

Schwartzstein Clip 1 Transcript

JEFF: Does anybody have any things they want to air out before the simulation so that we're going to do it right the fourth time around? No? You feel good?

STUDENT: We'd like to take a second to assign roles.

JEFF: OK. We'll flip it.

STUDENT: [LAUGHS] So, Matt, you're good with the board?

MATT DIFRANCESCO: Sure.

STUDENT: OK. And do you think that you could get all the information? Or do you think we have two people at the board? Like one with history and with-- one's enough? OK.

STUDENT: [INAUDIBLE]

STUDENT: OK. Great. I can keep my eyes on the vitals, if that's something--

STUDENT: OK.

STUDENT: Just keep screaming them out. I can talk with the nurse whenever we have to.

STUDENT: OK.

STUDENT: Does someone have family members in case they come?

STUDENT: I think communication with family members and the patient-- and you both are really glad at that. You did a really good job last time. So if one of you wants to take a lead on it, then you both can.

STUDENT: OK.

STUDENT: Sure.

STUDENT: We can take history together. Or everyone can, too.

STUDENT: We should have one person just make the run through with the--

STUDENT: History.

STUDENT: --history. Yeah.

STUDENT: Yeah. So maybe one of you be more-- oh, do you want me to do it?

STUDENT: It doesn't matter.

STUDENT: OK.

STUDENT: So I can do the family members if there is one.

STUDENT: Yeah. Yeah. Yeah.

STUDENT: And just make the patient's--

STUDENT: Yeah. Communicating, telling the patient what's happening. I can try to lead taking the history like right when they get in.

RICHARD SCHWARTZSTEIN: It must be a very complicated play based on how long you've been [INAUDIBLE].

[LAUGHTER]

STUDENT: OK. Wait, what am I working on? What's my role?

STUDENT: Explaining to the patient what it sounds like when we're making decisions.

STUDENT: I thought that's what you were doing.

STUDENT: Yeah. Exactly.

STUDENT: Yeah. OK.

STUDENT: Well, should we let one of us do that?

STUDENT: Yeah. Yeah. I mean, we're also all going to do it.

STUDENT: Yeah. We're all going do it.

STUDENT: OK.

STUDENT: Salty.

STUDENT: All right. Let's do it, team. [LAUGHS]

STUDENT: What about who should make the decision? We're all going to talk about it. But one person should--

[INTERPOSING VOICES]

STUDENT: I'll call it.

STUDENT: Yeah. Call the consultations, OK?

JEFF: Are you prepared for my friend I just met?

STUDENT: Yes. We are.

JEFF: OK. So this is Mr. Jones. He just came in. He's 17-years-old. He has a history of mild, persistent asthma. And the ambulance brought him in from school after he got really short of breath at Phys. Ed. class.

He said he was playing basketball and he noted that he got progressively worse. Shortness of breath was getting more uncomfortable. And he got dizzy and he told his teacher. And they sent him to the nurse. And she didn't feel comfortable.

So they put him in an ambulance and sent him here. He said that he had a recent upper respiratory infection. He had cough, runny nose, sore throat the last two days.

And he didn't bring his inhaler with him to school today. So, anyway, he's doing OK. Just a little uncomfortable. Feel free to ask him anything.

STUDENT: OK. Hi, sir. How are you doing?

KEVIN JONES: Not that well.

STUDENT: OK. Could you tell us a little bit of what you're feeling right now?

KEVIN JONES: It's so hard to breathe.

STUDENT: Hard to breathe?

KEVIN JONES: Yeah.

STUDENT: OK.

KEVIN JONES: Yeah. Yeah.

STUDENT: OK.

STUDENT: We should get albuterol maybe.

STUDENT: Can we get oxygen for this one?

JEFF: Sure. Oxygen. Yeah.

STUDENT: OK. Have you ever had this feeling before?

KEVIN JONES: Well, yeah. But not-- not quite like that.

STUDENT: But what have you felt prior to this?

KEVIN JONES: I don't-- I don't even know. I was fine a couple days ago.

STUDENT: You were fine a couple of days ago. So we have in your history that you have a history of asthma. Does your asthma usually feel like this? Or does it usually feel different?

KEVIN JONES: Kind of like this. Kind of like this. But not this bad.

JEFF: I'm going to put some oxygen on you, OK?

KEVIN JONES: Oh, OK. [MOANS]

STUDENT: So, Kendall, they mentioned that he forgot his albuterol, his inhaler. Maybe ask him if that's what he needs right now?

STUDENT: Yeah. So when you normally have your asthma exacerbations, do you take anything for it?

KEVIN JONES: Yeah. The inhaler.

STUDENT: You do take your inhalers. And you haven't had your inhaler today?

KEVIN JONES: No. Not-- not today. But the past several days I have.

STUDENT: Does it usually help you when you take it?

KEVIN JONES: Yeah. Yeah.

STUDENT: OK.

KEVIN JONES: [SIGHS] Why am I so short of breath?

STUDENT: So we're going to try to figure it out. As much as you can, just try to stay calm. We've got a good team working on this for you. And we'll update you as soon as we have any other information, OK?

KEVIN JONES: OK. OK.