

College of Nursing

Off- Campus Program

N3632 – AP BSN

Clinical Nursing Foundations

Spring 2014

Student Guide for Lab & Direct Care

*Study Guide*

Section 1 – Clinical Simulation Labs

Section 2- Direct Care Experiences

**Primary Resources**

**Potter & Perry Textbook**

**Perry & Potter Skills Book**

**Evolve Nursing Skills Online Modules**

**N3632, Section 600 Blackboard**

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Welcome to N3632 AP BSN Spring 2014

Off- Campus Program

Cohort 10 – January 27, 2014 Start Date

A Chinese Proverb  *A Teacher opens the door.*

*You (the Student) must enter yourself.*

**“The more involved you are, the more significant your learning will be”**

**First Things First Calendar 2/13/97**

**Intent of Guide**

The Guide is provided to help you be prepared for simulated lab and direct patient care experiences, as well as a guide for learning Foundations content. Information is also provided as a resource and supplement to the textbook and other learning resources. Skills are presented in the textbook and skills books and in the online Evolve/Elsevier component of the course---visuals, detailed steps, rationales, critical decision points, and delegation considerations.

Because we learn differently, a variety of options are available for you. The learning activities are designed as suggestions for application of what you are learning to prepare for course exams and the HESI Fundamental Exam.

***Section 1- Simulated Clinical– 8 Clinical Labs***

***Section 2- Direct Care – 8 Clinical Direct Care Days***

**Note- Guide is not a substitute for the Course Syllabus. Please refer to Syllabus for more detailed information and course policies/requirements.**

Lead Instructor- Sara Washington, MS, RN, CNE

*You Can Do This!*

**Orientation Handout**

**AP BSN N3632 Clinical Nursing Foundations**

**Spring 2014 – Cohort 10**

**Overview of N3632 Clinical Labs and Patient Care Days**

**Clinical group will have a two-day clinical schedule over 11 weeks.**

**Clinical experiences include Simulation Clinical Lab and Hospital Direct Patient Care.**

**Simulation Clinical Lab**

* **0700 hrs -1200 hrs - 5 hours when occurring on same day as Assessment Lab**
* **0700 hrs – 1200 hrs and 1230 hrs – 1700 hrs - 9.5 hours when occurring as Full Day**

**Hospital Direct Patient Care (usually referred to as “Clinical”)**

* **0630 hrs – 1630 hrs - 10 hours (30 minute lunch included)**

***Syllabus RE: Attendance***

*Clinical Lab/Clinical attendance is a course requirement. Clinical is defined as all experiences contributing to clinical hours including, but not limited to campus labs, hospital labs and ancillary experiences. Attendance at all clinical activities is required. A student must be in clinical in order to be evaluated on clinical criteria. The opportunity to apply theory should be used to the maximum. Scheduling of work hours, personal appointments or travel (except for emergencies) during clinical/lab are unexcused situations. Unexcused absences are considered unprofessional behavior.*

*Absences usually considered as excused include situations for unexpected and unplanned events- personal illness, illness of child/children, critical illness or death of a close family member, court or legal appointments, and military commitments. Scheduled work is not an excused absence situation. Students are expected to make arrangements with employers to attend clinical/clinical lab on assigned days.*

*Documentation is required to support the excused absence—for example- professional health care provider verification of illness on day of absence as well as release for return to clinical/lab; obituary; court summons. Again, for consideration as an excused absence, student must notify clinical instructor prior to absence- unless unsafe to do so.*

**Be Prepared for Lab and Direct Care- Utilize videos and on-going practice.**

**Clinical Written Assignments Graded by Clinical Instructor**

* Critical Thinking (Reflection) Journals (N= 6)
* Care Plans on Real Patients that you provide direct care (N = 3)
* Teaching Presentation (N =1)

**Required Skills Check-Off Evaluated in Simulation Lab by Clinical Instructor**

* Hand-Washing and PPE
* Sterile Gloving
* Sterile Dressing Change
* Urinary Bladder Catheterization
* NG Tube Insertion
* Note for the Required Skills- Maximum number of attempts to demonstrate safety and perform per criteria = 3. If unsatisfactory on attempt #3, then must withdraw from Program.

**Clinical Evaluation Conferences with Clinical Instructor**

Two Sessions

* Mid-Term (Week 5 or 6)
* Final (Week 11)

Basic Steps

* Student initiates form (self-evaluation) and sends to Clinical Instructor.
* Clinical Instructor adds comments.
* Clinical Instructor and Student meet to review evaluation.

**Documentation of Skills (Also referred to as “Passport Skills”)**

* All skills must be documented as either discussed and performed in Simulation Lab or Hospital Direct Care
* List of Skills will be posted in Blackboard.

**Supply Kit- Nurse Kit- bring to each Clinical Lab**

* Kit also contains supplies for Assessment Course as well as JR 2 and Critical Care.
* Calculator for Math Dosage calculations on exams is included. Be sure you bring your calculator to exams.

**Math Dosage Exam-**

* **Minimum grade = 90.**
* Nurse Kit Calculator - allowed
* Maximum Number of attempts to make 90 or higher = 3
* If unsuccessful on attempt #3, then must withdraw from course.

*“Anyone who has never made a mistake has never tried anything new”- Albert Einstein*

*“It’s not what happens to you as much as how you react to it.” – Epictetus*

You Can Do This!

Mrs. Washington

**Skills Passport -UTA Essential Skills Experiences**

**Skills Document – Located in Blackboard (Clinical and Lab Section)**

What is the Passport?

The Passport is a document that validates that each student has had “instruction on AND either laboratory or clinical experience performing” designated skills. “Experience is defined as “hands on” performance of a skill in a laboratory setting… or in a clinical setting involving actual patients or communities.” (UTA CON)

* Make a print-out of the list of skills from Blackboard and use the form to document skills. An electronic copy may be used as long as the completed document is printed out and initialed by your Clinical Instructor and signature section is also complete.
* The completed document is attached to your Final Clinical Evaluation form. If you document on an electronic copy, your Clinical Instructor will still need to initial the print-out of your Passport.
* Weekly documentation is an expectation to avoid rushing at the end of the clinical rotation. Dates are often forgotten.
* **Only one date/setting is needed for each skill**. Documentation of each experience of a skill is not required although multiple experiences may occur- such as vital signs that you obtain several times on different patients over the course of your direct care experiences.

**There are 58 Foundations Skills**. Most of the skills will be documented as completed in the Simulation Clinical Lab. Some skills, such as various medication routes and treatments may not be available in the patient care setting for all students. Therefore, many skills are to be completed in the Lab setting.

**Examples - Crosswalk of Passport Skills and Clinical Labs/Hospital Setting**

**Passport Skill** **Setting**

Vital Signs Direct Care/Hospital Setting

Assessment Direct Care/Hospital Setting

Basic Care: Bathing & Care Lab 4 and Direct Care/Hospital Setting

Basic Care: TCDB & TED Hose Lab 5

Medication Administration Labs 7 & 8

Treatments: Enema Lab 6

Treatments: Heat/Cold Lab 4

Indwelling Tubes Lab 6

Specimen: Wound Lab 3

Specimen: Urine Lab 6

Wounds & Drains: Dressings Labs 3 & 5

Airway Management Lab 5

Nutrition: Feeding a Patient Lab 4

Nutrition: Tube Feeding Lab 6

Nutrition: TPN Lab 8

Infection Control Labs 1 & 2

Safety Lab 2

Documentation Lab 1

Therapeutic Communication Lab 1 and Direct Care/Hospital Setting

Nursing Math Skills Math Exam Week 4

**“Where to Find Information”**

**Information and Forms for Lab and Direct Care –**

**See Clinical and Lab Section Folders in Blackboard**

Reminder-- Click to go to another “folder”/section.

* The course can be opened as web-based from any computer.
* Most of the information regarding clinical lab and clinical direct care is located in the “Clinical” Section/Folder. If you do not see something, CLICK the name to open other folders.

In Blackboard the weeks are dedicated to the “lecture” component of the course. Information and forms for Clinical Simulation Lab and Clinical Direct Care are located in the Clinical and Lab Section (Folders).

The following table includes some of the most useful items for Clinical Lab and Direct Care Experiences.

|  |  |  |
| --- | --- | --- |
| Item | Week(s) | **Blackboard** |
| Course Syllabus | Getting Started | **Welcome** |
| Math Orientation Packet/Study Guide | 1, 2, 3, & 4 | **Math Dosage** |
| Essential Skills for Passport | ------ | **Clinical and Lab** |
| Clinical Journals | ------ | **Clinical and Lab** |
| Nursing Care Plans – Assessment Form for Care Plans | ------ | **Clinical and Lab \* Also in Nursing Process Sections- Excellent Example of How To Complete Care Plans & Rubric** |
| Teaching Presentation | ------ | **Clinical and Lab** |
| Skills Check-Off Forms | ------ | **Clinical and Lab** |
| Clinical Evaluation – Forms/Criteria | ------ | **Clinical and Lab** |

**Note—Care Plans – Use the Rubric and Example on Patient “EZ” to create your care plans for real patients (your assigned patients in the hospital setting).**

**Section 1**

**Clinical Simulation Labs**

**Clinical Simulation Labs**

Each lab outline is organized with the following sections- if applicable:

* **Course Week and Number of Hours**
* **List of Topics**
* **Objectives**
* **Supply List from Student Nurse Kit**
* **Blackboard Forms to Bring (Clinical Section on Blackboard)**
* **Passport Skills**
* **Focus, Detailed Topics and Learning Activities**
* **Resources- Evolve/Textbook/Skills Book**

**Notes RE: Resources Section for each Lab**

The Resource Section contains an extensive list of resources for your use. Utilize based on your learning style. Y**ou must demonstrate knowledge and preparedness for Lab**.

* Perry, Potter, & Ostendorf Skills book is the primary reference for skills.
  + Utilize the “Quick Response Code” to scan in videos to your smartphone and/or tablet.
  + Skills link to Evolve Nursing Skills Online (modules)
* Evolve Online Skills Modules include videos for Clinical Lab. Most are identified on the Lesson list as “Implementation (video)”.
  + Because there are approximately 100 videos, each video is not listed separately. The “videos” are actually video clips and may be less than 1 minute in length- most are less than 5 minutes.
* **Where to find videos--Evolve Skills Videos are listed under the Module Lessons. NOT the “Post Tests/Exams”.**
* Reminder- Module Exams are included in the lecture content— due dates on the Lecture Course Schedule are for the course “lecture” component—not Clinical Lab.
* Some topics are covered in Lab prior to “lecture content” – use as those as a prep.
  + Based upon your Clinical Lab topics and practice, you may have opportunities to perform skills in the clinical setting prior to the full didactic content; therefore, skills are introduced in Clinical Lab.

**Lab 1**

**Week 1 5 hours**

Clinical Overview – Requirements/Expectations (Syllabus)

Communication (Hand-Off & SBAR)

Introduction to Documentation

**Lab Objectives: The student will be able to:**

1. Identify critical requirements of Clinical Lab & Clinical components of N3632.
2. Identify items in the Student Nurse Supply Kit.
3. Discuss the elements of teamwork and support as a Clinical Group.
4. Discuss the concept of accountability as a clinical nursing student.
5. Identify measures which promote patient safety through effective communication and documentation.
6. Identify selected information from listening to hand-off communication- change of shift.
7. Describe the use of SBAR in the clinical setting.
8. Engage in role-playing of patient-nurse scenarios.
9. Engage in role-playing of instructor-student scenarios and student-staff nurse scenarios.

**Supplies from Student Nurse Kit**

Bring entire kit—including any supplies for other courses. After Lab 1, only bring Foundations and Assessment supplies. Supplies for Medical-Surgical Nursing and Critical Care Nursing courses are not needed until JR 2 and SR 1.

**Blackboard Forms to Bring**

Last Page of Syllabus – Syllabus Contract

Skills Check-Off Forms

List of Passport Skills

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Clinical Overview | -Course Syllabus  -Expectations  -Nurse Kit Supplies  -Skills Check-Off Forms  -Passport Skills  -UTA CON Student Dress Code- same for Clinical Lab and Direct Care Clinical | -Turn in Syllabus Contract Acknowledgment Page  -Share Success Strategies  -Manipulate Nurse Pack packages- -Identify key aspects of packaging – sterility, instructions, contents |
| Communication  Introduction to  Documentation | Patient-Nurse Communication  Hand-Off/Change of Shift–  Readings: SBAR Articles in Week 1 Lecture Topic- Communication  Documentation in Narrative Format: First -Assessment then Intervention and then Patient Response (Outcome) or SOAPIER  **Your UTA Student Nurse Signature-**  **Example:**  ***Ned Jones, UTA NS*** | -Scenarios – “What Would You Do/Say?” “How would You React?”  -Listening to a Change-of-Shift Report  -SBAR Reporting  -Documentation- Pain Management Situation |

**Resources**

* N3632 AP BSN Syllabus
* Potter & Perry, 8th edition – Chapter 24
* Perry, Potter, & Ostendorf Skills Book – Chapters 3 & 4
* Lecture Week 1 SBAR Articles - Communication
* Student Nurse Supply Kit- All items

**Lab 2**

**Week 2 5 hours**

Infection Prevention & Control

Creating a Culture of Safety & Basic Patient Safety

**Lab Objectives: The student will be able to:**

1. Identify potential safety hazards in the patient care environment.
2. Identify measures to promote and ensure patient safety, including effective communication.
3. Perform proper hand-washing and PPE techniques after practice and feedback (see check-off form).
4. Secure a physical restraint properly-wrist, and others if available.

**Supplies from Student Nurse Kit**

2Disposable Isolation Gowns – 1 Yellow and 1 Blue (plastic)

1 Surgical Mask

**Blackboard Forms to Bring**

Skills Check-Off Form – Hand-Washing & PPE

Skills Check-Off Form – Patient Safety (not an a separate check-off—on-going)

2013 National Patient Safety Goals

**Passport Skills**

See Infection Control Procedures & Safety

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Infection Prevention & Control  Creating a Culture of Safety- Basic Patient Safety | -Hand Hygiene  -Standard Precautions  -PPE  -Transmission Based Isolation Precautions  -Environmental Safety  -Basic Patient Safety- call light; side rails; bed locks  -Seizure Precautions  -Physical Restraints  -Fall Prevention  -National Patient Safety Goals (NPSG)  -Conducting a Root Cause Analysis | -Hand-Washing  -Donning and removing clean gloves  -Donning and removing PPE  -Using bed safety - Controls, Side Rails, Call Light, Wheels, etc.  -Identifying safety strategies- Patient ID bands; Hourly Rounding; Fall Prevention Techniques; Fall Risk Assessment Tools; Visual Signage  -Applying Restraints  -Moving hospital bed in various positions – Fowler’s, etc. |

**Resources**

* Evolve Nursing Skills Online Videos – Module: Safety
* Potter & Perry, 8th edition – Chapters 27 & 28
* Potter & Perry, 8th edition- Skills 27-1; 27-2; 28-1; Box 28-12 Procedural Guidelines
* Perry, Potter, & Ostendorf Skills Book – Chapters 7 & 13

**Lab 3**

**Week 2 5 hours**

**Skills Check-Off #1- Hand-Washing & PPE**

Sterile Technique

Sterile Gloving – Open-Gloving Technique

Preparing a Sterile Field

Sterile Dressing Change

Wound Care/Assessment and Wound Culture Specimen

**Lab Objectives: The student will be able to:**

1. Successfully perform skills for Hand-Washing and PPE check-off according to criteria.
2. Open a sterile package without contamination.
3. Don sterile gloves using the open-gloving method and without contamination.
4. Set up a sterile field, add sterile objects to the field and move objects around on the field without contamination.
5. Remove a wound dressing, assess and measure the wound.
6. Apply a sterile dry dressing to a wound.
7. Discuss difference in sterile dressing change and clean dressing change- type of wounds.
8. Obtain a culture from a chronic wound.

**Supplies from Student Nurse Kit**

**1 Isolation Gown (Blue- plastic) for Check-off**

**1 Surgical Mask for Check-Off**

1-2 pair Sterile Gloves (exchange sizes if necessary)

1 Foley Catheter Kit **(to practice opening a sterile package)**

1 Sterile Drape 18x26

2 Packages of 4x4

Aerobic Culture Swab

Wound Measuring device (pressure ulcer measuring device)

Paper or Transpore 1” Tape

ABD Pads x 2

**Blackboard Forms to Bring**

Skills Check-Off Form- Hand-Washing & PPE – **blank for actual check-off**

Skills Check-Off Form- Sterile Glove Check-Off

Instructions for Sterile Dry Dressing Change

Skills Check-Off Form- Sterile Dressing Check-Off

**Passport Skills**

See Specimen Collection, Culture of Wound; Care and Management of Wounds & Drains, Sterile Dressing Changes & Clean Dressing Changes

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Hand-Washing & PPE Check-Off |  |  |
| Sterile Technique | -Principles of Sterile Technique  -Sterile Gloving (Open Method)  -Opening a Sterile Package  -Preparing a Sterile Field  -Adding Sterile Items to a Sterile Field  -Sizing of Gloves  -Donning and Removing Sterile Gloves | -Sizing of gloves  -Donning and removing sterile Gloves  -Opening a sterile package- use Foley kit and dressing 4x4 package  -Setting up a sterile field  -Adding sterile items to a sterile field |
| Dressing Change  & Wound Care | -Sterile Dry Dressing Change  -Clean Dressing Change  -Dressing change for a Chronic Wound  -Wound Care  -Wound Assessment  -Wound Culture  -Specimen- Biohazard Transport Bag | -Applying a Sterile Dry Dressing  -Cleaning a Surgical Wound  -Obtaining a Wound Specimen for Culture- after cleansing wound (Swab)  -Measuring Various Wounds  -Applying Various Bandages  -Applying Abdominal Binder |

**Resources**

* Evolve Nursing Skills Online Videos – Module: Infection Control
* Evolve Nursing Skills Online Videos- Module: Wound Care
* Evolve Nursing Skills Online Videos- Module: Specimen Collection – see Wound Culture
* Potter & Perry, 8th edition – Chapters 28 & 48
* Perry, Potter, & Ostendorf Skills Book – Chapters 8, 38, 39, & 43

**Lab 4**

**Week 3 5 hours**

**Skills Check-Off: Sterile Gloving**

Meeting Basic Human Needs - Basic Patient Care

Providing Patient Hygiene

Bed Making

Skin Integrity

Warm and Cold Therapy

I&O Measurement

Dietary Intake Measurement

Safe Patient Handling

Ambulation; Moving; & Positioning

**Lab Objectives: The student will be able to:**

1. Successfully complete skills for Sterile Gloving according to criteria.
2. Implement basic care – bathing, oral care, perineal care, changing a bed, feeding a patient, calculating fluid intake and output, determining food consumption from dietary tray, etc.
3. Implement measures to decrease chances of impaired skin integrity.
4. Implement measures to promote safety for patient who is at risk for aspiration.
5. Implement safety when performing treatments or procedures that involve use of cold or heat therapy.
6. Demonstrate proper body mechanics when turning patients, making beds, etc.
7. Demonstrate safety in ambulating, moving and positioning of patients.

**Supplies from Student Nurse Kit**

**1 Pair of Unopened Sterile Gloves for Check-Off**

“Ready Bath Wipes” package

Hot/Cold Gel Pack

Toothette Swab Suction Catheter with Dentifrice

Toothbrush and Toothpaste

Yankauer Suction Tip

**Blackboard Forms to Bring**

Skills Check-Off Form – Sterile Gloving – **blank for actual check-off**

**Skills Passport**

See Basic Care; Treatments; Airway Management; Nutrition & Feeding; Safety

**Basic Care - Have Fun – “Bed, Bath, & Beyond”**

* **Bring exercise-type clothing or shorts and T-shirt along with two towels- small for face and large for body. Bathing is simulated and not with actual water.**

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Sterile Gloving Check-Off | Bring Blank Check-Off Form |  |
| “Bed, Bath, & Beyond” | -Personal Hygiene and Bed-making  -Oral Nutrition- Assisting Adult with Oral Nutrition  -Aspiration Precautions  -Oral care  -Risk for Impaired Skin Integrity  -“Bath-in-a-Bag” – utilized in many facilities  -Perineal care  -Foot care | -Bathing a patient (students take turns being patient—as the patient, student will wear exercise clothing. Perineal and foot care are N/A for actual performance on another student)  -Feeding another student  -Measuring I&O  -Documenting amount of diet taken  -Implementing swallowing precautions  -Making beds  -Providing oral care to another student  -Performing oral suctioning |
| Safe Patient Handling | -Safe Patient Handling  -Transfer & Positioning  -Exercise & Ambulation  -Prevention of Occupation Related Injuries  -Proper Body Mechanics | -Assisting with Ambulation  -Assisting with Transfer and Positioning  -Assisting Immobilized Patients  -Range of Motion and Positioning  -Using Assistive Devices – gait belts, walkers, wheel chairs, crutches, etc.  -Using Transfer Devices |
| Warm & Cold Therapy | -Utilizing Safety When Applying Moist Heat & Cold Applications | -Implementing application of different temperature therapies during baths |

**Resources**

* Evolve Nursing Skills Online Videos – Module Safety - Feeding the Dependent Patient
* Potter & Perry, 8th edition – Chapters 38, 39, 41, 44, 47, 48
* Potter & Perry, 8th edition- Skills 39-1; 39-2; 39-3; 39-4; 39-5; Box 39-14 Procedural Guidelines. Skills 47-1; 47- 2; 48-1
* Perry, Potter, & Ostendorf Skills Book – Chapters 9, 10, 12, 13, 17, 30 & 40

**Lab 5**

**Week 4 5 hours**

**Math Dosage Exam**

**Skills Check-Off – Sterile Dry Dressing Change**

Oxygenation

Oropharyneal Suctioning

General Pre/Post-Op Care of the Surgical Patient

Surgical Drains

**Lab Objectives: The student will be able to:**

1. Successfully perform skills for sterile dressing change check-off according to criteria.
2. Demonstrate skills such as post-op leg exercises, splinting, TCDB, etc.
3. Demonstrate TED hose sizing.
4. Identify purpose of TED hose and SCDs.
5. Identify various oxygen delivery devices and how to apply and read nasal cannula settings.
6. Discuss safety steps for oxygen equipment.
7. Utilize Yankauer suction catheter for oral suctioning.
8. Identify types of surgical drains, such as Hemovac, Jackson-Pratt, Penrose and surgical closure methods, such as staples, bonding, etc.

**Supplies from Student Nurse Kit**

**Calculator for Math Dosage Exam**

**1 Sterile Drape 18x26 for Sterile Dressing Change Check-Off—if needed**

**1 Pair Sterile Gloves for Sterile Dressing Change Check-Off**

**1 Abd Dressing Pads 5x9 for Dressing Change Check-Off**

**1 Box 4x4 for Dressing Change Check-Off**

**Tape for Dressing Change Check-Off**

Yankauer suction catheter (airway suction)

Tape Measurer (TED Hose measurement)

**Blackboard Forms to Bring**

Skills Check-Off Form – Sterile Dressing Change – **blank one for actual check-off**

**Passport Skills**

See Basic Care (TED Hose); Care & Management of Wounds & Drains; Airway Management (Oxygen Therapy); Miscellaneous (Math Dosage Skills)

**Complete Math Dosage Exam #1 – same format as Paper & Pencil Practice Exams**

**Application of a Sterile Dry Dressing – includes setting up field, placing sterile supplies on field, completing steps of sterile gloving, and other steps regarding dressing change.**

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Math Dosage Exam | Bring Nurse Supply Kit Calculator |  |
| Sterile Dry Dressing Change Check-Off | Bring Blank Check-Off Form |  |
| Oxygenation | -Oxygen Therapy  -Incentive Spirometry  -Types of Artificial Airways  -Airway Management  Oropharyngeal Suctioning | -Identifying oxygen delivery devices  -Suctioning with Yankauer Suction  -Practice teaching a patient how to use Incentive Spirometry |
| Care of the Surgical Patient | -Basic Pre-Operative and Post-Operative Care  -Leg Exercises  -TCBD/Splinting  -SCDs/TEDs/Foot Pumps | -Implementing Basic Interventions- Leg Exercises, Splinting, etc.  -Sizing TED hose  -Performing pre and post op care- teaching |
| Surgical Drains | -Various Surgical Drains  -Wound Therapy (Negative Pressure Devices) | -Identifying drains- Jackson Pratt; Hemovac; Penrose; etc.  -Identifying Wound Systems- Wound Vacuum Devices  -Identifying surgical skin closures  -Identifying drainage type– serous, purulent, etc. |

**Resources**

* Evolve Nursing Skills Online Videos – Modules: Airway Management & Chest Tubes
* Evolve Nursing Skills Online – Module: Wound Care (Wound Drainage Systems)
* Potter & Perry, 8th edition – Chapters 40, 47, & 50
* Potter & Perry, 8th edition- Skills 40-1-only oral; 40-4; Boxes 47-7 & 47-8 Procedural Guidelines; Skill 50-1
* Perry, Potter, & Ostendorf Skills Book – Chapters 23, 25, 26, 36 & 37

**Lab 6**

**Week 5 5 hours**

Nasogastric Tube Intubation

Bowel Elimination

Ostomy Care

Urinary Elimination

Specimen Collection- Urine & Bowel

Types of Feeding Tubes

**Lab Objectives: The student will be able to:**

1. Demonstrate proper technique for Foley catheter insertion – female and male.
2. Demonstrate proper technique for NG tube insertion for gastric decompression.
3. Demonstrate collection of urine specimen from in-dwelling Foley catheter.
4. Identify safety steps and infection control measures when caring for a patient who has a Foley catheter or NG tube.
5. Measure and place a colostomy stoma appliance.
6. Discussion proper patient positioning and safety measures when administering an enema.
7. Discuss “Nurse Face” as applicable to elimination situations- emptying an ostomy appliance; enema returns; etc.
8. Identify various feeding tubes and methods utilized to administer feedings- safety measures, including checking residual.

**Supplies from Student Nurse Kit**

NG Tube, Salem Sump Dual Lumen, with Connector

60 mL Catheter Tip Syringe

Ostomy Drainable Pouch and any other ostomy supplies

Foley Catheter Kit **(Opened Kit---same one from Lab 3)**

Tape

Scissors

**Blackboard Forms to Bring**

Skills Check-Off Form- Nasogastric Tube Insertion

Instructions for NG Tube

Skills Check-Off Form- Foley Catheter Insertion

Instructions for Inserting an Indwelling Urinary Catheter

**Passport Skills**

See Treatments; Indwelling Tubes; Specimen Collection; Nutrition and Feeding

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Urinary Elimination | -Interventions Urinary System  -Foley Catheter: Catheter Associated Urinary Tract Infections (CAUTI- HAI)  -Urine Specimen Collection | -Performing female/male bladder catheterization  -Obtaining a urine specimen  -Patient Teaching regarding urine specimen collection- mid-stream; 24 hour; serial urines (urology) |
| Bowel Elimination & Ostomy Care | -Interventions Bowel System  -Enema  -Fecal Specimen Collection  -Ostomy Care | -Handling Enema Equipment  -Positioning patient for enema  -Identifying Methods of Specimen Collection  -Measuring and Fitting an Ostomy Appliance  -Changing and Emptying an Ostomy Appliance |
| Nasogastric Tube Intubation | -Inserting and Maintaining a Nasogastric Tube  -Various Types of Tubes – Small-Bore | -Performing NG Tube insertion- checking for proper placement  -Performing NG Tube irrigation  -Identifying Suctioning devices |
| Nutrition- Feeding Tubes | -Enteral- Orogastric, NG; G-Button; Gastrostomy, Duodenal; Jejunostomy  -Feeding Pumps  -Residuals- Protocols  -Continuous Feedings  -Bolus Feedings | -Identifying various methods of tube feeding  -Checking for residual and making decisions |

**Resources**

* Evolve Nursing Skills Online Videos- Module: Enteral Nutrition
* Evolve Nursing Skills Online Videos- Module: Urinary Catheterization
* Evolve Nursing Skills Online Videos- Module: Bowel Elimination/Ostomy
* Evolve Nursing Skills Online Videos- Module: Specimen Collection
* Potter & Perry, 8th edition – Chapters 44, 45, & 46
* Potter & Perry, 8th edition- Skills 44-1; 44-2; 44-3; 45-1; 45-2; 45-3. Boxes 45-11; 46-4; & 46-8 Procedural Guidelines. Skills 46-1; 46-2; 46-3
* Perry, Potter, & Ostendorf Skills Book – Chapters 31, 33, 34, & 35

**Lab 7**

**Week 6 10 hours – Full Day**

**Skills Check-Off – Foley Catheter Insertion**

Medication Administration – Part 1 (All routes except IV)

Safe Medication Preparation

Oral and Topical Medications

Parenteral Medications (all injection techniques-except IV)

Mock Check-Off on Insulin Administration

**Lab Objectives: The student will be able to:**

1. Complete Foley catheter insertion check-off according to criteria
2. Document skills implemented.
3. Administer medications according to the “Six Rights”.
4. Safely locate injection sites for intramuscular injections.
5. Prepare and administer injectable medications.
6. Utilize a sliding scale chart to administer Regular insulin via subcutaneous route in a “Mock Medication Administration Check-Off”
7. Implement steps involved in mixing insulin.
8. **Utilize nursing drug/medication guides to look up medications.**
9. Implement steps for medication administration- **routes: oral, nasogastric or enteral tube, inhalation, topical, ophthalmic, rectal, vaginal, nasal, and ear**.

**Supplies from Student Nurse Kit**

**Unopened Foley Catheter Kit for Check-Off**

**Tape for Check-Off – to anchor Foley Catheter**

Individual Injection Pad

Various Syringes

Insulin Syringes with attached needle

TB Syringe with attached needle

Various Needles

Filter Needle

Practice Ampule- glass

Practice Powder Vial

30 mL Vial Liquid

Twin Pack Cannula Device

Alcohol Prep Pads

Scissors

Note- Safety Equipped Syringes are in Student Supply Kits.

**Other Item(s) to Bring**

Medication/Drug Reference – Individual PDA/Smartphone/Hard Cover Book

**Blackboard Forms to Bring**

Skills Check-Off Form- Foley Catheter Insertion – **blank one for actual check-off**

Skills Check-Off Form- Medication Administration—**blank one for mock check-off**

**Passport Skills**

See Medication Administration

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| Foley Catheter Check-Off | Bring Blank Check-Off Form |  |
| Medication Administration  Part 1 | -Medication Orders  -Electronic Documentation (EMARs)  -Routes of Medication Administration  -6 Rights of Medication Administration  -Oral Medications  -Topical Medications  -Parenteral Medications- except IV  -Routes- see activities  -Medication Administration Equipment  -Prevention of Medication Errors  -Prevention of Needle Sticks | -Practicing Reading Medication  Orders  -Identifying Steps to Prevent Medication Errors  -Practicing Locating Injection Sites  -Practicing reading syringes  Practicing all steps in preparing medications  -Practicing Administering Medications via various routes – Oral, Inhalation, Topical, Ophthalmic, Rectal, Vaginal, Nasogastric/Gastric Tube, Nasal, Ear  - Practicing Administering Medications via various routes- Subcutaneous, Intradermal, Intramuscular, Z-Track – use individual injection pads from Nurse Supply Kit |
| Insulin Administration | Insulin Administration  “Mock Medication Administration Check-Off” | -Drawing Up Insulin Preparations  -Mixing Insulin Preparations  -Reading a Sliding Scale Chart  -Practicing Administering Insulin in Individual injection pads from Nurse Supply Kit |

**Resources**

* Evolve Nursing Skills Online Videos- Modules
  + Safe Medication Administration
  + Non-Parenteral Medication Administration
  + Injections
* Evolve Nursing Skills Online Videos- Module: Enteral Nutrition
* Potter & Perry, 8th edition- Chapter 31
* Potter & Perry, 8th edition – Skills 31-1; 31-2; 31-3; 31-4; 31-5. Boxes 31-15; 31-16; 31-17; 31-18; 31-19; 31-22 Procedural Guidelines
* Perry, Potter, & Ostendorf Skills Book – Chapters 20, 21, & 22

**Lab 8**

**Week 8 5 hours**

**Skills Check-Off – Nasogastric Tube Intubation**

Monitoring Intravenous Therapy

Parenteral Nutrition

Central Venous Access

**Lab Objectives: The student will be able to:**

1. Discuss nursing responsibilities related to management of IV therapy- monitoring of infusion; assessing for complications; etc.
2. Identify steps and supplies needed for central venous line dressing change.
3. Implement central venous access dressing change.
4. Discuss nutritional therapy administered via parenteral route- TPN.
5. Complete nasogastric tube insertion check-off according to criteria.

**Supplies from Student Nurse Kit**

**NG Tube for Check-Off**

**60 ml Syringe for NG Check-Off**

**Tape for Check-Off**

Central Venous Dressing Change Tray

2 Transparent Dressings

Additional sterile gloves – if available

Hot/Cold Gel Pack

**Blackboard Forms to Bring**

Skills Check-Off Form- Nasogastric Tube Insertion – **blank one for actual check-off**

**Passport Skills**

See Nutrition and Feeding (TPN)

|  |  |  |
| --- | --- | --- |
| Focus | Topics | Lab Learning Activities  (not an exhaustive list) |
| NGT Check-Off | Bring Blank Check-Off Form |  |
| Medication Administration  Part 2  Intravenous (IV) Therapy & Parenteral Nutrition | -Monitoring Intravenous Therapy  -IV Pumps as a safety device  -Parenteral Nutrition  -Central Venous Access Dressing Change | -Identifying various Central Lines – PICC  -Identifying facility IV infusion pump devices  -Use of heat/cold applications in IV therapy  -Checking IV sites for signs of complications |

**Resources**

* Evolve Nursing Skills Online Videos Modules:
  + IV Medication Administration
  + IV Fluid Administration
  + IV Fluid Therapy Management
* Potter & Perry, 8th edition- Chapters 31 & 41
* Potter & Perry, 8th edition- Table 41-12; Skill 41-2
* Perry, Potter, & Ostendorf Skills Book – Chapters 28 & 32

**Section 2**

**Clinical Direct Care Experiences**

**Clinical Objectives**

See Blackboard Clinical and Lab Section- Clinical Evaluation Forms – “Clinical Objectives”

* N3632 Clin Eval Criteria Rubric – Document shows requirements for the following objectives. **Criteria --- “Satisfactory” “Needs Improvement” “Unsatisfactory”**

1. Applies principles of infection control
2. Accurately administers medications
3. Demonstrates written document of patient dare (Includes nursing notes, care plans, and any other forms of documentation)
4. Demonstrates ability to organize care interventions using time management
5. Identifies own strengths and weaknesses in delivery of nursing care
6. Applies ethical principles and truth telling, reports legal concerns
7. Communicates therapeutically with family and patients
8. Reports important information about patient’s response to staff and faculty
9. Demonstrates professional behavior
10. Demonstrates critical thinking skills
11. Teaches patients about medications, self-care and procedures
12. Formulates short term goals for patient

**Also in Blackboard Clinical and Lab Section – Clinical Evaluation Forms – “Clinical Objectives”**

* **Forms are for Mid-Term and Final Clinical Evaluation Conference with Clinical Instructor. Complete as Self-Evaluation and then email to Clinical Instructor.**

**Clinical Outcomes**

* Administer medication in a safe and accurate manner.
* Demonstrate written communication through documentation of patient care assessment findings, patient care plans, and critical thinking papers.
* Demonstrate verbal communication therapeutically with patients and families.
* Demonstrate time management to include organizing care interventions and completing all patient care and written required assignments on schedule.
* Practice standard precautions in patient care.
* Demonstrate use of sterile technique.
* Provide a safe patient environment.
* Apply ethical principles such as confidentiality, privacy, informed consent and truth telling.
* Collaborate with other members of the health care team in meeting the identified needs of the patient & family.
* Demonstrate professional behavior.
* Demonstrate critical thinking through performance of clinical and written assignments.
* Formulate care plans with appropriate short term goals for an individual client.
* Demonstrate appropriate and accurate use of skills as learned in lab.
* Evaluate and improve clinical performance considering self-evaluation, faculty evaluation and staff feedback.
* Identify own strengths and weaknesses in the delivery of nursing care.

**Clinical Written Assignments Graded by Clinical Instructor**

1. Critical Thinking (Reflection ) Journals (6)
2. Care Plans on Real Patients (3)
3. Teaching Presentation

All items graded by the Clinical Instructor are mandatory to successfully complete the course. Each assignment must be completed even if grade is a zero due to lateness. A student could have a final clinical evaluation of “unsatisfactory” due to not completing the above assignments and would therefore fail the course due to clinical failure.

* Deadlines are set by the Clinical Instructor
* Note- Late Work – Grade = 0

**Direct Care Written Assignments for each Clinical Experience**

* + - 1. **Assessment Form**
      2. **Nursing Documentation Form**
* **Due date/time determined by Clinical Instructor**
* **Location of Forms & Example—Blackboard: Clinical and Lab**

**Tips for a Successful Clinical Direct Care Experience**

Ask Yourself:

* First---What do I want to “learn” today?
* Am I open to feedback?
* Will my patient see “caring” in my attitude and nursing care?
* What opportunities for improvement do I need to be aware?
* Did I interact with the nursing staff in a professional manner?
* Did I apply “nursing theory” in the clinical setting?
* Did I consistently perform hand-hygiene?
* Did I take advantage of an opportunity to be a patient advocate?
* What went well?
* What was not so good?
* Did I have an “aha” moment?
* Did I say “I will find out” instead of “I don’t know”?
* Am I gaining and demonstrating self-confidence?
* Did I help improve or at least promote quality patient outcomes?

**Tips for Developing Clinical Thinking Skills**

**“Critical Thinking”**

**Focus- Safe Patient-Centered Care while keeping the true essence of nursing in your care**

* Focused Assessment- Why is patient in the hospital? Focus on that problem as a start.
* What are potential complications? Does your nursing documentation reflect that you are monitoring the patient for complications? Are you assessing and teaching?
* Patient (and family) aware of plan of care? Input into plan of care? Goals?
* Is patient aware of plan of care?
* Safety- Any risks for injury? Fall Risk assessment tool?
* Infection Control and Prevention- Any risks? Tubes? Invasive lines? Incisions?
* Skin Integrity- Any risks? Braden Scale assessment score?
* Pain Management- Assessment? Non- pharmacological comfort measures?
* Nutritional Needs- Type of diet? Appetite? Intake?
* ADLs- Self-care? Assistance needed?
* Elimination- Needs? Tubes?
* Mobility- Assistance? Risk for Complications from Immobility?
* Patient Teaching?
* Medications and Labs?

**Direct Care Guide**

Written Assignments Each Direct Care Clinical Experience

1. Assessment Form
2. Nursing Documentation Form

* Due date/time determined by Clinical Instructor
* Location of Forms & Example—Blackboard: Clinical and Lab

Dates- Unless otherwise indicated on specific Clinical Grid for your Clinical Group

|  |  |  |  |
| --- | --- | --- | --- |
| Wk | Date | Focus | Experiences -“Looking for Opportunities” |
| 3 | Feb 16 | **Patient Care Day 1**  Work with Tech or provide care for 1 patient. | **Skills-**  Communication; Hand-Hygiene; Hand-Washing; PPE; Oral Care; Oral Feeding; Hygiene; Bathing; Perineal Care; Bed-Making; ROM, Ambulation, Moving, and Positioning; Assist with Data Collection – Automated V/S; I&O; Weights. Other Skills as directed by Clinical Instructor.  **Activities-**  Listen to Report (Hand-Off Shift Report)  Locate on Nursing Unit- Patient Safety Practices; Policy for Use of Restraints; Safe Patient Lifting/Handling Equipment; and other activities as directed by Clinical Instructor regarding nursing unit activities and equipment. |
| 4 | Feb 23 | **Patient Care Day 2**  1 Patient for full care except medications | **Skills-**  Previous Skills from Week 3  New Skills - Dressing Changes; Wound Care; Oxygen Therapy- Monitoring; Incentive Spirometry; Pre & Post-Op Care; TED Hose; SCDs  **Activities-**  Patient report and other activities related to accountability and responsibility for patient care.  Provide full care for 1 patient- bathing; linen change; and other needs.  Focus on communication, assessment, patient safety, documentation, and time management**.** |
| 5 | Mar 2 | **Patient Care Day 3**  1 Patient for full care  and **Care Plan #1** ---no medication administration | **Skills-**  Previous Skills from Weeks 3 & 4  New Skills – Enteral Feedings; Specimen Collection; Ostomy Care; Non-medicated Enemas  **Activities-**  See Week 4  **Care Plan #1 – all pages of the care plan (other Care Plan dates per Clinical Instructor)** |
| Mid-Term |  | **Complete Mid-Term Self-Evaluation Form** | Due to Clinical Instructor on or before February 27- unless otherwise directed by Clinical Instructor.  **Based on Clinical Labs and Direct Care- Weeks 1 – 5/6.**  MT Clinical Evaluation Conference with Clinical Instructor as directed. |
| 7 | Mar 16 | **Patient Care Day 4**  If Assigned--1 Patient for full care including selected medications  Or  1 Patient for full care except medications | **Skills-**  Previous Skills from Weeks 3, 4, & 5  New Skills – Foley Catheter; NGT; Medication Administration  **Activities-**  See Week 4  **Medication Administration- Routes- all except IV. Must have direct supervision by Clinical Instructor when administering medications.**  **Note- Not all students will administer medications on the same day.** |
| 8 | Mar 23 | **Patient Care Day 5**  If Assigned--1 Patient for full care including selected medications  Or  1 Patient for full care except medications | **Skills-**  Previous Skills from Weeks 3, 4, 5, & 7  New Skills- Monitoring IV Flow Rates; Monitoring for Complications of IV Therapy; Awareness of Care of Patient Receiving Parenteral Nutrition; IV Therapy via Central Lines; PICC Lines  **Activities-**  See Week 4  **Medication Administration –**  See Week 7 |
| 9 | Mar 30 | **Patient Care Day 6**  If Assigned--1 Patient for full care including selected medications  Or  1 Patient for full care except medications | **Skills-**  Previous Skills from Weeks 3, 4, 5, 7, & 8  **Activities-**  See Week 4  **Medication Administration –**  See Week 7 |
| 10 | Apr 5 | **Patient Care Day 7**  If Assigned--1 Patient for full care including selected medications  Or  1 Patient for full care except medications | **Skills-**  Previous Skills from Weeks 3, 4, 5, 7, & 8  **Activities-**  See Week 4  **Medication Administration –**  See Week 7 |
| 10 | Apr 6 | **Patient Care Day 8**  Care of **2 Patients** with  Medications if Assigned | **Skills-**  Previous Skills from Weeks 3, 4, 5, 7, & 8  **Activities-**  See Week 4  **Medication Administration –**  See Week 7 |
| 11 |  | **Complete Final Self-Evaluation Form** | Due to Clinical Instructor as directed.  Passport Completed.  Final Clinical Evaluation Conference with Clinical Instructor.  May be on same day as Assessment OSCE or on the next day. |
| Make-Up | See Schedule |  | All missed clinical time must be made-up. |

*Remember- Learning nursing is an active process.*

*You will not learn by being a spectator.*

*“Knowing is not enough; we must apply. Willing is not enough; we must do.” von Goethe*

*Best wishes for a successful Clinical experience—Mrs. Washington*

*You Can Do This!*