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It's Game On! Getting Your Students Prepared for Clinical & the Workforce

Welcome!

Please start your Noggin Jogger as you wait for the presentation to begin.
(Ex. Mr. Johnson weighed 150 lbs. on Monday morning. On Friday morning he weighs 163 lbs. What would you record for his weight gain in kg?)



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Retired Medical Technologist &
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Agenda for the Day

After this presentation, you will take home ideas for

Basic Foundations of HS

Scenarios

Skills Mastery Check

Station Lab

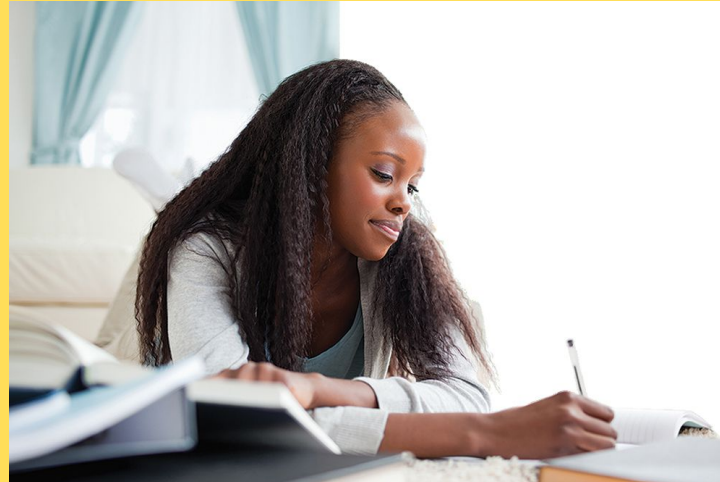
Portfolio Building

Clinical Prep

And more!

What You Need for a Successful Health Science Practicum

Student Needs



Clinical Site Needs

**Instructor/Teacher
Needs**



Noggin Joggers/Bell Ringers

- **Questions**
- **Diagrams** (Ex. Draw the chain of infection.)
- **Safety Checklist** (Ex. Ambulation.)
- **Medical Math**
- **Equivalencies** (Ex. How many ml in an oz?)
- **Med Terms**
- **Scenarios**
- **Other ideas?**

(Ex. Mr. Johnson weighed 150 lbs. on Monday morning. On Friday morning he weighs 163 lbs. What would you record for his weight gain in kg?)



Scenarios

Basic Foundations of HS

(Ex. 1) You are working on the Medical floor at your local hospital. You have a patient who is in “Contact Isolation” and you need to take their food tray into the room and help them sit up on the side of the bed.

- What type of PPE do you need for this patient task?
- Any other special topics you should consider?

(Ex. 2) You are working on the Medical floor at your local hospital. You have a patient who is in “Airborne Isolation” and you need to take their vital signs.

- What type of PPE do you need for this patient task?
- Any other special topics you should consider?

(Ex. 3) You are working on as a transport at the hospital. You have a patient who is “Droplet Precautions” that needs to come down to x-ray for a CT scan.

- What type of PPE do you need for this patient task?
- Any other special topics you should consider?

- **Patient Background**

- **Behavior Scenarios**

(Ex. How to safely approach residents with dementia.)

- **Practice for clinical communications**

(Ex. Introductions, asking questions.)

- **Excellent strategy to review HS foundations**

Mastery of Skills

Skills Mastery Check

Examples:

- Ambulation
- Blood Pressure
- First Aid Skills
- Height & Weight
- PPE
- Sterile Technique
- Transfer
- Vital Signs

Peer Check-off for Taking & Recording Temperature, Pulse, Respiration

Taking & Recording T, P, R Name _____

Perform these steps EXACTLY as written in order to be checked off	Partner's Initial
1. Greet resident, address by name, and introduce self	
2. Provide explanations about taking their vital signs before beginning and during care	
a. Before taking temperature, asks resident if they have eaten or had anything to drink in the last 15 minutes. Puts on gloves, wipes digital thermometer with alcohol wipe, puts sheath on thermometer and places thermometer under tongue until thermometer has completed the reading.	
b. After thermometer completes reading, remove thermometer, wipe with alcohol, remove gloves without contaminating self and dispose gloves. Washes hands or use hand sanitizer.	
3. Ask resident which are they would rather you use during counting their pulse	
4. Support resident's arm in manner to avoid dangling while pulse is taken	
5. Use fingers (not thumb) to take pulse	
6. Places fingers on wrist at radial pulse to measure pulse rate	
7. Count pulse for one full minute and remember that number, you may also tell your resident their pulse	
8. Continue to place fingertips on wrist (this allows resident to breathe normally while you count respirations) and count your resident's respirations for one minute	
9. Record resident's pulse rate on Measurement Form within +/- 4 beats per minute of nurse's measurement	
10. Place signaling device is within reach and ask about comfort and other needs at this time	
11. Wash hands	
12. After obtaining <ol style="list-style-type: none">temperature,pulse by palpating in radial artery position,respirations,record results on Measurement Form (pulse rate +/- 4 beats of evaluator's reading & respiration rate +/- 2 breaths of evaluator's reading)	
13. Partner's signature when skill is complete _____	
14. Date _____	



Station Lab

Example Activity: Soft Skills Station Lab

Lesson/Activity:

1. Divide students into four groups. Assign each group a beginning station.
2. Facilitate the station rotations, allowing each group approximately 10–15 minutes at each station before rotating to the next.



Stations for:

- **Interviewing Skills**
- **“Don’t Do It” (During a Job Interview)**
- **Taking a Phone Message**
- **The Art of a Thank You**

Station Lab

Station Lab

Station 1: Interviewing Skills

The envelope at this station contains sample interview questions. Take turns drawing a question out of the envelope and ask your group members. Each student should give their own unique answer. After all students answer the question, they should pass the envelope to the next person on their left.

1. Who is your favorite superhero ? Explain.

TEACHING TIP: Start with light hearted questions and work into more serious questions to allow for confidence when practicing interviewing.

Station Lab

Station 2: "Don't Do It"

Using the scrap paper provided, spend three minutes listing things you should *not* do during a job interview. Try to come up with as many as possible. At the end of three minutes, share your list with the other students in your group.

Then, on a second sheet of paper, write down things you *should* do during an interview, completing as many as possible in three minutes. At the end of three minutes, share your list with the group.

Do List

Research the company before the interview.

Know the address, and if possible, drive to it the day before the interview, so you know where to find it. Notice where visitors are allowed to park.

Don't List

Don't forget to shower.

Don't forget to dress appropriately. NO: t-shirts, short skirts, cleavage, heavy makeup, heavy cologne. Tattoos should not be visible, and jewelry should be conservative.

Station Lab

Station 3: Taking a Phone Message

Each group member should draw a popsicle stick from the cup in the center of the table. One person will draw the “caller” stick, meaning they will act as the patient. Another will draw the “receiver” stick, meaning they will act as the employee. Group members who have drawn blank sticks should place earphones on and listen to music while the first two go.

The caller will place a pretend phone call to the receiver, using the script. On a scrap of paper, the receiver should record the caller’s message. When the “call” is complete, the receiver will signal the other members that they have completed the call and hand over the message for their interpretation. The caller will compare the message to the script and evaluate how well the receiver did recording the message.

Draw sticks again to switch roles and use the additional scripts until each member of the group has had a chance to be the caller or receiver.

Station Lab

Station 4: The Art of a Thank You

Within two days of an interview, you should send a thank you note. Practice writing a thank you note to your third period teacher. Make sure it is professional, not personal. Turn this into your instructor for a grade.

Current Events

(Ex.) Safety and Infection Control – TOPIC: Researching Current Outbreaks

Keeping up to date with current “bugs” or “micro-organisms” that are causing issues around the world and is in your neighborhood is a daunting job. But it is necessary to keep yourself and your patients safe. There are many places you can go to find out this information, but is it reliable? Two of the most reliable sites to find the current trends and outbreaks include the CDC (Center for Disease Control) and the WHO (World Health Organization). Visit both sites and search for outbreaks in your County, State, Country and then pick a different continent.

Pick one disorder and report back to your class the following information:



A great way to prepare students for competitive events!

Current Events

- How would you classify this “bug”? Is it endemic, epidemic, or pandemic?
- What signs and symptoms are healthcare workers looking for with this disease?
- What precautions are healthcare workers required to take?
- What treatments are available?



A great way to prepare students for competitive events!

Mini Lessons (Ex. Résumé Building—Your Passport to Success)

★ READY TO GET STARTED? ★

- Go to Microsoft Word
- Click on Templates
- Type the word *résumé* into the search bar
- Select a *résumé* style
- While there are many formats, typically left aligned resumes are the most professional looking type to choose

Portfolio Building



THE SAME BASIC INFORMATION SHOULD BE INCLUDED ON EACH RÉSUMÉ, REGARDLESS OF WHICH RÉSUMÉ FORMAT IS USED

- **Contact Information**, so a hiring manager can easily get in touch with you.
- **Professional Summary**, sometimes called a **profile**, that gives the hiring manager a glimpse of your skills and accomplishments.
- **Employment History** should provide specific details about the accomplishments and successes you've had in your previous jobs. It always includes the names and locations of the employer, and should include a job title that is generally understandable. Dates are often included in this section.

WHAT INFORMATION DO I INCLUDE?

A RÉSUMÉ SHOULD BE:

- **Writing Thank You Notes**
- **Vital Signs** (including normal values)
- **Positioning**
- **Height/Weight**



Encourage Students to Play the Role of the Educator



Education Examples

- Preschool students
- Elementary students
- Middle school students
- High school students
- Community members
- Senior citizens

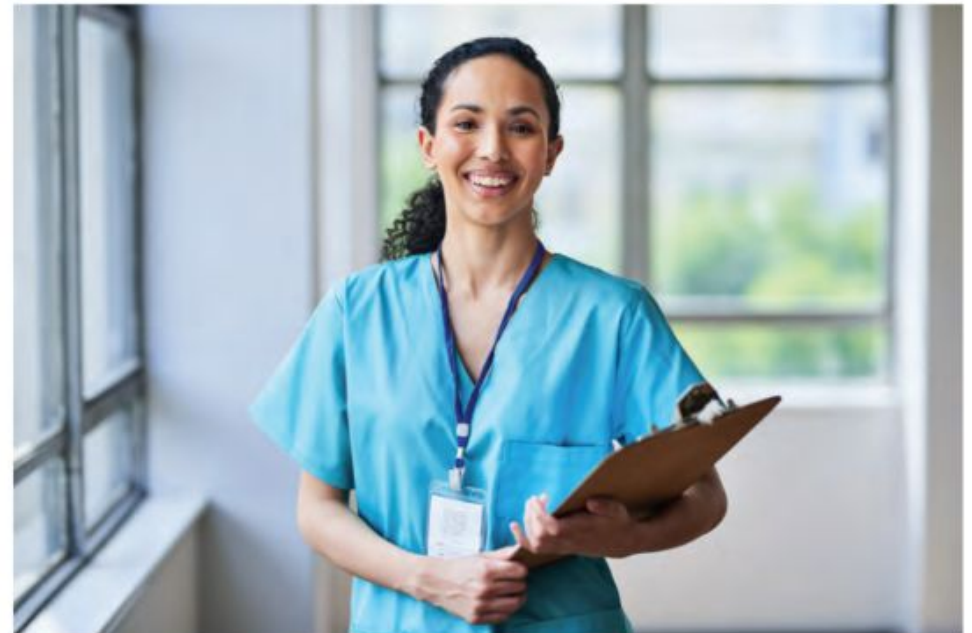
Useful as its own rotation when you can't go offsite.

Clinical/Rotation Expectations

Pre-Clinical Checklist: Diagnostic Services

- All pre-clinical paperwork has been completed and turned in to the instructor, including:
 - updated immunization records & medical release form
 - signed student/parent agreement
 - signed driver's release
 - work-based learning agreement
- Background checks have come back clear.
- If needed, a urine drug screen has been completed.
- Relevant procedure skills checks have been completed.
- Eligible to attend clinical experiences per school grade policy.
- Has a current form of ID.
- Clinical folder is ready and contains:
 - parking instructions & map
 - emergency information card
 - attendance check-in site or phone number
 - copy of all pre-clinical paperwork
 - all clinical experience worksheets to be filled out on site
 - evaluation form, if required

Clinical Prep



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Pre-Clinical Worksheet

Clinical Prep

Designed for a Specialty (Ex. Urology)

- **Quick Review:**
 - Basic anatomy of the related body system
 - Medical Terms
 - Common Conditions
 - Diagnostics
 - Treatments
- **Setting Expectations:**
 - Where the student might assist.
- **Completed in-class or as homework before clinicals**

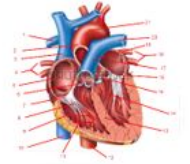


Clinical and Employability Skills for Health Professionals: Lesson 9.1 Student Handout: Preclinical Worksheet

Preclinical Worksheet: Cardiology

Instructions: Answer the following questions in preparation for your clinical site experience.

1. Label the parts of the heart.



- | | |
|------------|------------|
| A. Answer: | F. Answer: |
| B. Answer: | G. Answer: |
| C. Answer: | H. Answer: |
| D. Answer: | I. Answer: |
| E. Answer: | J. Answer: |

2. What diagnostic tests can be done to evaluate heart function?
Answer:

3. Define the following terms:

A. Angina
Definition:

B. Arrhythmia
Definition:

C. Aystole
Definition:

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Clinical Resources: Workplace Discovery Worksheet



Includes:

- What you will see in the clinical rotation
- Questions to ask the technician or nurse mentor

(Ex.) Emergency Room Department

- What is triage?
- Describe the process for triage.
- List the equipment found in a standard patient emergency room.
- List additional equipment found in a trauma room that is not found in a standard emergency room.
- Where are the emergency medications kept?
- Define the following terms:
 - Chest tube
 - CT-scan
 - Sutures
 - MRI

Practice writing skills and reflect on experiences

Clinical Resources: Task Sheets

- List of what students might observe/assist with
- Students report back and describe what they saw/did
 - *How did it affect the patient?*
 - *What was it used for?*

**Day Surgery Rotation
Task Sheet**

OBJECTIVES After completion of this rotation, the student will be able to: Identify the members of the Day Surgery team and their responsibilities. The list below contains possible procedures the student may have the opportunity to observe. Students will be expected to write a brief summary of their observations during this rotation.

OBSERVED/ASSISTED

1. Preoperative

a. patient admission _____/_____

b. preoperative teaching _____/_____

c. vital signs _____/_____

d. starting IV _____/_____

e. informed consent _____/_____

2. Recovery

a. patient monitoring _____/_____

b. vital signs _____/_____

c. suctioning _____/_____

d. extubating _____/_____



Clinical



Questions?
Ideas to Share?

Thank you for attending!

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