IM5 (Pediatrics) Critical Thinking Worksheet

Patient Age: 9 **Patient Weight:** 24.4kg

Student Name: Ian Canono	**Unit:** N3 **Pt. Initials:**	**Date:** 5/11/2021
1. Disease Process & Brief Pathophysiology (Identify Key Concepts to Your Patient and Include Reference): Diabetes Mellitus (T1DM) - Is an autoimmune disorder, in which the culmination of lymphocytic infiltration and destruction of insulin-secreting beta cells of the islets of Langerhans in the pancreas. As beta-cell mass declines, insulin secretion decreases until the available insulin no longer is adequate to maintain normal blood glucose levels. (Medscape)	**2. Factors for the Development of the Disease/Acute Illness:** Family History Genectics Age (P)	**3. Signs and Symptoms:** Increased thirst (P) Frequent urination (P) Bed-wetting in children who previously didn't wet the bed during the night Extreme hunger (P) Unintended weight loss Irritability and other mood changes (P) Fatigue and weakness (P) Blurred vision
4. Diagnostic Tests Pertinent or Confirming of Diagnosis: Glycated hemoglobin (A1C) test Random blood sugar test Fasting blood sugar test (P) Urine Analysis (P)	**5. Lab Values That May Be Affected:** Glucose level (P) A1C BUN Creatinine	**6. Current Treatment (Include Procedures):** Taking Insulin - Humalog (P) Carbohydrate, fat and protein counting (P) Frequent blood sugar monitoring (P)

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7. Pain & Discomfort Management: List 2 Developmentally Appropriate Non-Pharmacologic Interventions Related to Pain & Discomfort for This Patient. 1. Distractions such as reading a book, telling stories, painting. 2. Use of guided imagery ***List All Pain/Discomfort Medication on the Medication Worksheet** Click here to enter text.	**8. Calculate the Maintenance Fluid Requirement (Show Your Work):** 10X100=1000 10X50=500 4.4X20=88 1000+500+88=1588 1588/24=66.2ml/hr. **Actual Pt MIVF Rate:** N/A **Is There a Significant Discrepancy?** Choose an item. **Why?** N/A	**9. Calculate the Minimum Acceptable Urine Output Requirement (Show Your Work):** 0.5mLX24.4Kg=12.2 ml/hr. 12.2X24hr.=292.8mL/day **Actual Pt Urine Output:** Shift=400mL 1600mL/day
	10. Growth & Development: List the Developmental Stage of Your Patient For Each Theorist Below and Document 2 OBSERVED Developmental Behaviors for Each Theorist. If Developmentally Delayed, Identify the Stage You Would Classify the Patient: **Erickson Stage:** Industry vs. Inferiority 1. The patient was observed painting which made her feel better 2. The patient was learning ways of how to spell words on her own that she could not spell **Piaget Stage:** Concrete Operations 1. The patient was observed asking her mother how to correctly spell a word that she could not spell 2. The patient had a collection of coloring books, paint materials and stuff animals at bedside	

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11. Focused Nursing Diagnosis: Deficient Knowledge	**15. Nursing Interventions related to the Nursing Diagnosis in #11:** **1.** Consider using motivational and problem-solving teaching strategies to support self-efficacy, self-regulation, and self-management. E/B Advice giving and providing information alone do not directly result in behavioral change. Encouraging clients to become involved and "self-generate" solutions to problems can enhance self-control and confidence (Ackley pg. 505) **Evidenced Based Practice:** **2.** Provide visual aids to enhance learning. E/B Visual aids such as pictures and simple word captions have proven to be effective when used to highlight important information, especially when working with clients with low literacy (Ackley pg. 505) **Evidenced Based Practice:** **3.** Use communication strategies to enhance learning that are uniquely tailored for children and/or adolescents. E/B It is important when teaching to use language that is consistent with the developmental level of the child and that focuses on sources of information that children are familiar with, including visual sources, media, and social networking groups (Ackley pg. 505) **Evidenced Based Practice:**	**16. Patient/Caregiver Teaching:** **1.** Teach patient and parents the importance of taking insulin as scheduled. **2.** Teach patient about recommended diets and how to count it for Type 1 diabetes. **3.** Teach signs and symptoms of hyperglycemia and hypoglycemia to patient and parents.
12. Related to (r/t): Unfamiliarity with information of new onset of diabetes		
13. As evidenced by (aeb): Statements of concern and request of information from parents and patient about Type 1 diabetes.		**17. Discharge Planning/Community Resources:** **1.** Follow up care with Health Care provider **2.** Support groups for T1DM that are available for the parents and patient if they deem it necessary **3.** Home Health Care
14. Desired patient outcome: Patient and parents will demonstrate knowledge of insulin injection, symptoms, and treatment of diabetes and the recommended diet needed before discharge.		

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	Resources: Ackley, B. J., & Ladwig, G. B. (2014). Nursing diagnosis handbook: An evidence-based guide to planning care. Maryland Heights, MO: Mosby Elsevier. Romesh Khardori, M. (2021, April 29). Type 1 Diabetes Mellitus. Retrieved May 12, 2021, from https://emedicine.medscape.com/article/117739-overview#a3 Type 1 diabetes. (2021, March 27). Retrieved May 12, 2021, from https://www.mayoclinic.org/diseases-conditions/type-1-diabetes/diagnosis-treatment/drc-20353017 (2021). In IBM Micromedex Drug Ref for Apple iOS (Version 2.0.1b3011) Retrieved from http://itunes.apple.com	