

Experiential Learning I  
Clinical Guide 1

The focus of Experiential Learning I is to integrate knowledge from foundational concepts, health promotion, and pharmacology for the delivery of evidence-based person-centered care. Knowledge is applied within the simulation and clinical setting to develop mastery of designated nursing skill competencies. The purpose of the Clinical Guide is to direct students in applying the concepts in the clinical setting.

Application of concepts during Experiential Learning I is aimed at achieving the following:

- Introduction: Recall, recognize, and define the concept and related information.
- Assessment: Describe and interpret normal and abnormal findings related to the concept.

Clinical Guide 1 (Weeks 4 – 6): Observation/Orientation	
Patient Care Focus:	
	Clinical Coach Sign Off & Date
<p>Each clinical shift receive the change of shift report with the coach/nurse on all patients. Note key information for report such as:</p> <ul style="list-style-type: none"> <li>• Patient's Name, Age, Room #</li> <li>• Medical Diagnosis and Medical History</li> <li>• Current Status</li> </ul>	
<p>Observing and assessing specific characteristics of the concepts learned provides context and reality to the concept. During two clinical shifts, complete targeted assessments related to specific concepts using the following approach.</p> <ul style="list-style-type: none"> <li>• Select one concept from the following list for the targeted assessment. <u>Select a different concept for each clinical day:</u> <ul style="list-style-type: none"> <li>○ Infection</li> <li>○ Inflammation</li> <li>○ Perfusion</li> <li>○ Oxygenation</li> <li>○ Fluid &amp; Electrolytes</li> </ul> </li> <li>• With the coach's guidance, identify two patients on which to complete the targeted assessment (pgs. 2-3) throughout the shift.</li> <li>• Document your findings using the charts on pages 2-3.</li> <li>• Discuss your findings with your coach and/or site coordinator. Add any additional information received from the discussion.</li> </ul>	

What **subjective findings** does the patient exhibit related to the selected concept?

What **objective findings** does the patient exhibit related to the selected concept?

List any of the patient's **lab results and diagnostic findings** related to the selected concept (both normal and abnormal)?

Discuss how the subjective, objective, and diagnostic findings are expected vs unexpected for the patient's status in the context of the selected concept:

What **subjective findings** does the patient exhibit related to the selected concept?

What **objective findings** does the patient exhibit related to the selected concept?

List any of the patient's **lab results and diagnostic findings** related to the selected concept (both normal and abnormal)?

Discuss how the subjective, objective, and diagnostic findings are expected vs unexpected for the patient's status in the context of the selected concept:

What **subjective findings** does the patient exhibit related to the selected concept?

What **objective findings** does the patient exhibit related to the selected concept?

List any of the patient's **lab results and diagnostic findings** related to the selected concept (both normal & abnormal)?

Discuss how the subjective, objective, and diagnostic findings are expected vs unexpected for the patient's status in the context of the selected concept:

What **subjective findings** does the patient exhibit related to the selected concept?

What **objective findings** does the patient exhibit related to the selected concept?

List any of the patient's **lab results and diagnostic findings** related to the selected concept (both normal & abnormal)?

Discuss how the subjective, objective, and diagnostic findings are expected vs unexpected for the patient's status in the context of the selected concept:

<p>Utilizing the Electronic Health Record (EHR), complete at least one SBAR Report Sheet per shift on a patient. Review the completed report sheet with your coach to identify correct information, missing information, and any opportunities for improvement.</p> <p><b>**Do not include patient identifiers. Submit SBAR report sheets with the Clinical Guide. **</b></p>	
<p>Applying Knowledge</p>	
<p><b>Concept: Safety</b></p> <p>Many safety topics are covered during hospital orientation. List three safety guidelines from hospital orientation related to the concept of <b>safety</b>, and provide rationale for these procedures from your understanding of the concept of <b>safety</b>.</p> <p><i>Example: EVERYONE in the healthcare environment helps control infection through good hand hygiene and standard precautions. Rationale: Hand hygiene is the most important factor in prevention the spread of disease.</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>Concept: Communication, Exemplar: Documentation</b></p> <p>Electronic Health Record (EHR) training was covered during hospital orientation. List three EHR guidelines from the training related to the communication exemplar of <b>documentation</b>, and provide rationale for these procedures from your understanding of <b>documentation</b>.</p> <p><i>Example: The EHR log in information should never be shared with anyone else, and the account should be logged out or locked whenever leaving the computer. Rationale: EHR security is an important aspect of HIPAA. Locking the computer, logging out of the computer, and not sharing log in information protects patient information.</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	

<p><b>Concept: HIPAA</b>  <b>HIPAA</b> policies are vital to the protection of patient information across all health care settings. Based on your understanding of <b>HIPAA</b>, list three key principles. Discuss these principles with your coach and provide examples of how you will implement these procedures in your assigned unit:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>Medication Administration</b>  Observe the medication administration process. Identify how you will safely implement the medication administration process in your assigned unit. List the steps including where to look up medication information, the process for pulling meds from the Automated Medication Dispenser (AMD), use of patient bins/drawers, barcode scanning, etc.</p>	
<p><b>Concept: Managing Care/Collaboration</b>  During the orientation shifts, observe the coach's role in managing patient care and collaboration and answer the following:</p> <ol style="list-style-type: none"> <li>1. Does the coach manage the patient's care through team nursing or primary nursing? Provide rationale.</li> </ol>	

<p>2. Describe how you observed the coach collaborating with patients in their care.</p> <p>3. Describe how you observed the coach collaborating with peers in the patient-care setting.</p> <p>4. Describe how you observed the coach collaborating with the interprofessional team.</p>	
<p><b>Concept: Communication</b> Discuss with your coach the process for communicating with the following interprofessional team members:</p> <p>1. Providers (Physician, NP, PA, etc.):</p> <p>2. Pharmacist:</p> <p>3. Physical Therapist/Occupational Therapist/Speech Therapist:</p> <p>4. Ancillary Staff:</p> <p>5. Others:</p>	

<i>Clinical Site Coordinator Sign-Off:</i>	
<p>Site Coordinator Visit Notes:</p>  <p><b>**Debriefing points**</b> (Topic descriptors, Clinical evaluation tool, Essentials)</p>	