LTC Classroom Clinicals—Two Activities

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I split the class into "patients" and "CNAs" for both days. We used the desks, tables, and chairs to build six patient rooms with a hallway down the middle. The front of the classroom was used as the facility common area/dining room. A linen cart and assistive devices were available in the "storage closet" for use as applicable.

"Vital Sign Round Robin":

The patients each drew a "role" from a graduated cylinder, which consisted of at least one psychosocial and one physical ailment (i.e. Alzheimer's patient with COVID-19). The patients were placed in their rooms and asked to provide realistic examples of their roles (we even used the Simulaids tools here!). The CNAs were given the attached scenario and Vital Sign flow sheet and instructed to make their rounds through each patient in the hall. I set a timer for 15 minute increments, which prompted the CNAs to rotate to the next room. Upon completion of the rotations, the CNAs logged into Google Classroom and "charted" their findings on a form that I had created to mimic the EMR used in our clinical facilities. After the lunch break, roles were switched and repeated. At the end of the day, we discussed our findings in a mock post-conference.

"Industry-based Clinical Scenarios":

For day two, I called my industry partners and asked for each of them to send me copies of three current patient care plans (12 total scenarios; identifying markers removed), with varying degrees of skill needs and difficulty. Again, the students were split into patients and CNAs and acted out their roles similarly to the previous day, including obtaining vital signs and charting. Changes were made to allow more time for each rotation, and instead of post-conference, the CNAs gave a shift report upon switching roles.

The students seemed to have a great time throughout the process, and while not getting the real-deal, they were able to gain a little patient perspective (and hopefully some empathy) along the way.