

**IM5 (Pediatrics) Critical Thinking Worksheet****Patient Age:** 6yrs old**Patient Weight:** 50.3kg

<b>Student Name:</b> Brooke Hardin	<b>Unit:</b> PEDI <b>Pt. Initials:</b>	<b>Date:</b> 9/20/2022
<b>1. Disease Process &amp; Brief Pathophysiology (Identify Key Concepts to Your Patient and Include Reference):</b> Respiratory syncytial virus, is a lower respiratory tract infection. It occurs when an inoculation of the virus in the respiratory epithelial cells happens in the upper respiratory tract. Then it is spread by cell-to-cell transfer of the virus along the intracytoplasmic bridges and now it is in the lower respiratory tract.	<b>2. Factors for the Development of the Disease/Acute Illness:</b> -childcare attendance -lower socioeconomic status -premie babies -immunocompromised children -children who have neuromuscular disorders -children <2yrs old with chronic lung disease or congenital heart disease	<b>3. Signs and Symptoms:</b> -difficulty breathing (P) -decreased O2 sats (P) -expiratory wheezes (P) -cough (P) -fever -tachypnea -retractions -runny nose -decrease in appetite -sneezing
<b>4. Diagnostic Tests Pertinent or Confirming of Diagnosis:</b> -nasopharynx (body fluids) (P) -respiratory pathogen panel (P) -culture tests -molecular probes -antigen detection -chest radiography	<b>5. Lab Values That May Be Affected:</b> -WBC -plt (P) -ALT (P) -CRP -ESR	<b>6. Current Treatment (Include Procedures):</b> -oxygen therapy (P) -breathing treatments (P) -medications (P) -fluid replacement (P)

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<p><b>7. Pain &amp; Discomfort Management: List 2 Developmentally Appropriate Non-Pharmacologic Interventions Related to Pain &amp; Discomfort for This Patient.</b></p> <ol style="list-style-type: none"> <li>1. distraction by watching TV</li> <li>2. music therapy</li> </ol> <p><b>*List All Pain/Discomfort Medication on the Medication Worksheet</b>  <a href="#">Click here to enter text.</a></p>	<p><b>8. Calculate the Maintenance Fluid Requirement (Show Your Work):</b></p> $10 \times 100 = 1000$ $10 \times 50 = 500$ $30.3 \times 20 = 606$ $1000 + 500 + 606 = 2106\text{mL}/24\text{hr}$ $2106 / 24 = 87.75 = 88\text{mL}/\text{hr}$ <p><b>Actual Pt MIVF Rate:</b> NA patient was INT because they were discharged at 1400</p> <p><b>Is There a Significant Discrepancy? No</b></p> <p><b>Why? NA</b></p>	<p><b>9. Calculate the Minimum Acceptable Urine Output Requirement (Show Your Work):</b></p> $0.5\text{mL} \times 50.3 \text{ kg} = 25.15 = 25\text{mL}/\text{hr}$ <p><b>Actual Pt Urine Output:</b> NA patient was discharged at 1400</p>

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	<p><b>10. Growth &amp; 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:</b></p> <p><b>Erickson Stage:</b> industry vs. inferiority</p> <ol style="list-style-type: none"> <li>1. I observed my pt being encouraged by the work that he did to be able to leave the hospital.</li> <li>2. I observed my pt being discouraged because he was not allowed to go and meet the new baby that was born in his family because of his sickness.</li> </ol> <p><b>Piaget Stage:</b> preoperational</p> <ol style="list-style-type: none"> <li>1. I observed my pt having seperation anxiety whenever his mom would leave the room.</li> <li>2. I observed my pt being worried about getting a shot after we took his IV out.</li> </ol>	
<p><b>11. Focused Nursing Diagnosis:</b> Impaired gas exchange</p>	<p><b>15. Nursing Interventions related to the Nursing Diagnosis in #11:</b></p> <ol style="list-style-type: none"> <li>1. Help position the patient in semi-fowlers position</li> </ol> <p><b>Evidenced Based Practice:</b> This helps the lungs expand to full capacity and to help with breathing.</p>	<p><b>16. Patient/Caregiver Teaching:</b></p> <ol style="list-style-type: none"> <li>1. Educate the pt about the importance of taking their medications as prescribed by their doctor.</li> <li>2. Educate the patient and parents about the importance of healthy eating and proper portion sizes of each category</li> </ol>
<p><b>12. Related to (r/t):</b> asthma</p>	<ol style="list-style-type: none"> <li>2. Help the pt with turn, cough, deep breath</li> </ol> <p><b>Evidenced Based Practice:</b> This will help with the patients breathing, it will also help get rid of any sputum and it helps to decrease the coughing spasms.</p>	<ol style="list-style-type: none"> <li>3. Educate the patient and parents about quarantining at home for the next 5 days to prevent the spread of RSV.</li> </ol>

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<p><b>13. As evidenced by (aeb):</b> decreased O2 sat and difficulty breathing</p>	<p><b>3.</b> Help the patient use the incentive spirometer or blow bubbles</p> <p><b>Evidenced Based Practice:</b> This will help the patient with deep breathing and it will also help increase oxygen saturation.</p>	<p><b>17. Discharge Planning/Community Resources:</b></p> <p><b>1.</b> Follow up appointment with PCP</p> <p><b>2.</b> Refer to a dietitian for healthy eating habits</p> <p><b>3.</b> Give the patient a pamphlet about prevention of RSV and give the patient a pamphlet about importance of healthy eating habits.</p>
<p><b>14. Desired patient outcome:</b> Patient will be able maintain O2 sat above 93% on room air before discharge</p>		