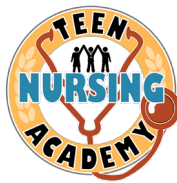


**Connecting teens and  
preteens to nursing through  
hands-on education**

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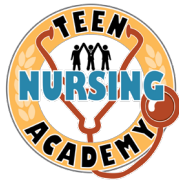
Developed by the Washington Center for Nursing

info@wcnursing.org • 16300 Christensen Rd, suite 310, Tukwila, WA 98188 • 206.787.1200



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## Introduction

In 2021, the Washington Center for Nursing (WCN) worked with Healthcare Leadership students to write a research paper on Effective Outreach Strategies for Introducing Middle School Students to Careers in Nursing. The WCN then convened a group of nursing leaders to build a middle school outreach program based on the paper's findings and their nursing expertise. This program resulted from their work.

“As Middle school students, approximately ages 11-14, prepare for daily opportunities to learn and grow as humans, what methods are most effective in helping them navigate those opportunities? After research and exploration to answer this question, a single factor stands out as primary to success—activities should consistently remain interactive and engaging. Learning environments must provide middle school students with the autonomy to create their ideal outlook on what career choices they want to pursue... Knowing when students retain information during their growth can allow nursing programs to affect changes in perceptions and attitudes that will influence their considerations for nursing as a career.” [Effective Outreach Strategies for Introducing Middle School Students to Careers in Nursing](#)

Conceptually, the Teen Nursing Academy program takes place in a middle school and is presented by nursing students. However, the program's framework is purposefully designed to be flexible and easily adaptable to other locations such as a community center, a hospital, simulation lab, or nursing program college campus as a “field trip” opportunity. Additionally, outside of nursing students, nursing professionals can be recruited to deliver the program.

## Program Development Credits

This program was developed and reviewed by a committee of nursing leaders and WCN staff committed to educating middle school students about careers in nursing. The WCN thanks the following nursing professionals for sharing their time, experience, and expertise to create this program.

**Brenda Little**, WCN Communications Associate and Program Development Lead

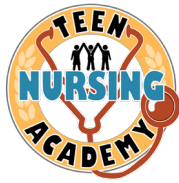
**Edna Cortez**, RN, Seattle Children's Hospital/WSNA local unit rep, WSNA Economic & General Welfare Committee Vice Chair, member of WCN Board of Directors

**Fawzi Belal**, WCN Diversity, Equity, and Inclusion Associate

**Lynnette Ondeck**, MEd, BSN, RN, NCSN, School Nurse Corps Administrator at Northwest Educational Service District

**Tiffany Smith-Fromm**, Dean of Instruction – Nursing Programs, Clover Park Technical College

**Wendy Williams-Gilbert**, PhD, RN, Academic Strategy and Program Manager, OPPI at Southern New Hampshire University, member of WCN Board of Directors

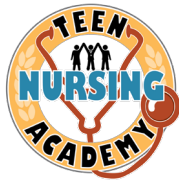


## Mission Statement

The mission of Teen Nursing Academy is to introduce diverse, under-resourced, and rural (as well as urban) middle school students to careers in nursing by connecting them with nursing students and professionals through in-person, interactive, and fun learning activities that also educate them about health topics that add value to their lives.

## Key Outreach Strategies for Introducing Middle School Students to Careers in Nursing

- Effective ways of introducing nursing to middle school students as a career should include in-person, hands-on, fun, and physically engaging activities.
- Parents and guardians of middle school students impact their child's decision to pursue healthcare as a profession significantly. Including parent education and engagement is crucial to the success of any program that aims to introduce middle school students to nursing.
- If programs can accurately share positive examples of a nurse's role in a variety of environments (e.g., school nurse, public health nurse, information technology (IT) nurse, etc.) along with some of the real challenges present in these roles, it can eliminate misconceptions and allow for students to retain an authentic interest in nursing as a career.
- There is a lack of diversity in the nursing workforce, amplifying the need to implement programs that intentionally reach diverse groups to diversify the nursing workforce.
- To succeed in encouraging young students to continue their pursuit into healthcare, it is crucial to also assist students in social networking, enhancing interpersonal, test-taking skills, and academic preparedness.
- Providing middle schoolers with face-to-face communication opportunities with healthcare professionals can provide the necessary framework for encouraging engagement that sparks interest in nursing.

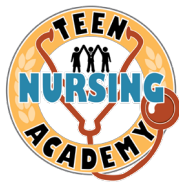


## Using the Teen Nursing Academy for Nursing Student Clinical Hours

This program can qualify for community health or pediatric clinical hours for practical nursing students, RN students, ADN students, BSN students, or entry-level master's program students if the teaching project plan or observation can be tied to clinical outcomes that show or benefit the client (the middle school students); and instruction, learning, or a teaching opportunity for the nursing student. For example, during the provided Blood Pressure or Personal Protective Equipment (PPE) Relay lesson plan activities, if participating nursing student instructors can observe the growth and development of the population being served (the middle school students).

Lesson plans outside the Blood Pressure or PPE Relay activities can be substituted in this program if desired. However, any lesson plan must include age-appropriate learning for the group (middle school students). Examples include lesson plans on nutrition and healthy eating, bike safety and the importance of wearing a helmet while riding a bike, or activities on the importance of washing your hands correctly to prevent the spread of germs. These are only a few examples of many possibilities.

Though clinical hours are possible with this program, it is up to each nursing program or class instructor to demonstrate that the nursing student met the class learning objectives through this activity.



## Choosing a Middle School (or program delivery venue) Worksheet

The Teen Nursing Academy program is designed to be delivered in a middle school setting. However, it can be conducted in an alternative setting where middle school aged students can be reached, such as a community center.

To facilitate the best experience for students, the classroom teacher should be there while the program is being delivered, *and* a 4:1 middle school student to nursing-student-instructor ratio or less is recommended. To reach the maximum number of middle school students and offer participating nursing students a 4 to 5+ hour clinical experience, set up multiple sessions in the same day at the same school if possible. Additionally, ask your middle school contact if there is a location where the nursing students can debrief with their nursing instructor for 90 to 120-minutes to offer a full-day clinical experience. The location does not have to be elaborate; it can be as simple as the cafeteria. For additional clinical hours, offer the Teen Nursing Academy to multiple middle school locations in your area.

### Criteria

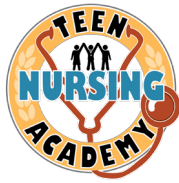
When choosing a location to host the Teen Nursing Academy program, the focus should be on reaching diverse, under-resourced, or low-income middle school students and communities. Additionally, rural as well as urban locations should be considered. It will also be helpful if the program location is relatively close to the nursing program or clinic that has agreed to administer the program by sending nurses and/or nursing student instructors (see Choosing a Nursing Program or program delivery personal worksheet).

School Name:
Phone and/or email:
Address:
Agreed upon program date and time:
Approximate number of students who will participate:
Student demographic served:

### Middle School Contact(s) Information

Name	Position	Phone	Email





## Choosing a Partner Nursing Program (or program delivery personnel) Worksheet

The Teen Nursing Academy program is designed to be delivered by nursing school students and a preceptor or nursing instructor. However, it can be delivered by any professional nurse, with support from additional personnel such as staff from the Washington Center for Nursing, school staff, or other outreach specialists.

### Criteria

When choosing personnel to deliver the Teen Nursing Academy to middle school students, an effort to identify instructors representative of the middle school student body and the local community should be made. It will also be helpful if the nursing program or program delivery personnel is near the middle school or location where the program will take place (see the Choosing a Middle School (or program delivery venue worksheet).

<b>Nursing Program</b> (or supporting clinic or group):
Phone and/or email:
Address:
Agreed upon program date and time:
Number of nursing students or professionals who will participate:
<b>Student demographic served from Choosing a Middle School (or program delivery venue) Worksheet</b> (try to match instructors to middle school demographic, including male nursing students or instructors):

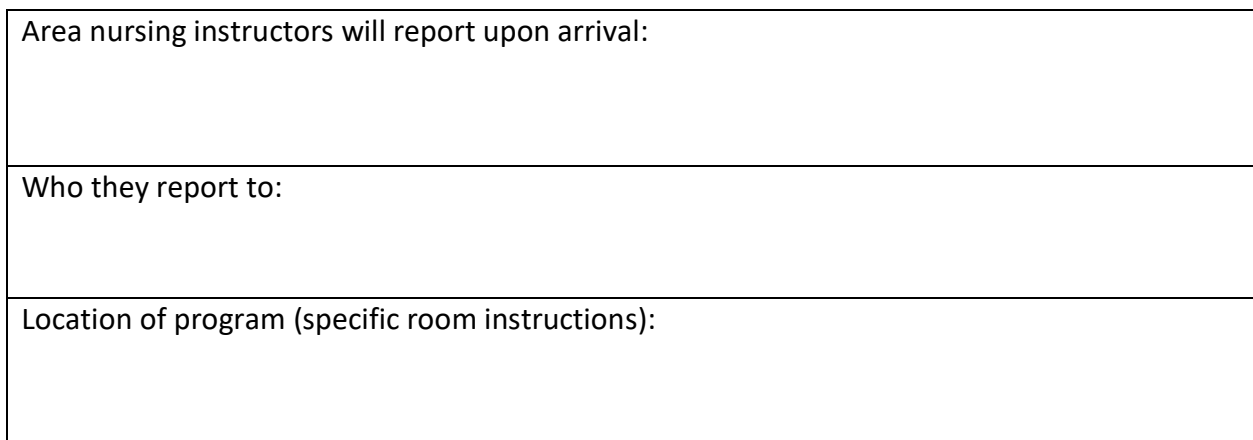
### Nursing Program Instructor or Preceptor(s) Information

Name	Position	Email	Phone

### Supporting Nursing Program Student(s) (or additional personal)

Name	Email	Phone	Program Degree

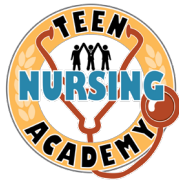




Location of program (specific room instructions):

[illegible]



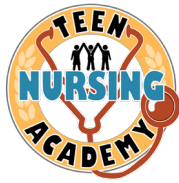


## Academic Preparedness Information and Resource Flier

Parents and guardians of middle school students impact their child's decision to pursue healthcare as a profession significantly. Including parent education and engagement is crucial to the success of any program that aims to introduce middle school students to nursing.

This program packet includes a printable information and a resource letter ([Appendix F](#)) to give to students to take home to help support parent and/or guardian engagement. Another option is to share the letter electronically with the school, school counselor(s), and class teacher to email parents or guardians about their student's participation in the Teen Nursing Academy. The best option is to do both, send a printed letter home with participating students *and* share it with the school, school counselor(s), and class teacher to email to parents.

To support diverse students, this letter is available in multiple languages to encourage communication with families where English might not be the primary language spoken at home. The following translations are available in this packet: 1. English, 2. Amharic, 3. Arabic, 4. Chinese-Simplified, 5. Korean, 6. Russian, 7. Somali, 8. Spanish, 9. Tagalog, 10. Vietnamese. Translated letters are available in this program packet under [Appendix F](#).



## Pre- and Post- Program Middle School Student Surveys

For printable versions of the pre- and post-surveys see [Appendix A and B](#).

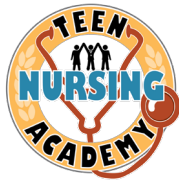
The WCN has designed pre- and post-program surveys to help track the impact of the Teen Nursing Academy on middle school student's knowledge of what nurses do and their consideration of nursing as a potential future career path, and to help us improve the program. The survey questions should be given to participating middle school students before and after the program, accordingly, and collected by program instructors. Once collected, please mail the completed surveys to:

**Attn: WCN Teen Nursing Academy Surveys**

**Address: 16300 Christensen Rd, Suite 310, Tukwila, WA 98188**

**Note:** The pre- and post-survey questions can be added to a platform (such as Survey Monkey) if giving the survey digitally is an option. Be sure to communicate with the lead contact at the school where the program is taking place to facilitate the survey process. If the survey is given digitally, please download and email the results to WCN at [info@wcnursing.org](mailto:info@wcnursing.org), and put WCN Teen Nursing Academy Surveys in the email subject line.

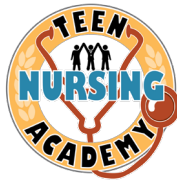
Be sure to include the name of the middle school where the program surveys are from when sending them to WCN.



## Program Instructions for Nursing Students

To increase the impact of this program and the potential that middle school students will later consider a career in nursing, it is vitally important that the middle school students see themselves in the nursing student instructors. When identifying nursing students to deliver the Teen Nursing Academy, nursing student instructors and preceptors should review the completed Choosing a Middle School (or program delivery venue) Worksheet and consciously work to match student nursing instructors with the demographic of the middle school student population being served. Additionally, since males are underrepresented in nursing but not in middle schools, try to have at least a few male student nursing instructors.

1. When preparing nursing students to deliver the Teen Nursing Academy to middle school students, the student nursing instructors and any preceptors should start by reading [Effective Outreach Strategies for Introducing Middle School Students to Careers in Nursing](#) by WCN.
2. Nursing students should review any program lesson plans thoroughly and have a clear understanding of the objectives and directions for each lesson plan. Remember, working with students can be unpredictable. Be sure to be flexible and calm to best handle anything that arises.
3. Student nursing instructors should work together and with the nursing program instructor or preceptor to identify and gather any equipment and supplies needed to deliver the program lesson plan successfully. WCN also has the availability of supplies that can be used to deliver each lesson plan (see [Hands on Lesson Plan Options](#) on pg. 14 for more information). Be sure to pay attention to the quantity of supplies needed based on the number of middle school student workgroups anticipated. It is better to have a few more than needed than not enough. In addition to equipment, you will need enough printed pre- and post-program student surveys, lesson plan worksheets, and Student Academic Preparedness Information and Resource Fliers to share with every student.
4. The nursing instructor or preceptor should lead the primary instruction in front of the middle school group including breaking the class up into workgroups to which a student nursing instructor will be assigned. Nursing student instructors should lead the activity instruction in their middle school workgroup. It is possible to have a nursing student(s) lead the primary instruction during the Teen Nursing Academy if they feel confident in doing so and are supported by their nursing instructor or preceptor.
5. When presenting the Teen Nursing Academy to middle school students, be sure to watch the time! If the program is taking place in a period class, there will likely be a time of around 45-55 minutes to deliver the program. Be prepared to hand out the pre-program survey as soon as the students enter the classroom. Give them a timeframe to fill out the survey, such as 3-5 minutes, then collect the surveys and move directly into



the lesson plan. Take 20-30 minutes to complete the hands-on lesson plan and leave 10-15 min for the following discussion that helps the students complete the fill-in-the-blank sections of their worksheet, letting the middle school students ask additional questions to the nursing student instructors if they have any. Before the period ends, hand out the post-program survey with enough time for the students to complete it. Collect the post-program survey before or as the students leave the classroom.

6. Additional instruction resource, <https://www.wgu.edu/heyteach/article/guide-giving-clear-instructions-students-that-they-will-actually-follow2001.html>
7. The worksheets for each lesson plan in this packet includes the following Nursing fill-in the blank section. After the lesson plan activity is completed, have nursing student instructors engage in a question-and-answer activity with the middle school students where the nursing student instructors help the Teen Nursing Academy participants fill in the blanks on this portion of their worksheet.

**Nursing fill-in the blank (from middle school student worksheet):**

1. Only about 50% of nurses work in hospitals. What other environments do nurses work in? **(Examples include)**

<u>Homes</u>	<u>Schools</u>
<u>Community clinics</u>	<u>The military</u>

2. Have you ever met a nurse who looks like you? Why do you think it is important to have nurses that look or identify like you? **(Examples include)**

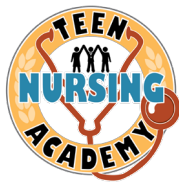
Patients might feel more comfortable and get better care when there is  
a nurse who shares their culture or traditional values to help care for them.

3. There are over 100 different nursing specialties and a career in nursing is full of opportunity. What are some different career paths nurses can take? **(Examples include)**

<u>Travel Nurse</u>	<u>Medical-Surgical Nurse</u>
<u>Mental Health Nurse Practitioner</u>	<u>Public Health Nurse</u>

4. Complete the following **(Be sure to explain a little bit about what each nursing degree means.):**

Certified Nursing Assistant  
Licensed Practical Nurse  
Bachelor of Science in Nursing  
Registered Nurse  
Advanced Registered Nurse Practitioner



## Hands-On Lesson Plan Options

This Teen Nursing Academy program packet includes two lesson plan options. Depending on the amount of time available to deliver the program to a group of middle school students, nursing programs can choose to use one or both lesson plans. Each lesson plan on its own should take between 45-55 minutes to present.

**WCN has lesson plan equipment and supplies available for checkout. Program support partners can also supply lesson plan equipment and supplies. However, if checking out lesson plan equipment and supplies is needed, contact the Washington Center for Nursing by email, at [info@wcnursing.org](mailto:info@wcnursing.org), or by phone at 206.787.1200.**

### Lesson Plan I: What is Blood Pressure equipment and supplies checkout box

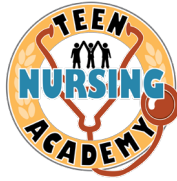
Item	Size	Quantity
Stethoscopes	n/a	10
Blood Pressure Cuff	S cuff (7.2"-10.5")	2
Blood Pressure Cuff	M cuff (10"-16")	10
Blood Pressure Cuff	L cuff (13"-18")	2
Blood Pressure Cuff	XL cuff (16"-26")	2
Alcohol Wipes	3 pks of 50 wipes	1
Bag of Balloons (note: all balloons are latex)	100 assorted color	2

### Lesson Plan II: PPE Relay equipment and supplies checkout box

**Note:** Isolation gowns and disposable face shields can be reused. Please return to WCN after use. Gloves and KN95 face masks can be disposed of after use.

Item	Size	Quantity
Isolation Gowns	n/a	50
KN95 Face Masks	One size	100
Disposable Face Shields	Adjustable	50
Comfort Nitrile Gloves	Sm	180 pairs
Comfort Nitrile Gloves	Med	90 pairs
Comfort Nitrile Gloves	Lrg	90 pairs
Comfort Nitrile Gloves	XL	90 pairs
Alcohol Wipes	3 pks of 50 wipes	1

**WCN also has a Teen Nursing Academy swag giveaway that nursing student instructors can handout to middle school students after they have participated in the program. Please contact WCN for more information.**

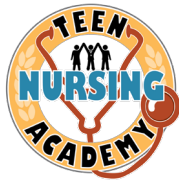


Alternative lesson plans to the Blood Pressure or PPE Relay activities can be substituted in this program if desired. However, any lesson plan must include age-appropriate learning for the group (middle school students). Examples include lesson plans on nutrition and healthy eating, bike safety and the importance of wearing a helmet while riding a bike, or activities on the importance of washing your hands correctly to prevent the spread of germs. These are only a few examples of many possibilities.

Choosing an alternative lesson plan to the ones in this packet will involve more planning by the nursing program, preceptor or nursing instructor, and the nursing students. However, it also presents an excellent learning opportunity for nursing students.

**Note:** Any equipment, supplies, and resources needed for alternative lesson plans will need to be determined and provided by the program creating the lesson plan.





## Lesson Plan I: What is Blood Pressure?

Blood Pressure: What is it? How do we measure it? And why is it important?

### Overview

Blood pressure and pulse rate are some of the basic vital signs used to help diagnose and care for patients in the health care field. When nurses first meet a patient, blood pressure and pulse rate are among the first medical information that is obtained.

**Learning objectives:** After completing this activity, participants will be able to:

1. Correctly take a blood pressure reading with a blood pressure cuff and stethoscope
2. Identify why nurses take a patient's blood pressure

### Equipment, supply, and resource checklists

- Blood Pressure Cuff and Stethoscope Kits
- Alcohol Wipes
- Balloons – enough for 1 for each student
- Student Worksheet

### Lesson plan direction worksheet for instructors

Prior to Class:

Nursing student instructors need to be familiar with what a blood pressure is and how to take a blood pressure.

Instructional Procedures:

#### Step 1

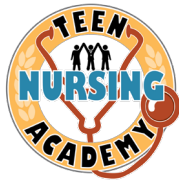
Pass out a copy of the [Blood Pressure Guide & Recorder Worksheet](#) to each middle school student. Explain to the students what blood pressure is, and why blood pressure is taken. Demonstrate to the students how to take a blood pressure reading and explain to them the sounds they will hear when taking a blood pressure.

#### Step 2

Using the lesson plan blood pressure cuff and stethoscopes, break your students into groups and have the students take turns taking each other's blood pressures. Make sure you have alcohol wipes for the students to clean off the earpieces of the stethoscopes as they take turns. Use the worksheet ([Appendix C](#)) to have the students record their blood pressures.

#### Step 3

Ask the groups for some examples of blood pressure readings they received. Review what the numbers measure when the heart is beating or contracting (pumping blood), which is called systolic and is the higher number. The lower number measures the pressure when the heart is



at rest or between beats (filling with blood) and is called diastolic. Have students write systolic and diastolic next to the corresponding blood pressure number on their worksheet.

#### **Step 4**

Give each student a balloon. Have them blow the balloon so that it is moderately firm and have them feel the balloon. Then, have the students blow in extra air to show additional pressure and have them feel it again. Explain that the balloon is like their arteries and veins when the heart is beating and when it is at rest. Now, have the students try to blow up the balloon with only a small opening to their mouth. Discuss with the students how it is harder for them to blow up the balloon with a narrow opening. Ask them if they felt they had to blow harder to try and blow up the balloon? Compare this to when a vein or artery becomes blocked or narrowed. What would happen if the heart was pumping blood through clogged vessels? Would the heart have to beat harder and faster to get the blood through the vessel? Could this cause high blood pressure?

#### **Step 5**

Show the students where they can feel their own pulse; the wrist is probably the easiest to find. It's on the thumb side of the wrist, usually a finger or two from the wrist joint. It can be felt by placing the tip of two fingers in that area and applying pressure – this is called a radial pulse. Explain that the flutter they feel in their wrist is the blood that pushes through their veins and arteries each time their heart goes through a pumping cycle. When they feel their pulse, they're actually "feeling" blood pressure. Another area for students to feel a pulse, includes applying pressure to the side of the neck, just under the jaw.

#### **Step 6**

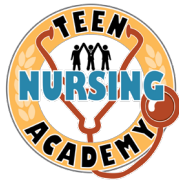
Explain to the students that a pulse rate is determined by how many times your heart beats in a minute. A pulse rate can be determined by finding a radial pulse and counting how many times your pulse beats in a 15 second time frame. You then take that number and times it by 4 to get a reading of how many times it would beat in 1 minute (or you can time it for 30 seconds and times it by 2). Have the students partner up and take turns taking each other's pulse and determining their pulse rate, have them record their findings on the worksheet.

#### **Step 7**

Explain that nurses use blood pressure and pulse rate to help determine the well-being of their patient.

#### **Step 8**

After the middle school students finish the blood pressure activity, engage the students in a conversation about nursing. The following questions are on the student worksheet. Ask students the questions and help provide the answers. (If the nursing student instructors are



using a different lesson plan than the one provided in this packet, copy and paste these questions to a new worksheet and use these questions at the end of the lesson plan given.)

**Nursing fill-in the blank (from middle school student worksheet):**

1. Only about 50% of nurses work in hospitals. What other environments do nurses work in? **(Examples include)**

Homes

Schools

Community clinics

The military

2. Have you ever met a nurse who looks like you? Why do you think it is important to have nurses that look or identify like you? **(Examples include)**

Patients might feel more comfortable and get better care when there is

a nurse who shares their culture or traditional values to help care for them.

3. There are over 100 different nursing specialties and a career in nursing is full of opportunity. What are some different career paths nurses can take? **(Examples include)**

Travel Nurse

Medical-Surgical Nurse

Mental Health Nurse Practitioner

Public Health Nurse

4. Complete the following **(Be sure to explain a little bit about what each nursing degree means.):**

Certified Nursing Assistant

Licensed Practical Nurse

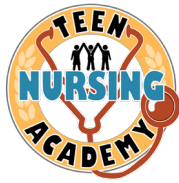
Bachelor of Science in Nursing

Registered Nurse

Advanced Registered Nurse Practitioner

**Step 9**

After the students complete the activity worksheets, it is theirs to take home.



## Lesson Plan II: PPE Relay

Personal Protective Equipment (PPE) Relay: What is PPE and why do nurses wear it?

### Overview

Personal Protective Equipment (PPE) are a necessary part of health care providers day. PPE helps to prevent the spread of germs that can make people sick. PPE includes coverings that are designed to protect the wearer and/or those nearby from the spread of illness-causing germs. PPE acts as a barrier to the wearer's skin, mouth, nose and/or eyes.

There are probably situations in your school right now where the nurse uses some form of PPE. Some examples include helping a student with a cut that is bleeding, performing a healthcare procedure for a student, and cleaning up body fluid spills. PPE creates a barrier between the wearer and possible sources of exposure to germs.

**Learning objectives:** After completing this activity, participants will be able to:

3. Correctly don/doff PPE
4. Identify 4 types of PPE worn by nurses

### Equipment, supply, and resource checklists

Be sure to have enough supplies for all middle school students participating in the program. It is better to have too many than not enough.

- CDC Sequence for Donning and Doffing Personal Protective Equipment (PPE) handout
- Student worksheet
- Gowns\*
- Face masks
- Face shields\*
- Gloves

\*Gowns and face shields can be returned and reused. Face masks and gloves should be thrown away after a single use.

### Lesson plan direction worksheet for instructors

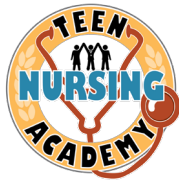
Prior to Class:

Nursing student instructors need to be familiar with what PPE is and how to don/doff it correctly.

Instructional Procedures:

#### Step 1

Divide the class into teams of 4-6, depending on size of class.



## Step 2

Give each student a copy of the CDC Sequence for Donning Personal Protective Equipment (PPE) handout ([Appendix D](#)) and PPE Relay Lesson Plan Student Worksheet Handout ([Appendix E](#)).

## Step 3

Have the nursing student instructor(s) demonstrate how to correctly don and doff the PPE using the CDC Sequence for Donning Personal Protective Equipment handout while explaining the function of each piece of PPE to the middle school students.

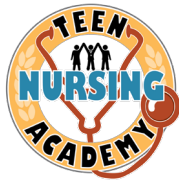
1. **Gown:** Gowns fully cover the torso from neck to knees, arms to end of wrist, and wrap around the back. They help protect nurses from infectious disease-causing microorganisms or germs from liquid or solid material. They are also used to help prevent the transfer of germs from one patient to another since nurses work with multiple patients throughout their shift.
2. **Mask:** Worn over the mouth and nose, masks help protect nurses from airborne germs and viruses such as the corona virus or influenza virus.
3. **Face Shield:** Worn over the face and eyes, face shields protect nurses from contaminated liquid by creating a physical barrier between two people to reduce the transfer of a disease through the eyes, nose, and mouth.
4. **Gloves:** Protects nurses' hands from the spread of germs that may potentially cause infection or illness during medical procedures and examinations. Gloves allow nurses to safely touch and administer treatment to potentially infectious patients.
5. **REMOVING PPE CORRECTLY** is extremely important! Because the outer surface of any PPE may be contaminated with saliva, spit, blood, germs, viruses, urine, or other bodily fluid, removing PPE without touching any outer surface and disposing of it properly is the only way to stay safe.

## Step 4

In the relay, each member of a team takes a turn correctly donning and doffing the entire set of PPE. Nursing student instructors (judge) will determine if done correctly. If not, the student will need to re-try until performed correctly by judge. The team that finishes donning and correctly doffing first wins (note: taking off the PPE is more important than putting on). (Bed pans with stickers, pens, lanyards, or additional swag from the nursing program that the winning team members can reach-in and grab makes a great prize for the winners.)

## Step 5

Follow up the PPE relay with a discussion on why hand hygiene is so important in preventing the spread of germs. Tell the middle school students that it is always the final step after doffing PPE. Include information on using soap and water versus hand sanitizers and when to choose which to help the students answer these questions on their worksheet.

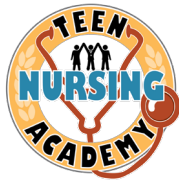


1. **It is important to know** that using PPE alone does not fully protect someone from acquiring an infection or passing an infection to another person. Other practices, such as handwashing or using alcohol-based hand sanitizers are important to minimizing the risk of infection for everyone.
  - a. Washing your hands can keep you healthy AND prevent the spread of respiratory and diarrheal infection.
  - b. It is important to wash your hands correctly. Follow Five Steps to Wash Your Hands the Right Way (<https://www.cdc.gov/handwashing/when-how-handwashing.html>).
    1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
    2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
    3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
    4. Rinse your hands well under clean, running water.
    5. Dry your hands using a clean towel or an air dryer.
  - c. Germs spread from one person to another, or from surfaces to people, when, after touching an infected person or surface, you touch your eyes, nose, or mouth without washing your hands. This can include preparing or eating food or drink with unwashed hands.
  - d. When should you wash your hands?
    1. Before and after preparing and eating food.
    2. After using the bathroom.
    3. After coughing, sneezing, or blowing your nose.
    4. Before and after caring for someone who is sick.
    5. After touching an animal, animal feed, or animal waste.
    6. After touching garbage.
    7. Before and after feeding or touching a baby.
    8. After playing outside.
2. Soap and water versus hand sanitizers- when do you choose which?

The “CDC recommends washing hands with soap and water whenever possible because handwashing reduces the amounts of all types of germs and chemicals on hands. But if soap and water are not available, using a hand sanitizer with at least 60% alcohol can help you avoid getting sick and spreading germs to others.” (<https://www.cdc.gov/handwashing/show-me-the-science-hand-sanitizer.html>)

## Step 6

After the middle school students finish the lesson, engage the students in a conversation about nursing. The following questions are on the student worksheet. Ask students the questions and



help provide the answers. (If the nursing student instructors are using a different lesson plan than the one provided in this packet, copy and paste these questions to a new worksheet and use these questions at the end of the lesson plan given.)

### Personal Protective Equipment (PPE) Relay Worksheet Answers:

What types of PPE **DO NOT** protect nurses from airborne germs and viruses?

1. Gown
2. Face Shield
3. Gloves

Match the question to the answer. E, D, A, F, B, C

Why is hand hygiene so important? It minimizes the risk of infection for everyone.

### Nursing fill-in the blank (from middle school student worksheet):

1. Only about 50% of nurses work in hospitals. What other environments do nurses work in? **(Examples include)**

Homes

Schools

Community clinics

The military

2. Have you ever met a nurse who looks like you? Why do you think it is important to have nurses that look or identify like you? **(Examples include)**

Patients might feel more comfortable and get better care when there is

a nurse who shares their culture or traditional values to help care for them.

3. There are over 100 different nursing specialties and a career in nursing is full of opportunity. What are some different career paths nurses can take? **(Examples include)**

Travel Nurse

Medical-Surgical Nurse

Mental Health Nurse Practitioner

Public Health Nurse

4. Complete the following **(Be sure to explain a little bit about what each nursing degree means.):**

Certified Nursing Assistant

Licensed Practical Nurse

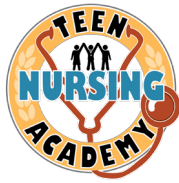
Bachelor of Science in Nursing

Registered Nurse

Advanced Registered Nurse Practitioner

### Step 7

After the students complete the activity worksheets, it is theirs to take home.



## Final Teen Nursing Academy Program Evaluation Form

To be completed by nursing program student instructors delivering the Teen Nursing Academy. Once completed, please also share with WCN by scanning and emailing evaluations to [info@wcnursing.org](mailto:info@wcnursing.org), or mailing to Washington Center for Nursing, 16300 Christensen Rd, Suite 310, Tukwila, WA 98188. Completed evaluation forms will help WCN track program success and make improvements. Thank you!

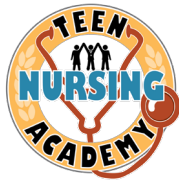
Completed by:

Email:

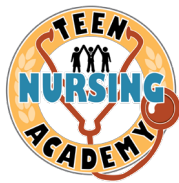
Date:

1. Where did the program take place?
2. Date and time?
3. How many middle school students participated in the program?
4. What program partnered to deliver the program?
5. How many professional nurses and nursing student participated in giving the lesson plans?
6. Was a diverse or under resourced population considered in choosing the program location?
7. Were students given the pre- and post- program survey?
8. Who provided the lesson plan resources?
9. Were any pre- or post- follow-up opportunities identified? And if so, briefly explain.
10. Was a printed academic preparedness resource flier shared with the teacher?



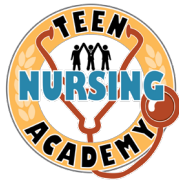


11. Was a printed academic preparedness resource flier shared with the students?
12. Was a printed parent or guardian informational and resource flier sent home with the students? Were multiple languages provided? If so, what languages?
13. What went well?
14. What were some challenges, if any?
15. Given the challenges, what would you change next time you teach this content?
16. What did you learn or observe about working with this age group?
17. Did the content fit for this developmental age group?
18. If yes, give an example. If no, what do you recommend to make it more age appropriate?
19. What other general program suggestions do you have?
20. Any final observations?



## Appendix A

A-Printable Pre-program Survey (2-up)



## Teen Nursing Academy Pre-Program Student Survey

School name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade level: \_\_\_\_\_

Before we get started, please take this brief survey, and turn it into your teacher or Teen Nursing Academy instructor.

Circle your answer. Providing additional comments is optional.

1. How much do you know about what nurses do?

A Lot      Quite a bit      A little      Nothing

2. Do you know anyone who is currently a nurse?

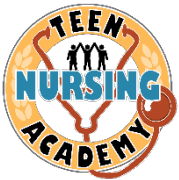
Yes      No      Additional comments \_\_\_\_\_

3. Have you ever considered nursing as a career?

Yes      No      Maybe      Additional comments \_\_\_\_\_

4. How likely are you to consider nursing as a potential career?

Very Likely      Likely      Unlikely      Very unlikely      I don't know



## Teen Nursing Academy Pre-Program Student Survey

School name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade level: \_\_\_\_\_

Before we get started, please take this brief survey, and turn it into your teacher or Teen Nursing Academy instructor.

Circle your answer. Providing additional comments is optional.

1. How much do you know about what nurses do?

A Lot      Quite a bit      A little      Nothing

2. Do you know anyone who is currently a nurse?

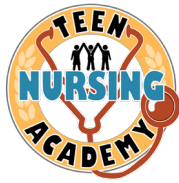
Yes      No      Additional comments \_\_\_\_\_

3. Have you ever considered nursing as a career?

Yes      No      Maybe      Additional comments \_\_\_\_\_

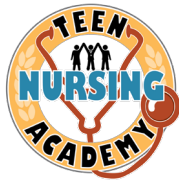
4. How likely are you to consider nursing as a potential career?

Very Likely      Likely      Unlikely      Very unlikely      I don't know



## Appendix B

### B-Printable Post-program Survey



## Teen Nursing Academy Post-Program Student Survey

School name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade level: \_\_\_\_\_

To help us understand the impact of this program and make improvements, please answer the survey questions below and turn this into your teacher or Teen Nursing Academy instructor.

Circle your answer. Providing additional comments is optional.

1. After participating in the Teen Nursing Academy, how much do you know about what nurses do?

A lot                  Quite a bit                  A little                  None at all

2. Did the activities presented help you to understand more about what nurses do?

A lot                  Quite a bit                  A little                  None at all

3. After participating in the Teen Nursing Academy, how likely are you to consider nursing as a potential career?

Very Likely      Likely                  Unlikely                  Very unlikely                  I don't know

4. Did you find today's activities engaging and fun?

A lot of fun      Some fun                  A little fun                  No fun at all

5. Did you learn something new?

Yes                  No

6. Would you be interested in learning more about becoming a nurse? Your Counselor is a great resource!

Yes                  No

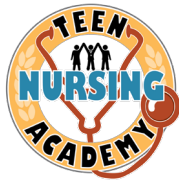
Any additional comments:

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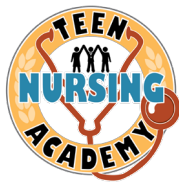
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**Thank you for participating in the Teen Nursing Academy!**



## Appendix C

C-Printable Blood Pressure Lesson Plan  
Student Worksheet Handout



## Blood Pressure Guide & Recorder Worksheet

Blood Pressure Category	Higher Number (Systolic) mm Hg		Lower Number (Diastolic) mm Hg
Low	90 or less	<b>And/or</b>	60 or less
Normal	Less than 120	<b>And</b>	Less than 80
Prehypertension	120-139	<b>or</b>	80-89
High Blood Pressure Stage 1	140-159	<b>or</b>	90-99
High Blood Pressure Stage 2	160 or higher	<b>or</b>	100 or higher
Hypertensive Crisis (Emergency Care Needed)	Higher than 180	<b>or</b>	Higher than 120
mm Hg = millimeters of mercury, a unit of pressure standard in measuring blood pressure.			

Higher Number (Systolic) mm Hg	Lower Number (Diastolic) mm Hg
/	

**Systolic Measurement** – the pressure in your vessels when your heart beats.

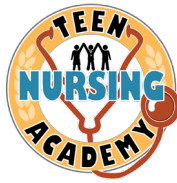
**Diastolic Measurement** – the pressure in your vessels when is between beats.

My pulse rate: \_\_\_\_\_

### Always Remember

1. A single high reading doesn't necessarily mean you have high blood pressure.
2. Have your doctor or nurse practitioner evaluate unusually low blood pressure readings.
3. To get an accurate blood pressure measurement, evaluate your readings based on the average of two or more blood pressure readings on two different days.
4. Blood pressure ranges may be lower or higher for children and teenagers.
5. If you have high blood pressure and another major health issue (heart disease, diabetes, chronic kidney disease, or certain other conditions) you will need to treat your blood pressure more aggressively.

High Blood Pressure	Low Blood Pressure
Can lead to serious problems, including heart disease, stroke, and kidney problems	Can have causes that aren't due to an underlying disease. Examples include family history of low blood pressure or medication side effects
Can be managed with a healthy lifestyle and medications	Means your organs don't get enough blood (heart, brain, and other parts of the body)
Symptoms of high blood pressure can include headaches, shortness of breath, or nosebleeds	Can cause someone to feel weak and dizzy and cause them to faint



Many people with high blood pressure (nearly 1 in 4 Americans) do not show any symptoms	Can be caused by dehydration or losing blood
Substances like caffeine, alcohol and street drugs affect blood pressure (You can never be sure what exactly is in any street drug. Not knowing the strength of what is in a drug can also lead to addiction or an accidental overdose. It is not worth risking your life! If you don't know what it is, don't take it!)	Substances like caffeine, alcohol and street drugs affect blood pressure (You can never be sure what exactly is in any street drug. Not knowing the strength of what is in a drug can also lead to addiction or an accidental overdose. It is not worth risking your life! If you don't know what it is, don't take it!)

### Nursing fill-in the blank:

1. Only about 50% of nurses work in hospitals. What other environments do nurses work in?

_____	_____
_____	_____

2. Have you ever met a nurse who looks like you? Why do you think it is important to have nurses that look or identify like you?

_____	_____
_____	_____

3. There are over 100 different nursing specialties and a career in nursing is full of opportunity. What are some different career paths nurses can take?

_____	_____
_____	_____

4. Complete the following:

C\_\_\_\_\_ N\_\_\_\_\_ A\_\_\_\_\_

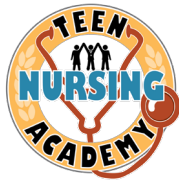
L\_\_\_\_\_ P\_\_\_\_\_ N\_\_\_\_\_

B\_\_\_\_\_ of S\_\_\_\_\_ in N\_\_\_\_\_

R\_\_\_\_\_ N\_\_\_\_\_

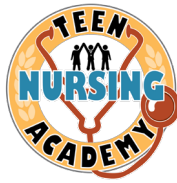
A\_\_\_\_\_ R\_\_\_\_\_ N\_\_\_\_\_ P\_\_\_\_\_





## Appendix D

D-Printable CDC Sequence for Donning Personal  
Protective Equipment (PPE) Handout  
(<https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf>)



Scan QR code to  
download digital PDF  
of PPE instructions.

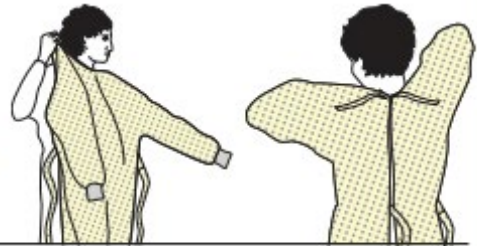


## SEQUENCE FOR PUTTING ON PERSONAL PROTECTIVE EQUIPMENT (PPE)

The type of PPE used will vary based on the level of precautions required, such as standard and contact, droplet or airborne infection isolation precautions. The procedure for putting on and removing PPE should be tailored to the specific type of PPE.

### 1. GOWN

- Fully cover torso from neck to knees, arms to end of wrists, and wrap around the back
- Fasten in back of neck and waist



### 2. MASK OR RESPIRATOR

- Secure ties or elastic bands at middle of head and neck
- Fit flexible band to nose bridge
- Fit snug to face and below chin
- Fit-check respirator



### 3. GOGGLES OR FACE SHIELD

- Place over face and eyes and adjust to fit



### 4. GLOVES

- Extend to cover wrist of isolation gown



## USE SAFE WORK PRACTICES TO PROTECT YOURSELF AND LIMIT THE SPREAD OF CONTAMINATION

- Keep hands away from face
- Limit surfaces touched
- Change gloves when torn or heavily contaminated
- Perform hand hygiene



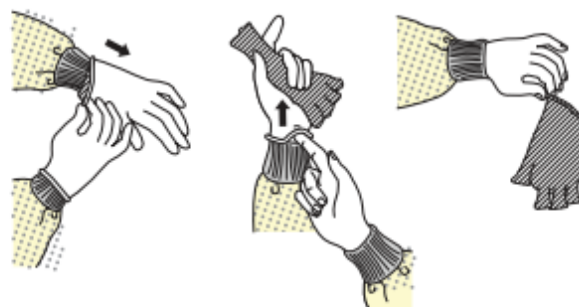
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## SEQUENCE FOR REMOVING PERSONAL PROTECTIVE EQUIPMENT (PPE)

Except for respirator, remove PPE at doorway or in anteroom. Remove respirator after leaving patient room and closing door.

### 1. GLOVES

- Outside of gloves is contaminated!
- Grasp outside of glove with opposite gloved hand; peel off
- Hold removed glove in gloved hand
- Slide fingers of ungloved hand under remaining glove at wrist
- Peel glove off over first glovet
- Discard gloves in waste container



### 2. GOGGLES OR FACE SHIELD

- Outside of goggles or face shield is contaminated!
- To remove, handle by head band or ear pieces
- Place in designated receptacle for reprocessing or in waste container



### 3. GOWN

- Gown front and sleeves are contaminated!
- Unfasten ties
- Pull away from neck and shoulders, touching inside of gown only
- Turn gown inside out
- Fold or roll into a bundle and discard



### 4. MASK OR RESPIRATOR

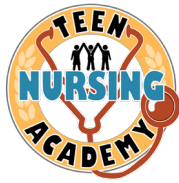
- Front of mask/respirator is contaminated — DO NOT TOUCH!
- Grasp bottom, then top ties or elastics and remove
- Discard in waste container



**PERFORM HAND HYGIENE BETWEEN STEPS IF HANDS BECOME CONTAMINATED AND IMMEDIATELY AFTER REMOVING ALL PPE**

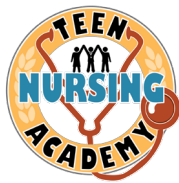


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## Appendix E

### E-Printable PPE Relay Lesson Plan Student Worksheet Handout



## Personal Protective Equipment (PPE) Relay Worksheet

What types of PPE **DO NOT** protect nurses from airborne germs and viruses?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Pair the question with the answer			
<b>A</b>	How can germs and illness spread from one person to another?		Wash your hands with soap and water whenever possible. But if soap and water are not available, use a hand sanitizer with at least 60% alcohol to help avoid getting sick and spreading germs.
<b>B</b>	The correct sequence for donning PPE is?		Gloves, face shield, gown, mask
<b>C</b>	When removing PPE, what areas of the PPE are considered "clean"?		Through the air, from touching contaminated surfaces than your eyes, nose, or mouth, or from contact with infected bodily fluids.
<b>D</b>	The correct sequence for removing PPE is?		Outside of face shield, front and sleeves of gown, outside of gloves, front of mask
<b>E</b>	Soap and water versus hand sanitizer; when do you choose which?		Gown, mask, face shield, gloves.
<b>F</b>	When removing PPE, what areas of the PPE are considered "contaminated"?		Ties on the gown, inside the gloves, straps on the goggles, straps on the mask

Why is hand hygiene so important?

\_\_\_\_\_



**Nursing fill-in the blank:**

1. Only about 50% of nurses work in hospitals. What other environments do nurses work in?

---



---

2. Have you ever met a nurse who looks like you? Why do you think it is important to have nurses that look or identify like you?

---



---

3. There are over 100 different nursing specialties and a career in nursing is full of opportunity. What are some different career paths nurses can take?

---



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4. Complete the following:

C \_\_\_\_\_ N \_\_\_\_\_ A \_\_\_\_\_

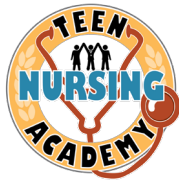
L \_\_\_\_\_ P \_\_\_\_\_ N \_\_\_\_\_

B \_\_\_\_\_ of S \_\_\_\_\_ in N \_\_\_\_\_

R \_\_\_\_\_ N \_\_\_\_\_

A \_\_\_\_\_ R \_\_\_\_\_ N \_\_\_\_\_ P \_\_\_\_\_





## Appendix F

F-Printable The Future of Nursing Needs You  
Flier



# THE FUTURE

# OF NURSING

# NEEDS YOU!



Scan the QR code to learn  
more about how to  
become a nurse!

Nursing is a dynamic career that provides  
rewarding life-long opportunities for  
those who are up to the challenge.

## WHY NURSING?

- Nurses contribute to society in meaningful ways
- Provide comfort and reassurance to patients
- Have upward career mobility opportunities
- Enjoy flexible work schedules
- Are in high demand / job security
- Can work practically anywhere in the world
- Receive salaries that support greater financial security

### Annual Salary Range in WA State

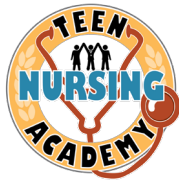
Licensed Practical Nurse (LPN)	\$53k-\$63k
Registered Nurse (RN)	\$71k-\$101k
Advanced Registered Nurse Practitioner (ARNP)	\$97k-\$143k

## IS NURSING RIGHT FOR YOU?

Nursing is a profession that blends scientific knowledge with compassion and caring. There are few professions that combine high tech and high touch like nursing. If you excel at math and science, enjoy working with technology, and want to make a difference in the lives of others, then nursing might be the perfect career for you!

**FUN FACT:** Only about 50% of nursing jobs are in the acute care setting (hospitals), the rest are in settings such as schools, clinics, outpatient and ambulatory care centers, home care, community health centers, and the military, just to name a few.



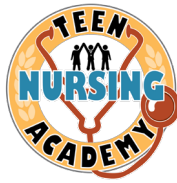


## Appendix G

G-Printable Academic Preparedness Information and Resource Flier (for parents, guardians, and teachers. Available in multiple languages: 1. English, 2. Amharic, 3. Arabic, 4. Chinese, 5. Korean, 6. Russian, 7. Somali, 7. Spanish, 9. Tagalog, 10. Vietnamese) This letter is available in multiple languages to encourage communication with families where English might not be the primary language spoken at home.

To access multilingual Printable Academic Preparedness Information and Resource Flier visit,

<https://www.wcnursing.org/be-a-nurse/fliers-brochures-posters/>



**Dear Middle School Parents and Guardians,**

We hope this letter finds you well!

Your student recently participated in the Teen Nursing Academy. This program introduces middle school students to nursing through fun, hands-on activities. We want to take this opportunity to share with you the importance of science, technology, engineering, and mathematics (STEM) education in nursing.

Nursing is a rewarding career for those up to the challenge. It also pays well and provides a lifetime of opportunity and growth. To be a good nurse, the most important quality a student needs is the capacity to care. Everything else a student can learn.

As healthcare evolves, nursing is increasingly reliant on technology and scientific advances. To succeed in nursing, students need a solid foundation in STEM subjects. STEM education prepares students for the rapidly changing healthcare landscape by equipping them with the skills to make informed decisions and provide quality patient care.

By encouraging your student to pursue STEM in education and supporting them to overcome challenges, you are setting them up for a successful and rewarding career in nursing. In addition, STEM skills are in high demand across multiple industries and can open doors to many exciting career paths.

Below are a few resources to help you support your student.

### **Resources**

- Studies show family involvement improves student success, regardless of race/ethnicity, class or parents' level of education ([pta.org](http://pta.org)). [www.pta.org](http://www.pta.org) has helpful [Family Resources](https://www.pta.org/home/family-resources) (<https://www.pta.org/home/family-resources>) to help you support your student's success.
- Washington STEM: Story Time STEM project, <https://washingtonstem.org/sts-resources/>. [www.washingtonstem.org](http://www.washingtonstem.org) is another source of helpful resources to support your student's STEM learning.
- The "Be A Nurse" page (<https://www.wcnursing.org/be-a-nurse/>) on the Washington Center for Nursing website ([www.wcnursing.org](http://www.wcnursing.org)) has some introductory information for anyone considering a nursing career path.
- Washington State multicultural nursing organizations are another resource for learning about nurses from diverse backgrounds, <https://www.wcnursing.org/diversity-equity-in-nursing/wa-state-ethnic-nursing-organizations/>.

**Thank you!**

From the Teen Nursing Academy

This letter is available online in multiple languages including:

- Amharic
- Arabic
- Chinese-simple
- Korean
- Russian
- Somali
- Spanish
- Tagalog
- Vietnamese

Visit <https://www.wcnursing.org/be-a-nurse/fliers-brochures-posters/> or scan the QR code to access electronic versions of this letter.

