Table. Instructor and Student Exchange using PAAIL

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| ***Instructor***  Preview: *“Let’s talk about the steps of administering the medication once we were in the room.”*  Advocacy1: “*When we entered the room, you identified the patient, explained the drug, then went to administer it before checking the patient’s blood pressure. I know that you knew to do this, because you told me that before we went into the room.”*  Advocacy2: *“Checking the patient’s blood pressure is essential because if the patient does diurese the volume contraction could cause a further drop in blood pressure.”*  Inquiry: *“Can you please explain what was going through your mind as you got ready to administer the drug?”*  Listen: Once it is known what the student was thinking the instructor can help the learner change their approach to improve their practice in the future.  ***Student response***  *“I knew I was supposed to check the blood pressure before giving the medication. The CNA was just in here about 20 min ago to check the blood pressure, and I looked at that. It was 136/80.”* |