

The NoteBook

SAVE TIME STUDYING!

You are providing care to a client

Related Concepts		Related Exemplars/Diseases	
<p>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?</p>		<p>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?</p>	
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"> 1. What are the three most common assessment/data collection findings or cues that something is different? 2. Write in pencil, priority cues may change, or new information may show up! 3. 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"> 1. What labs and diagnostics would you need to plan care for this client? What critical values do you need to know? 2. What diagnostic/lab findings would guide the plan of care? 3. 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"> 1. What intervention needs to be done first? What intervention/action can be done fast? How would you know if they worked? 2. What additional actions are needed? What can be delegated/assigned? 3. 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"> 1. What medications are critical for this client? What healthcare provider prescriptions are needed? 2. What therapeutic and side effects should be observed? Adverse reactions? 3. What client education is indicated with each medication? What nursing implications guide medication administration? 	<ol style="list-style-type: none"> 1. What complications could occur if the nurse did not intervene? What interventions are critical to prevent complications? 2. How do these complications guide the plan of care and nursing interventions? 3. What client education/discharge education is needed to prevent potential complications/ address actual complications? 	<ol style="list-style-type: none"> 1. What client goals direct your nursing care and interventions? What client teaching/ reinforcement of teaching is indicated? 2. What other members of the healthcare team will assist you in meeting these goals? 3. What care can be delegated/assigned to unlicensed assistive personnel? What care must be done by an RN? An LPN? 	

NurseThink® Quick

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

- How to use *The NoteBook* in the classroom/studying: https://www.youtube.com/watch?v=BmnPj_JkxBs
- How to use *The NoteBook* in clinical: <https://www.youtube.com/watch?v=YOYK1zU5CfA>
- *The NoteBook* - Student Guide: <https://www.youtube.com/watch?v=k74UWbNDwj0>
- *NurseThink NoteBook* - Overview of the Pages: <https://nursethink.com/the-notebook>

Tips for using The NoteBook

- **Class:** To prepare for a class, fill out a few of the top three priority bullet points and jot down a few notes regarding at least one of the topics you will be discussing in lecture. This is helpful to engage your clinical judgment thinking before class. Filling out the whole page before class is not always necessary. However, each program uses the notebook differently, so be sure to adhere to your program guidelines. Continue to add to your notebook page during class, only taking notes on information pertinent to caring for the client at the bedside.
- **Clinical:** Depending on your scenario, use *The NoteBook* to help prepare you for patient care by focusing on your top three priorities. Be sure to jot down a few priorities in your notebook before you care for the patient to help engage your clinical judgment thinking. Then revisit your *NurseThink® The Notebook* and ask yourself, "Were the assessments, interventions, or other priorities different, or did they change as I was caring for the patient?" If so, be sure to adjust your nursing notebook page according to what you did in practice to care for that patient.
- **Lab/Simulation:** Similarly, as lecture and clinical, use *The NoteBook* to prepare yourself for patient care before going to your simulation day. In doing so, you will be better prepared by thinking through clinical judgment and caring for a client, rather than trying to re-read your textbook chapter. Specifically, focus on your top three priorities when preparing for lab or simulation.

NurseThink® for Students: NCLEX-RN Conceptual Review Guide and *NurseThink® for Students: The NoteBook* are available at www.nursethink.com