

| Student Checklist | | Day One | 8 Hours | | |
|--|----------------------------|---------|---------|--|--|
| Student Name: | Instructor's Name: | | | | |
| | Instructor's Signatur | e: | | | |
| Station 1: Lab Safety and Safety Assessments | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Maintain confidentiality in patient care. | | | | | |
| ☐ Understand and apply key safety protocols for labs. | | | | | |
| ☐ Execute hand washing and personal hygiene protocols. | | | | | |
| ☐ Properly don and remove disposable gloves. | | | | | |
| ☐ Identify and correctly use biohazardous materials and waste containers. | | | | | |
| Station 2: Patient Introduction Session | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Introduce themselves professionally to a patient including background and purpose of visit. | | | | | |
| $\hfill \square$ Engage in discussions on the apeutic environments and collaborative healthcare. | | | | | |
| ☐ Navigate cultural sensitivity scenarios effectively. | | | | | |
| Station 3: Basic Patient Care | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Assist with daily living activities | such as feeding a patient. | | | | |
| ☐ Assist with daily living activities such as dressing a patient. | | | | | |
| ☐ Assist with daily living activities such as assisting in a patient's movement. | | | | | |
| ☐ Help maintain patient hygiene and environmental safety. | | | | | |
| ☐ Use a safety assessment checklist to identify and address safety risks. | | | | | |
| Station 4: Vital Signs | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Accurately monitor and record the | ne patient's heart rate. | | | | |



| ☐ Accurately monitor and record the patient's blood pressure. | |
|--|----|
| ☐ Accurately monitor and record the patient's oxygen levels using an oximete | r. |
| ☐ Record vital sign information effectively and understand its significance. | |
| Notes: | |



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| Station 5: Ethical Practices | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Analyze and respond to ethical dilemmas and scenarios. | | | | | |
| $\hfill \square$ Apply ethical considerations and confidentiality in documentation exercises. | | | | | |
| Station 6: Medication Management | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Use a medication station to dispense and secure medication. | | | | | |
| \square Identify appropriate medication administration records and procedures. | | | | | |
| ☐ Assist in medication administration and manage related crisis scenarios. | | | | | |
| Station 7: Crisis Intervention | | | | | |
| Student has demonstrated the ability to | | | | | |
| ☐ Use crisis management techniques, including de-escalation and emergency protocols. | | | | | |
| ☐ Analyze and document crisis scer | ☐ Analyze and document crisis scenarios with a focus on accuracy and ethics. | | | | |
| Station 8: Therapeutic Environment and Reflection | | | | | |
| Student has demonstrated the ability to | | | | | |
| Manage complex patient interaction refusal, patient anxiety, and aggree | <u> </u> | onfrontation, trea | atment | | |
| ☐ Create and maintain a compassion | nate and dignified therape | eutic environme | nt. | | |
| ☐ Respect privacy, actively listen, a | nd offer empathy in patien | t interactions. | | | |
| ☐ Continuously evaluate and adjust | environmental aspects fo | r optimal patient | t care. | | |



Notes: