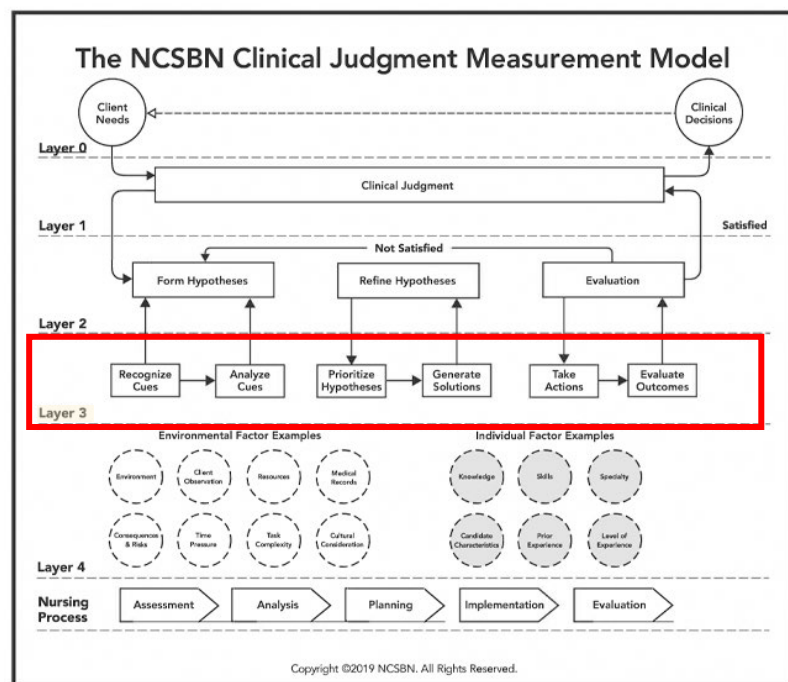


Experiential Learning III
Clinical Guide #1

The focus of the fall semester will be putting it all together through priority decisions and evaluation. To implement appropriate interventions based on nursing knowledge, priorities of care and planned outcomes to promote, maintain, or restore a client's health. Prior to acting, reflect on your knowledge, while critically thinking through the problem and ask yourself "which intervention(s) or combination of interventions are most appropriate?". Once you have implemented the intervention(s) evaluate the client's response and reach a nursing judgment regarding the extent to which the outcomes have been met. In other words, "What specific areas will you focus on to reassess? What will you do based upon the finding?". This is the final step of developing "Layer 3" of the NCSBN Clinical Judgment Model. For this clinical guide we will work on tying it all together when caring for the client with acute illnesses.



To achieve this goal, students will continue mastery of previously achieved clinical skills (ie: data collection, focused assessment, & med administration) with the addition of the following objectives:

1. Outlining and understanding pathophysiology, associated clinical manifestations, and selected interventions for the diagnosis of interest related to the client's condition.
2. Comprehensive data collection including the addition of labs & diagnostics. Developing the skill of "follow through" throughout the shift to complete ongoing, updated data collection (ie: lab results, diagnostic testing reports, PT/OT evaluation, etc.).
3. Develop a prioritized plan of care for the client during the shift with ongoing evaluation and modification as the client's condition changes throughout the shift.

*****An important note*****: While it is important to participate in patient care during clinical, please remember that time in clinical is intended to be both "doing" and "learning". Students will spend a considerable amount of time throughout the shift learning about the patient(s) and understanding their condition. As students' progress in clinical and build knowledge, a transition will take place to more time spent "doing" than sitting and "learning."

Section 1:	
Patient Care Focus	
	Clinical Coach Sign Off
<p>Increase patient assignments following guidelines:</p> <ul style="list-style-type: none"> • Med surg – 4-6 patients • Progressive Care/Intermediate Care – 4-6 patients • ICU – 2 moderately acute patient <p>Assume care for the appropriate patient load (coach can identify appropriate patient). Receive report on all patients to have awareness of status. However, focus of care will be on assigned patient(s) throughout the shift.</p>	
<ul style="list-style-type: none"> • Students should seek opportunities to provide care for specific concepts. The following concepts will be the focus for Clinical Guide #1. Select a different concept for each clinical day: <ul style="list-style-type: none"> ○ Cellular (Cancer, Anemia) ○ Fluid & Electrolyte Imbalance (Renal failure, Fluid & Electrolyte Imbalances) ○ Perfusion (Coronary artery disease, heart failure, DIC, Life threatening dysrhythmias, hypertension, MI, Pulmonary embolism, shock, stroke) 	
<p>Collect Data for Assigned Patient(s):</p> <ul style="list-style-type: none"> • Review appropriate EHR sections including: • History & Physical • Most recent Progress Note from primary/admitting physician (ie: internal medicine, family medicine, hospitalist, etc.) • Review orders • Review lab results & write down pertinent values • Review diagnostic reports and note findings • Review MAR, and note meds to be given and times due • Write down pertinent information about medications prior to administration (i.e.: indication, action, side effects, considerations) <p>**The Data collection process may be completed while the coach begins care on the other patients assigned for the day. Data collection must be completed prior to initiating patient care.</p>	

Complete focused assessment and medication administration throughout the shift on assigned patient.	
Document patient(s) care throughout the shift.	
Clinical Site Coordinator Sign-Off:	
Notes:	

Selected Concept: Perfusion	
<p>Patient #1: Patient Diagnosis:</p> <p>What subjective and objective findings does the patient exhibit related to the selected concept?</p> <p>What additional patient data related to the selected concept (Ex. Patient history, risk factors, labs, diagnostics, etc.) correlates with patient diagnosis?</p> <p>What was the priority nursing intervention(s) for this patient diagnosis?</p> <p>Discuss how you evaluated the outcome of the intervention.</p>	<p>Patient #2: Patient Diagnosis:</p> <p>What subjective and objective findings does the patient exhibit related to the selected concept?</p> <p>What additional patient data related to the selected concept (Ex. Patient history, risk factors, labs, diagnostics, etc.) correlates with patient diagnosis?</p> <p>What was the priority nursing intervention(s) for this patient diagnosis?</p> <p>Discuss how you evaluated the outcome of the intervention.</p>

Applying Knowledge	
<p>Concept: Perfusion Identify and interpret three ECG strips on your patient with dysrhythmias. Explain your method for determining your interpretation of each strip. Attach strips, labeled with the identified interpretation to this Clinical Guide (<i>remove client identifiers</i>):</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>For the following prompts use the information above.</p> <p>What signs/symptoms did the client present related to the dysrhythmia?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>What nursing actions did you take with your coach and how did these actions impact the client's outcome?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>What might occur if no nursing interventions were performed with this dysrhythmia?</p> <ol style="list-style-type: none"> 1. 2. 3. 	

<u>Medication Used to Treat or Prevent Alteration in dysrhythmia</u>	<u>Classification of Medication</u>	<u>Mechanism of action</u>	<u>Things to remember about this medication (Ex. Priority contraindications, monitoring, safety etc)</u>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Selected Concept: Fluid & Electrolyte	
<p>Patient #1: Patient Diagnosis:</p> <p>What subjective and objective findings does the patient exhibit related to the selected concept?</p> <p>What additional patient data related to the selected concept (Ex. Patient history, risk factors, labs, diagnostics, etc.) correlates with patient diagnosis?</p> <p>What was the priority nursing intervention(s) for this patient diagnosis?</p> <p>Discuss how you evaluated the outcome of the intervention.</p>	<p>Patient #2: Patient Diagnosis:</p> <p>What subjective and objective findings does the patient exhibit related to the selected concept?</p> <p>What additional patient data related to the selected concept (Ex. Patient history, risk factors, labs, diagnostics, etc.) correlates with patient diagnosis?</p> <p>What was the priority nursing intervention(s) for this patient diagnosis?</p> <p>Discuss how you evaluated the outcome of the intervention.</p>

Applying Knowledge	
<p>Concept: Fluid & Electrolyte Imbalances</p> <p>Identify three patients with hyper/hypo electrolyte imbalances. For each of these patients list the electrolyte imbalance, and interventions for rectifying the problem.</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>For the following prompts use the information above.</p> <p>What signs/symptoms did the client present related to the electrolyte imbalance? <i>If client does not present with signs/symptoms of electrolyte abnormalities identify using your textbook resources.</i></p> <ol style="list-style-type: none"> 1. 2. 3. <p>How did these actions impact the client's outcome?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>What might occur if no nursing interventions were performed with this electrolyte imbalance?</p> <ol style="list-style-type: none"> 1. 2. 3. 	

<u>Medication Used to Treat or Prevent Alteration in electrolyte</u>	<u>Classification of Medication</u>	<u>Mechanism of action</u>	<u>Things to remember about this medication (Ex. Priority contraindications, monitoring, safety etc.)</u>	
1.	1.	1.	1.	
2.	2.	2.	2.	
3.	3.	3.	3.	
Selected Concept: Cellular				
Patient #1: Patient Diagnosis: What subjective and objective findings does the patient exhibit related to the selected concept? What additional patient data related to the selected concept (Ex. Patient history, risk factors, labs, diagnostics, etc.) correlates with patient diagnosis? What was the priority nursing intervention(s) for this patient diagnosis? Discuss how you evaluated the outcome of the intervention.		Patient #2: Patient Diagnosis: What subjective and objective findings does the patient exhibit related to the selected concept? What additional patient data related to the selected concept (Ex. Patient history, risk factors, labs, diagnostics, etc.) correlates with patient diagnosis? What was the priority nursing intervention(s) for this patient diagnosis? Discuss how you evaluated the outcome of the intervention.		

<i>Applying Knowledge</i>			
<p>Identify a patient with cellular issue (i.e cancer, anemia, thrombocytopenia etc). List three priority nursing interventions that can keep this patient safe.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Explain the priority risk involved with this patient population when it comes to immunity.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Develop three education strategies for the identified patient above.</p> <p>1.</p> <p>2.</p> <p>3.</p>			
"Aha" Moments			
Share any "aha" moments in which you experienced a moment of sudden realization, insight, recognition, or comprehension. Document and share these moments with your coach and Clinical Site Coordinator and celebrate the moment!			
Skills Practice:			
Practice nursing skills as opportunities are available. The following skills have been covered in skills lab and may be performed in the clinical setting with coach supervision. Make note of each time a skill has been performed.			
Sterile gloving		NGT Removal	
Oxygen Management		Enteral Nutrition	

