

The Student Nurse - Our Future - Maximizing the Opportunity to Share Knowledge of the Unique Rehabilitation Nursing Environment

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Purpose

The ability to introduce Rehabilitation nursing and the unique needs of our population is an opportunity we want to maximize for our students. Many times it is evident that the student is unaware of the deficits and challenges faced by our patients through their recovery. The image of a “guidebook” was envisioned during an ARN conference SIG group in which the future of rehab nursing was being discussed but no one had mentioned “the student”. The goal of the guidebook was to prepare the student to care for “our” patients while enhancing the student’s appreciation and knowledge of Rehabilitation nursing.

Review of Literature

The common theme highlighted the minimal exposure that students are offered to experience rehabilitation.

Method

- Identified need for project and received administration approval to initiate
- Nursing instructors and Peers surveyed
- Reviewed feedback and developed a plan
- Literature search performed
- Created the “Brain Injury Student Guide”
- Implemented guide with students starting September 2013
- Guide made available on all computer desktops, student/instructor website and a hardcopy in the break room.
- Evaluated the utilization and effectiveness of this resource

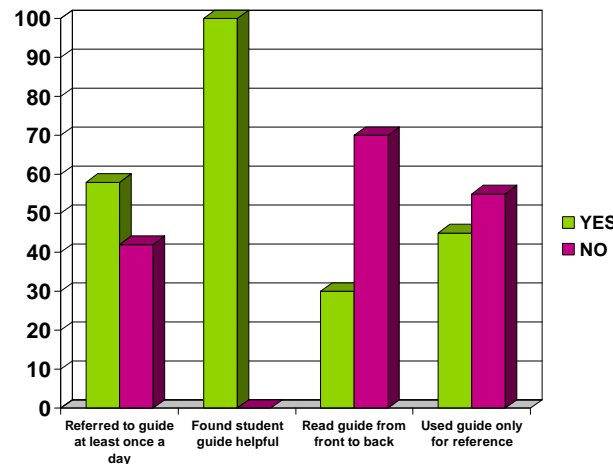
Content of Guide

This guide is designed to cover the different types of brain injuries, CDC statistics, levels of severity of injury, levels of consciousness, medical and nursing concerns, other problematic issues and a review of the rehab team members. Along with the written content, there are charts, pictures and diagrams to help further understand brain anatomy and function, procedures and equipment used.

A “student checklist” is incorporated in the guide as a resource to help prepare for the rehab clinical setting and the expectations of their shift.

The guidebook continued to be available as a reference after clinical for journals and care planning.

Data



Results

The informal student surveys were done on the first and last day of the clinical rotation. All students agreed that a guide would be a helpful tool.

- Over half of the students used the guide at least once a day
- 30% of the students read the guide from front to back.
- 45% of the students used the guide as a reference.
- After completing this rotation, all students “agreed” that they had a good understanding on what to expect when taking care of a patient with a brain injury.

Conclusion

In utilizing the “Brain Injury Student Guide”, created for our rehab unit, the student nurse has a better understanding of Rehabilitation nursing and the rehab process in caring for patients with brain injuries. The student nurses have been viewed in a more active role assisting patients and families to maximize recovery, prevent complications and improve quality of life. Due to the positive feedback and usage of the Brain Injury Student Guide, it was requested that one each be made for the Stroke and Spinal cord unit as well. A staff member from each unit was mentored and these guides were launched for Fall 2014. The guides have also been helpful for new employees.

References

- Center for Disease Control (cdc.gov)
- Brain Injury Association of America (biusa.org)
- The Center for Outcome Measurements in Brain Injury (tbims.org/combi/crs/index.html)
- Neuroscience Nursing- A Spectrum of Care, By Ellen Barker MSN, APN, CNRN, CLCP, ABDA, 3rd Edition.
- National Institute of Neurological Disorders and Stroke (ninds.nih.gov)