









Title of Session: Hypodermoclysis for residents during COVID-19 pandemic		Who are the learners (target audience)? Long-term care nurses & healthcare assistants	Length of session: 40-45 mins
Goal: For LTC staff to have the knowledge and feel confident in caring for resident with hypodermoclysis			
Learning Intentions/Objectives: 1. Define hypodermoclysis 2. Describe the increased risk for dehydration in older adults 3. Describe indications for use of hypodermoclysis 4. Demonstrate good knowledge of related equipment 5. Recognize complications and interventions to take			
Required pre-workshop participant preparation: Nurses to refresh SC <a href="https://point-of-care.elsevierperformancemanager.com/skills/9100/quick-sheet?skillId=ZZ_0121">https://point-of-care.elsevierperformancemanager.com/skills/9100/quick-sheet?skillId=ZZ_0121</a> Med admin Intermittent and continuous <a href="https://point-of-care.elsevierperformancemanager.com/skills/379/quick-sheet?skillId=GN_21_9">https://point-of-care.elsevierperformancemanager.com/skills/379/quick-sheet?skillId=GN_21_9</a>			
Time:	Learning Objective	Learning Activity	Materials/Resources/Key References
5 mins	Create a safe learning environment	<u>Introductions.</u> <u>Discussion:</u> Discussion with learners about their knowledge of HDC <u>Check in:</u> Acknowledge any reluctance, fears associated with new skill  Provide reassurance	Sign in sheet. Handouts:  Hypodermoclysis quick reference guide  Visio-HDC in residential care.pdf  Hypodermoclysis CDST Nov 2017.pdf  Nov.27,2017 Calea Hypodermoclysis order  Bedside Signage.docx  Calculate the flow rate practice sheet.docx  Nov.27, 2017- Hypodermoclysis .pptx  HDC calculation answers.docx Equipment: Flip chart, markers, tubing set, solution, pole or hook on the wall to hang the set up, calculator
5 mins	Hook: Objectives 1 and 2	<u>Lecture:</u> What is hypodermoclysis and why use in LTC?	Slides 2 to 10 Emphasize quality of life and preventing hospitalization

5mins	Pre-Assessment (What do learners already know about the topic?):	<u>Discussion</u> : Relate new skill to what learner already know and doing: S/C medication administration, tube feeding <u>Check in</u> with learner	Discussion  Check in with learner about level of apprehension
5 mins	Objective 3: Inclusion and exclusion criteria	<u>Lecture</u>	Slides 11 to 16
5 mins	Objective 4: Equipment review	<u>Lecture</u> <u>Demonstration</u> with equipment. Learner to handle equipment. <u>Lecture</u> : Review particulars	Slides 17 to 19 Need solution, tube set and hook/pole  Slide 20
10 mins		<u>Lecture</u> : Rate calculation. <u>Hands on</u> : rate calculation practice  <u>Lecture</u> : Monitoring and bed side signage.	Slide 21-22, review example handout and explain formula Have learner work through the Calculate the flow rate practice sheet. Use the flip chart to go through the calculations. Presenter can refer to the Answer sheet to the calculation examples. Slide 23-24
5 mins	Objective 5	<u>Lecture</u> : Complications and troubleshooting Documentation Resources available- review	Slides 25-29 Slides 30-32 Slides 33 Review HDC quick reference guide
	Post-Assessment (How will I know that learning has occurred?):	<u>Discussion</u> : -Questions -Check in with learner how they are feeling with new skill post education session. Do they feel confident to care for resident	Slide 34. Answer any questions. Discussion  Slide 35

Important Concepts (i.e. related to topic, clinical program/service goals):	Important Context (related to this topic)
Polypharmacy	Quality of life/ improve health.
Preview ED	Early detection of change/ prompt assessment and treatment as needed
Palliative approach	Quality of life/ alignment with goals of care/ SIC

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