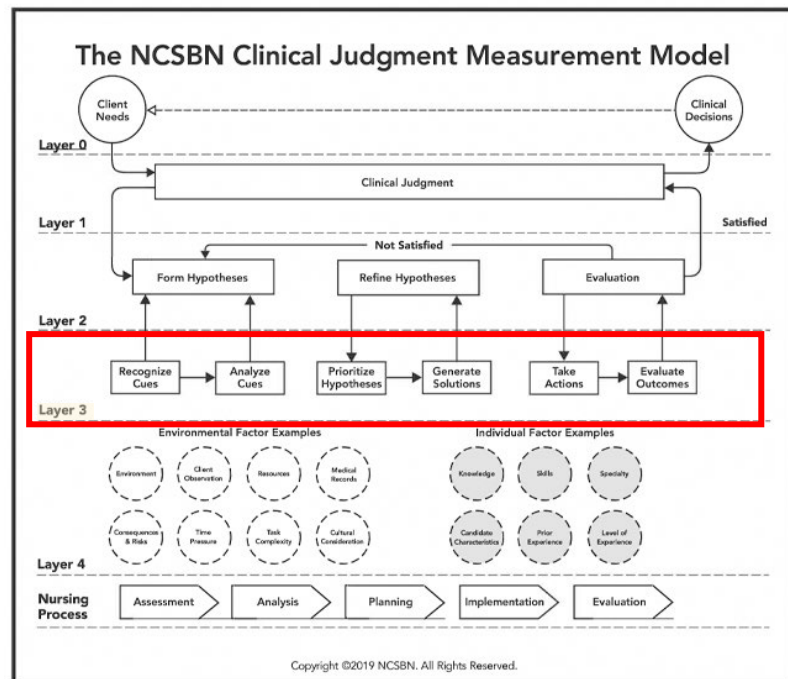


**Experiential Learning II**  
**Clinical Guide #1**

The focus of the summer semester is beginning to explore the “why”s of the client’s presentation with the objective of identifying and choosing appropriate priorities and interventions to improve the client’s current condition. This focus begins the process of developing “Layer 3” of the NCSBN Clinical Judgment Model.



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**

Assume care for one patient (coach can identify appropriate patient). Receive report on all patients to have awareness of status. However, focus of care will be on assigned patient throughout the shift.

Clinical Coach Sign Off

<p>Collect Data for Assigned Patient:</p> <ul style="list-style-type: none"> <li>• Review appropriate EHR sections including:</li> <li>• History &amp; Physical</li> <li>• Most recent Progress Note from primary/admitting provider (ie: internal medicine, family medicine, hospitalist, etc.)</li> <li>• Review orders</li> <li>• Review lab results &amp; write down pertinent values</li> <li>• Review diagnostic reports and note findings</li> <li>• Review MAR, and note meds to be given and times due</li> <li>• Write down pertinent information about medications prior to administration (ie: indication, action, side effects, considerations)</li> </ul> <p><i>**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.</i></p>	
<p>Complete focused assessment and medication administration throughout the shift on assigned patient.</p>	
<p>Document patient care throughout the shift.</p>	
<p>Understanding Patient Condition: Complete Systems Disorder ATI Template for one chronic illness related to the assigned patient. If appropriate, complete the template based on the underlying chronic condition related to the client's primary diagnosis. If the primary diagnosis is an acute condition, identify a chronic illness within the client's history to complete the template.</p> <ul style="list-style-type: none"> <li>• The systems disorder template should be completed over a new chronic illness each shift. Do not repeat a previously reviewed chronic illness.</li> <li>• As time allows, review the template with the coach and/or clinical site coordinator for further discussion and feedback.</li> </ul> <p><b><i>**Only one template needs to be completed per shift.</i></b></p>	

Section 1 Didactic Application	
1. Identify pertinent laboratory studies for the hematologic system. List the laboratory studies and the normal range. Evaluate a patient's lab results and record your findings related to the hematologic system. Identify any abnormal results and explain the potential cause for such finding(s).	
2. Locate the facility's policy for administration of blood products. Document the steps included and the rationale for each step:	
3. Observe the blood product administration process. Note three critical elements to ensuring safety of blood product administration: 1.  2.	

3.	
4. Describe the assessment findings associated with a transfusion reaction. What steps would you take, in order of priority, if your client experienced any of these sign/symptoms?	
5. Define the concept of <i>Perfusion</i> :  List assessment techniques utilized to evaluate a patient's perfusion status:          List laboratory and/or diagnostic studies used to evaluate a patient's perfusion status:	

Document assessment findings, laboratory results, and diagnostic studies for a patient experiencing an alteration in perfusion:	
6. Review a patient's chart for cardiovascular history. List any chronic cardiovascular conditions in the patient's history. Describe how the chronic cardiovascular conditions impact the patient's current <b>perfusion</b> status.	
7. Alteration in <b>perfusion</b> : Identify a patient with a condition resulting in an alteration in perfusion. Answer the following & discuss with your coach. a. Diagnosis:  b. Clinical Manifestations related to alteration in perfusion:  c. Pharmacological interventions & explanation of impact on perfusion:  d. Non-pharmacological interventions & explanation of impact on perfusion:	

<p>8. Alteration in <b>perfusion</b>: Identify a patient with a condition resulting in an alteration in perfusion (must be a different condition than in #7). Answer the following &amp; discuss with your coach.</p> <ul style="list-style-type: none"><li>a. Diagnosis:</li> <li>b. Clinical Manifestations related to alteration in perfusion:</li> <li>c. Pharmacological interventions &amp; explanation of impact on perfusion:</li> <li>d. Non-pharmacological interventions &amp; explanation of impact on perfusion:</li></ul>	
<p>9. Identify a patient with a history of a chronic cardiovascular condition(s). Evaluate the patient's risk factors for development of the condition(s). List which risk factors are modifiable. List which risk factors are non-modifiable.</p>	

10. Identify a patient with a current primary diagnosis or past medical history of one of the following cardiovascular conditions and select one of the conditions to focus on patient education: Hypertension, Coronary Artery Disease, or Congestive Heart Failure. Review your facility's patient teaching resources to obtain patient education regarding the selected cardiovascular condition. Note 3-5 important teaching points regarding the cardiovascular condition selected:

- a.
- b.
- c.
- d.
- e.

Complete the patient teaching with your patient, and have your coach provide feedback on the effectiveness of the patient teaching.

Section 1 Clinical Site Coordinator Sign-Off:

Notes:

Section 2:	
Patient Care Focus	
	Clinical Coach Sign-Off
<p>Increase patient assignments following guidelines:</p> <ul style="list-style-type: none"> <li>• Med surg (5 total) – 2 patients</li> <li>• Progressive Care/Intermediate Care (3-4 total) – 1-2 patients</li> <li>• ICU (1-2 total) – 1 low-moderately acute patient</li> </ul> <p>Assume care for patients (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>	
<p><u>Collect Data for All Assigned Patient(s):</u></p> <ul style="list-style-type: none"> <li>• Review appropriate EHR sections including:</li> <li>• History &amp; Physical</li> <li>• Most recent Progress Note from primary/admitting physician (ie: internal medicine, family medicine, hospitalist, etc.)</li> <li>• Review orders</li> <li>• Review lab results &amp; write down pertinent values</li> <li>• Review diagnostic reports and note findings</li> <li>• Review MAR, and note meds to be given and times due</li> <li>• <i>Write down pertinent information about medications prior to administration (ie: indication, action, side effects, considerations)</i></li> </ul> <p><b><i>**The Data collection process may be completed while the coach begins care on the other patients assigned for the day. Data collection <u>must be</u> completed prior to initiating patient care.</i></b></p>	
Complete focused assessment and medication administration throughout the shift on assigned patient(s).	
Document patient care throughout the shift on all assigned patient(s).	
Understanding Patients' Condition: Complete Systems Disorder ATI Template for one chronic illness related to the assigned patient. If appropriate, complete the template based on the underlying chronic	



## Section 2 Didactic Application

List assessment techniques utilized to evaluate a patient's elimination & nutrition status:

List laboratory and/or diagnostic studies used to evaluate a patient's elimination & nutrition status:

Document assessment findings, laboratory results, and diagnostic studies for a patient experiencing an alteration in elimination & nutrition:

<p>2. Alteration in <b><i>elimination &amp; nutrition</i></b>: Identify a patient with a condition resulting in an alteration in elimination and/or nutrition. Answer the following &amp; discuss with your coach.</p> <ul style="list-style-type: none"><li>a. Diagnosis:</li><li>b. Clinical Manifestations related to alteration in elimination and/or nutrition:</li><li>c. Pharmacological interventions &amp; explanation of impact on elimination and/or nutrition:</li><li>d. Non-pharmacological interventions &amp; explanation of impact on elimination and/or nutrition:</li></ul>	
<p>3. Alteration in <b><i>elimination &amp; nutrition</i></b>: Identify a patient with a condition resulting in an alteration in elimination and/or nutrition. Answer the following &amp; discuss with your coach.</p> <ul style="list-style-type: none"><li>a. Diagnosis:</li><li>b. Clinical Manifestations related to alteration in elimination and/or nutrition:</li><li>c. Pharmacological interventions &amp; explanation of impact on elimination and/or nutrition:</li><li>d. Non-pharmacological interventions &amp; explanation of impact on elimination and/or nutrition:</li></ul>	

<p>4. Locate the diet order for three different patients, and list the diet order and rationale for why the patient is receiving the ordered diet:</p> <ul style="list-style-type: none"><li>a. Patient #1:</li><li>b. Patient #2:</li><li>c. Patient #3:</li></ul> <p><i>Discuss the diet orders and rationale with your coach for further understanding of the client's <b>nutrition</b> status.</i></p>	
<p>5. Review your unit's policy and/or procedure for determining a patient's swallow status. Identify interprofessional team members involved in evaluating the patient's swallow function. What interventions might be utilized to ensure a patient is swallowing safely? <i>Discuss swallow function assessment and intervention with your coach.</i></p>	
<p>6. Define the concept of <b>Fluid &amp; Electrolyte Balance</b>:</p> <p>List assessment techniques utilized to evaluate a patient's fluid &amp; electrolyte status:</p> <p>List laboratory and/or diagnostic studies used to evaluate a patient's fluid &amp; electrolyte status:</p>	

Document assessment findings, laboratory results, and diagnostic studies for a patient experiencing an alteration in fluid & electrolyte:	
7. Alteration in <b>fluid &amp; electrolyte balance</b> : Identify a patient with a condition resulting in an alteration in elimination and/or nutrition. Answer the following & discuss with your coach. a. Diagnosis:  b. Clinical Manifestations related to alteration in fluid & electrolyte balance:  c. Pharmacological interventions & explanation of impact on fluid & electrolyte balance:  d. Non-pharmacological interventions & explanation of impact on fluid & electrolyte balance:	
8. Alteration in <b>fluid &amp; electrolyte balance</b> : Identify a patient with a condition resulting in an alteration in elimination and/or nutrition. Answer the following & discuss with your coach. a. Diagnosis:  b. Clinical Manifestations related to alteration in fluid & electrolyte balance:  c. Pharmacological interventions & explanation of impact on fluid & electrolyte balance:	

d. Non-pharmacological interventions & explanation of impact on fluid & electrolyte balance:	
9. Review the unit's protocols for electrolyte replacement. Discuss with your coach.	
10. Define the concept of <b>Metabolism</b> ( <i>Endocrine focus</i> ):  List assessment techniques utilized to evaluate a patient's metabolic status:  List laboratory and/or diagnostic studies used to evaluate a patient's metabolic status:  Document assessment findings, laboratory results, and diagnostic studies for a patient experiencing an alteration in metabolism (endocrine):	

<p>11. Alteration in <b>metabolism – Diabetes Mellitus</b>: Identify a patient with diabetes mellitus. Answer the following &amp; discuss with your coach.</p> <ol style="list-style-type: none"> <li>Clinical Manifestations related to alteration in metabolism due to diabetes mellitus:</li> <li>Pharmacological interventions &amp; explanation of impact on metabolism due to diabetes mellitus:</li> <li>Non-pharmacological interventions &amp; explanation of impact on metabolism due to diabetes mellitus:</li> <li>Identify a secondary body system affected by diabetes mellitus, and explain the impact on that system including clinical manifestations:</li> </ol>	
<p>12. Identify a patient with diabetes mellitus. Review your facility's patient teaching resources to obtain patient education. Note 3-5 important teaching points:</p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ol> <p><i>Complete the patient teaching with your patient, and have your coach provide feedback on the effectiveness of the patient teaching.</i></p>	

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13. Develop a plan to teach a patient how to safely perform self-administration of insulin. Implement the teaching plan including patient demonstration of self-administration of insulin. Have your coach provide feedback on the effectiveness of the patient teaching.	
Section 2 Clinical Site Coordinator Sign-Off:	
Notes:	

Section 3:	
Patient Care Focus	
	Adjunct faculty/Clinical Coach Sign-Off
Assume care for patients (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 for <b>mental health issues</b> .	
<u>Collect Data for All Assigned Patient(s):</u> <ul style="list-style-type: none"> <li>Review appropriate EHR sections including: <ul style="list-style-type: none"> <li>History &amp; Physical</li> <li>Most recent Progress Note from primary/admitting physician (ie: internal medicine, family medicine, hospitalist, etc.)</li> </ul> </li> <li>Review orders</li> <li>Review lab results &amp; write down pertinent values</li> <li>Review diagnostic reports and note findings</li> <li>Review MAR, and note meds to be given and times due</li> <li><i>Write down pertinent information about psychiatric medications prior to administration (ie: indication, action, side effects, considerations)</i></li> </ul> <p><i>**The Data collection process may be completed while the coach begins care on the other patients assigned for the day. Data collection <u>must be</u> completed prior to initiating patient care.</i></p>	
Complete a <b>mental health</b> assessment and medication administration throughout the shift on assigned patient(s).	
Document patient care throughout the shift on all assigned patient(s).	
Understanding Patients' Condition: Complete Systems Disorder ATI Template for one psychiatric issue related to the assigned patient. If appropriate, complete the template based on the diagnosis. If there are no psychiatric issues, discuss with clinical coach for potential mental health issues seen in this patient population. Then complete the template. The systems disorder template should be completed over a new mental health diagnosis. Do not repeat a previously reviewed chronic illness.	



## Section 2 Didactic Application

14. Define the concept of **Depression** (*Related to Chronic Illnesses*):

List assessment techniques utilized to evaluate a patient's **Depression** status:

List laboratory and/or diagnostic studies used to evaluate a patient's **Depression** status:

Document assessment findings, laboratory results, and diagnostic studies for a patient experiencing Depression:

15. Alteration in **stress disorders**: Identify a patient with a condition resulting in **stress disorder**. Answer the following & discuss with your coach.

a. Diagnosis:

<p>b. Clinical Manifestations related to stress disorder:</p> <p>c. Pharmacological interventions &amp; explanation of impact on stress disorder:</p> <p>d. Non-pharmacological interventions &amp; explanation of impact on chronic illnesses with stress disorder:</p>	
<p>16. Review your unit's policy and/or procedure for determining a patient's safety status. Identify interprofessional team members involved in evaluating the patient's mental health. What interventions might be utilized to ensure a patient remains safe and the safety of others are protected.? <i>Discuss interventions, strategies implemented to assess a violent patient with your coach.</i></p>	
<p>17. Provide an example of patient documentation for a patient experiencing a violent episode:</p>	
<p>18. Alteration in <b>stress disorder</b>: Identify a patient with a condition resulting in an alteration in stress disorder. Answer the following &amp; discuss with your coach.</p>	

<p>a. Pharmacological interventions &amp; explanation of impact on patient:</p> <p>b. Non-pharmacological interventions &amp; explanation of impact on patient:</p>	
<p>19. Alteration in <b>Mood disorders</b>: Identify a patient with a condition resulting in an alteration in mood disorders. Answer the following &amp; discuss with your coach.</p> <p>a. Diagnosis:</p> <p>b. Clinical Manifestations related to alteration in mood disorders:</p> <p>c. Pharmacological interventions &amp; explanation of impact on mood disorder:</p> <p>d. Non-pharmacological interventions &amp; explanation of impact on mood disorder:</p>	
<p>20. Mental Health Clinical Reflection:</p> <p>a. What types of mental illnesses/diagnoses did you observe during your Mental Health Clinical Days?</p> <p>b. What medications did you observe being administered, and why?</p>	

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|---|--|
| <p>c. What interventions did you participate in/observe and why?</p> <p>d. Describe an example of how you used therapeutic communication during your Mental Health Clinical Days. Was it effective? If no, how will you improve for the future?</p> <p>e. How did you see staff prioritizing care for patients in your Mental Health Clinical Days?</p> <p>f. What are some of the differences you see between your Coach-led clinical days and your Mental Health Clinical days? Why do these differences exist?</p> |  |
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Clinical Site Coordinator Sign-Off:	
Notes:	

*\*\*The Clinical Coach/Adjunct Faculty needs to sign off/initial and date each of the components completed. Failure to complete the assignment correctly will result in point deductions from the Clinical Professionalism Standards.*