|  |
| --- |
| Student name ----------------------------------------Teacher name ------------------- ------------------Date / / 2022-2023 |
| **VITAL SIGNS – ASSESSING ORAL BODY TEMPERATURE** |
|  | **STEPS** | **RATIONAL** | **D** | **M** | **A** | **S** | **I** |
| **0** | **1** | **2** | **3** | **4** |
| 1 | **Prepare procedure equipment**:* Wrist watch with second hand or digital display
* Pen, observation chart
* Hand rub gel
* Disinfecting solution
* Gauze
* Plastic tray
 | Organization facilitating accurate skill performance |  |  |  |  |  |
| 2 | Verbally confirm the identity of the client by asking for their full name and date of birth. If client unable to confirm, check identity with family. | Identifying the patient ensures the right patient receives the intervention and helps prevent errors. |  |  |  |  |  |
| 3 | Greet the client, introduce yourself as a staff member and take permission. | To promote mutual respect and put client at ease. |  |  |  |  |  |
| 4 | Explain the purpose and the procedure to the client. | Providing information fasters cooperation and understanding |  |  |  |  |  |
| 5 | Wash hands using effective techniques | Hand washing prevents the spread of infection |  |  |  |  |  |
| 6 | Draw Curtin around bed or close door, perform hand hygiene. | Maintain privacy, prevents transmission of microorganism |  |  |  |  |  |
| 7 | Assist the client into a comfortable position | This action provide comfort and safety. |  |  |  |  |  |
| 8 | Determine the previous baseline of oral temperature (if available). | Allows nurse to assess for change in condition and provides comparison with future temperature measurements. |  |  |  |  |  |
| 9 | Take the thermometer and wipe it with cotton swab from bulb towards the tube. | Wipe from the area where few organisms are present to the area where more organisms are present to limit spread of infection |  |  |  |  |  |
| 10 | Shake the thermometer with strong wrist movements until the mercury line falls to at least (35 C). | Lower the mercury level within the stem so that it is less than the client’s potential body temperature |  |  |  |  |  |
| 11 | Place thermometer under the client’s tongue beside the frenulum | To ensure correct reading |  |  |  |  |  |
| 12 | Advise client not to talk, to keep lips closed to form a seal and, ask them to hold the thermometer in place. Leave in place for a minimum of 3-5 minutes | To keep thermometer in place. If the client is unable to hold the thermometer in situ consider using another route. To allow adequate time for the thermometer to register |  |  |  |  |  |
| 13 | Remove and read the level of mercury of thermometer at eye level. | Timing being with count of 1 respiration occur more slowly than pulse thus timing dose not being with 0. |  |  |  |  |  |
| 14 | Shake mercury down carefully and wipe the thermometer from the stem to bulb with spirit swab | To prevent the spread of infection |  |  |  |  |  |
| 15 | Compare readings with previous baseline | Allows assessment for changes in patient condition. |  |  |  |  |  |
| 16 | Explain the result and instruct him/her if he/she has fever or hypothermia. | To share his/her data and provide care needed immediately |  |  |  |  |  |
| 17 | Dispose of the equipment properly.  | To prevent the spread of infection |  |  |  |  |  |
| 18 | Perform hand hygiene  | Reduces transmission of microorganism  |  |  |  |  |  |
| 19 | Record and Report an abnormal reading to the senior staff. | Documentation provides ongoing data collection |  |  |  |  |  |

**D= Dependent, M= Marginal, A= Assisted, S=Supervised, I= Independent**