

## Instructional Module 4 – Adult M/S 2

Competency	Outcomes	Secondary Outcomes	Give examples of how you met each outcome
<b>Assessment &amp; Intervention</b>	Implement a plan of care that integrates adult patient-related data and evidence-based practice.	<ul style="list-style-type: none"> <li>- Define plan of care for specific health impairment</li> <li>- Identify signs/symptoms of health impairment</li> <li>- Select &amp; implement proper interventions for specific health impairment</li> <li>- Evaluate effectiveness of interventions</li> </ul>	<p>1. I had a patient who was constipated throughout her stay in the hospital. My nurse and I did a GI assessment as well as a GU assessment. After doing both assessments we were sure to talk to her about any other signs or symptoms that she may be experiencing. We implemented interventions such as ambulation and diet to help with the constipation. The patient was already on a stool softener. She was able to have a small bowel movement by the end of the day with the help of the interventions.</p> <p>2. I had a patient with pneumonia who was short of breath most of the day. I did a respiratory and cardiac assessment to see how his lungs sounded. He was experienced diminished breath sounds with occasional crackles. After discussing possible interventions with my nurse, we decided to discuss with the patient about getting enough water throughout the day. He also had a productive cough and we encouraged him to cough up and spit out what he was able to. The interventions seemed to help a little throughout the day. Since the patient had pneumonia there were also other interventions involved; however, these that we implemented definitely helped the patient's recovery.</p>
<b>Communication</b>	Communicate effectively with members of the healthcare team.	<ul style="list-style-type: none"> <li>- Identify health care team members &amp; their purpose</li> <li>- Interact appropriately with health care team.</li> <li>- Utilize proper SBAR, TEAM Steps, etc.</li> <li>- Evaluate outcomes of communication process</li> </ul>	<p>1. I was involved in a rapid response for a patient that was either having a stroke or seizure. The doctors were unsure what was happening at the moment. I was able to communicate with other nurses as well as the doctor to tell them what was happening with the patient before they were able to enter the room. The health care team communicated very effectively throughout the entire rapid response. I was also able to try to communicate with the patient. One of the nurses and myself were checking her pupils and asking her questions if she knew what was going on. I think communication was effective throughout the entire process and I was very glad that I was able to have that experience.</p> <p>2. I was working with the case manager and was able to sit in on many patient meetings in the conference room. The charge nurse and nurse manager were in there as well as occasionally the RN working with the patient at the time. I was able to input on a few patients that I had the day before. The case manager also helped me speak for what she would have said regarding discharge of a couple of patients. The communication between the charge nurse, nurse manager, case manager, social worker, and registered nurses were very good to see and experience.</p>
<b>Critical Thinking</b>	Apply evidence-based research in nursing interventions.	<ul style="list-style-type: none"> <li>- Analyze pertinent data (subjective, objective)</li> <li>- Identify evidence-based practice (EBP) resources</li> <li>- Distinguish EBP nursing interventions</li> <li>- Apply EBP nursing interventions</li> <li>- Document resources &amp; interventions</li> </ul>	<p>1. I was involved in a rapid response with a patient that was either having a stroke or seizure. Throughout the process the entire healthcare team were having to critically think about what was going on with the patient. She was having similar symptoms to having a stroke, but then she would also have similar symptoms to having a seizure. Her pupils were not responding to light properly and she was unable to talk throughout the episode.</p> <p>2. While in the simulation lab I had a patient with a hip fracture. Throughout the simulation I was required to show critical thinking about what my partner and I needed to do. We were sure to administer meds properly as well as reinforce the</p>

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			bandage from when the patient had hip surgery. We experienced subjective and objective data throughout the entire scenario. Together we made critical thinking judgements based on her symptoms of pain, nausea, and vomiting. We withheld one med for a second due to her vomiting and had to call the doctor to a medication for nausea. I also had to distinguish and apply different interventions such as bed position and comfort.
<b>Caring and Human Relationships</b>	Incorporate nursing and healthcare standards with dignity and respect when providing nursing care.	<ul style="list-style-type: none"> <li>- Explain need for nursing &amp; health care standards</li> <li>- Apply standards to patient care (HIPAA, QSEN, NPSG)</li> <li>- Communicate concerns regarding hazards/errors in patient care</li> </ul>	<p>1. I had a patient who was severely overweight and unable to go to the bathroom properly. While caring for the patient I tried to help him feel comfortable. He would apologize every time he had an accident because there was nothing, he could do about it. I showed the patient respect throughout his care and tried to distract him a little from his situation when I could. He needed someone who would understand and be willing to help without judgement. Due to his weight and being bedbound he was at very high risk of skin breakdown. People also did not want to go into his room often because it smelt very bad.</p> <p>2. I had a patient with pneumonia and breast cancer. She said she is in the hospital a lot and was a crafter. I tried to make her feel more comfortable and talk to her when I could. My nurse and I talked to her about her previous experiences with students that she has experienced over the years versus her experience with me. She was very receptive and willing to let me learn. We built a positive nurse to patient relationship, and she was sweet. She tried to give both of us gifts; however, it is against the rules to take anything from patients.</p>
<b>Management</b>	Recommend resources most relevant in the care of patients with health impairments.	<ul style="list-style-type: none"> <li>- Assess patient needs during acute care to promote positive outcomes.</li> <li>- Assimilate co-morbidities into plan of care</li> <li>- Identify appropriate resources</li> <li>- Initiate discharge plan</li> </ul>	<p>1. When I was working with the case manager, I was able to help many patients with their discharge information. With one patient specifically we were trying to find a way for her to get home. She had fractured her pelvis and was unable to get into her husband's truck. After working with the charge nurse, RN, and case manager the patient decided to use a sliding board to get it. We made sure she had all the resources she needed then we helped discharge her once approved.</p> <p>2. In the simulation lab I had a patient with pneumonia. Throughout the scenario I had to use management skills to decide what my partner and I would do specifically throughout the scenario. I had to call the doctor to ask if he wanted us to hold a medication and what our recent findings of the patient were. I also assessed the patients needs such as water, comfort, etc. By the end of the scenario we discussed possible discharge and what that would mean for the patient and her family.</p>
<b>Leadership</b>	Participate in the development of interprofessional plans of care.	<ul style="list-style-type: none"> <li>- Identify/define interprofessional plan of care</li> <li>- Integrate contributions of health care team to achieve goals</li> <li>- Implement interprofessional plan of care</li> </ul>	<p>1. I had a patient with diverticulitis. My nurse and I developed interprofessional plans of care for him. We were able to work with dietary to help with his diet, as well as with physical therapy. I was able to help him with his food and made sure that he was not eating anything that would upset his GI system.</p> <p>2. I had a patient who was admitted with 2 infections of wounds on his leg. My nurse and I had to implement a specific plan to help the infections heal faster and not spread. I changed the bandages and made sure that both infections were clean and did not get worse from when we saw them at report. We also worked with physical therapy due to his gait being altered. I helped the patient ambulate in his</p>

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<p><b>Teaching</b></p>	<p>Evaluate the effectiveness of teaching plans implemented during patient care.</p>	<ul style="list-style-type: none"> <li>- Identify/define teaching plan</li> <li>- Implement teaching plan</li> <li>- Identify appropriate evaluation tools</li> <li>- Appraise patient outcomes</li> </ul>	<p>room and helped him get to the bathroom without hurting the wound on his foot.</p> <p>1. I had a patient whose O2 was under 95% and would not use his incentive spirometer throughout his stay. He did not understand why he needed to use it or how to use it. I decided to ask the patient if he knew what to do or how many times, he was supposed to do the incentive spirometer. He said he had no idea and would love to learn, but nobody would make time to truly show him. I approached the situation calm and willing to teach him for as long as needed. I taught him how important an incentive spirometer is to help expand and train his lungs. I proceeded to help him and show him how to properly inhale allowing his lungs to expand. After the teaching he seems much more receptive to doing it throughout the day. I told him to try to do it a couple times when his show went on commercial. By the end of the teaching, he was sounding a little better and was less agitated.</p> <p>2. I had a patient who was unable to get out of bed due to his weight and weakness. My nurse and I taught him about the importance of letting us know if he needs to use the restroom and if he had an accident. We taught him the importance of skin breakdown awareness. He seemed to understand that he needed to call us or the CAN if he had an accident, so he was not sitting in moisture putting him at higher risk for skin breakdown.</p>
<p><b>Knowledge Integration</b></p>	<p>Deliver effective nursing care to patients with multiple healthcare deficits.</p>	<ul style="list-style-type: none"> <li>- Identify patient health deficits</li> <li>- Prioritize care appropriately</li> <li>- Adjust plan of care based on patient need</li> <li>- Identify system barriers</li> <li>- Modify health care deficits identified</li> </ul>	<p>1. I had a patient with an NG tube, and I was able to administer his medications with my nurse. He had multiple different healthcare deficits, so I was able to implement many different skills that we have learned throughout the program. Due to his NG tube, we had to prioritize when he was able to get his meds and his fluids. I was also able to remove the NG tube at the end of the day.</p> <p>2. I had a patient with a central line who needed multiple labs done. This patient had many different things going on, but she was admitted with pneumonia. My nurse and I had to get 3 tubes of blood to send down to the lab. With the help and supervision of my nurse I was able to draw all three tubes and replace the dressing. Being a central line, we had to be very careful since it is directly into her heart. We were sure to maintain aseptic technique during the blood draws and sterile during the dressing change.</p>