

Best Practices

Compiled by Patty Sheehan

Board Games can be created and utilized to teach many areas of the curriculum.

Example: “The Game of Work” is modeled loosely around “Monopoly” and “Candyland”. Each square is an opportunity to reinforce learning. Students pass regular paydays, but also get sick, show up late, buy uniforms, need car repairs, work overtime, etc. They land on “WOW” squares and pick up a “WOW” card which rewards them for positive attributes. They have opportunities for more education and advancement. They also land on “BUMMER” squares and pick up “BUMMER” cards which are reminders of what happens when things don’t go well. They may be sent back to the beginning or the unemployment office. Everyone finishes and then the winner is determined. Each time a student passes a payday s/he receives 2 pennies. Whenever a student lands on a “BUMMER” square s/he loses 2 pennies. The winner is not the student with the most money, but the student with the most pennies.

One Act Plays are a useful method for teaching about situations or concepts that students may not have an opportunity to experience. Example: Discharge Planning Conference. This one-act play includes the resident, family member(s), and as many disciplines as you want. Writing a play can be time consuming, but can really make the situation clearer, especially if the student will not have an opportunity to see a real conference. Don’t forget to use humor!

Chain of Infection Scavenger Hunt: Create a chain of infection on a piece of paper or cardboard, and then several different scenarios. Select different causative agents and complete six small cards for each corresponding to the chain of infection.

Example: Causative Agent - E-coli; Reservoir – large intestine; Portal of Exit – bedpan/toilet/linen; Mode of Transmission – direct/indirect; Portal of Entry – Foley catheter; Susceptible Host – patient with Foley.

Send one student out of the room and hide all the cards in appropriate places. The first two cards can be “hidden” by putting them in a student’s pants pocket with just a little showing. Students who know where cards are can communicate when the student searching is “hot” or “cold”. When all cards have been found and placed correctly on the chain of infection, reinforce the importance of utilizing proper infection control practices to break the chain of infection.

Carpenter’s Chalk: To teach about hand washing. Place some blue carpenter’s chalk in a bedpan. Dress several students in johnnies. Offer a bedpan to a manikin and then remove it. Use gloves, but make sure your technique is poor and get chalk all over your hands. Then go around the room and touch students and other surfaces leaving a trail of blue chalk. Then remind them that hand washing is the single most important thing that they can do to stop the spread of infection.

What's Attendance All About?

Below are reasons which have been given for missing work. Are they Good, Okay or Poor reasons? Check the box next to the reason to show what you think.

I called in and said	Good reason	OK if not done often	Poor reason
I'm sick in bed with the flu.			
My dad wants me to help him today.			
My parents said I can stay home.			
I have a cold.			
I missed my bus.			
My mom wants me to baby sit.			
I have a lot of homework.			
I stayed over at my friend's last night.			
There was a death in my family. I have to go to the funeral.			
I just don't feel good.			
My brother came home last night. I haven't seen him in a year and he's leaving tomorrow.			
I have no way to get to work.			
A guy I really like asked me out tonight.			
I have a big game on Friday. The coach said I have to practice.			
My parents decided to go out of town today.			
I was up late last night and I'm too tired to go to work.			
The bus passed me by at the bus stop.			
My friend/spouse and I had a fight last night.			

Attendance: Excused or Unexcused

There are many reasons to ask for time off from work, many of which bosses may consider valid. In this exercise, you are the supervisor. Rank the following reasons for time off according to priority, with "1" being the most valid, "2" being the next most valid and so forth. The reason you think is the least legitimate should be "15".

	Employee sick with the flu
	Mother of employee sick
	Child of employee sick
	Death of employee's sister
	Old friend of employee visiting from out of town
	Doctor's appointment
	Employee's car needs major tune-up
	Employee's only car totaled in accident (employee not in the car)
	Employee sick with a cold
	Employee's child in school play
	Employee tired after a late-night party
	Employee wants to attend Parent-Teacher conference at child's school
	Employee is tired after many hours of overtime
	Employee wishes to schedule golf game
	Dishwasher service person scheduled to repair broken machine

Best Practices

Submitted by Millie Bennett

1. Students perform daily hygiene on one another in preparation for clinical. This is done with a same sex partner of their own choice of classmates and is done in their underwear, swim suit or shorts.
2. Students feed each other a meal when we do the chapter on feeding a patient. A small portion of this is done with the student/patient being blind-folded to simulate a blind person. Another component could be to have the patient feed themselves while blindfolded.
3. When students are learning transfers with a gait belt, I ask them how else they see transfers done and a common answer is to use their belt or the waistband of their clothing. I have them perform a transfer this way and then ask the student-patient what happened. They always reply "I got a wedgie!" I then ask them how long the patient will be sitting in the chair until their position is changed. The answer is two hours. We then discuss how uncomfortable it is and that many residents can't complain or fix the problem themselves.
4. When learning about strokes I have students bring in clothing that is large enough to fit over their own clothing. They choose which side is to be paralyzed with a CVA, then they dress themselves with only half of their body functioning.
5. Students learn to apply incontinence garments on each other. They are so embarrassed. This lets them know how the adult feels with a brief on.
6. Medical terminology is taught with the use of a video system. After the video, students will pair up and help each other get ready for the written test. Their job is to help their partner get ready for the test and they do very well with this.

Submitted by Ruth Vietz

1. Have a lunch prepared for students and then have them feed one another. It is a real eye opener for the one being fed. It is so valuable for them to experience it and find how easy it is to say "I don't want any more" rather than "slow down".
2. I have students put on glasses to simulate vision problems such as glaucoma, cataracts, diplopia, left side neglect and then ask them to do a task such as walk through a door to find something.
3. I have students put on gardening gloves and try to open medication bottles. They then have to fill small pill container boxes (divided boxes for a week's worth of pills) with several types of pills such as aspirin, a multi-vitamin, B/P pill to be taken two times a day.
4. I have several pair of slipper socks filled with dried beans to simulate foot pain such as bunions, calluses or hammertoes, and ask students to walk twenty feet or so. This helps them appreciate how many of our elderly feel while ambulating.
5. I buy several types of earplugs for the students to try. Make sure everyone has a pair in place, then turn your back to them and tell them about an upcoming test. ("What you need to know for the test on Tuesday is...")

How to Get an “A”

Submitted by Mrs. Gordon of Bath RVC

1. Assignments must always be done on time and passed in.
2. Homework must be neat and easily readable. Black ink is the only color ink that is to be used. This color demonstrates a scholarly approach to writing. Ink is only second to a typed paper. Full credit will be given to a typed paper that is neat and passed in on time.
3. Accuracy of clinical work includes safety factor, completion of clinical review and a sense of compassion toward the clients.
4. Using time wisely is a great asset. Free time should be used for extra lab or class practice. Some free time can be used for homework.
5. Break time consists of 15 minutes only. It is important to finish all snacks within this time frame. Hands must be washed and students must be ready to begin lab at the end of the scheduled break.
6. According to the task/skill, the student should be able to accurately perform skills within the specified lab time, which varies according to the task.
7. Students will be graded on clean-up assignments without being reminded.
8. Perfect attendance is rewarded each quarter. If you are absent, you will complete your make-up within five days.
9. OTHER:
 - a. Follow the work habits/rules
 - b. Do extra credit work or demonstrations
 - c. Show courtesy to all
 - d. Be cheerful and pleasant – leave your problems at the front door
 - e. Raise your hand to ask or answer questions

Parent signature

Student signature

AFTER GRADUATION YOU WILL HAVE OBTAINED MARKETABLE SKILLS!
GOOD LUCK AND LET'S HAVE A GREAT YEAR.