Module Report

Tutorial: Real Life RN Maternal Newborn 4.0

Module: Gestational Diabetes

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Program Type: **Diploma**

Standard Use Time and Score

	Date/Time	Time Use	Score
Gestational Diabetes	10/3/2024 8:58:14 PM	29 min	Strong

Reasoning Scenario Details
Gestational Diabetes - Use on 10/3/2024 8:32:32 PM

Reasoning Scenario Performance Related to Outcomes:

*See Score Explanation and Interpretation below for additional details.

Body Function	Strong	Satisfactory	Needs Improvement
Ingestion, Digestion, Absorption & Elimination	100%		
Regulation and Metabolism	100%		
Reproduction	100%		

NCLEX RN	Strong	Satisfactory	Needs Improvement
RN Management of Care	100%		
RN Safety and Infection Control	100%		
RN Health Promotion and Maintenance	100%		
RN Pharmacological and Parenteral Therapies	100%		
RN Reduction of Risk Potential	100%		
RN Physiological Adaptation	100%		

QSEN	Strong	Satisfactory	Needs Improvement

Safety	100%		
Patient-Centered Care	100%		
Evidence Based Practice	100%		

Decision Log:

Optimal Decision	
Scenario	Nurse Ellen is calculating Ms. Anderson’s estimated date of delivery.
Question	Nurse Ellen is calculating Ms. Anderson’s estimated date of delivery. Which of the following is an appropriate response by Ellen?
Selected Option	"Your estimated date of delivery is April 20th."
Rationale	Using Naegele's rule, the nurse should calculate the estimated date of delivery by determining the first day of the client’s last menstrual cycle, adding 7 days, and then counting forward 9 months.

Optimal Decision	
Scenario	Nurse Ellen is converting Ms. Anderson’s weight to pounds.
Question	Nurse Ellen is converting Ms. Anderson’s weight to pounds. If Ms. Anderson weighs 113 kg, how many pounds does she weigh? (Round to the nearest tenth.)
Selected Option	248.6

Rationale	**Follow these steps for the Ratio and Proportion method of calculation:** Step 1: What is the unit of measurement the nurse should calculate? lb Step 2: Set up an equation and solve for X. 1 kg*Client's weight in kg* = 2.2 lb*X* lb1 kg113 kg = 2.2 lb*X* lb *X* lb = 248.6 lb Step 3: Round if necessary. Step 4: Determine whether the weight conversion makes sense. If the client weighs 113 kg, it makes sense that the client weighs 248.6 lb. **Follow these steps for the Desired Over Have method of calculation:** Step 1: What is the unit of measurement the nurse should calculate? lb Step 2: Set up an equation and solve for X. *Client's weight in kg* × 2.2 lb*X* lb = 1 kg113 ~~kg~~ × 2.2 lb*X* lb = 1 ~~kg~~ *X* lb = 248.6 lb Step 3: Round if necessary. Step 4: Determine whether the weight conversion makes sense. If the client weighs 113 kg, it makes sense that the client weighs 248.6 lb. **Follow these steps for the Dimensional Analysis method of calculation:** Step 1: What is the unit of measurement the nurse should calculate? (Place the unit of measure being calculated on the left side of the equation.) *X* lb = Step 2: Determine the ratio that contains the same unit as the unit being calculated. (Place the ratio on the right side of the equation, ensuring that the unit in the numerator matches the unit being calculated.) 2.2 lb*X* lb = &#1601 kg Step 3: Place any remaining ratios that are relevant to the item on the right side of the equation, along with any needed conversion factors, to cancel out unwanted units of measurement. 2.2 lb113 ~~kg~~*X* lb = × &#1601 ~~kg~~1 Step 4: Solve for X. *X* kg = 248.6 lb Step 5: Round if necessary. Step 6: Determine whether the weight conversion makes sense. If the client weighs 113 kg, it makes sense that the client weighs 248.6 lb.

Optimal Decision	
Scenario	Nurse Ellen is the explaining risk factors of gestational diabetes to Ms. Anderson.
Question	Nurse Ellen is explaining the risk factors for developing gestational diabetes to Ms. Anderson. Which of the following should Ellen include? (Select all that apply.)
Selected Ordering	Obesity Maternal age over 25Family history of diabetes mellitus
Rationale	Risk factors for the development of gestational diabetes include obesity, familial history, and maternal age over 25.

Optimal Decision	
Scenario	Nurse Ellen is discussing the 1-hr oral glucose tolerance test with Ms. Anderson.
Question	Nurse Ellen is preparing to administer a 1-hr oral glucose tolerance test for Ms. Anderson. Which of the following actions should Ellen take?

Selected Option	Obtain a blood specimen 1 hr after Ms. Anderson ingests the oral glucose solution.
Rationale	The nurse should obtain a blood specimen from the client 1 hr after she ingests the oral glucose solution.

Optimal Decision	
Scenario	Nurse Jill is explaining the results of the 1-hr oral glucose tolerance test to Ms. Anderson.
Question	Nurse Jill is explaining the results of the 1-hr oral glucose tolerance test to Ms. Anderson. Which of the following is an appropriate response?
Selected Option	"You will need to have the 3-hour oral glucose tolerance test."
Rationale	A blood glucose level of 142 mg/dL is above the expected reference range. Therefore, the client should have a 3-hr oral glucose tolerance test.

Optimal Decision	
Scenario	Nurse Jill is preparing to perform a 3-hr oral glucose tolerance test to confirm a diagnosis of gestational diabetes.
Question	Nurse Jill is teaching Ms. Anderson about a 3-hr oral glucose tolerance test to confirm a diagnosis of gestational diabetes. Which of the following should be included in the teaching?
Selected Option	"The nurse will check your blood glucose level hourly during the test."
Rationale	The 3-hr oral glucose tolerance test involves obtaining four blood samples. The first is a fasting blood glucose level, followed by three blood samples at hourly intervals.

Optimal Decision	
Scenario	Nurse Jill is explaining the unexpected results of the 3-hr oral glucose tolerance test to Ms. Anderson.
Question	Nurse Jill is explaining the unexpected results of the 3-hr oral glucose tolerance test to Ms. Anderson. Which of the following is an appropriate statement by Jill?
Selected Option	"You will have a diagnosis of gestational diabetes if two blood glucose levels are elevated."
Rationale	The nurse should review the blood glucose levels at each interval of the 3-hr oral glucose tolerance test. Two elevated blood glucose levels confirm a diagnosis of gestational diabetes.

Optimal Decision	
Scenario	Nurse Jill is teaching Ms. Anderson about dietary modifications for gestational diabetes.
Question	Nurse Jill is teaching Ms. Anderson about dietary modifications for gestational diabetes. Which of the following should Jill include in the teaching?
Selected Option	"You should obtain 45% to 65% of your daily calories from carbohydrates while consuming 2,000 kcal daily."

Rationale	A client who has gestational diabetes should limit carbohydrate intake to 45% to 65% of the 2,000 kcal daily diet to control blood glucose and maintain proper nutrition for the fetus.

Optimal Decision	
Scenario	Nurse Jill is teaching Ms. Anderson the technique for self-blood glucose monitoring.
Question	Nurse Jill is teaching Ms. Anderson the technique for self-blood glucose monitoring. Identify the sequence of actions Ms. Anderson should take when performing a self-blood glucose test. (Reorder the steps by dragging them into the desired sequence.)
Selected Ordering	Choose a vascular puncture site. Wipe the finger with an antiseptic swab.Prick the finger using a dart-like motion.Gently squeeze around the puncture site.Hold the strip under the puncture site.Apply pressure to the puncture site.
Rationale	When obtaining a blood glucose level using a glucometer, the client should first choose a vascular puncture site, such as the side of the finger. Next, the client should cleanse the finger with an antiseptic wipe or soap and water. Then the client should prick the finger using a darting motion, and gently massage the puncture site to facilitate blood flow without touching the site. The client should hold the monitor strip under the puncture site to obtain the blood sample, and then apply pressure to the puncture site to assist with hemostasis.

Optimal Decision	
Scenario	Nurse Jill is preparing to educate Ms. Anderson about insulin injections.
Question	Nurse Jill is preparing to educate Ms. Anderson regarding self-administering Regular insulin (Humulin R). Which of the following should Jill include in the teaching?
Selected Option	Rotate the administration of insulin within one site for a week.
Rationale	The client should rotate injections within one site for a week to allow for optimal insulin absorption.

Optimal Decision	
Scenario	Nurse Jill is teaching Ms. Anderson about clinical manifestations of hypoglycemia.
Question	Nurse Jill is teaching Ms. Anderson about clinical manifestations of hypoglycemia. Jill tells Ms. Anderson to watch for diaphoresis, headache, and shakiness. Which of the following additional manifestations should Jill include in the teaching?
Selected Option	Dizziness
Rationale	Dizziness is a clinical manifestation of hypoglycemia.

Optimal Decision	
Scenario	Nurse Jill is discussing the treatment of hypoglycemia with Ms. Anderson.

Question	Nurse Jill is discussing the treatment of hypoglycemia with Ms. Anderson. Which of the following should Jill include in the teaching?
Selected Option	Drink 4 oz regular non-caffeinated soft drink.
Rationale	The client should treat a mild hypoglycemia episode with 15 g of carbohydrates. Therefore, 4 oz regular non-caffeinated soft drink is appropriate to use for the treatment of hypoglycemia.

Optimal Decision	
Scenario	Nurse Jill is preparing Ms. Anderson for a nonstress test.
Question	Nurse Jill is preparing Ms. Anderson for a nonstress test. Which of the following actions should Jill take?
Selected Option	Instruct Ms. Anderson to press the handheld marker when she feels fetal movement.
Rationale	The nurse should instruct the client to press the handheld marker when she feels fetal movement during a nonstress test.

Optimal Decision	
Scenario	Nurse Jill is discussing potential complications of gestational diabetes with Ms. Anderson.
Question	Nurse Jill is discussing potential complications of gestational diabetes with Ms. Anderson. Gestational diabetes places the newborn at risk for which of the following?
Selected Option	Hypoglycemia
Rationale	Newborns of mothers who have gestational diabetes are at risk for hypoglycemia. The nurse should monitor the newborn following birth.

Optimal Decision	
Scenario	Nurse Jill is reviewing the biophysical profile for Ms. Anderson.
Question	Nurse Jill is reviewing the components of the biophysical profile for Ms. Anderson. Nurse Jill should recognize which of the following components of a biophysical profile? (Select all that apply.)
Selected Ordering	Fetal toneFetal breathing movementAmniotic fluid volumeGross body movement
Rationale	Components of a biophysical profile include fetal tone, fetal breathing movement, the volume of amniotic fluid, and fetal gross body movements. Doppler blood flow analysis is a noninvasive test that studies blood flow to the fetus and placenta using ultrasound, but it is not part of a biophysical profile.

Individual Report – Score Explanation and Interpretation

Reasoning Scenario Information:

Reasoning Scenario Information provides the date, time and duration of use, along with the score earned for each attempt. A Reasoning Scenario Performance score of Strong, Satisfactory, or Needs Improvement is provided for each attempt. This information is also provided for the Optimal Decision Mode if it has been enabled.

Reasoning Scenario Performance Scores:

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 Outcomes:

A clinical reasoning performance score related to each outcome is provided. Outcomes associated with student responses are listed in the report. The number across from each outcome indicates the percentage of responses associated with the level of performance of that outcome.

NCLEX® Client Need Categories:

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.

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

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.