

Teaching safe intravenous cannulation - an undergraduate imperative

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Abstract

Bloom's taxonomy notes that learning happens in three areas: cognitive, skills and attitudes. In teaching undergraduates this skill one needs to cover all three aspects. The Graduate Entry Programme at this University hold a compulsory workshop for students over two days for those students entering the clinical environment for the first time. This workshop covers these learning areas as follows:

Cognitive

Knowledge is delivered in anatomy of the vasculature and the suitable sites for peripheral cannulation, the indications for an intravenous infusion and the choices of fluids. Understanding

universal precautions and the complications of intravenous cannulation.

Skills

Following a combination of lectures and videos the skills of setting up an intravenous infusion and insertion of a line into a simulated block are practiced.

Attitudes

Issues around consent and education of patients are addressed.

This workshop has been run for two years and has assisted students in approaching intravenous cannulation with more confidence.