

## 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. One of my patients had been admitted with multiple 2<sup>nd</sup> and 3<sup>rd</sup> degree burns to his lower extremities and required wound care. The patient was in pain and very fatigued, he had an elevated WBC count and warm lower extremities. The bandages were due to be changed and appeared with dry blood. We medicated the patient for pain approximately 30 minutes prior to beginning wound care to make it easier for the patient to tolerate. We cleaned our hands and used gloves to carefully remove the bandages and worked as a team to apply fresh medicated dressings and new bandages. This wound care keeps the patients wounds clean and creates an ideal environment for healing while preventing infection.</p> <p>2. I had a patient who was postop ileostomy and required draining and changing of his ileostomy bag. The patient was admitted with a bowel obstruction that required a temporary ileostomy. I performed hand hygiene and wore gloves to drain the patients bag and measure the output. I then removed the patients bag and inspected and cleaned the stoma and surrounding skin. I explaining to the patient that he could shower without the bag as long as he did not soak the stoma. I measured the stoma, cut a new bag, and carefully placed it on the patient. By draining the bag we are able to keep track of the patients output as well as inspect for signs of infection or bleeding. Cleaning the stoma and surrounding skin will prevent infection and tissue injury.</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. One of my patients had been in the hospital for a couple of days and was due for a Lovenox injection to prevent DVT's. He did not understand why the medication needed to be administered through injection or why he needed it at all. I explained to him that this medication is given to all patients in the hospital to prevent DVT's or blood clots and was given through injection so that it could be absorbed more rapidly by his cells. He was very nervous about being shot with a needle. I calmed him down and explained that it would be a quick and relatively painless process. I was able to quickly inject the patient with the medication with little to no pain after calming his nerves.</p> <p>2. One of the nurses I was shadowing needed to chart for the morning after seeing our patients and was running behind so she asked me to collect vitals on her patients for her. I collected all the patients vitals and charted them for the nurse to save her time. I gave all the patients vitals to the nurse and explained that I had already charted them for her. As a result I saved the nurse time and allowed her to catch up with her schedule for the day. I successfully collected and documented patients vitals as scheduled to help report trends and I effectively communicated the results to my nurse.</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 had a patient with weakness in his legs and an unsteady gait. I identified the patient as a fall risk and in need of education on proper use of an assistive device. Assistive devices provide stability and support and reduce weight bearing. I educated the patient on the need for using a walker to reduce the risk of injury and build strength. I would have demonstrated proper use of the device and had the patient teach it back to me. I would have observed the patient ambulate with the</p>

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<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 an elderly paraplegic patient that had been difficult with the nurses. He needed assistance with tasks like eating and repositioning. The patient had been labeled a problem patient by the nurses and was not necessarily receiving fair and complete care. I spent time with the patient and helped him with eating and positioning, assessed his skin and mouth, and explained everything to him because he should be treated fairly and has rights as a patient. He was cooperative because I took the time to explain what I was doing and why. I don't like when nurses call patients problems or other negative terms. Some patients are more difficult to care for but they all deserve the same level of care and should never be neglected.</p> <p>2. I performed a successful blood draw on a patient for a potassium lab. The World Health Organization sets standards of patient care for hospitals to adhere by when performing blood draws. I successfully punctured the patients vein and was able to draw a sample of blood without damaging the vein or bruising the patient. The patient had received a previous blood draw by a nurse in the emergency department that left the patients vein damaged and their arm bruised.</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. I had an elderly patient with multiple myeloma and many other health deficits. She was in her 70's and had some cognitive issues and impaired mobility and her quality of life was already pretty poor. The doctor and patients son wanted to treat her newest diagnosis of myeloma aggressively with chemo and radiology. We were able to have a few conversations with the family and ultimately decided it would be better for her quality of life to be placed in palliative care.</p> <p>2. One of the patients I helped with discharging was being sent home with a foley catheter for a urinary tract infection. I was able to speak with the nurse who spoke with the unit secretary and ordered a catheter with a bag that could be fastened to the patients leg. We were able to obtain the supplies and the patient went home with the new catheter making it more discreet and easier to manage.</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. During SIM I was partnered with another student and had a patient that had just come from surgery. While I was giving meds and the other student was assessing the patient, we discovered the surgical wound was leaking large amounts of blood. I took over for the other student and reinforced the dressing while she contacted the doctor. We were able to stay calm and communicate with one another, the doctor, and the patient. ultimately, we were able to stabilize the patient.</p>

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<b>Teaching</b>	Evaluate the effectiveness of teaching plans implemented during patient care.	<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>1. One of the patients I got to care for came to the hospital with pain and discomfort in his abdomen due to constipation and bloating caused by an infection in his peritoneum. He was on peritoneal dialysis for kidney disease and the insertion site had become infected leading to peritonitis. He was not drinking enough fluids and as a result was not urinating enough which was making the infection worse. To correct this, I educated the patient on staying hydrated, provided him with fluids throughout the day, and followed up with him to make sure he was drinking enough. We cleaned his dialysis catheter while educating him on how to keep it clean and prevent infection. And I ambulated the patient while educating him on light aerobic activity to promote peristalsis and GI health. As a result, he began to take in more fluid which led to increased urination and along with light aerobic activity resulted in less constipation and discomfort in his abdomen. The patient was able to demonstrate proper cleaning technique on his dialysis catheter and will be able to avoid this type of infection in the future.</p> <p>2. A patient I took care of in the hospital was admitted for an exacerbation of hypertension. He had been diagnosed with primary hypertension prior to this hospitalization however, had not been managing it correctly. I educated him on the importance of taking his blood pressure meds daily as prescribed to avoid rebound hypertension. I helped him with his diet to select foods rich in potassium, calcium and magnesium while avoiding sodium, saturated fats and added sugars. I monitored the patients vitals closely to assess his response to the medications and helped him to ambulate while educating him on the importance of exercise to improve his blood pressure. As a result, the patient had a clearer understanding of his medications and when to take them and was dedicated to improving his diet and exercise habits.</p>
<b>Knowledge Integration</b>	Deliver effective nursing care to patients with multiple healthcare deficits.	<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. One of my patients was an elderly man with multiple health deficits including, lung disease, pancreatitis, kidney disease, prostate cancer, and hypertension. His admitting diagnosis was pancreatitis and his chief complaint was generalized weakness and pain. Most of his conditions were well managed but the recent infections had really affected his strength making it hard for him to get around. The priority became his mobility and protecting him from falls or injury. We assisted him with ambulating and educated him on the use of a walker. The patient was reluctant at first but after explaining that it would give him support so he could have more strength and energy and help keep him safe, he was more willing to</p>

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			<p>cooperate. In the end we were able to increase the patients mobility, improve his strength, lower his risk for falls or injury, and increase his quality of life.</p> <p>2. I had a patient one week with multiple deficits impacting her health including, lung cancer, Osteoporosis, and Osteomyelitis. She had recently fallen and fractured her hip which brought her to the hospital for surgery. After surgery her vitals were dropping, and her surgical dressing was saturated with blood with blood leaking into the bed. The priority quickly became the patients blood loss and hypovolemia to prevent her from going into shock. We reinforced the dressing to stop the blood and help the site clot while also administering fluids through the patients IV to replace what was being lost. We notified the charge nurse and contacted the physician which slowed down the process but was necessary to help the patient. the doctor ordered us to transfuse a unit of blood which was able to get the patient stable again.</p>
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Jared Smith

Student Learning Outcomes IM4

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