



<b>Title</b>	<b>FLUID BALANCE ON A CRITICALLY ILL PATIENT</b>
<b>User of this tool</b>	2 <sup>nd</sup> and 3 <sup>rd</sup> year Nursing students
<b>Description</b>	<p>360° still image of a patient admitted to an Intensive Care Unit</p> <p>You are the nursing professional who works in the Intensive Care Unit and you must control the fluid balance of your hemodynamically stable patients every 24 hours.</p>
<b>Learning Objective</b>	<p><b>Consolidate knowledge on fluid monitorisation (NIC 4130) by accurately recording fluid input and output</b></p> <p><b>Prevent the risk of fluid volume imbalance (NANDA 00025), avoiding fluid volume excess (NANDA 00026) and fluid volume deficit (NANDA 00027)</b></p>
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## INSTRUCTIONS FOR ACADEMICS


1. Scenario description (where the action takes place)
2. Divide script into sequences and establish the learning outcomes for each
3. Material preparation: advanced cardiovascular simulator, vital signs monitor, urinary catheter, urine bag, drain, medication pump, intravenous giving set
4. Shoot the video
5. Visualise the film and specify the start and end time of each scene
6. Choose the hotspots for each scene and state the start and end time of each. If they last during the whole scene, it will be stated at the start and end of the scene.










☐  E-learning

☐  E-learning: procedure description





☐  Exit after every scene change

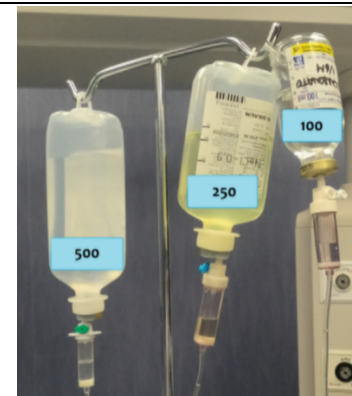
7. Prepare the necessary resources/information for the hotspots


#### INSTRUCTIONS FOR TECHNICIANS



SCENE 1	START	END	VOICE-OVER	COMMENTS	HOTSPOTS
Start screen  <b>Duration</b> 45'' max	0:00	0:42	AUDIO: Margarita is a 68-year-old woman who is admitted to the Intensive Care Unit because she has just been operated on due to a heart problem. During the surgery, she has lost a significant volume of blood and there is a high risk of fluid imbalance	Still image, 360° on the patient.   voice-over, over the patient's bedhead, centred.  Tour around the different hotspots.	Chosen features:    Info window: image   Voice-over   E-learning: You are also going to find icons like this which will assess your knowledge. Please, click and respond after going over each scene.




			<p>Your GOAL is to ensure the correct fluid balance. To do this, you must accompany the nurse during patient examination.</p>	<p>NURSE: at the bed side, collecting data</p>	<p>  E-learning: procedure description.  <a href="https://www.youtube.com/watch?v=ngC9YApAvOo">https://www.youtube.com/watch?v=ngC9YApAvOo</a> </p> <p>  Exit after each scene         </p> <p>At the end of the presentation of each icon, it takes you to the exit to start viewing the full video</p>
SCENE 2: PATIENT ADMISSION TO THE I.C.U AND INPUT ESTIMATION	START	END	SCRIPT	COMMENTS	HOTSPOTS
<p>Specific learning outcomes of the scene: to receive the patient in the Intensive Care Unit</p> <p>Specific learning outcomes of the scene: Estimate any INPUT in order to assess the fluid balance</p>			<p>Nurse's voice: Ok, let's estimate the fluid balance. As fluid INTAKE we have: 100 ml of normal saline + 250 ml + 500 ml dextrose</p> <ul style="list-style-type: none"> <li>- How are you? How are you feeling?</li> <li>- Physical contact with the patient, placing the nurse's hand on the patient's shoulder.</li> </ul>	<p>Even if the patient is no table to respond, the nurse will try to communicate at all times, with a soft tone of voice and trying to make some physical contact to comfort the patient.</p> <p>SOUND: monitor beeping and the nurse's real voice</p>	<ul style="list-style-type: none"> <li>-  Window with + INFO: Monitor to assess mainly heart rate and blood pressure</li> </ul> <div data-bbox="1447 829 1792 1128" data-label="Figure"> </div> <ul style="list-style-type: none"> <li>-  Enlarged image with the different intravenous infusions in order to calculate INPUT:</li> </ul>



-  E-learning: **Do you think that the nurse should have considered the patient's parenteral nutrition**
  - o Correct answer: NO, the patient does not have parenteral nutrition.

When clicking "send", it indicates whether it is correct or incorrect.
-  E- learning: **What is the balance so far?**
  - o Correct answer:  $100+250+500= 850$  ml
-  following scene

SCENE 3: OUTPUT ESTIMATION AND FLUID BALANCE CALCULATION	START	END	SCENE SCRIPT	COMMENTS	HOTSPOTS
Specific learning outcomes of the scene: Estimate any OUTPUT in order to			Nurse's voice: - Let's see now... We have 300 ml of urine	Image of the urine bag. It should clearly show the amount so the	<ul style="list-style-type: none"> <li>-  Image: urine bag with 300ml</li> </ul>

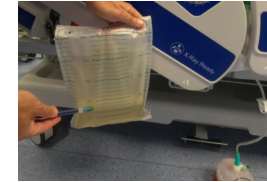



Assess the fluid balance

Specific learning outcomes of the scene: Calculate the fluid balance: INPUT/OUTPUT

- Let's check the drainage, too.
- Very well, the patient does not have anything else, everything is correct
- Ok, so this is it, then

student is able to critically think




-  E-learning: **Do you think this is the right amount of urine? How much would you say it is?**

- o Correct answer: NO, it is 250 ml urine



- Image: serous/hematic fluid in the drainage 650 ml



-  E-learning: **How much have you calculated in total?**
  - o Correct answer: 850 ml – 250 ml urine – 650 ml drained = -50 ml



- following scene: Result obtained by the student. Feedback and possibility to “revise”