
- At the end of the progression, the victim will return to make-up and assignment station for a new role and repeat the progression
- Each victim should stick to the assigned role and maintain that role through the progression
- Your role may include some psychological symptoms or behaviors that you should play to the best of your ability. You can be creative in order to portray the desired behaviors.
- Some victims may progress quickly through the center if declared dead or too ill to treat.
• If your assigned symptoms include weakness, you may simulate this by walking slow, sitting down instead of standing in line, complaining verbally that you are weak, requesting a wheelchair
• If you are a parent with a sick baby, describe the baby’s symptoms in terms of the baby will not eat, very listless, has a rash
• If your cue sheet tells you to collapse at a specific station, you should simulate fainting and lower yourself to the floor without hurting yourself.
• If your cue sheet says you have a cough and you are not told to wear a mask, continue to cough every now and then at each station
• Stay in the make-up room unless you are told to go into the disaster center and play a role.

Suggestions for make-up/role assignment director 2019 (Shelley and her daughter)
• Read/Discuss the pre-brief information to volunteers. Invite them to lunch and debriefing.
• Create a mix of high, low and medium acuity roles to send in together
• Use white face powder or flour on faces to simulate pale skin – instruct the volunteer to say that they think their skin looks pale when they look in a mirror
• Use make-up or stick on lesions to simulate rash and/or lesions on forearms or neck
• Provide some guidance to younger participants & their teacher on how to portray their roles.
• Use only the generic roles for the jr. high kids. They should not be asked to portray unusual behaviors.
• There are roles for older adults that should be used with our mature volunteers
• The generic roles can be used with the CTE students and some may be willing & able to portray different behaviors.
• If we have volunteers of child bearing age, they can portray the pregnant mom or mom with baby. Maybe a CTE student could play these roles.
• There are some roles that we have limited volunteers of appropriate age. Send them in first so they can be rotated back in a different role.
• Caleb has agreed to wear bariatric suit. He needs a cane. He can be one of the first to go in and recycled into another role – maybe as the homeless guy or someone with psych behaviors
• Put lesions only on forearms or neck
Victim Role Cue Sheet

Name:

Age:

Disease status:

Additional issues:

Victim Role Cue Sheet

Name:

Age:

Disease status:

Additional issues:

Victim Role Cue Sheet

Name:

Age:

Disease status:

Additional issues:

Victim Role Cue Sheet

Name:

Age:

Disease status:

Additional issues: