



INSTRUCTIVO PARA LLENADO

- No deben eliminarse los títulos en mayúsculas y negrita.
- Los ** solo indica la existencia de un título/sección, pero no se ve en la plataforma.
- Los ++ corresponde a la sección donde se agregan diagnósticos adicionales.
- Los ## indica secciones rellenables en la ficha (título + contenido).
- Que no se debe alterar el orden de las secciones.
- El contenido editable corresponde al texto que aparece en cursiva azul.
- Todo párrafo debe terminar con un punto.

**** TÍTULO DE LA COMPETENCIA**

MANAGING PATIENTS WITH LYGEMIA DECOMPENSATION IN THE EMERG, DEPARTMENT

**** DIAGNÓSIS / SITUACIÓN 1**

DIABETIC KETOACIDOSIS (DKA)

**** DIAGNÓSIS / SITUACIÓN 2**

HYPEROSMOLAR HYPERGLYCEMIC STATE (HHS)

**** DIAGNÓSIS / SITUACIÓN 3**

DIABETIC HYPOGLYCEMIA

++ OTROS DIAGNÓSTICOS/SITUACIONES...

Other possible situations: version dealing with decompensation of type I or type I diabetes mellitus.

COMPETENCIES TO ACQUIRE

GENERAL.

Establishing the differential diagnosis and acting accordingly in emergency department patients with abnormal blood glucose levels.

SPECIFIC.

Appropriately taking the patient's history and carrying out the physical examination.

Interpreting the necessary diagnostic tests.

Initial therapeutic management.

Teamwork and communication with patients/family members.

BACKGROUND KNOWLEDGE

Concept and pathophysiology of altered glucose levels.

Risk factors for abnormal blood glucose.

Interpretation of complementary tests.

Knowledge of hypoglycemic agents and insulin-sensitizing agents, including their indications and dosage.

Measures to maintain homeostasis.

Knowledge of the criteria for recovery.

SUGGESTIONS FOR STUDY MATERIAL

Clinical guide and algorithms for treating patients with abnormal glucose levels.

SCENARIO

Staging a cubicle in the emergency department with a bed and ALS-type manikin (i.e., that allows cardiorespiratory auscultation) with the possibility of venous puncture (not essential. Cart with prepared medication and oxygen therapy devices.

MOSAICO TEMPLATES

Students should receive the different templates in the room where they design the cases (one copy for each table).

Case design template, Students' template for assessing other groups, Teacher's template for assessing the competency being taught.

DIFFERENTIAL DIAGNOSES

Dka.

Hhs.

Diabetic hypoglycemia.

CASE DOCUMENTS

Algorithm for diagnosing DKA Algorithm for treating DKA.

Algorithm for diagnosing HHS Algorithm for treating HHS.

Algorithm for diagnosing diabetic hypoglycemia.

SUPPLIES

The 500 mL bags of 5% and 10% glucose solutions 500 mL bag of saline solution 500 mL bag of Ringer's lactate 10 mg IV glucose (ampoule Glucosmon 35% 10 mEq & 20 mEq bottles of potassium chloride IV rapid insulin (vial + insulin syringe) Sodium bicarbonate (10mEq or 1/6 molar solution.

The 500 mL bags of 5% and 10% glucose solutions 500 mL bag of 0.9% saline solution 10 mEq & 20 mEq ampoules of potassium chloride IV rapid insulin (vial + insulin syringe).

The 500 mL bags of 5% and 10% glucose solutions 500 mL bag of 0.9% saline solution 10 mg IV glucose (ampoule Glucosmon 33% Glucagon Hydrocortisone (100 mg in 100 ml saline) Goggles/mask for O2.

MOST COMMON ERRORS

Failing to investigate other biochemical alterations and symptoms other than of diabetes Failure to take measures for a life-threatening situation Delay in requesting the lab work considering the patient's overall severity Delay in obtaining venous access.

Same as in DKA.

Same as in DKA.

CONSEQUENCES OF ERRORS

Risks for the patient's vital organs.

Risks for the patient's vital organs.

Risks for the patient's vital organs: neurologic lesions.

TIPS

Show students all the scenario and available material and supplies beforehand.

Have an outline of the rotation of cases to make the circulation of the groups as good as possible.

We recommend acting out the cases in the following order: Hypoglycemia-HHS-DKA.

TECHNOLOGY

A high-fidelity manikin (or a low-fidelity manikin complemented with a monitor and stethoscope connected to software that reproduces heart and/or breathing sounds).

An intercom or cell phones to connect the professor facilitating the simulation with the aide in simulation.

Make sure that the observers can see and hear everything in the scenario and receive the results of the complementary tests at the same time as the treating group.

The MOSAICO web platform can be used in the design or other phases of the process.

EXPERT ADVICE

Make sure that the communication between the professor and the aide in the scenario works properly before starting to act out the scenes.

ANNOTATIONS