Students' First Clinical Day of Orientation

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**Note:** Today’s presentation is being recorded and will be available on the Sigma Repository in 48 hours.
Learning Objectives

1. Focus the student to view the care they provide from the patient perspective

2. Recognize at-risk students and potential behaviors to evaluate

3. Outline the clinical day and examples of meeting required clinical hours
Introduction
Question - poll

- During your orientation day you ask your students what objectives they would like to accomplish while at clinical. How do you know which objectives are appropriate for this clinical course?
  - A. Review the course Syllabus
  - B. Review the student handbook
  - C. Review the policy and procedure manual
  - D. Ask the nurse educator on the unit what is appropriate
Focus the student to view the care they provide from the patient perspective.

- As clinical faculty we often want to provide the students with our vast wealth of knowledge, but it’s better for the students to develop their own body of knowledge.
- Remember: It’s not about you, it’s about the patient
Appraise and critique students’ critical thinking

- Help the student recognize their own error
  - Use reflection
  - Use rephrasing

- Use a systematic process to evaluate the student
  - Notice, interpret, respond, reflect

- Allow the student time to remediate
Critical thinking exercise (Adapted from L. Caputi)

- Brief description of patient
- Brief description of the illness
- Impact of illness on patient and family
- What the nurse might do in helping the patient/family cope with the sub-acute care environment.
- Reflection paper “Impact of illness”
- As a result of this activity, I have learned how to...
- This activity gave me insights into communicating/caring for patients with chronic kidney failure (just an example) because...
- This activity shows that I have more to learn about...
- This activity shows my growth because...
Do you currently work at the facility you are teaching clinicals?

- A. Yes
- B. No
Evaluate the role of clinical faculty and that of a staff nurse

- You are now employed by the school of nursing
- You have a different role in the hospital setting
Recognize at-risk students and potential behaviors to evaluate

- Clinical evaluation tool
- Completing assigned tasks
- Provide time for remediation
- Don’t correct them in front of the staff or other students
Outline the clinical day and examples of meeting required clinical hours

- Pre-conference
- Med administration
- Physical assessment, dressing changes
- Critically thinking exercises
- Debrief questions during the day or at post-conference
  - How did your day go?
  - Tell me more about....
  - Let’s refocus... what’s important is not who is right but what is right for the patient...”
- Simulation
- Skills lab
Outline of a clinical day

- 6:30am – preconference (make assignments, if not previously done)
- 7am – student receive report with primary nurse
- 7:30am – morning rounds
- 8am-10:30am – administer meds with students
- 11am-noon – glucose checks, insulin, meds
- 12:30pm-2pm – Receive report from students/follow up with their nurses/complete any dressing changes etc.
- 2pm-3pm – prepare afternoon meds/check student charting
- 3:30pm-4:30pm – post-conference
Potential orientation day

- 7am-7:30am - get to know the students...ask them why they want to be a nurse...or introduce their fellow student
- 7:30am-noon - Computer training, orient to the unit, cafeteria etc
  - provide breaks
  - make the day interesting by asking questions
- Noon-1pm - lunch
- 1pm-2pm– review glucose checks, insulin, and meds
- 2pm-3:30pm – Go to the assigned floor and care for a patient/talk with the CNA’s, look at charts
- 3:30pm-4:30pm post-conference
Break up the monotony of the orientation day

- Try to make this day interesting and engaging.
- If possible, get upper classmates (JR or SR) to talk with freshman students. What worked well for them or what are some pointers?
Keep expectations clear with the students

- Nursing is more than just completing tasks
- Expectations need to be very clear with the students
Try to add stimulating activities to the day

- Have the student perform a scavenger hunt to find specific items on the unit. - oxygen masks, clean core, wheelchair, etc
- (simulation) Have the students practice an “escape room” of all of the things they could find wrong in the patient room (if available).
  - 10 minutes to find the errors
Make a social contract with the students

- Example
  - Be on time
  - Encourage each other
  - Make everyone feel welcome
  - Don’t interrupt
  - Ask for help
Online clinical courses

- Changes made to online clinical days
  - Hybrid
  - Clinical in a box (sent to your home)
  - Online modulates and group work
Job description of the clinical instructor

- Learn about the hospital/pt area/clinic etc
- Guide students through the clinical day
  - Students are a protected population
- Grade papers/assignments
- Evaluate physical assessment, VS, meds (skills)
Stay engaged when teaching online

- Ask simple questions to get the students talking
  - Do you have an animal?
  - What do you like to eat?
  - Why did they pick nursing as a career?

Check in with students regularly and often
Everyone should be given opportunities to participate
Empathy Video

- Insert videos and roll-playing, if possible
  - Empathy video (Cleveland Clinic)

- Roll play – introduce yourself to the patient
  - Practice a physical exam
  - Practice range of motion
Faculty Homework

- Program philosophy
- Course sequencing
- Course content (including the syllabus)
- Expected clinical outcomes
- Faculty handbook
Examples of reflection/rephrasing

- How did the experience of caring for this patient feel for you?
- What would you do differently the next time you care for a similar patient?
- What information did you wish you had before beginning the day?
- What outcome in your own performance would you want to see after this experience?
### Reflection based on QSEN competencies

<table>
<thead>
<tr>
<th>Direct Criticism</th>
<th>Reflections based on QSEN</th>
<th>QSEN knowledge, Skills and Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>You did not assist your classmates</td>
<td>What can you do to put that patient at the center of care</td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td>You need to demonstrate immediate improvement.</td>
<td>What strategies can you use in your practice to prevent this problem/error/risk?</td>
<td>Quality Improvement</td>
</tr>
<tr>
<td>You are demonstrating unsafe nursing practice</td>
<td>If you were the patient, what would you be concerned about in this situation?</td>
<td>Safety</td>
</tr>
</tbody>
</table>
Your work makes a difference

- Your influence on students is important work and changes education and as a result influences patient care.

- What the Best College Teachers Do — by Ken Bain
  - Be fully prepared
  - Believe your students are there to learn
  - Ask plenty of questions and allow the students time to develop their own responses.
Discuss ways to ensure objective documentation of student performance.

- Student clinical evaluation
- Use QSEN competencies to set the standard for student performance and evaluations
  - Relate the evaluation back to patient care
  - Use specific measure to evaluate
Discuss student preparation and administration of medication administration.

- This may very slightly depending on the level of student and the type of medication administered.
- Relate the example back to QSEN competencies and reflect on the patient perspective.
  - Example – student prepares the wrong dose of medication for a patient. While reviewing the medication with the student, the instructor recognizes the error and guides the student to recognize the error also.
Articulate the need for prompt reporting

- Students don’t always understand when or what to report
- Emphasize the need to report changes regularly and often to the RN and the instructor.
Teaching in Nursing: A guide for Faculty

- By Diane M Billings and Judith A Halstead
Discuss ways to lead a post conference discussion

- Give report
- Ask questions and make sure everyone participates
  - How would you handle patient care if you were the primary nurse?
  - In what ways did you perform well?
  - What communication strategies did you use to validate ACCURACY of your information or decisions with your team members (nurse, instructor)?
  - At what points during the day were your nursing actions specifically directed toward PREVENTION of a negative outcome?
- Discuss experiences with diverse patient populations.
- Discuss roles and responsibilities during a crisis.
- Consider potential safety risks and how to avoid them.
Examples of rephrasing

- “What is one thing you will not forget after today?”
- “How will you change your practice after this experience?”
- “List two actions or events that you felt were effective or well done”
- “What can you do to put your patient at the center of care?”
Tips on dealing with a difficult student

- First – calm yourself
- Try to look as non-threatening as possible
  - Take your time before addressing the student or the situation
  - Don’t point your finger
- Listen to the student and hear their concerns
- Relate the student back to the view of the patient.
- Project – have the students write about a difficult encounter
QSEN clinical teaching strategies - screenshot
Question - Poll

- Is there anything you learned today that will be helpful during your first day of clinical orientation?
  - A. Yes
  - B. No
References (and resources)

- Dr. Linda Caputi – [www.lindacaputi.com](http://www.lindacaputi.com)
- Center for Medical Simulation – debriefing tools and assessment tools
  - Harvardmedsim.org
- Coursera.org
- IHI.org
- Mooc – massive open online courses are free online courses available for anyone to enroll
- Nursing Education – Dr. Marilyn Oermann
- NurseTim – faculty development
- QSEN.org – teaching strategies
- StoryCare – Laerdal
Thank you for attending!

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