

Module Report

Tutorial: Real Life RN Medical Surgical 2.0 - Clostridium Difficile

Module: Clostridium Difficile



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Program Type: Diploma

Standard Use Time and Score

| | Date/Time | Time Use | Score |
|-----------------------|---------------------|-------------|--------------|
| Clostridium Difficile | 3/9/2021 3:21:30 PM | 1 hr 21 min | Satisfactory |

Reasoning Scenario Details Clostridium Difficile - Use on 3/9/2021 2:00:37 PM

Reasoning Scenario Performance Related to Outcomes:

*See Score Explanation and Interpretation below for additional details.

| Body Function | Strong | Satisfactory | Needs Improvement |
|--|--------|--------------|-------------------|
| Cognition and Sensation | 100% | | |
| Immunity | | 100% | |
| Ingestion, Digestion, Absorption & Elimination | 50% | 50% | |
| Mobility | 50% | | 50% |
| Regulation and Metabolism | 100% | | |

| NCLEX RN | Strong | Satisfactory | Needs Improvement |
|--|--------|--------------|-------------------|
| Management of Care RN 2010 | | 100% | |
| Safety and Infection Control RN 2010 | 50% | 25% | 25% |
| Psychosocial Integrity RN 2010 | 100% | | |
| Pharmacological and Parenteral Therapies RN 2010 | 100% | | |

| QSEN | Strong | Satisfactory | Needs Improvement |
|------|--------|--------------|-------------------|
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|-------------------------|-------|-------|-----|
| Safety | 50% | 25% | 25% |
| Patient-Centered Care | 66.7% | 33.3% | |
| Evidence Based Practice | 100% | | |
| Quality Improvement | 100% | | |

Decision Log:

| Optimal Decision | |
|------------------------|--|
| Scenario | Craig prepares to enter Irene's room. |
| Question | When preparing to enter Irene's room to admit her, which of the following actions should Craig perform first? |
| Selected Option | Perform hand hygiene with an antimicrobial agent. |
| Rationale | Use of an antimicrobial agent is necessary, as an alcohol-based hand rub is not effective to eliminate spores associated with Clostridium Difficile. However, it is not the first step. The nurse should perform actions to ensure effective time management first. Time management is always important for care provision, but even more so when caring for a client placed on contact isolation precautions. |

| | |
|------------------------|---|
| Scenario | The nurse orients the client to the room and ensures environmental safety measures are in place. |
| Question | Identify at least four environmental safety measures that were implemented by the nurse when seeing Irene for the first time. (Type your responses in the box below and submit to compare your answers to best practice.) |
| Selected Option | ID band was scanned, bed brakes were checked, HOB was elevated to 45 degrees, taught and taught back how to press for the call button, and brought the table closer to her. |
| Rationale | Use two identifiers to ensure correct identification of client. Elevate the head of bed 30 degrees to provide for comfort and promote lung expansion. Place the upper rails in a raised position to prevent the client from rolling out of bed, and assist the client with positioning. Bed is in low position and locked. Client is wearing an ID band. Call light was within reach of the client. |

| Optimal Decision | |
|------------------------|---|
| Scenario | Craig reviews Irene's laboratory results to determine the next plan of action. |
| Question | Craig reviewed Irene's laboratory results and provider prescriptions. Which of the following is a priority action by Craig at this time? |
| Selected Option | Administer potassium 40 mEq IV over 4 hr. |
| Rationale | The primary concern for Irene at this time is administration of IV potassium to correct her hypokalemia, which, if left untreated, may cause cardiac dysrhythmias. Her diarrhea causes a decrease in the serum potassium, increasing her risk for dysrhythmias. |

| Optimal Decision |
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|------------------------|---|
| Scenario | Craig asks Irene if she has any questions or concerns regarding her prescription for metronidazole (Flagyl). |
| Question | Craig is preparing to teach Irene about metronidazole (Flagyl). Which of the following should Craig include in the teaching? |
| Selected Option | Do not drink alcohol while taking metronidazole. |
| Rationale | Clients need to avoid alcohol while taking metronidazole and for at least 48 hr after treatment. Drinking alcohol may cause a disulfiram-type reaction, which includes acute nausea and vomiting. |

| Optimal Decision | |
|-------------------------|---|
| Scenario | Craig calculates the amount of metronidazole (Flagyl) to give Irene. |
| Question | The provider prescribes metronidazole (Flagyl) 250 mg IV piggyback three times a day. The therapeutic dose is 7.5 mg/kg per day. Irene weighs 220 lb. How many mg should she receive daily? |
| Selected Option | 750 |
| Rationale | 7.5 mg/kg per day. Her weight is 220 lb. 1 kg = 2.2 lb 220 lb / 2.2 lb = 100 kg 7.5 mg/day x 100 kg = 750 mg/day |

| Optimal Decision | |
|-------------------------|--|
| Scenario | Craig responds when the client becomes tearful. |
| Question | The client began to cry as Craig was leaving the room. Which of the following is the most therapeutic response by Craig? |
| Selected Option | "You appear upset; can we talk about what you are feeling?" |
| Rationale | This response acknowledges that Irene is crying and seeks to gain understanding of her feelings. |

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| Scenario | Craig responds when Irene says, "Hurry, I need to go to the bathroom." |
| Question | Craig is talking with a provider about the condition of another client when Irene calls for help. Which of the following is the next action Craig should take when Irene says, "Hurry, I need to go to the bathroom"? |
| Selected Option | Apply gloves and a gown before entering the client's room. |
| Rationale | The nurse should apply a gown, gloves, mask, and protective eyewear whenever there is risk of contact with body fluids. Caring for a client with diarrhea leads to a risk of splashing of feces. |

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| Scenario | Irene's bed became soiled from diarrhea. |
| Question | When caring for Irene, the most important means of disrupting the chain of infection is hand hygiene. Which of the following nursing actions also disrupts the transmission of Clostridium difficile? |
| Selected Option | Place personal undergarments in a sealed plastic bag for family to take home. |
| Rationale | This response does control the reservoir of G74 infection; however, the most important means of disrupting the transmission of Clostridium difficile is to keep personal care equipment in the room. |

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|------------------------|---|
| Scenario | Irene asks for help to get to the commode. |
| Question | Irene asks for help to get to the commode. Which of the following techniques should Craig use to transfer Irene? |
| Selected Option | Image RN_AMS_CD_17_b_800px.jpg |
| Rationale | If a nurse is required to lift more than 35 lb of a client's weight, an appropriate assistive device is necessary. The use of a gait belt on an obese client is not recommended, because it places both the nurse and the client at serious risk if the client began to fall. |

| Optimal Decision | |
|-------------------------|---|
| Scenario | Irene fell when Craig attempted to transfer her from the bed to the commode. |
| Question | Irene fell when Craig attempted to transfer her from the bed to the commode. Which of the following techniques should Craig have used to transfer Irene to the commode? |
| Selected Option | Image RN_AMS_CD_17_c_800px.jpg |
| Rationale | A hydraulic lift is required when a client has limited ability to assist in the transfer. The use of a proper assistive lift device is important for the safety of the client and the nurse, decreasing the risk of falls and injury greatly. |

Score Explanation and Interpretation

Individual Performance Profile

REASONING SCENARIO INFORMATION

Reasoning Scenario Information provides the date, time and amount of time use, along with the score earned for each attempt. The percentage of students earning a Scenario Performance of Strong, Satisfactory, or Needs Improvement is provided. In addition, the Scenario Performance for each student is provided, along with date, time, and time use for each attempt. This information is also provided for the Optimal Decision Mode if it has been enabled.

If a detrimental decision is made during a Real Life scenario, the scenario will diverge from the optimal path and potentially end prematurely, in which case an indicator will appear on the score report.

REASONING SCENARIO PERFORMANCE SCORES

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|--------------------------|--|
| Strong | Exhibits optimal reasoning that results in positive outcomes in the care of clients and resolution of problems. |
| Satisfactory | Exhibits reasoning that results in mildly helpful or neutral outcomes in the care of clients and resolution of problems. |
| Needs Improvement | Exhibits reasoning that results in harmful or detrimental outcomes in the care of clients and resolution of problems. |

REASONING SCENARIO PERFORMANCE RELATED TO NURSING COMPETENCY OUTCOMES

A performance indicator is provided for each outcome listed within the nursing competency outcome categories. Percentages are based on the number of questions answered correctly out of the total number of questions that were assigned to the given outcome. Outcomes have varying numbers of questions assigned to them. Also, due to divergent paths within the branching simulation, the outcomes encountered and the number of questions for each outcome can vary. The above factors cause limitations related to comparing scores across students or groups of students.

NCLEX® CLIENT NEED CATEGORIES

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|---|---|
| Management of Care | Providing integrated, cost-effective care to clients by coordinating, supervising, and/or collaborating with members of the multi-disciplinary health care team. |
| Safety and Infection Control | Incorporating preventative safety measures in the provision of client care that provides for the health and well-being of clients, significant others, and members of the health care team. |
| Health Promotion and Maintenance | Providing and directing nursing care that encourages prevention and early detection of illness, as well as the promotion of health. |
| Psychosocial Integrity | Promoting mental, emotional, and social well-being of clients and significant others through the provision of nursing care. |
| Basic Care and Comfort | Promoting comfort while helping clients perform activities of daily living. |
| Pharmacological and Parenteral Therapies | Providing and directing administration of medication, including parenteral therapy. |
| Reduction of Risk Potential | Providing nursing care that decreases the risk of clients developing health-related complications. |
| Physiological Adaptation | Providing and directing nursing care for clients experiencing physical illness. |

Score Explanation and Interpretation

Individual Performance Profile

QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)

| | |
|-----------------------------------|--|
| Safety | The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others. |
| Patient-Centered Care | The provision of caring and compassionate, culturally sensitive care that is based on a client's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values. |
| Evidence Based Practice | The use of current knowledge from research and other credible sources, upon which clinical judgment and client care are based. |
| Informatics | The use of information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice. |
| Quality Improvement | Care related and organizational processes that involve the development and implementation of a plan to improve health care services and better meet the needs of clients. |
| Teamwork and Collaboration | The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes. |

BODY FUNCTION

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|--|---|
| Cardiac Output and Tissue Perfusion | The anatomical structures (heart, blood vessels, and blood) and body functions that support adequate cardiac output and perfusion of body tissues. |
| Cognition and Sensation | The anatomical structures (brain, central and peripheral nervous systems, eyes and ears) and body functions that support perception, interpretation, and response to internal and external stimuli. |
| Excretion | The anatomical structures (kidney, ureters, and bladder) and body functions that support filtration and excretion of liquid wastes, regulate fluid and electrolyte and acid-base balance. |
| Immunity | The anatomic structures (spleen, thymus, bone marrow, and lymphatic system) and body functions related to inflammation, immunity, and cell growth. |
| Ingestion, Digestion, Absorption, and Elimination | The anatomical structures (mouth, esophagus, stomach, gall bladder, liver, small and large bowel, and rectum) and body functions that support ingestion, digestion, and absorption of food and elimination of solid wastes from the body. |
| Integument | The anatomical structures (skin, hair, and nails) and body functions related to protecting the inner organs from the external environment and injury. |
| Mobility | The anatomical structures (bones, joints, and muscles) and body functions that support the body and provide its movement. |
| Oxygenation | The anatomical structures (nose, pharynx, larynx, trachea, and lungs) and body functions that support adequate oxygenation of tissues and removal of carbon dioxide. |
| Regulation and Metabolism | The anatomical structures (pituitary, thyroid, parathyroid, pancreas, and adrenal glands) and body functions that regulate the body's internal environment. |
| Reproduction | The anatomical structures (breasts, ovaries, fallopian tubes, uterus, vagina, vulva, testicles, prostate, scrotum, and penis) and body functions that support reproductive functions. |

DECISION LOG

Information related to each question answered in a scenario attempt is listed in the report. A brief description of the scenario, question, selected option and rationale for that option are provided for each question answered. The words "Optimal Decision" appear next to the question when the most optimal option was selected.

The rationale for each selected option may be used to guide remediation. A variety of learning resources may be used in the review process, including related ATI Review Modules.

If a detrimental decision that could result in grave harm to the client is made during a Real Life scenario, the scenario ends immediately and an indicator that a detrimental decision has been made appears in the score report. A detrimental decision indicates the need to remediate the related topic area to prevent detrimental outcomes in the future.