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Making the Most of Undergraduate Simulation: Using Pediatric Simulation to Teach Trauma-Informed Care While Enhancing Health Equity and Literacy

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Objectives

- Identify the need for education for trauma-informed care for undergraduate students.
- Apply best practices simulation to teach physical and psychosocial care
 of children and families.
- Recognize principles for engagement with care of children and families in complex situations.
- Describe the benefits of using simulation for teaching trauma-informed care, identifying social drivers of health, supporting health literacy, and encouraging empathy.

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Two Pediatric Respiratory Hybrid Simulations

Incorporating child development, assessment, pediatric skills, and roles of the pediatric nurse.

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- Two simulations:
 - Infant developing respiratory distress
- Asthma admission with assessment priorities
- INASCL Standards followed for:
 - Pre-brief
 - Debrief
 - Reflection Evaluation

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rmative learning	
eparation • skills session • reading	
/brid • mannequins • standardized patients as the parents	
culty cueing, pausing, redirecting	
ve observation	
briefing based on PEARLS and "plus" "delta" to give specifics	
flection	
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CR0 Note: you've used social "drivers" of health everywhere else. Roby, Curtis, 2025-03-27T15:33:32.610







Best Practices & Barriers Resources • Simulation facility and process • Standardization of simulation • Standardized patients • Psychological safety • "Trigger" issues

Think-Pair-Share

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What are you doing at your institution to promote psychological safety while supporting intuitive learning and emotional development of students?

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Do barriers exist? Any solutions to these barriers?

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Think-Pair-Share (cont.)

- What are "triggers" that affect your students in pediatric clinical?
- Do you feel triggers in simulation should be totally avoided, or do they help prepare students for the realities of the clinical setting?
- How have you been able to address or avoid these?
- What are barriers to simulation at your facility?
- Is psychological safety or trauma-informed cared incorporated into your pediatric education or pediatric simulation activities? If so, how?

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Evaluation: Pre-briefing and Debriefing Effectiveness

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Pre-brief valuable Objectives met Effective facilitation Thoughts and concerns heard Improvement of future clinical performance Valuable learning experience

Overall themes:

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- Technical—been more prepared for communication, microphones, etc.
- More time for pre-brief and debrief
- Access to more preparation or prior knowledge

Themes for Improvement

More simulations with difficult patients

Self improvement for:

Communication

- Prioritization (time management)
- Assessment (clinical indicators)
- Critical thinking
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Bandler, G. (2009). Traditional inputient to trauma-informed treatment. Transferring control from staff to patient. Journal of the American Systems of the American S

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