**Title of Activity: Clinical Skills Lab Date/Location of Activity:** Click here to enter text.

**Please use the provided gap analysis tool to answer the following questions**

**Description of current state:** There is a great deal of variability in the training that is offered nationally related to clinical skills required to promote evidence based, standardized practice related to Sexual Assault Nurse Examiner (SANE) clinical skill. Additionally, SANEs that have received the core didact curriculum often have difficulty completing the clinical preceptorship requirements to practice independently as SANEs

**Description of desired/achievable state:** SANEs receive standardized training related to SANE practice that follows a standardized curriculum developed by national SANE training experts in order to standardize clinical skill practice according to set guidelines for practice.

**Identified Gap(s):** There is a gap in standardized practice related to Sexual Assault Nurse Examiner (SANE) Clinical skills. Standardizing curriculum and clinical skills training can promote standardized practice.

**Gap to be addressed by this activity:**  **Knowledge**  **Skills**  **Practice**  **Other: Describe** Click here to enter text.

| **Learning Outcome (s) as a result of participating in the activity:** Upon completion of this skills learning activity, participants will report improved confidence and competence in performing a comprehensive sexual assault examination in the adult/adolescent population.  **Select all that apply:  Nursing Professional Development  Patient Outcome  Other: ­­­­­­­­­­­­­­­­­­­­­­Describe** Click here to enter text. | | | |
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| **CONTENT (Topics)** | **TIME FRAME (if live)** | **PRESENTER/AUTHOR** | **TEACHING METHODS/LEARNER ENGAGEMENT STRATEGIES** |
| *Provide an outline of the content* | *Approximate time required for content delivery and/or participation in the activity* | *List the name and credentials* | *Select the learner engagement strategies to be used by Faculty, Presenters, Authors (note: PowerPoint and lecture by themselves are not learner engagement strategies)*  *(select all that apply)* |
| 1. Female anogenital anatomical 2. Identify the mons 3. Identify the clitoris 4. Identify the labia majora | 60 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection |

| **Learning Outcome (s) as a rsult of participating in the activity:** Upon completion of this skills learning activity, participants will report improved confidence and competence in performing a comprehensive sexual assault examination in the adult/adolescent population.  **Select all that apply:  Nursing Professional Development  Patient Outcome  Other: ­­­­­­­­­­­­­­­­­­­­­­Describe** Click here to enter text. | | | |
| --- | --- | --- | --- |
| **CONTENT (Topics)** | **TIME FRAME (if live)** | **PRESENTER/AUTHOR** | **TEACHING METHODS/LEARNER ENGAGEMENT STRATEGIES** |
| *Provide an outline of the content* | *Approximate time required for content delivery and/or participation in the activity* | *List the name and credentials* | *Select the learner engagement strategies to be used by Faculty, Presenters, Authors (note: PowerPoint and lecture by themselves are not learner engagement strategies)*  *(select all that apply)* |
| 1. Identify the labia minora 2. Identify the urethra 3. Identify the posterior fourchette/commissure 4. Identify the fossa navicularis 5. Identify the hymen 6. Identify the cervix 7. Identify the anus, anal canal, and rectum |  | Click or tap here to enter text. | Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Toluidine blue 1% aqueous solution 2. Explanation to the patient 3. Application of solution 4. Removal with K-Y jelly/lubricant 5. Documentation of findings: positive uptake versus negative uptake 6. MSDS sheet 7. Definitions 8. Uses 9. Warnings | 60 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Hymenal Assessment:   Foley catheter balloon technique   1. Explanation to the patient 2. Insertion 3. Inflating the balloon 4. Assessing the hymen 5. Removal | 60 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Vaginal exam using a vaginal speculum 2. Explanation to the patient 3. Use of lubricant versus no lubricant 4. Insertion angles 5. Vertical 6. Horizontal 7. 45 degrees 8. Identification of the cervix 9. Change is tissue 10. Locating the cervical os 11. Positioning the speculum 12. Removal     1. Blade maneuver to avoid pinching cervix | 120 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Collection of cultures 2. Neisseria gonorrhea 3. Chlamydia trachomatis 4. Trichomonas KOH/wet prep 5. Herpes/viral | 60 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Clinical Photography 2. Patient identification 3. Patient consent 4. Medical record 5. Camera 6. Explanation to pt. 7. Set up 8. Close up 9. Focus 10. Body surface 11. Genital | 120 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. History 2. Presenting complaint 3. History of the presenting complaint 4. Past medical/surgical history 5. Drug/allergy history 6. Contraception history 7. Pregnancy history 8. Family history 9. Personal/social history | 60 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Review of systems 2. Physical Assessment/Review of Systems 3. Head to toe examination of all body surfaces 4. General 5. Vision 6. Head and Neck 7. Pulmonary 8. Cardiovascular 9. Gastrointestinal 10. Genito-Urinary 11. Ob/Gyn/Breast 12. Neurological 13. Endocrine 14. Infectious Diseases | 60 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Communication about examination 2. Has patient had this type of exam before 3. Explains positioning 4. Explains equipment | 30 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Specimen collection 2. Buccal swabs 3. Oral swabs and smear 4. Bite mark swabbing 5. Other body surface swabbing 6. Fingernail clippings/swabbings 7. Anal swabs and smear 8. Vaginal swabs and smear 9. Cervical swabs and smear 10. Head hair combing/pulling 11. Pubic hair combing/pulling 12. Clothing Evidence packaging 13. Evidence sealing 14. Chain of Custody | 150 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |
| 1. Plan of care 2. Inclusive of individualized patient specific needs based on scenario given 3. Verbalizes rationale for plan to preceptor 4. Explains care options to patient and makes patient choice a top priority | 180 minutes | Click or tap here to enter text. | Lecture/PowerPoint **(select at least one additional strategy below):**  Integrating opportunities for dialogue or question/answer  Including time for self-check or reflection  Audience Response System  Analyzing case studies  Providing opportunities for problem-based   learning  Pre/Post Test  Other: Clinical practice and demonstration using live model patients in a simulation laboratory with clinical preceptors |

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| List the full citations of **at least three (3)** evidence-based references/resources used for developing this educational activity:Click or tap here to enter text.  1. *Delivery and Evaluation of Sexual Assault Forensic Examiner (SAFE) Training Programs* 2014 Patterson, D., Resko, S., Pierce-Weeks, J., Campbell, R. <https://www.ncjrs.gov/pdffiles1/nij/grants/247081.pdf>  2. Baillie, L. & Curzio, J. (2009). Students’ and facilitators’ perceptions of simulation in practice learning. *Nurse Education in Practice*, *9*(5), 297-306.  3. Bolin, T., Peck, D., Moore, C., & Ward-Smith, P. (2011). Competency and educational requirements: Perspective of the rural emergency nurse. Journal of Emergency Nursing, 37(1), 96-99. |

**Calculating Contact Hours**

**Note: Time spent evaluating the learning activity may be included in the total time when calculating contact hours.**

|  |  |
| --- | --- |
| **Live Activity** | 960 **Total Minutes divided by 60 =** 16  **contact hour(s)** |
| **Enduring Activity** | **Select your method of calculating contact hours:**  **Pilot Study**  **Mergener formula**  **Historical Data**  **Complexity of Content**   **Other:** Click here to enter text. |

**Criteria for Awarding Contact Hours**

Criteria for awarding contact hours for live and enduring material activities include: **(Check all that apply)**

Attendance for a specified period of time (e.g., 100% of activity, or miss no more than 10 minutes of activity)

Credit awarded commensurate with participation

Attendance at 1 or more sessions

Completion/submission of evaluation form

Successful completion of a post-test (e.g., attendee must score 89% or higher)

Successful completion of a return demonstration

Other - Click or tap here to enter text.

**Estimated Number of Contact Hours to Be Awarded:** 16

**Description of evaluation method: How will the change in knowledge, skills, and/or practices of target audience be assessed at the end of the activity? (Relate this to identified practice gap and educational need):**

|  |  |
| --- | --- |
| **Short-term evaluation options:**  Intent to change practice  Active participation in learning activity  Post-test  Return demonstration  Case study analysis  Role-play  Other –Click or tap here to enter text. | **Long-term evaluation options:**  Self-reported change in practice  Change in quality outcome measure  Return on Investment (ROI)  Observation of performance  Other – Click or tap here to enter text. |

**Completed By (name/credentials):** Click or tap here to enter text. **Date:** Click or tap to enter a date.

**QUESTIONS? Phone: 410.626.7805 ext. 116 EMAIL: CE@forensicnurses.org**