

# Clinical experience record and nursing care planning

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SISTER MARY THOMASINA FUHR • SECOND EDITION



A GUIDE FOR STUDENT NURSES

The C. V. Mosby Company

# **Clinical experience record and nursing care planning**

**A GUIDE FOR STUDENT NURSES**

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**SECOND EDITION**

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## **SECOND EDITION**

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## **Clinical experience record and nursing care planning**

**Name of student:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone number:** \_\_\_\_\_

**Home address:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Date of admission to nursing program:* \_\_\_\_\_

*Date of completion of program:* \_\_\_\_\_

*To my worldwide religious congregation, the*

**SISTERS OF NOTRE DAME**

*whose encouragement and support  
made this publication a reality*

## **Preface to second edition**

The principal objectives of this record book have not been significantly altered. However, there are some additions that I am sure will be welcomed by any busy faculty.

In Part I, there are additional experiences and nursing measures in assisting patients to meet basic human needs. Specifically, there are additions in pediatric nursing and needs of patients with neurological or psychiatric manifestations. Each student should acquire the knowledge and skill to record accurate neurological observations.

In Part III, in addition to detailed nursing care plans, there is a section that includes problem-oriented medical records. The book enables the student nurse to record observations, assessment, and plan of action either actually or hypothetically.

In Part V, there is provision for a more significant record of the student's experience in surgery, the delivery room, and the emergency room. As in the first edition, there remains provision for other experiences that may not be included in any of the other sections.

It is my hope that with these revisions the book will be of greater service to faculty and students alike.

**Sr. M. T. F.**

# Preface to first edition

In providing an efficient and educationally significant program in nursing, an experience record book was deemed a valuable tool. The students should have some comprehensive guidelines of experiences that they are expected to acquire. Likewise, the faculty should be provided with necessary information to make the learning experiences more meaningful and to provide for continuity of the teacher-learner process. It is not the intent of this book to provide needless “busywork” for either faculty or student. The book’s purposes are as follows:

1. To provide a permanent record of the clinical experience of the student and some theoretical foundations for these experiences.
2. To provide tangible evidence of technical nursing skills performed by the student.
3. To assist the student in identifying areas of weakness and strength.
4. To provide the instructors with information upon which to develop or alter student learning skills.
5. To motivate the student to seek new learning experiences.
6. To assist the student in taking responsibility for self-directed learning.

This experience record book is comprised of four main parts, each of which is organized according to the anatomical and physiological systems, the clinical divisions of nursing education, or the basic need concept of Maslow. A fifth part is added for experiences that may not be organizationally included in any of the other parts. Hopefully, the book is flexible enough to be readily adapted to any nursing program.

**Sister Mary Thomasina Fuhr**

*Sister of Notre Dame*



## **Note to the clinical instructor or supervisor**

1. The achievement of the objectives of this record book will depend in great measure on the encouragement, support, and assistance that the faculty of the nursing program gives to each individual student.
2. It is suggested that the experience record be thoroughly reviewed and discussed with the student at least every nine weeks. The review may be done more frequently at the discretion of the instructor or faculty advisor.
3. It must be emphasized that to keep this record book current is the student's responsibility. In Part III, Record of Detailed Nursing Care Plans of Selected Assigned Patients, students may wish to submit care plans to the instructor for review prior to recording in this permanent record book. The instructor should be willing to lend support and make suggestions to the students, at the same time allowing each student to do her own independent work.
4. The instructor should be mindful of the student's previous experience record in making current assignments in the clinical area so that needless duplication may be avoided and more meaningful experiences provided.
5. The student's experience record should provide the instructor with information necessary to plan future classes, demonstrations, and clinical conferences or to redirect emphasis in learning experiences.

## **General instructions to the student**

1. This book has been designed especially for you and is to be used throughout the entire nursing program.
2. All recording is to be done by you; therefore, this book should be brought to nursing classes, laboratory sessions, and clinical experiences in the health agencies.
3. Accuracy of recording is your responsibility. This book provides the basic experiences and skills that you are expected to acquire. You are responsible to alert your instructor when you need a specific experience to make up a deficiency.
4. This experience record book will be reviewed at each of your evaluation conferences with your faculty advisor or clinical instructor.
5. At the completion of the first year of the program, you should submit this experience record book to the nursing education department so that a systematic, thorough evaluation review can be accomplished by the faculty.

## Review of experience records and evaluation conferences

[illegible]

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## **PART I**

# **Record of experiences and nursing measures in assisting patients to meet basic human needs**

Nursing measures may be preventive, therapeutic, or rehabilitative. Basic human needs are those defined by Abraham Maslow.\* These basic needs are present in every individual at one time or another in his life-span and may be essential or conducive to a state of well-being. These following needs are listed by Maslow in the order of their importance:

1. Physiological
2. Safety
3. Belongingness and love
4. Self-esteem, respect, or recognition
5. Self-realization or actualization (man's desire for self-fulfillment)

### **PURPOSES**

1. To provide tangible evidence of technical nursing skills performed by the student.
2. To provide knowledge of the nursing measures considered essential and mandatory for every student. (This may vary with each nursing program.)
3. To provide comprehensive guidelines of experience that students are expected to acquire to motivate them to seek these experiences.

### **STUDENT RESPONSIBILITY**

1. The date of the demonstration and/or discussion of the various nursing care measures designed to meet the patient's basic needs should be recorded.
2. The experience of these measures should be recorded in the appropriate column.
3. When the student feels confident that she can independently perform the measure satisfactorily, she is to request a faculty member to observe and grant approval, if indicated.
4. After approval by the faculty, the student need not record any more "Prac-

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\*Munn, N. L., Fernald, L. D., Jr., and Fernald, P. S.: Introduction to psychology, ed. 2, Boston, 1969, Houghton Mifflin Co., pp. 334 and 335.

ticed”; furthermore, she may perform the procedure whenever an opportunity without supervision occurs.

## DIRECTIONS

When a nursing measure is demonstrated in the classroom or clinical area, indicate the date in the column titled “Demonstration”; mark a “1” in the next column when the nursing measure has been performed in caring for a patient. (Five marks are the maximum number of practices that need to be recorded for any one procedure.) It is to be understood that each practice of a procedure is under the supervision of an instructor.

When the nursing measure or procedure has been satisfactorily performed, the clinical instructor will place her initials in the approved column. After approval is granted, the student nurse may perform the procedure independently. There may be no opportunity for actual practice of some experiences, or the nature of the experience may be such that the role of the nurse is in the area of assisting only. In this situation, indication is given in the “Practiced” column by writing “observed” or “assist.”

Nursing measures considered essential and mandatory for every student are preceded by an asterisk. These are determined by the faculty of each school of nursing.

### Example

Clinical division and/or need	*	Nursing care measures	Demonstration	Practiced	Approved
<b>Fundamentals of nursing</b> <b>Basic need for</b> 1. Security—physical <b>Care of environment</b> 2. Sleep—comfort and rest		Care of environment, patient’s room and/or unit	9-7-77	11	B.P.
		Judicious use of side rails	9-7-77	1	B.P.
		Application of restraints			
		Posey	10-5-77	111	S.M.T.
		Extremities	10-5-77	11	S.M.T.
		Beds and bedmaking			
		Closed	9-21-77	111	
		Open	9-21-77	11	







Clinical division and/or need	*	Nursing care measures	D	P	A
<b>Fundamentals of nursing— cont'd</b>		Bedtime care			
		Care of bed			
		Environment			
		Backrub			
		Preoperative teaching			
<b>Need for physical security Prevention of spread of infection</b>		Careful handwashing			
		Carrying out medical asepsis			
		Isolation techniques			
		Operation of autoclave			
<b>Basic need for nutrition</b>		Serving a tray			
		Feeding a patient			
		Administering feeding by			
		Gastrostomy tube			
		N/G tube			
		Inserting			
		Irrigating			
		Measuring intake			
		Forcing liquids			