

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

Topic/Concept: Lab 2: Med Surg Lab: Foley insertion practice and CPE

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.
Learning Goals/Outcomes
Upon completion of this simulation learning activity, you will be able to: <ul style="list-style-type: none">Insert a foley catheter incorporating aseptic techniques and appropriate steps.
Scenario(s) Used
<ul style="list-style-type: none">Perform foley insertion for a female manikin
Schedule of Activities
<ul style="list-style-type: none">Students are divided into groups of 3 for 75 minutes to practice foley insertion with instructor guidance. Each student conducts the procedure while other students observe. After practice is complete students will individually ID patient, insert a foley catheter, provide patient education and the universal competencies as practiced in the morning lab. Remediation will be required for those students who do not maintain asepsis while inserting the catheter. Two self corrects will be allowed during the check off.
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
Pre-Brief will include: *Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve. You will have 25 minutes to complete the sim. Two self corrects are allowed. You may call a "time out" if you become anxious or just need a minute. Time will stop during that time. Please simulate washing your hands so you do not have to wait on the hand sanitizer to dry but please apply nonsterile and sterile gloves when appropriate. You may notice instructors making notes so they can remember things they may want to discuss with you after. *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. *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. *Review of Learning Objectives *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.

Logistics- Badging In/Out, restroom location, & food & drink

On-Line/ Out of Class

Prior to lab complete the following and the lab Quiz. (Bring complete quiz to lab)

- HESI Skills > Essentials Collection > Inserting an Indwelling Urinary Catheter – Female
- HESI Skills > Essentials Collection > Inserting an Indwelling Urinary Catheter – Male

Read: CSON Professional Nursing Skills Critical Elements and Nursing Intervention Instructions (NIIs) Located on LMS Homepage

- Urinary Catheter Insertion – Indwelling and Straight

MUST Watch video PRIOR to Lab

- Foley Video by CSON Instructor Jordan Severs <https://youtu.be/3xSBJ31JoFI>

You will be evaluated on Foley insertion the afternoon of your assigned lab. If you do not meet the objectives for the skill successfully you will be required to attend remediation noted on the course calendar. This is a graded CPE.

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Simulation Learning Activities

Simulation Activities:

- Simulation stations as discussed above

Online/Out-of-Class: Click here to enter text.

Evaluation Methods (Debriefing)

- Debriefing after each station
- Observation by faculty in simulation
- Post simulation lab Red Cap Tool
- Foley insertion Check off
- Remediation as needed

Other Appropriate Documentation

- Pre lab quiz competed prior to arrival

Time Allotted

Stations

75 minutes

Per practice station

25 minutes

Per student for check off

Texas DECs

- Clinical Judgment

QSEN Competencies

- Safety

<ul style="list-style-type: none"> • Knowledge • Patient Safety Advocate 	<ul style="list-style-type: none"> • Evidence Based Practice • Teamwork and collaboration • Patient Centered Care
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> • Safety/Quality • Clinical Judgement • Patient Centered Care • Professionalism • Communication/Collaboration 	<ul style="list-style-type: none"> • Safe and Effective Care • Health Promotion & Maintenance • Physiological Integrity • Pharmacological & Parenteral Therapy
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