

**Covenant School of Nursing Instructional Module LVN-RN
SIMULATION LEARNING GUIDE**

Topic/Concept: Lab 2: Med Surg Lab: Foley insertion, IV start and peripheral blood draw, IVPB as secondary per pump

Needs Analysis Documentation
<ul style="list-style-type: none"> The LVN transition student has been given credit for previous education. The lab provides an opportunity for the student to demonstrate safe practice and prepare for the CPE at the end of the course.
Learning Goals/Outcomes
<p>Upon completion of this simulation learning activity, you will be able to:</p> <ul style="list-style-type: none"> Insert a foley catheter incorporating safety concepts and appropriate steps. Safely insert and secure a peripheral IV into a simulation arm maintaining asepsis. Perform a peripheral blood draw on a simulation arm using aseptic technique. Administer an IVPB medication via pump. Select correct materials needed to insert a foley, IV, draw blood and infuse an IVPB per pump.
Scenario(s) Used
<ul style="list-style-type: none"> Perform an IV start and peripheral blood draw. Perform a foley insertion into a female manikin. Perform IVPB administration as a secondary infusion using an IV pump.
Schedule of Activities
<ul style="list-style-type: none"> Students are divided into 3 groups and rotated through the above skill/scenario stations.
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
<p>Pre-Brief will include:</p> <p>*Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve.</p> <p>*Confidentiality- You signed the Student Commitment to Conduct during non-graded and graded CPE at the beginning of the course. Remember to respect the confidentiality of your fellow learners and not share any information outside of the simulation session.</p> <p>*Fiction Contract- We have done everything we can to make this as real as possible, but in the end, it is a simulated experience; we must depend on you. Please do your best to treat this as a live scenario with a live patient.</p> <p>*Review of Learning Objectives</p> <p>*Orientation to Spaces/Equipment/Safety- Orientation to the room(s) to be used, equipment in those rooms, reminder of emergency exits/processes, & review of psychological safety process.</p> <p>Logistics- Badging In/Out, restroom location, & food & drink</p> <p>On-Line/ Out of Class</p> <ul style="list-style-type: none"> Prior to lab complete the HESI and Other Outside Assignments Sheet for assigned HESI Skills, CSON Videos, and other videos <p>Simulation Center Activities</p>

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Simulation Learning Activities	
Simulation Activities: <ul style="list-style-type: none"> • Simulation stations as discussed above Online/Out-of-Class: Click here to enter text.	
Evaluation Methods (Debriefing)	
<ul style="list-style-type: none"> • Debriefing after each station • Muddy Waters: instructor led question/answer in large group post stations • Observation by faculty in simulation • Post simulation lab Red Cap Questionnaire • CPE later in course 	
Other Appropriate Documentation	
<ul style="list-style-type: none"> • Click here to enter text. 	
Time Allotted	Stations
50 minutes	Per station
30 minutes	Muddy Waters after all 3 rotations
Texas DECs	
<ul style="list-style-type: none"> • Clinical Judgment • Knowledge • Patient Safety Advocate 	
QSEN Competencies	
<ul style="list-style-type: none"> • Safety • Evidence Based Practice • Teamwork and collaboration • Patient Centered Care 	
IM Student Learning Outcomes	
<ul style="list-style-type: none"> • Assessment and Intervention • Critical Thinking • Knowledge Integration • Communication • Human Caring and Relationships • Manage and Prioritize Resources • Teaching • Leadership 	
NCLEX Test Plan	
<ul style="list-style-type: none"> • Safe and Effective Care Environment • Health Promotion and Maintenance • Physiological Integrity • Pharmacological and Parenteral Therapy 	
Concepts	
<ul style="list-style-type: none"> • Clinical Judgement • Evidence Based Practice • Safety • Communication 	
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Reviewed:

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