

Nursing Technique: Fundamental

Skill: Lifting and Body Mechanics

Instructional Strategy: Checklist, Video, Simple Mannequin, Return Demonstration

Rationale: This skill is a basic nursing competency skill and is essential to safe nursing practice for both the RN and the patient. RNs must be aware of safe body mechanics and may often utilize other healthcare personnel when lifting or maneuvering patients. This may require the RN to become the teacher and the doer at that moment. Students would be provided with a checklist of the correct process and objectives of safe body mechanics. Students would be provided a pre-assignment video to be viewed in the online learning environment. Upon arrival at the LRC, faculty would demonstrate to the student (individually) using a mannequin. After demo to the student, the student would then repeat the skills to the mannequin. This method is traditional to the learning resource center and allows the instructor to control the environment and simulate clinical practice (Hodson-Carlton, 2009). In addition, the instruction would continue with the student teaching the next student (with the educator available as a guide). This learning instruction follows the “watch one, do one, teach one” model.

Nursing Technique: General Therapeutic and Diagnostic

Skill: ENT Assessment

Instructional Strategy: Checklist, Video, Student-Student Demo, Post-test/Nursing Note

Rationale: This skill is a general diagnostic skill. Students would be provided with a systematic order of assessment as well as generalized outcomes the RN should gain after a complete assessment. A web video will be provided for students prior as a pre-class assignment. This would also include a pre-test after watching the video that required the student to answer questions about assessment findings. Hodson-Carlton (2009) describes this hybrid approach as a way to let the learner control the pace of learning. Students will then in the skills lab pair off and perform a ENT assessment on each other using the systematic checklist. The instructor will be available as a guide and expert to the task. After student assessments, each student will be given a post-test that would include the student writing a nursing note including findings on the checklist. The nursing note should also meet the skill outcomes given in the pre-assignment checklist.

Nursing Technique: Specialized Therapeutic and Diagnostic

Skill: Tracheostomy Suction

Instructional Strategy: Integrating Learning Domains, Video, High Fidelity Simulation, Checklist

Rationale: This skill is a complex therapeutic skill that requires the student to perform psychomotor functions and integrate critical thinking skills. Hodson-Carlton (2009) suggests students have an integrated learning experience that simulates clinical learning. The instructional strategy of integrating learning domains would include the didactic learning of pulmonary physiology and current patient condition. In addition to classroom lecture, the student will also be required to have required reading. The student will be given a systematic checklist of the motor skill and be provided with a basic video of the task. In the simulation lab, students will be given a standardized patient and case and will be required to integrate cognitive thinking and perform the psychomotor skill. The faculty will be available as a guide and expert to answer any student questions. Debriefing will include identifying what additional strategies the RN must utilize when performing a basic psychomotor skill and how these are similar and different when performing individualized patient care.

References

Hodson-Carlton, K. E. (2009). The learning resource center. In D. M. Billings, & J. A. Halsead, *Teaching in nursing: A guide for faculty* (3rd ed., pp. 303-321). Saint Louis, MO: Saunders Elsevier.

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