

COACH NEWS

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TIME MANAGEMENT

As students progress through the final semester of the accelerated BSN program, expectations include caring for multiple patients and directing most or all of the nursing care activities throughout the shift with decreased need for prompting from the nurse coach. Whether via guidance from faculty or through self-reflection, students often identify the need for improved time management skills during this time. Coaches are encouraged to discuss goals for the final months of clinical with their students; strategies for developing time management skills are discussed below.

Students can employ the following strategies at the beginning of the shift, or whenever planning for the day (or night) occurs:

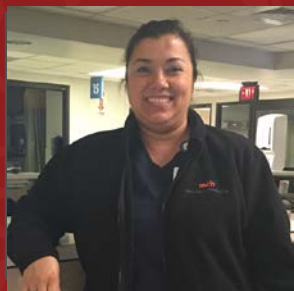
1. Make a to-do list for the shift; include short breaks to re-fuel (drinks and snacks, fresh air) and re-charge (connect with co-workers/family, check and answer messages).
2. Order the list in priority order; provide for coach's feedback.
3. Estimate how long each task will take; time the task and compare. Students should consult with the

coach to determine why any estimates may be off-the-mark.

4. Once priority tasks are identified, take care of those early in the day in order to free up time for things that come up unexpectedly.

Students can utilize these mental exercises when faced with multiple nursing tasks that need to be performed, all seemingly "now" or "at the same time." Coaches should provide feedback based on student responses to the following discussion points:

1. Ask the student to provide a rationale for why one nursing task needs to be done prior to others.
2. Guide the student to narrow upcoming interventions to 2-3 in number, then prioritize those.
3. Ask the student to predict the worst thing that could happen if an intervention is delayed.
4. Encourage the student to determine if there is someone the task could be appropriately delegated to.
5. Allow the student to explore the possibility of the intervention waiting until a following shift.



COACH TO COACH

"I have been a coach for several years in Odessa. Teaching a student is a great way to stay up-to-date on all the latest policies and procedures. One thing to remember is that you were a student at one time also. One of the rewards I receive from teaching a Second Degree student is watching them grow and become a nurse throughout the year."

-Laura Lopez BSN, RN

Cardiac Care Unit, Medical Center Hospital, Odessa, Texas

VISIT THE COACH PORTAL AT [HTTP://NURSING.TTUHSC.EDU/COACHES](http://nursing.ttuhsc.edu/coaches) FOR
INFORMATION RELATED TO STUDENT COURSES & COACH SUPPORT

TIME MANAGEMENT CONTINUED

Additional tips:

1. Encourage the student to consider arriving earlier for clinical shifts to ensure adequate time for “chart checks” for multiple patients.
2. Remind your student that speed should never come at the cost of safety; discuss a time when speed maybe didn’t pay off in the end, or where getting behind temporarily worked out for the best.
3. Give the student permission to “abandon the plan” when that is appropriate. When the student recognizes that a patient status has changed, priorities are sure to shift. Examples include new admits, receiving a transfer, or a significant change in vital signs or level of consciousness. Challenge the student to verbalize these and other examples.
4. Assist the student to develop strategies for responding to calls for help from other team members. Many unique learning opportunities present in this way, but this may pose a challenge if the student is not caught up on tasks and documentation.
5. Discuss ways the student can manipulate the environment: organization of the patient room

and the workspace can save time when looking for supplies, pens, resource books, etc. and this “extra time” can be used to complete essential tasks.

As a coach, you can provide the safe learning environment where students can test their skills prior to the independent practice that awaits them after graduation. An especially important skill is that of time management. These strategies will give coaches and students some tools to use as this skill development takes place.

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FIRST SEMESTER COURSE INFORMATION & CLINICAL FOCUS



Summer Semester Course Timeline:

SUMMER: 5/31 – 8/17		
Independence Day Holiday: 7/4		
May/June	July	Aug
5/31-6/25 NURS4214 Nursing Research		
5/31-8/13 NURS3385 Chronic Care Nursing Didactic		
5/31-8/17 NURS3520 Chronic Care Nursing Clinical		
+ 6/14-7/22 NURS4314/4114 Mental Health Didactic & Clinical		
	+ 7/11-8/17 NURS 4312/4112 Child Health Didactic & Clinical	
	Clinical on 8/9-8/16; ATI-8/17	

Mark Your Calendar with these Important Dates:

- 8/12/16- Final Evaluations due
- 8/17/16- Summer semester clinical ends
- Weekly review of clinical checklist and performance feedback

Clinical focus for August:

- Building on previous foundational knowledge related to safety, medication administration, assessment, communication, documentation, professionalism
- Mechanisms of disease, etiology, pathophysiology, clinical manifestations, and collaborative care
- Chronic disease processes of visual/auditory disorders, nervous system, and Alzheimer’s disease.
- Incorporate Interprofessional Teamwork
- Efficiency in providing care as patient load increases
- Prioritization of care
- Relate lab values and diagnostics into the clinical picture

THANK YOU FOR YOUR CONTINUED SUPPORT AND
DEDICATION TO OUR PROGRAM AND PROFESSION