



Instructor's Guide

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Critical Thinking in Nursing Management

This series is designed for students or nurses at all levels of experience, especially those with leadership and management goals, who wish to become effective nurse leaders and managers. There are no prerequisites, but learners familiar with general management principles will derive the most benefit from this educational experience.

Learners Objectives:

1. To practice nursing leadership and management through simulated situations.
2. To evaluate the effectiveness of managerial decision-making in health care settings.

Three methods are used to help learners meet these objectives:

1. **Case studies**, which provide learners with situations depicting realistic encounters in a variety of health care settings. Case studies are the learning environments in which learners may practice management skills and evaluate the effectiveness of different management approaches.
2. **Multiple-choice tests**, which provide feedback regarding knowledge about specific aspects of leadership.
3. **“Think About” questions**, which simulate self-exploration of complex management issues. Learners are encouraged to reflect on past experiences as they consider new methods of approaching situations.

Special Features for Instructors

- The scores from case studies and tests are recorded for the instructor to see.
- The answers to “Think About” questions are not recorded. Instructors may ask learners to write down their responses and submit them for review.
- Video vignettes are included to encourage group discussion. A few of the scenes appear in the case studies but others are available only to instructors.

Case Studies for Nursing Management

Assigning & Delegating

Case 1: Delegation in a Home Care Agency

Case 2: Assignment Making in an Extended Care Facility

Case 3: Assignment Making in an Acute Care Facility

Managing Conflict

Case 1: Major Organizational Change

Case 2: Personal Values Dilemma

Case 3: Ethical/Legal Dilemma

Case 4: Methods of Conflict Resolution

Managing Employee Problems

Case 1: Extended Care Facility

Case 2: Home Health Agency

Case 3: Acute Care Setting

Problem Solving & Decision Making

Case 1: Working with Groups

Case 2: Strategic Planning

Case 3: Problem Solving Process

IV Therapy

IV Therapy helps learners master the knowledge and skills necessary for managing intravenous infusions. The four-part series includes four titles: Basics, Techniques, Advanced Procedures, and Case Studies.

Basics

Basics provides fundamental knowledge about IV fluids and IV equipment. Methods to detect complications and their nursing management are described. Variations in IV therapy across the lifespan are included.

Objectives:

1. Compare common IV fluids.
2. Discuss equipment used to deliver infusions.
3. Describe localized and systemic complications of IV therapy and their nursing management.
4. Relate variations in IV therapy across the lifespan.

Menu:

- Intravenous Fluids
- Intravenous Equipment
- Complications of IV Therapy
- Lifespan Considerations

Techniques

Techniques provides information about the skills necessary to initiate, maintain and discontinue a peripheral intravenous infusion.

Objectives:

1. Describe the procedure for setting up a peripheral intravenous infusion.
2. Describe the procedure for inserting an intravenous needle into a peripheral vein.
3. Describe the skills necessary to maintain intravenous infusions.
4. Describe the procedure for discontinuing an intravenous infusion.

Menu:

- Initiating the Peripheral IV
- Maintaining the Peripheral IV
- Discontinuing the Peripheral IV

Advanced Procedures

Advanced Procedures provides guidelines for administering intravenous medication administration. Information regarding Venous Access Devices includes their advantages, risks, types, care and maintenance.

Objectives:

1. Describe the administration of intravenous medications.
2. Explain the procedure for flushing a heparin/saline lock.
3. Describe the management of venous access devices including the procedure for accessing and flushing a port.

Menu:

- IV Medication Administration
- Venous Access Devices

Case Studies

The Case Studies contain simulated, real-life situations that allow the learner to apply the knowledge necessary to manage intravenous infusions in a variety of settings. The cases reinforce information about the basic techniques of IV therapy and encourage the development of critical thinking and decision-making skills.

Objective:

Apply the knowledge necessary to manage intravenous therapy in selected situations.

Menu:

Case 1: older adult with local complication, needs IV restarted

Case 2: toddler who needs his infusion rate calculated

Case 3: middle-aged adult with a systemic complication and a vascular access device

Case 4: young adult receiving IV antibiotic therapy via an intermittent infusion at home who develops a complication, and needs his infusion rate calculated

Case 5: young female who just had a Caesarian section needs her IV regulated, then discontinued.

Case 6: young adult scheduled for surgery needs an IV; decisions must be made about selecting and preparing the infusion

Intended Audience

Sections of this program would be appropriate for many healthcare providers who must start, maintain and discontinue intravenous infusions. Consult relevant professional organization or practice statements to identify what limitations in intravenous therapy management may apply to specific providers.

Practice Environment

It is recommended that learners view the program and practice the procedures in a skills laboratory or similar setting. If this is not practical, the learner is encouraged to perform the procedures as soon as possible after viewing to reinforce what has been learned. At some point, an instructor should be available to answer questions and evaluate the learner's mastery of the skills before the procedures are attempted in the clinical setting. Merely watching the program and scoring well on the quizzes does not insure the learner's ability to perform the procedures.

Nurse Theorists, Excellence in Action

These videos are designed to show nursing students how theories are applied in practice. They also provide examples for administrators to see how implementing certain theories can save money and increase efficiency of institutions. Each video presents information on a theory, gives case study examples to show the application of a theory and concludes with a discussion summarizing and synthesizing the theory and application.

Learners Objectives:

1. Relate how theories may be applied in nursing practice.
2. Provide examples of how implementing certain theories can improve the efficiency and cost-effectiveness of institutions.

Individual Titles:

From Beginner to Expert: Clinical Knowledge in Critical Care highlights the methods and major findings of a four-year research project. Illustrated by three clinical vignettes, the project is discussed by Dr. Patricia Benner and her research team. The study explores clinical learning and skilled clinical judgment and applies this to the process of becoming an expert nurse.

Self-Care Framework Model in Practice describes Dorothea Orem's self-care deficit nursing theory. Case studies are used to detail her theory which emphasizes the individual's capabilities for complete and effective self-care and the goal of nursing to help people meet demands for continuing and therapeutic self-care.

Adaptation Model in Practice explains Sr. Callista Roy's Adaptation Model that suggests that by viewing a patient as a person, a collaborative staff can help each patient adapt to a changing environment. Two different healthcare institutions exemplify how the model may be implemented.

Nurse Theorists, Vols. I & II

These series explore the lifework and stories of the innovative women who are widely regarded as nursing's premiere scholars. Each program includes a video interview with the modern theorist in which she discusses her life, the evolution of her work and its impact on nursing practice and education. Completing the series is information about the life and work of Florence Nightingale.

Theorist Theory/Subject

Volume I

Virginia Henderson	<i>Definition of Nursing</i>
Dorothy Johnson	<i>Behavioral Systems Model</i>
Imogene King	<i>Interacting Systems</i>
Madeleine Leininger	<i>Culture Care Diversity & Universality</i>
Myra Levine	<i>The Conservation Model</i>
Betty Neuman	<i>Neuman Systems Model</i>
Margaret Newman	<i>Health as Expanding Consciousness</i>
Dorothea Orem	<i>Self-Care Framework</i>
Rosemarie Parse	<i>Theory of Human Becoming</i>
Ida Orlando Pelletier	<i>Nursing Process Discipline</i>
Hildegard Peplau	<i>Interpersonal Relations in Nursing</i>
Martha Rogers	<i>Science of Unitary Human Beings</i>
Callista Roy	<i>Roy Adaptation Model of Nursing</i>
Reva Rubin	<i>Theory of Maternal Identity</i>
Jean Watson	<i>A Theory of Human Caring</i>
Florence Nightingale	<i>Life and Work</i>

Volume II

Patricia Benner	<i>Novice to Expert</i>
Helen Erickson	<i>Modeling and Role-Modeling</i>
Afaf Meleis	<i>Transitions</i>
Merle Mishel	<i>Uncertainty in Illness</i>
Pamela Reed	<i>Self-Transcendence</i>

Learner Objectives:

1. Explore the life work and life stories of the innovative women who are widely regarded as nursing's premier scholars.
2. Discover the evolution of each theorist's work and its impact on nursing practice and education.

Sterile Technique

This is an interactive program that helps learners master the knowledge and skills necessary to practice sterile technique. The primary audience for Sterile Technique includes beginners who need to perform procedures that require sterile technique; however, it is also an excellent review for healthcare providers who may want to refresh their skills.

Learner Objectives:

1. Define terms associated with asepsis.
2. Compare sterile technique and medical asepsis.
3. Identify situations when sterile technique should be followed.
4. Describe how items are sterilized and how to inspect a package for sterility.
5. Relate the principles of sterile technique.
6. Demonstrate selected procedures that require sterile technique.

Special Features:

Information about asepsis

Principles of sterile technique

Demonstrations of sterile procedures

Descriptions of various terms related to asepsis

Visualization and Auscultation of respiration

Features of the following procedures:

- Opening a sterile package
- Setting up a sterile field
- Adding sterile supplies
- Pouring sterile solutions
- Applying sterile gloves
- Removing soiled gloves

Surgical Instruments

The purpose of this program is to teach recognition, selection and handling of surgical instruments in a safe manner. The information is offered through descriptive explanations, detailed images and instructive videos. The program presents interactive exercises that test knowledge and skills.

Objectives:

1. Identify everyday surgical instruments by looking at their features.
2. Explain the use of various types of surgical hand instruments.
3. Demonstrate the basic skills of proper instrument handling, holding and use.

Audience:

This program would benefit those who work with surgical instruments including students in medical, nursing, surgical tech and public safety programs as well as staff who are in training.

Menu:

Instruments

- Overview
- Clamps and Occluders
- Scalpels and Scissors
- Graspers
- Retractors
- Suction Tips
- Skin Staplers

Passing/Safety Considerations

Test Yourself

- Instruments by Type
- Instruments by Name

Special Features

- Images of the instrument from different angles.
- Ability to zoom in on tips and other unique features
- Video of handling the instrument

Therapeutic Communication

This series is a multi-purpose, interactive educational tool for the analysis and synthesis of communication strategies and techniques.

Learners Objectives:

1. Relate situations and factors influencing human communication.
2. Describe the process of communication.
3. Compare social and therapeutic communication patterns.
4. Explain elements that facilitate or block communication.
5. Analyze communication in various situations to determine its effectiveness.
6. Describe methods of evaluation used to analyze communication.

Intended Audience

The primary audience for this program is nursing students who are starting to learn about therapeutic communication. Other learners and practicing professionals may benefit from this program as well.

Prerequisites

There are no prerequisites for this program. The section called “Communication Process” is a foundation for the other sections of the program. Learners may also want to refer to current resources.

Title/Activities

Communication Process

- Communication Theory
- Factors Influencing Communication

Therapeutic Communication

- Therapeutic Communication
- Facilitators
- Blockers

Practice Communication

- Five nurse-client vignettes that encourage learner interaction and decision-making. Learners receive feedback on their decisions.

Analyze Communication

- 1 audio/video vignette to analyze
- 1 audio vignette to analyze
- Written Examples to analyze

Vital Signs

This multimedia program is designed to help learners master the skills and knowledge necessary to complete temperature, pulse, respiration, and blood pressure assessments. It stresses the development of psychomotor as well as cognitive skills.

Learners Objectives:

1. Identify the factors that influence vital signs.
2. Explain variations in vital signs and their significance.
3. Describe the equipment commonly used to measure vital signs.
4. Assess vital signs in a skills laboratory or clinical setting with assistance.

Special Features:

Descriptions of sites where vital signs can be assessed

Explanations of variations in vital signs

Comparisons of devices used to assess vital signs

Demonstrations of oral, rectal, axillary, and tympanic temperature readings

Visualization and Auscultation of respiration

Mercury and aneroid manometer **assessments** of blood pressure

Practice in assessing each vital sign, including:

- Reading thermometers
- Counting apical and radial pulses
- Counting respirations
- Listening to blood pressures measured on mercury and aneroid thermometers

Opportunities for practice, summaries, and quizzes

Individual Titles:

- Temperature
- Pulse
- Respiration
- Blood Pressure

Each vital is divided into four sections:

- Basics
- Variations
- Measurement
- Assessment