1. Delegation and Supervision: Delegating Tasks for a Client Who is Postoperative to an Assistive Personnel (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 6 Delegation and Supervision)
   a. Delegation is the process of transferring the performance of a task to another member of the health care team while retaining accountability for the outcome
   b. A licensed nurse is responsible for providing clear directions when delegating a task initially and for periodic reassessment and evaluation of the outcome of the task
   c. RNs cannot delegate the nursing process, client education, or tasks that require nursing judgment to PNs or to APs
2. Admissions, Transfers, and Discharge: Essential Information in a Hand-Off Report (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 9 Admissions, Transfers, and Discharge)
   a. Discharge planning is an interprofessional process that starts at admission
   b. Many clients experience anxiety, fear of the unknown, and loss of independence and self-identity at the time of admission to the hospital or health care facility
   c. Nurses use the nursing process as a guide to plan teaching and interventions for clients during discharge
3. Critical Thinking and Clinical Judgment: Caring for a Client Who Has Nausea (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 8 Critical Thinking, Decision-Making, and Clinical Judgment)
   a. The components of critical thinking include knowledge, experience, critical thinking competencies, attitudes, and intellectual and professional standards
   b. Nurses make inferences when making clinical decisions by pulling pieces of information together to determine a relationship between the data
   c. Basic critical thinking results from limited nursing knowledge and experience, as well as inadequate critical thinking experience.
4. Information Technology: Action to Take When Receiving a Telephone Prescription (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 5 Information Technology)
   a. The medical record is a confidential, permanent, and legal document that is admissible in court
   b. Have a second nurse listen to a telephone prescription
   c. Question any prescription that seems inappropriate for the client
5. Safe Medication Administration and Error Reduction: Client Identifiers (Active Learning Template - Basic Cpt, RM Fund 10.0 Chp 47 Safe Medication Administration and Error Reduction)
   a. Verify clients' identification before each medication administration
   b. Acceptable identifiers include the client's name, an assigned identification number, telephone number, birth date, or other person-specific identifier (a photo identification card)
   c. Check for allergies by asking clients, checking for an allergy bracelet or medal, and checking the MAR
6. Information Technology: Action to Take When a Visitor Reports a Fall (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 5 Information Technology)

      a.   An incident is the occurrence of an accident or an unusual event. Examples of incidents are medication errors, falls, omission of prescription, and needlesticks

      b.   Do not refer to an incident report in a client's medical record

      c.   Incident reports contribute to changes that help improve health care quality

7. Medical and Surgical Asepsis: Preparing a Sterile Field (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 10 Medical and Surgical Asepsis)

      a.   Select a clean area above waist level in the client's environment (a bedside stand) to set up the sterile field

      b.   Hold items to add to a sterile field at a minimum of 6 inches above the field

      c.   Advise clients to avoid sudden movements; refrain from touching supplies, drapes, or the nurse's gloves and gown; and avoid coughing, sneezing, or talking over a sterile field

8. Client Safety: Planning Care for a Client Who Has a Prescription for Restraints (Active Learning Template - Nursing Skill, RM Fund 10.0 Chp 12 Client Safety)

      a.   Safety is freedom from injury. Providing for safety and preventing injury are major nursing responsibilities.

      b.   Secure restraints to a movable part of the bed frame. If restraints with a buckle strap are not available, use a quick-release knot to tie the strap

      c.   Make sure the restraints are loose enough for range of motion and that there is enough room to fit two fingers between the restraints and the client

9. Young Adults (20 to 35 Years): Teaching Appropriate Health Promotion Guidelines (Active Learning Template - Growth and Development, RM Fund 10.0 Chp 23 Young Adults (20 to 35 Years))

      a.   Should include obtaining height, weight, vital signs, and family history; screening for stress; education related to STIs and substance use disorders; and encouragement of good nutrition

      b.   Young adults can take on more adult commitments and responsibilities

      c.   Changes are affected by diet and exercise patterns

10. Client Education: Caring for a Client Who Smokes Tobacco (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 17 Client Education)

      a.   Learning is the intentional gain of new information, attitudes, or skills, and it promotes behavioral change

      b.   Motivation influences how much and how quickly a person learns. The desire to learn and the ability to learn and understand the content affect motivation

      c.   Some of the most common factors influencing clients' educational needs are health, education level, socioeconomic status, and cultural and family influences

11. Coping: Priority Intervention for a Client Who Has a Terminal Illness (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 33 Coping)

      a.   Coping describes how an individual deals with problems (illness and stress)

      b.   Stress not only impairs and weakens the immune system also is a causal factor in numerous health conditions

      c.   Coping behavior that describes how an individual handles demands imposed by the environment

12. Grief, Loss, and Palliative Care: Providing End-of-Life Care (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 36 Grief, Loss, and Palliative Care)
    a. Clients experience loss in many aspects of their lives. Grief is the inner emotional response to loss and is exhibited through thoughts, feelings, and behaviors.
    b. Some acceptance should be evident by 6 months after the loss
    c. Disenfranchised grief entails an experienced loss that cannot be publicly shared or is not socially acceptable (suicide and abortion)
13. Grief, Loss, and Palliative Care: Therapeutic Communication With the Partner of a Client Who Has a Do-Not-Resuscitate Order (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 36 Grief, Loss, and Palliative Care)
    a. The nurse serves as an advocate for the client's sense of dignity and self-esteem by providing palliative care at the end of life
    b. Palliative care improves the quality of life of clients and their families facing end-of-life issues
    c. Hospice care is comprehensive care delivered in a variety of settings, and can be implemented when a client is not expected to live longer than 6 months
14. Mobility and Immobility: Actions to Prevent Skin Breakdown (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 40 Mobility and Immobility)
    a. Immobility is the inability to move freely and independently at will.
    b. Mobility is freedom and independence in purposeful movement
    c. Maintain or regain body alignment and stability, decrease skin and musculoskeletal system changes, achieve full or optimal ROM, and prevent contractures
15. Pain Management: Suggesting Nonpharmacological Pain Relief for a Client (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 41 Pain Management)
    a. Nurses are accountable for the assessment of pain
    b. Effective pain management includes the use of pharmacological and nonpharmacological pain management therapies
    c. Transduction is the conversion of painful stimuli to an electrical impulse through peripheral nerve fibers (nociceptors)
16. Rest and Sleep: Identifying Findings That Indicate Sleep Deprivation (Active Learning Template - System Disorder, RM Fund 10.0 Chp 38 Rest and Sleep)
    a. Chronic sleep loss can increase risks of obesity, depression, hypertension, diabetes mellitus, heart attack, and stroke
    b. The most common sleep disorder, this is the inability to get an adequate amount of sleep and to feel rested
    c. Nicotine and caffeine are stimulants. Caffeine and alcohol tend to cause night awakenings
17. Pharmacokinetics and Routes of Administration: Self-Administration of Ophthalmic Solutions (Active Learning Template - Basic Concept, RM Fund 10.0 Chp 46 Pharmacokinetics and Routes of Administration)
    a. Use medical aseptic technique when instilling medications in eyes

      b.   Rest your dominant hand on the clients' forehead, hold the dropper above the conjunctival sac about 1 to 2 cm, drop the medication into the sac, avoid placing it directly on the cornea, and have them close the eye gently

      c.   Apply gentle pressure with your finger and a clean facial tissue on the nasolacrimal duct for 30 to 60 seconds to prevent systemic absorption of the medication

18. Pharmacokinetics and Routes of Administration: Teaching About Self-Administration of Clotrimazole Suppositories (Active Learning Template - Medication, RM Fund 10.0 Chp 46 Pharmacokinetics and Routes of Administration)

      a.   Position clients in the left lateral or Sims' position

      b.   Insert the suppository just beyond the internal sphincter

      c.   Instruct clients to remain flat or in the left lateral position for at least 5 min after insertion to retain the suppository. Absorption times vary with the medication

19. Intravenous Therapy: Promoting Vein Dilation Prior to Inserting a Peripheral IV Catheter (Active Learning Template - Nursing Skill, RM Fund 10.0 Chp 49 Intravenous Therapy)

      a.   Intravenous (IV) therapy involves infusing fluids via an IV catheter to administer medications, supplement fluid intake, or provide fluid replacement, electrolytes, or nutrients

      b.   Nurses administer medications as an IV bolus, giving the medication in a small amount of solution, concentrated, or diluted, and injecting it over a short time (1 to 2 min)

      c.   Prepare medications in the correct concentration and at a safe rate (amount of medication per minute

20. Intravenous Therapy: Actions to Take for Fluid Overload (Active Learning Template - Therapeutic Procedure, RM Fund 10.0 Chp 49 Intravenous Therapy)

      a.   Circulatory fluid overload is possible if the volume of the solution is large, or the infusion rate is rapid

      b.   IV solution or medication leaks into the subcutaneous tissue. Infiltration is the leak of a non-vesicant; extravasation is the leak of a vesicant solution which can damage the tissues

      c.   Edema; throbbing, burning, or pain at the site; increased skin temperature; erythema; a red line up the arm with a palpable band at the vein site; slowed rate of infusion

21. Pressure Injury, Wounds, and Wound Management: Performing a Dressing Change (Active Learning Template - Nursing Skill, RM Fund 10.0 Chp 55 Pressure Injury, Wounds, and Wound Management)

      a.   Prevent infection by using aseptic technique when performing dressing changes

      b.   Provide optimal nutrition to promote the immune response

      c.   Administer antibiotic therapy after collecting specimens for culture and sensitivity testing

22. Grief, Loss, and Palliative Care: Manifestations of Cheyne-Stokes Respirations (Active Learning Template - System Disorder, RM Fund 10.0 Chp 36 Grief, Loss, and Palliative Care)

a. Labored breathing (dyspnea, apnea, Cheyne-Stokes respirations), "death rattle"

b. Administer medications (morphine) that manage pain, air hunger, and anxiety
c. Facilitate the understanding of information regarding disease progression and treatment choices