

LESSON PLAN

SESSION 3: Concepts

TOPIC: Psychosocial and school issues

PRESENTER: Social Worker

DATE:

OBJECTIVES:

1. Learner will be able to identify techniques to use at home when discouraged or frightened about treatments
2. Learner will be able to describe a personal benefit of self-infusion

20 MINUTES

REVIEW OF LAST SESSION TAKE HOME ASSIGNMENT

Review of experiences at home since last session
Meal/beverages served

20 MINUTES

PRESENTATION OF NEW INFORMATION

1. Discuss benefits of infusing at home
2. Discuss responsibilities that come with home infusion
3. Discuss nervousness, what to do when discouraged or frightened
4. It is OK to make a mistake; this is how you learn
5. Talking about bleeding disorder and treatment with friends

60 MINUTES

INFUSION PRACTICE

Food must be removed from work area
Refer to Session 3 Skills Sheet

20 MINUTES

DISCUSS TODAY'S INFUSION PRACTICE – FEEDBACK

What went well, what didn't
Troubleshooting
Plan for next week

DISMISSAL

Giveaway: Sharps containers

TAKE HOME ASSIGNMENT:

1. Why do you want to learn self-infusion?
2. What can you do if you are afraid to do your own infusion?
3. What happened when kids had a bleed before home infusions were available?
4. Identify two places at home that would be good places to do your infusion.
5. What would you do if you were at school and thought you might be having a bleed?

SESSION 3: Learning Self-infusion

TOPIC: Troubleshooting

DATE:

OBJECTIVES:

1. Learner will be able to describe what to do if needle becomes contaminated, infusion infiltrates, or he cannot get a blood return
2. Learner will be able to describe risks associated with self-infusion
3. Learner will be able to correctly describe all steps of self-infusion and perform mock infusion on artificial arm
4. If mock infusion is done correctly without assistance, learner will attempt self-infusion

DISCUSSION POINTS

1. Discussion of unexpected situations that might occur
2. Troubleshooting — no blood return, infiltration
3. What happens if you touch a “no touch” area
4. Important to clean infusion site to remove bacteria, reduce chance of infection
5. Do not put pressure on site while removing needle
6. Put pressure on site 5-8 minutes after needle is removed
7. Never infuse when you are home alone until skilled and confident that you can do it
8. Making sure you give the right dose; different assays in bottles that look similar
9. Demonstration on artificial arm, practice self-infusion

TAKE HOME ASSIGNMENT:

1. Using checklist, attempt your own infusion at home this week
2. Why is it important to check the number of units in each bottle? Check the label of factor before you infuse- read carefully. Notice the differences in the labels if using different vial sizes
3. Clean up and dispose of equipment at home this week
4. Record infusions on checklist and bring back to class next week
5. Log the infusion using method of your choice



Name _____

1. **Why do you want to learn self-infusion?**

2. **What can you do if you are afraid to do your own infusion?**

3. **What did kids do when they had a bleed before home infusions were available?**

4. **Identify two places at home that would be good places to do your infusion.**



1. _____

2. _____

5. **What would you do if you were at school and thought you might be having a bleed?**

6. **What could happen if you gave yourself a dose of factor for a bleed and the dose was too small?**

7. **Why is it important to check the number of units in each bottle?**



Try these things at home this week!

- Using checklist, attempt your own infusion at home this week.
- Check the label of factor before you infuse—read carefully. Notice the differences in the labels if using different vial sizes.
- Log the infusion using method of your choice.
- Clean up and dispose of equipment at home this week.
- Record infusions on checklist and bring back to class next week.