

| Related Concepts | | Related Exemplars/Diseases | |
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| What Concepts do you need to know about to care for this client? Adaptation? Client preference and profile? Cognition? Comfort? Emotion? Protection? Regulation? Sexuality? Safety Procedures? Check out the index for ideas of related Concepts! When you approach this client—what Concepts come to mind? What concerns you? What care is needed? | | What other Exemplars should I review in my NoteBook? What other Diseases does my client have/is at risk for? What Exemplars/Diseases often accompany this client's chief issues? Consider Crisis, Culture, Health Promotion, Spirituality, Sexuality, Oxygenation? Family Dynamics? Grief? Fluid Imbalance? Nervous system disorders? Pain? Skin? Safety? | |
| Reading/Resources – Clinical Judgment | | Class/Lab/Clinical – Clinical Judgment | |
| <p>Go to your readings/Class preparation materials/exercises—What information would you need from the readings to take care of your client?</p> <ul style="list-style-type: none"> What is the pathophysiology of this Exemplar/ Disease? How would a client with this Exemplar/Disease look? What signs and symptoms are common or particularly troublesome? What associated signs and symptoms might you see that occur early in the experience with the Exemplar/ Disease? What might you see late in the experience with the Exemplar/Disease? What are the NURSING IMPLICATIONS in the care of clients with this Exemplar/Disease? What equipment will you need to care for a client with this Exemplar/Disease? What precautions or isolation procedures are needed in the care of a client with this Exemplar/ Disease? | | <p>Class/Lab/Clinical</p> <ul style="list-style-type: none"> Your Instructor will provide you with more material in Class/Lab/Clinical. What are the general priorities of care when caring for a client with this disease/exemplar? Pair up with a peer and compare your notes on the left—what is the same/different—Use Compare and Contrast to REALLY think about The NoteBook page. Instructor or Peer: Share experiences of the care of clients with this Exemplar/Disease. Refer to the questions/areas on the left to supplement your Class/Clinical/Lab information? Create a small group and discuss what you wrote and how The NoteBook additions are the same/different. Supplement your notes. Consider your client's care throughout these activities. Following a rich discussion of these notes, complete your priorities of care below. | |
| Priority Assessments or Cues | | Priority Labs & Diagnostics | Priority Nursing Interventions |
| <ol style="list-style-type: none"> What are the three most common assessment/data collection findings or cues that something is different? Write in pencil, priority cues may change, or new information may show up! How would this client look? How would you assess or collect data on the client? How do these alter with changes in status? | | <ol style="list-style-type: none"> What labs and diagnostics would you need to plan care for this client? What critical values do you need to know? What diagnostic/lab findings would guide the plan of care? How should the nurse care for the client having these labs and diagnostics? What client teaching/preparation is needed? | <ol style="list-style-type: none"> What intervention needs to be done first? What intervention/action can be done fast? How would you know if they worked? What additional actions are needed? What can be delegated/assigned? What equipment do you need? What isolation precautions are needed? What client teaching is needed for precautions? |
| Priority Medications | | Priority Potential & Actual Complications | Priority Collaborative Goals |
| <ol style="list-style-type: none"> What medications are critical for this client? What healthcare provider prescriptions are needed? What therapeutic and side effects should be observed? Adverse reactions? What client education is indicated with each medication? What nursing implications guide medication administration? | | <ol style="list-style-type: none"> What complications could occur if the nurse did not intervene? What interventions are critical to prevent complications? How do these complications guide the plan of care and nursing interventions? What client education/discharge education is needed to prevent potential complications/ address actual complications? | <ol style="list-style-type: none"> What client goals direct your nursing care and interventions? What client teaching/ reinforcement of teaching is indicated? What other members of the healthcare team will assist you in meeting these goals? What care can be delegated/assigned to unlicensed assistive personnel? What care must be done by an RN? An LPN? |

NurseThink® Quick

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| Pathophysiology-more detail | Pharmacology-more detail | Create a Concept Map |
| Create a plan of care | Write a test item | Mnemonics |
| Create a teaching plan | Medication list | Multidisciplinary plan of care |
| Discharge priorities/Home-based care | Space for additional notes | Clarity the "muddiest part" |
| Compare and Contrast | Quick Write | Your memory strategies |
| Ah-Ha's-what you didn't know about or think about before | <ul style="list-style-type: none"> Ask 3 questions-Why? E3 – Expand Every Event | Hints from peers and faculty |
| | | Study plan |

NEXT GEN LEARNING – NCLEX® TEST PLAN

Safe and Effective Care (Management of Care, Coordinated Care, Safety and Infection Control): Threats to safety, Prevention of illness, accidents, and injury, Working with other HCP, Delegation/Assignment, Priorities of care, Leadership principles, Multidisciplinary team, Clients' rights/Informed consent, Advance directives, Case Management, Incidence/variance reports, Dealing with conflict, Change theory, Standard and transmission based precautions, Home safety, Restraints, Safe use of equipment, Disposal of medications/hazardous waste,

Health Promotion and Maintenance: Health assessment, Health promotion, Developmental stages, Impact of growth and development on care, Issues with Aging/Older adults, Screening/immunizations, Lifestyle choices/Risk reduction, Client education, Prevention/wellness

Psychosocial Integrity: Dealing with stress/crisis, Coping, Grief/bereavement/loss, Persistent/significant mental pathology, Psychotropic medications, Therapeutic environment, Therapeutic communication, Abuse, End-of-life concepts, Cultural awareness, Mental health

Physiological Integrity (Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, and Physiological Adaptation): Daily and therapeutic nutrition, Administering Medications, Skills and procedures, Prevention of Complications, Assessing therapeutic and side effects of medications, Administering fluids/IV therapy, Disease processes/signs/symptoms

QUALITY AND SAFETY COMPETENCIES

Patient-Centered Care: What measures keep the client at the center of the care? What are client and family priorities? Informed consent, Family-centered practices, Implications of family care, Post-discharge issues, Home care, Family dynamics, Client education, Evaluation of learning, Patient-centered versus nurse/agency-centered policies and practices, Respect for self-care

Teamwork and Collaboration: Documentation, Hand-Off report, SBAR, Professional Communication, Relationships, Conflict resolution, Working in groups/group dynamics, Shared decision-making, Mutual respect, Lateral violence, Workplace violence, Community concepts

Evidence-Based Practice: Ensuring best practices, Current practices, New ways to address issues, Standards of care or practice, Delegation of practices, Scope of Practice, Evidence-based skills and procedures, Current research, Trends in care based in evidence

Quality Improvement: Ways to make care more effective, Measurement and evaluation of effectiveness, Communication of quality improvement projects, Focus on outcomes, Quality improvement projects, Participation in quality improvement efforts/initiatives

Safety: Safe medication and parenteral administration, Interventions to keep the client and the nurse safe, Fall, error, and infection prevention, Safe skills and procedures, Infection control measures, Home safety, Limiting exposure to threats to safety

Informatics: Documentation in the Electronic health/medical record, Confidentiality/HIPAA, Telehealth, Patient education, Monitoring/remote monitoring, Infusion devices, Technology, New advances in care, Error prevention, Communication

Peer Review: _____ Faculty Review: _____

Grade Tracker:

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Overview and Philosophy

NurseThink® for Students: The NoteBook is a one-of-a-kind notetaking system that integrates deep thinking and reflection into each exposure to nursing content. It forces students to stop writing and to begin processing what they are learning. With consistent use, students will develop a higher level of managing knowledge that will improve retention and application of the material learned. Here are some key concepts for success.

- Use of *The NoteBook* needs to be consistent throughout the course and program. Its use will create a habit of thinking.
- One copy of *The NoteBook* should carry the student from the first semester to the last. Re-vising previously complete pages will connect new knowledge to previously learned knowledge.
- Students need to see that the time and work completing *The NoteBook* is valuable. This must to be demonstrated and supported by the course instructor by using the pages in class, lab, simulation, and clinical. When students see you using it, they will do the same. This guide will give ideas for integration.
- Students need to be held accountable for using *The NoteBook* regularly. See the section within this guide for suggestions on making students accountable.

Curriculum Integration

- **Pre-Class Preparation**
 - Ask students to begin a page or two of *The NoteBook* on the material that is going to be discussed in class. Have students focus on completing the box labeled “Reading/Resources – Clinical Judgment” retrieving material from their readings or other classroom preparation materials.
 - Ticket to Class: Show completed page(s) to the instructor upon entering the classroom. The instructor can initial in a box of the Grade Tracker.
 - Ticket to Class: Assign each student a study partner to review completion of the page before class begins. The study partner will initial a box of the Grade Tracker.
 - Ticket to Class: Have the student scan (or take a picture) the completed page(s) and upload the document to the course management system prior to class.
- **In the Live Classroom**
 - After presenting and discussing class material, have each student complete the page of *The NoteBook* that was started prior to class, focusing on the “Priority” boxes.
 - Allow students to work individually; compare answers to a classmate; work in small groups; or discuss as a class. Allow students to present the material to the class, defending why they feel their priorities are most important.
 - After introducing a case study to the class, have each student complete a page of *The NoteBook*.
 - Allow students to work individually; compare answers to a classmate; work in small groups; or discuss as a class. Allow students to present the material to the class, defending why they feel their priorities are most important.
 - Come to class with a patient gown over your clothes. Become a 'standardized client' for students to ask questions or perform an assessment. Afterward, have the students complete a page of *The NoteBook*, prioritizing care.
 - Open a client record in a simulated EHR. After the students have reviewed the client information, have them use *The NoteBook* page to prioritize care.

- Have students review a client within the NurseThink® for Students Conceptual Case Study Book or the NurseThink® vClinical Virtual Simulations, completing *The NoteBook* page.
- **In the Online or Remote Classroom**
 - After presenting and discussing class material in the synchronous classroom, have each student complete the page of *The NoteBook* that was started prior to class, focusing on the “Priority” boxes.
 - Use breakout rooms to allow students to compare answers to a classmate; or work in small groups. Allow a student from each breakout group to present the material to the class, defending why they feel their priorities are most important.
 - After introducing a case study to the class in a synchronous class, have each student complete a page of *The NoteBook*.
 - Use breakout rooms to allow students to compare answers to a classmate; or work in small groups. Allow a student from each breakout group to present the material to the class, defending why they feel their priorities are most important.
 - After completing the priorities of *The NoteBook*, have students “chat” their first priority into the synchronous classroom chat feature.
 - Pose a case study in an asynchronous discussion board of the course management system and support a class discussion that compares priorities. Be sure that students defend their answers.
 - Have students review a client within the NurseThink® for Students Conceptual Case Study Book or the NurseThink® vClinical Virtual Simulations, completing *The NoteBook* page and uploading it to the course management system as an assignment.
 - Place students into groups within the course management system to discuss and compare their findings.
- **In Clinical**
 - Ask the students to bring *The NoteBook* to clinical and complete a page during the day on a client they are caring for. Encourage students to talk about their conclusions with the nurse preceptor and re-prioritize throughout the day as they encounter a variety of situations.
 - Choose one or two exemplars from the day to explore during clinical post-conference.
 - Choose one or two exemplars from the day to share during the next class day and discuss as a class.
- **In the Laboratory/Simulation**
 - Request that the student bring a complete pre-class assigned pages from *The NoteBook*. Have the students re-prioritize care after completing the lab activity or simulation.

NurseThink® Quick

- This section of *The NoteBook* allow for the greatest level of creativity in teaching and learning. Consider these options to motivate your students. Mix it up to prevent boredom.
 - Expand the development of pathophysiology related to this concept/exemplar/disease
 - Create a plan of care for the client
 - Develop a teaching plan
 - Identify discharge priorities and home-based care
 - Compare and Contrast this page with another.
 - Have the student journal their ‘ah-ha moments’ that occurred when completing this page.
 - Expand pharmacology related to this condition.
 - Write a test item on this condition.

- Ask 3 questions that a client or their family may ask the nurse.
- Create a Concept Map.
- Write a mnemonic.
- Identify who would be included in the multidisciplinary plan of care.
- Identify and further explore the “muddiest point.”
- Have the student build an individual study plan to learn this material.

Next Gen Learning – NCLEX® Test Plan and Quality and Safety Competencies

- The purpose of this section is to begin preparing for the NCLEX® exam and safe practice NOW and not after graduation. Select one of the categories to perform a “deep dive” pertaining to that condition with each page. For example, have a small group or classroom discussion on how the nurse caring for a client with pyelonephritis needs to address the Client Needs of Basic Care and Comfort (NCLEX® Physiological Integrity) and Quality and Safety standards of Evidence-based practice (QSEN).

Clinical Judgement using The NoteBook

- **Recognize and Analyze Cues (Priority Assessments and Labs & Diagnostics)**
 - Have students list/discuss ALL cues and narrow down the list to the top 3 priorities before completing the Priority section.
- **Prioritize Hypothesis (Priority Potential & Actual Complications)**
 - Have the student list/discuss the possible complications, challenges, and concerns when caring for this client. What is most likely? What is less likely? Prioritize their thoughts and defend their answers.
- **Generate Solutions and Take Action (Priority Nursing Interventions, Medications, and Collaborative Goals)**
 - What will improve patient outcomes or prevent complications? What care can the nurse perform 1st, 2nd, and 3rd to improve care?
- **Evaluate Outcomes**
 - In what situations would the solutions and actions be effective or ineffective?

Next Gen Activities using The NoteBook

- **NCLEX® Preparation Activities**
 - Work in pairs or teams to develop 5 NCLEX®-style exam questions using a complete page of *The NoteBook*. Assign groups to each have a different area of focus for the item they write using the Clinical Judgment Measurement Model.
 - Work in pairs or teams to develop 1 Next Gen Case Study (6-items). Use the NurseThink® NextGen EHR Templates and the NurseThink® NextGen Item Templates to complete this activity.