**Belmont University**

**Gordon E. Inman College of Health Sciences and Nursing**

**CAUTI Implementation Guide**

**CAUTI Maintenance Audit Education Tool and Design**

Belmont University is implementing CAUTI across the curriculum at several different intersections. Faculty education related to the current evidence supporting prevention of Hospital Acquired CAUTI was the first step.

Next we piloted the project at the senior level by having a group of students take the pre-test, watch both the Didactic component voice over power point and then preform a catheter insertion and removal while being video-taped; the students then watched their video tape. Subsequently the students had one-on-one faculty debriefing discussing the video and correct placement and care of the Foley following a checklist. Finally the students took the post-test. The data shows a significant change in knowledge.

We will be using the CAUTI curriculum in the following ways:

1. **AUDIT**

**Pre-work planning for Audit Activity**

* Send pre-test via electronic testing/survey software (see Appendix).
* Send link to voice over power point didactic (see Appendix).
* Send the link to the demonstration simulation (see Appendix).
* Three low fidelity mannequins set up as per the Simulation Case studies (see Appendix).

**Steps used at Belmont for Audit:**

1. Each student will take the pre-test.
2. Each student will view the voice over power point didactic.
3. Each student will come into the lab and views the simulation demonstration via video (may watch at home depending on time; but we wanted to be sure they did this step).
4. Each student will be given the Audit tool (see appendix).
5. The students will be instructed to move through the three audit stations and use the audit tool to note what is correct and what is incorrect.
6. Faculty will debrief using the debriefing guide/audit tool (See Appendix)
7. Post-test is administered using electronic testing software.
8. **INSERTION**

**Pre-work planning for insertion** (may be implemented at various places in the curriculum including initial check-offs; ie: student for remediation or included in makeup days for absences).

* Send pre-test via electronic testing/survey software (see Appendix).
* Send link to voice over power point didactic (see Appendix).
* Send the link to the demonstration simulation (see Appendix).
* Medium fidelity mannequin set up as per the Simulation Case studies (see Appendix).
* **Steps used at Belmont for insertion:**

1. Each student takes pre-test via an electronic testing software.
2. Each student viewed the voice over power point didactic.
3. Each student comes into the lab and viewed the simulation demonstration via video.
4. Each student inserts a Foley per orders in E.H.R.
5. The simulation or Foley insertion is videotaped and each student then views their own personal video. Faculty are observing and reviewing checklist.
6. Students evaluate their own video using the checklist.
7. Faculty debrief using the debriefing guide.
8. Post-test is administered using electronic testing software.

**Supplies for insertion:**

1. Pre-test and post-test is placed in electronic quiz/testing software (survey monkey is free for 10 questions or less)
2. Medium Fidelity Mannequin with inserted bladder that allows for reliable urine flashback (male and female available: <http://www.remedysim.com/products/l6xhqzre1k91wbl7ms5dx52vkknvv4>)
3. Foley Kits have available one with the perineal wipes and one without; all should have securing device or provide.
4. Soap and water with washcloths or other cleansing methods
5. Clean gloves
6. Hand-sanitizer
7. Video Recording for students to view performance.
8. Checklist for students and faculty.
9. Electronic Health record if available with Patient Data entered (see Simulation Case #4 in Simulation Cases CAUTI document)
10. Computer for Didactic
11. Computer for Demonstration Simulation