

# Sherpath: Assignments – Assigning Skills

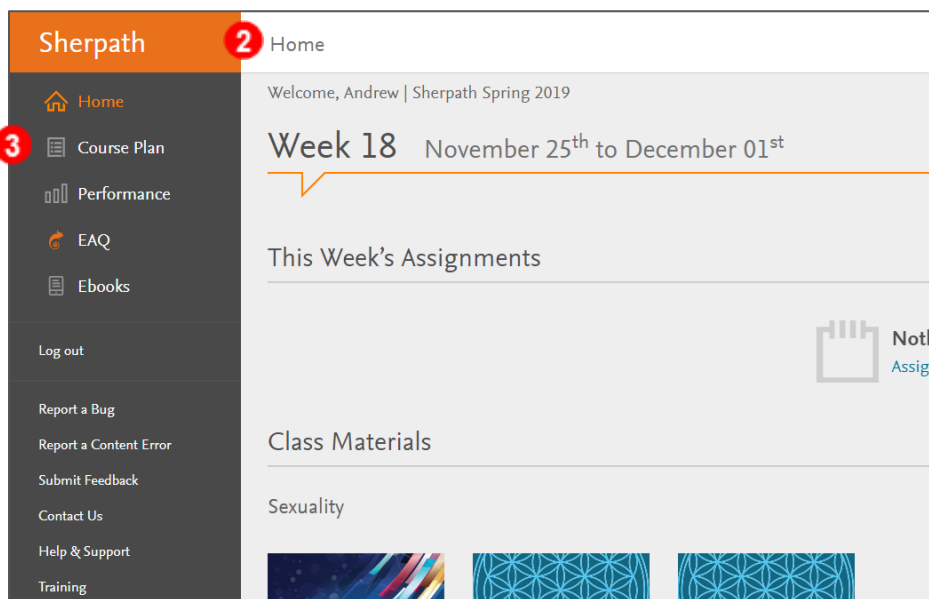
**NOTE:** Depending upon the Sherpath collection you are using, the modules will be arranged either by topics or by book chapters.

## Contents

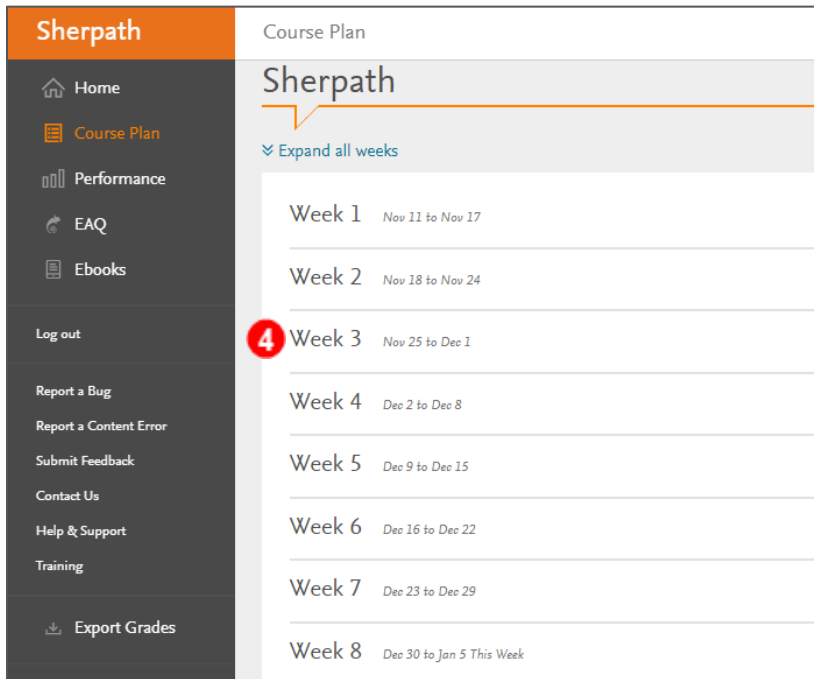
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## Assigning Skills

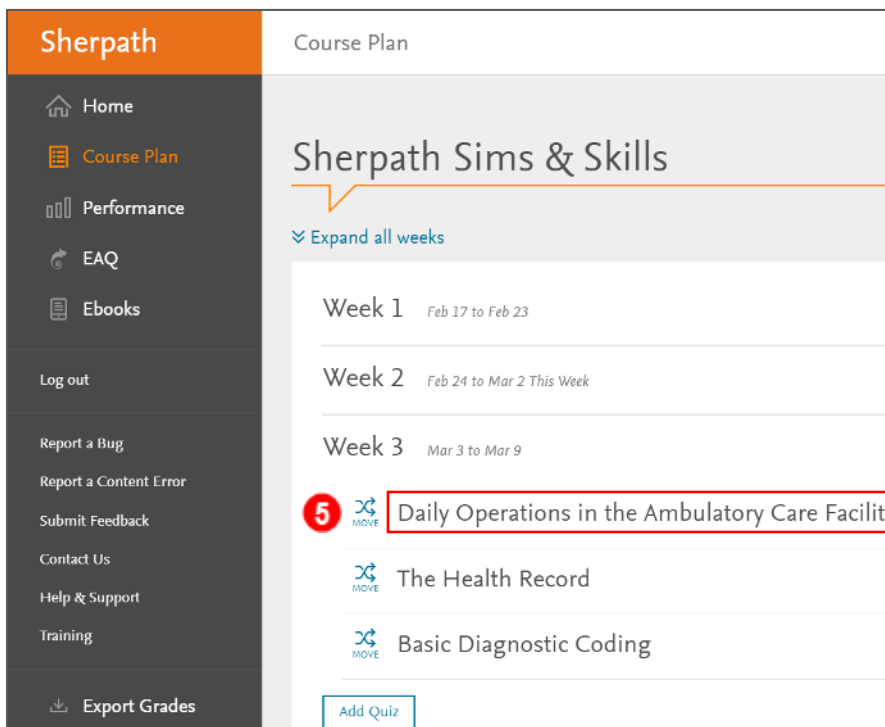
1. First, access Sherpath within your course.
2. The **Home** page appears.
3. Click on the **Course Plan** link.





















4. Then, click the week for your lesson.



5. Below the week, you will see the topic or topics assigned to that week. Choose the topic where you would like to add an assignment by clicking on its title to expand.

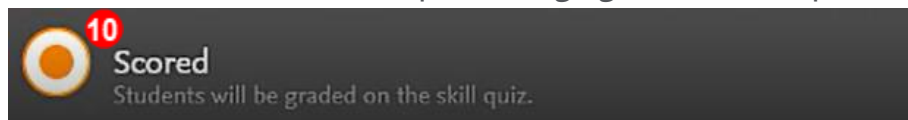


- A list of applicable Teaching Materials and Assignments will show beneath the topic. Scroll down to the Assignments to view and choose a skill that you would like to assign to your students. Assignment types can be identified under the **Resource Type** column.
- To assign a Skill, click the blue calendar for that skill under the Assign/Due column.

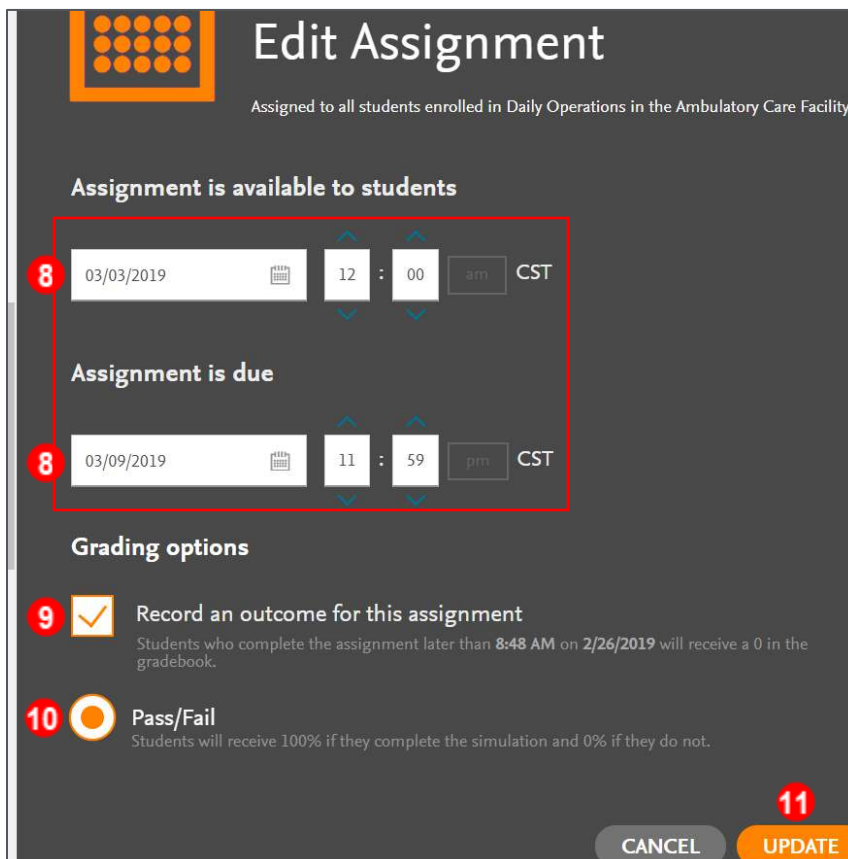
Assignments				
Title	Resource Type	Est. Time	Assign/Due	
Opening, Closing, and Administrative Duties in the Ambulatory Care Facility	 Lesson	29 min		
Ambulatory Care Facility Security and Safety	 Lesson	29 min		
Ambulatory Care Facility Equipment and Supplies	 Lesson	44 min		
Exam Room Preparation	 Simulation	10 min		
Coach Patients Regarding Office Policies: Create the New Patient Brochure	 Skill	4 min		<b>7</b>
Prepare a Purchase Order	 Skill	4 min		
Perform an Inventory With Documentation: Equipment Inventory	 Skill	4 min		
Perform Routine Maintenance of Administrative or Clinical Equipment	 Skill	4 min		
Perform an Inventory With Documentation: Perform an Inventory of Supplies While Using Proper Body Mechanics	 Skill	4 min		

8. The **Edit Assignment** panel will open, and date and time options may be selected. Click the date and time fields to set the availability, due dates and times.
9. By default, Skills are set to be graded. If you decide that you do not want an assignment graded, click on the checkmark beside **Record an outcome for this assignment** to uncheck the box.
10. If **Record an outcome for this assignment** is left checked, it will be graded as Pass/Fail for Skills. Students who complete the assignment will receive a 100% and students who do not complete it will receive a 0%.

**NOTE:** Skill assignments may contain a second grading option of **Scored**. When **Scored** is selected, students will receive a percentage grade based upon their quiz performance.












11. Click **UPDATE** to complete the assignment settings.

A screenshot of the "Edit Assignment" interface. At the top, there's a grid icon and the title "Edit Assignment". Below the title, it says "Assigned to all students enrolled in Daily Operations in the Ambulatory Care Facility." The main content is divided into three sections: "Assignment is available to students" with a date field (03/03/2019) and time field (12:00 am CST); "Assignment is due" with a date field (03/09/2019) and time field (11:59 pm CST); and "Grading options" with two radio buttons: "Record an outcome for this assignment" (checked) and "Pass/Fail". At the bottom right, there are "CANCEL" and "UPDATE" buttons. Red circles with numbers 8, 9, 10, and 11 are overlaid on the interface to indicate the steps described in the text.

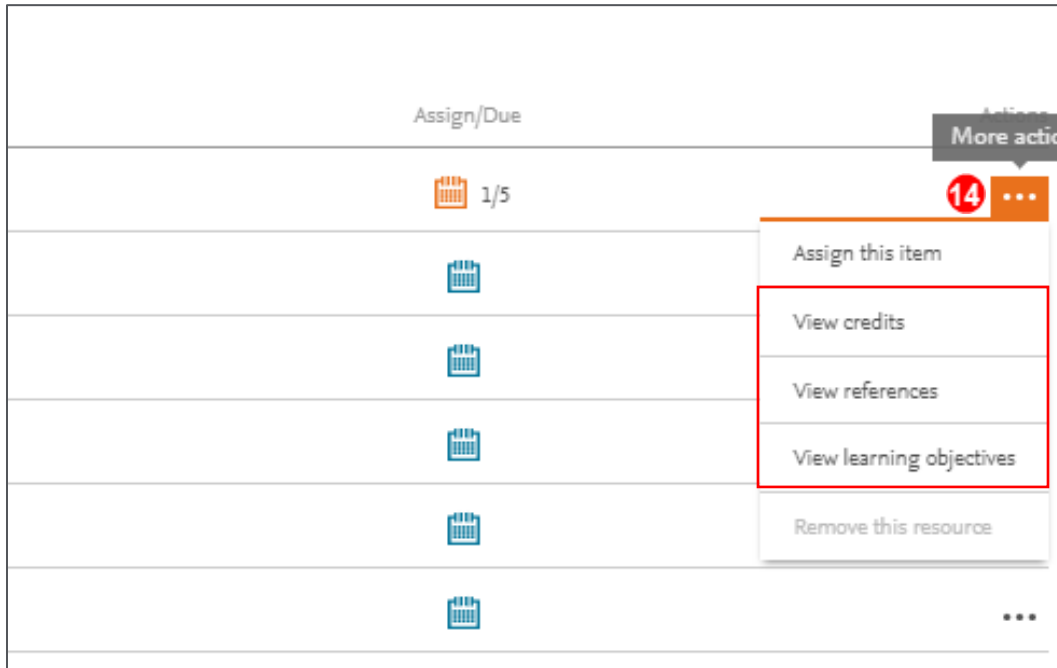
12. You will automatically be returned to the Course Plan page, where you can see the calendar to the right of the assignment has changed color from blue to orange, and now contains the due date next to it as well.

**NOTE:** Instructors are only able to see the results of the skill *after the due date has passed*.

13. To change the assignment settings, click on the calendar icon again, or click on the three dots to the right of the calendar under **Actions** to adjust the assignment settings.

Assign/Due	Actions
   1/5	 ...
	...
	...
	...
	...
	...

14. The Actions area also contains the credits, references and learning objectives pertaining to the assignment.

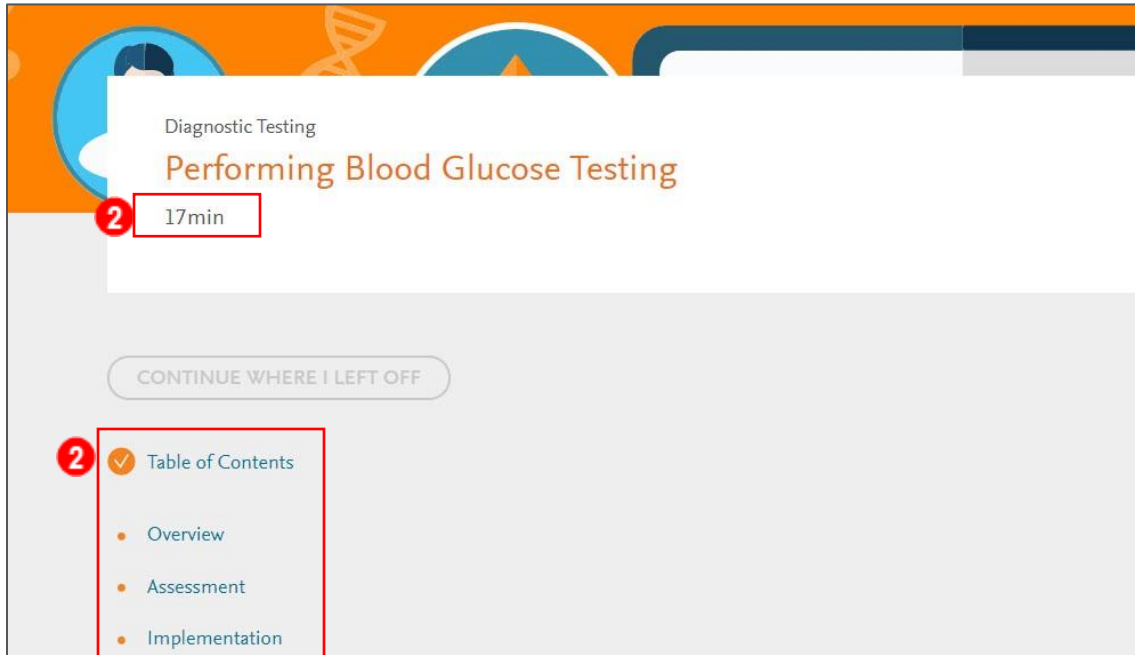


### Viewing Skills as a Student

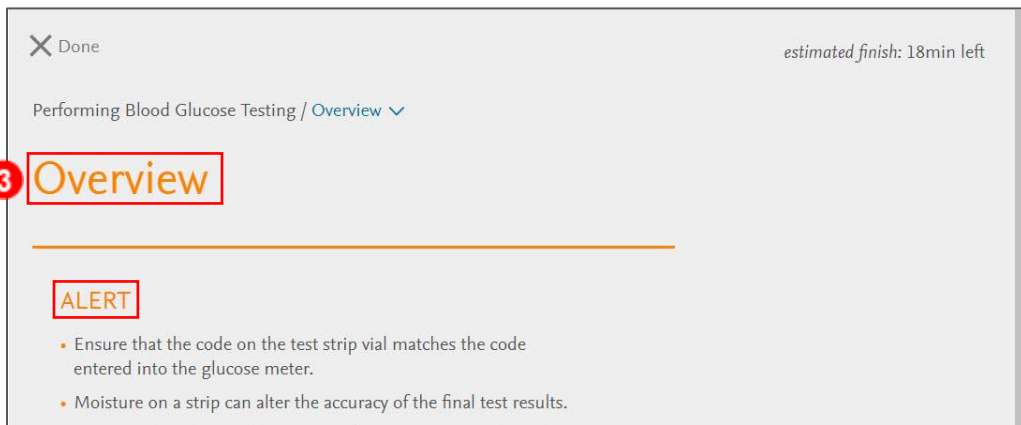
1. To view a **Skill**, from any week on the Home Page, find the skill and click on its title.

Assignments		
Title	Resource Type	Est. Time
Laboratory Tests on Blood	Lesson	57 min
Laboratory Tests on Body Fluids and Tissues Other than Blood	Lesson	42 min
Imaging and Visualization Procedures	Lesson	1 hr 1 min
Assessment, Nursing Diagnosis, and Planning Related to Diagnostic Testing	Lesson	46 min
Implementation and Evaluation Related to Diagnostic Testing	Lesson	1 hr 10 min
<b>1</b> Performing Blood Glucose Testing	Skill	17 min

- The title page contains the approximate time it will take the student to complete the assignment, as well as a table of contents showing the main parts of the skill. Use the **Next** and **Previous** buttons (*not shown*) to navigate through the skill.



- The first page is the **Overview** listing any Alerts and background information.



- The next pages go through the lesson skill. Let's look at each.

5. The second page is the **Assessment** portion, which contains the list of Supplies, Assessment/Preparation information, and Delegation of duties.

**5 Assessment**

**Supplies**

- Antiseptic swabs
- Lancet device
- Blood glucose meter
- Blood glucose test strip
- Clean gloves

**Assessment and Preparation**

Assess the patient's understanding of the procedure and the purpose of blood glucose monitoring.

**Delegation**

Assessment of the patient's condition may not be delegated. When the patient's condition is stable, the skill of assistive personnel (NAP). Be sure to inform NAP of the following:

Explain the appropriate sites to use for the puncture, and review when to test the patient's blood glucose level.

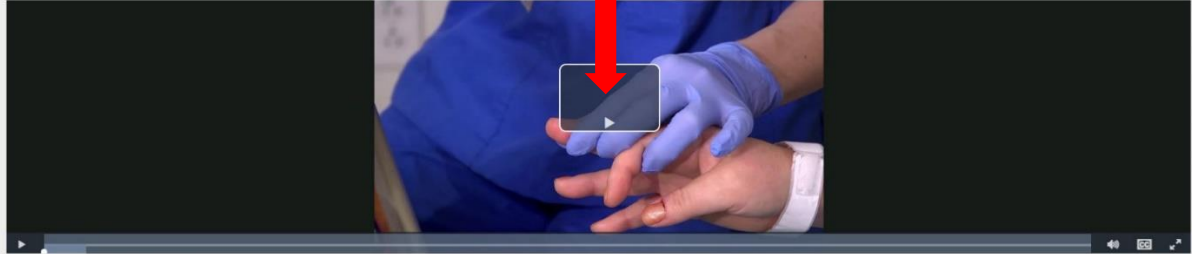
Specify the expected blood glucose level and when to report an unexpected result to you.

[Previous](#) [Next](#)



6. The third page concerns **Implementation**, which contains the steps involved in the skill and will often contain a video of the skill as well. To view the video, click the **play arrow** on the picture.

**6 Implementation**



A. Verify the health care provider's orders.  
B. Gather the necessary equipment and supplies.  
C. Perform hand hygiene. Ensure patient privacy.  
D. Introduce yourself to the patient and family, if present.

7. The fourth page is **Evaluation**, which concerns Monitoring of the patient, Expected Outcomes, Unexpected Outcomes, and Documentation guidelines.

Performing Blood Glucose Testing / Evaluation ▾

**7 Evaluation**

**Monitoring**

Reinspect the puncture site for any bleeding or tissue injury.

Compare the glucose meter reading with the patient's normal blood glucose levels and previous test results.

Ask the patient to explain the test results, and ask if he or she is ready to perform the next reading.

Explain the procedure and its purpose to the patient and/or family, give them an opportunity to practice it, and provide resources and teaching aids.

**Expected Outcomes**

- Puncture site shows no evidence of bleeding or tissue damage.
- Blood glucose level is normal or in expected range for specific patient.
- Sample collected from and results documented for correct patient.
- Patient meets education goals for demonstrating procedure.
- Patient explains meaning of test results.

**Unexpected Outcomes**

- Puncture site is bruised or continues to bleed.
- Inability to obtain adequate blood sample for testing.
- Blood glucose level is above or below target range.
- Glucose meter malfunctions.
- Patient expresses misunderstanding of procedure and results.

**Documentation**

8. The fifth page is the **Quick Sheet**, which will repeat the alerts from the Overview page and list the steps to complete the skill.

✕ Done *estimated finish: 10min left*

Performing Blood Glucose Testing / Quicksheet ▾

**8 Quick Sheet**

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**ALERT**

- Ensure that the code on the test strip vial matches the code entered into the glucose meter.
- Moisture on a strip can alter the accuracy of the final test results.

9. Skills with the Scored grading option will contain a quiz at the end. Click the radio button next to your answer. Then, click **Submit** in the lower left, and continue through the quiz until completed.

✕ Done

### Question 1 of 5

The nurse has selected a finger as the puncture site to with type 2 diabetes mellitus and peripheral vascular disease are appropriate, which one would be of particular benefit?

9  Reviewing her current medications

9  Inspecting the selected finger for bruising

Following standard precautions

Keeping the finger in a dependent position during the puncture

9 **SUBMIT**

10. The **Skill Assessment Performance** page will appear with the grade attained and the rationale for Correct and Incorrect answers below.

Sherpath

Home

Course Plan

Performance

EAQ

Ebooks

Log out

Report a Bug

Report a Content Error

Submit Feedback

Contact Us

Help & Support

Training

Export Grades

Done

Performing Blood Glucose Testing / Quiz Results

**10 Skill Assessment Performance**

**20% CORRECT**

**Hooray, you're done!**

Let's review your results.

Incorrect Correct

**10** Incorrect Correct

Question 1 of 5

The nurse has selected a finger as the puncture site to measure the blood glucose level of a female patient with type 2 diabetes mellitus and peripheral vascular disease (PVD). Although all of the actions listed below are appropriate, which one would be of particular benefit to this patient given her medical history?

Reviewing her current medications

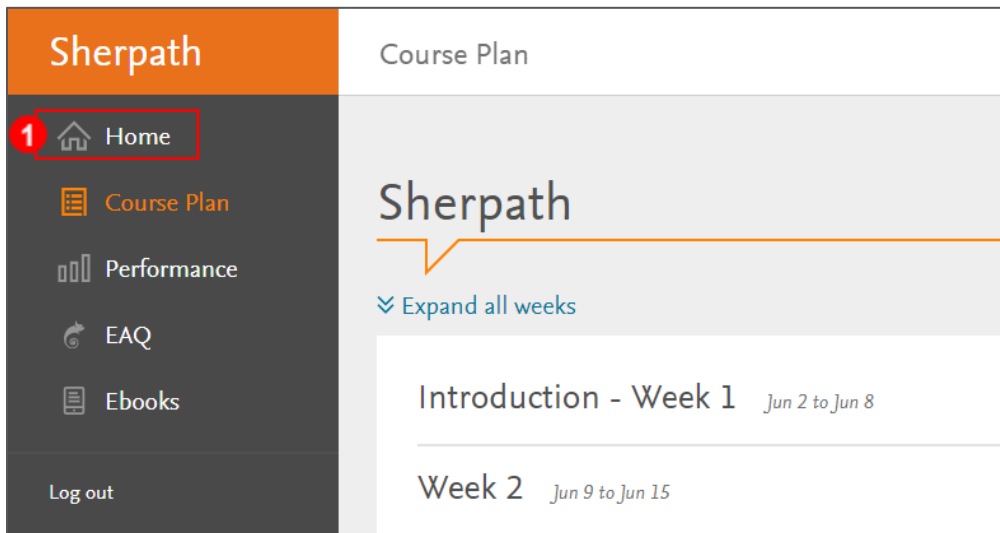
**Incorrect**  Inspecting the selected finger for bruising

Following standard precautions

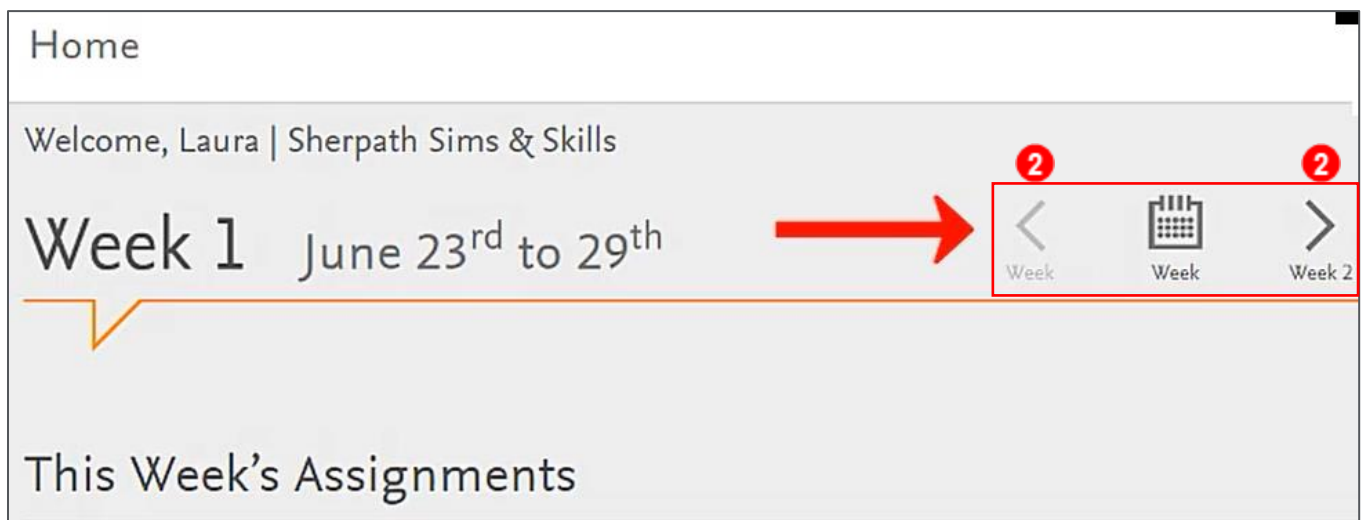
**Correct**  Keeping the finger in a dependent position during the puncture

## Evaluating a Skill Assignment

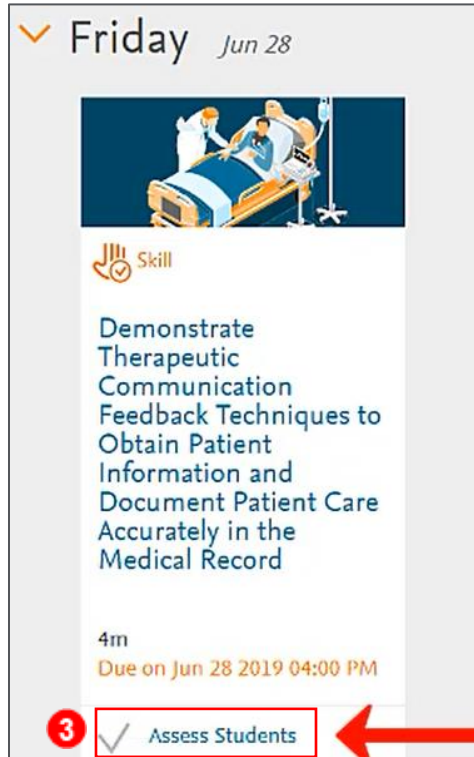
1. To evaluate a Skill assignment, click the **Home** option from the menu on the left.  
**NOTE:** Whether the Skill assignment is set to be graded as Pass/Fail or as Scored (based upon a final quiz assessment), Performance may be accessed in the same way.



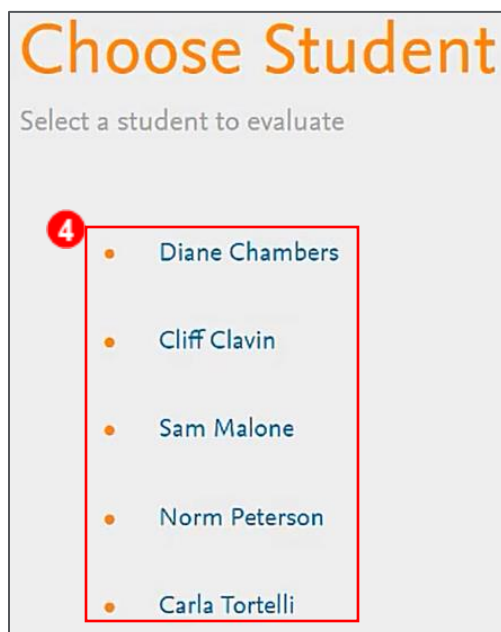
2. The Home page opens to the week you are currently in. Click the **Week** arrows in the upper right to locate the week your completed Skill assignment was due.



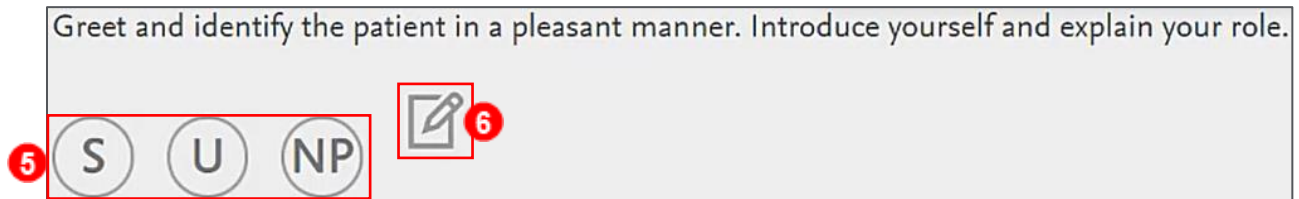
3. For Pass/Fail graded Skill assignments that require an instructor evaluation, scroll down to the assignment card located on the day it was due. Click **Assess Students** at the bottom of the assignment card.



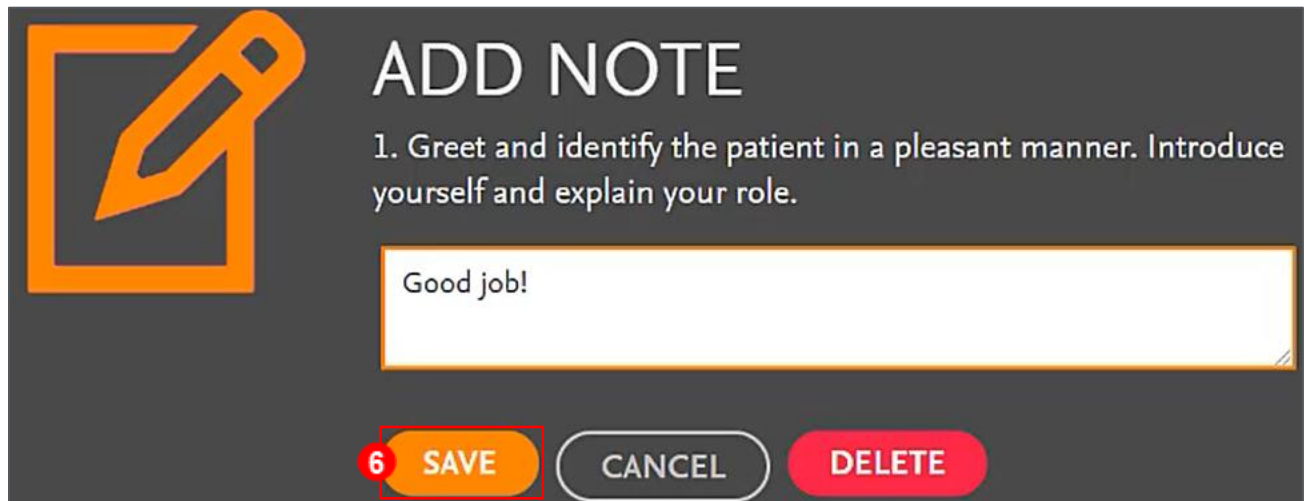
4. A list of students will appear. Click the name of a student to start the instructor evaluation.



- The Checklist opens. Click **S** (Satisfactory), **U** (Unsatisfactory), or **NP** (Not Performed) for each task.



- If you want to add a note to the student about a certain step, click the notepad/pencil icon (*shown above*). The **ADD NOTE** panel opens to the right. Type a note to the student in the text box and click **SAVE**.



- At the bottom of the Checklist, general comments may be added in the text box.



- Following the Checklist totals, click either the **PASS** or **FAIL** button to conclude the evaluation.

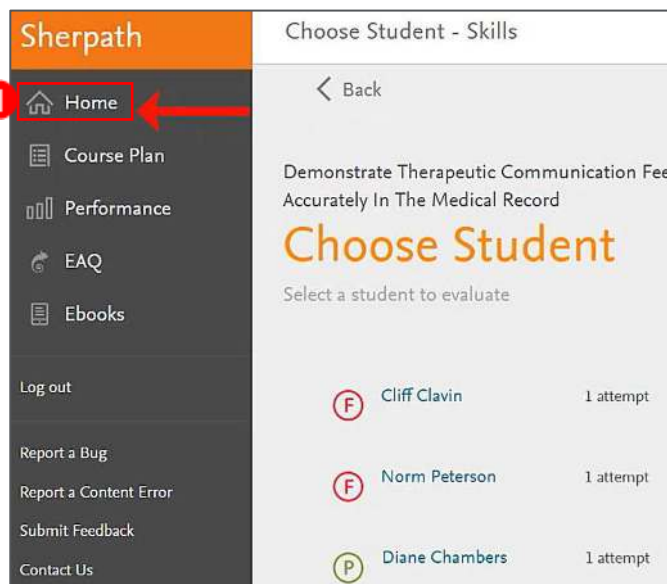


9. The **P** (Pass) or **F** (Fail) will now be displayed beside the student’s name. Continue evaluating each student in the same method.




## Accessing the Performance Report for a Skill Assignment

1. When all students have been evaluated, click the Home option in the upper left.






2. After the due date and time have passed, click the chart icon under the Performance Report column to the right of the Skill assignment.

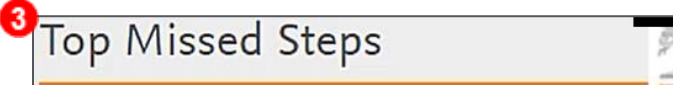
Title	Students (out of 5)	Performance Report
Demonstrate Therapeutic Communication Feedback Techniques to Obtain Patient Information and Document Patient Care Accurately in the Medical Record	5	

3. The Performance screen will open, displaying data pertaining to the assignment.

Performance

## Demonstrate Therapeutic Communication Feedback Techniques to Obtain Patient Information and Document Patient Care Accurately in the Medical Record

 100% 5 of 5 students have been evaluated for this skill.

 Top Missed Steps

Step	% Missed ↓
e.Social history (SH)	80%
Take the patient to a quiet, private area for	60%

END OF GUIDE