

IM5 (Pediatrics) Critical Thinking Worksheet

Patient Age: 5y10

Patient Weight:

kg 18.1kg

Student Name:

Sydney Griggs

Date: (click here to enter a date)

1/31/23

<p>1. Disease Process & Brief Pathophysiology (Identify Key Concepts to Your Patient and Include Reference): Acute Appendicitis w/ perforation</p>	<p>2. Factors for the Development of the Disease/Acute Illness: Diet Constipation Inflammatory Bowel Disease Digestive tract infection Abdominal Injury</p>	<p>3. Signs and Symptoms: Abd pain (R) side Vomiting Fever</p>
<p>4. Diagnostic Tests Pertinent or Confirming of Diagnosis: Ultrasound CT</p>	<p>5. Lab Values That May Be Affected: wBC's Neutrophil Count CRP</p>	<p>6. Current Treatment (include Procedures): Laparoscopic Appendectomy Antibiotic therapy</p>

God

Student Name:

Date: Click here to enter a date.

7. Pain & Discomfort Management: List 2 Developmentally Appropriate Non-Pharmacologic Interventions Related to Pain & Discomfort for This Patient.

- 1. Cartoons
- 2. Play Room

*List All Pain/Discomfort Medication on the Medication Worksheet
Click here to enter text:

8. Calculate the Maintenance Fluid Requirement (Show Your Work):

$10 \times 100 = 1000$

$8.18 \times 50 = 409$

$1405 \text{ mL} / 24 \text{ hrs} = 58.5 \text{ mL/hr}$

Actual Pt MIVF Rate: 60 mL/hr

Is There a Significant Discrepancy? Choose an item.

No

Why?

Pt is eating by themselves

9. Calculate the Minimum Acceptable Urine Output Requirement (Show Your Work):

$18.1 \text{ kg} \times 0.5 = 9.05 \text{ mL/hr}$

$9.05 \text{ mL} \times 24 = 217.2 \text{ mL/24hrs}$

Actual Pt Urine Output: ~~87.5 mL/hr~~

87.5 mL/hr

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. Energetic Learning: Pt curious about what I was using to listen

2. Taking Initiative: Pt pulled gun up when I did the assessment

Piaget Stage: Pre-Operational

1. Fear of body mutilation: Pt scared during auscultation

2. Egocentrism: Pt only worried about self

Student Name: Sudha

Student Name:			
11. Focused Nursing Diagnosis:	impaired nutrition		
12. Related to (r/t):	loss of appetite post procedure		
13. As evidenced by (a/e/b):	Pt's refusal to eat		
14. Desired patient outcome:	Pt eat ^{appetite} will increase by 2/3/23.		
15. Nursing Interventions related to the Nursing Diagnosis in #11:	<p>1. Daily weights Evidenced Based Practice: ability to see weight fluctuation</p> <p>2. Provide snacks Evidenced Based Practice: Pt will show desire to eat yummy snacks</p> <p>3. Give the Pt choices on what to eat Evidenced Based Practice: Pt will show increased appetite due to picking their own food</p>		
16. Patient/Caregiver Teaching:	<p>1. Offer small frequent meals</p> <p>2. Offer yummy snacks</p> <p>3. Teach parents to encourage eatings</p>		
17. Discharge Planning/Community Resources:	<p>1. Ensure adequate food is available in the home</p> <p>2. Educate the importance of adequate fluid intake</p> <p>3. Educate to finish all antibiotics and go to all follow up appointments</p>		

Date: [Click here to enter a date.](#)

Student Name: _____

Unit: _____

Date: _____

INTAKE/OUTPUT													Total
	07	08	09	10	11	12	13	14	15	16	17	18	
PO/Enteral Intake													290
PO Intake	0	0	50	0	0	0	0	240	0	0	0		0
Intake - PO Meds													0
Enteral Tube Feeding													0
Enteral Flush							120						120
Free Water													
IV INTAKE													600
IV Fluid	50	50	50	50	50	50	50	50	50	50	50	50	75
IV Meds/Flush	485									265			
OUTPUT													875
Urine				300			200			375			0
# of immeasurable				1									1
Stool				1									0
Urine/Stool mix													0
Emesis													0
Other													0

Children's Hospital Early Warning Score (CHEWS)
 (See CHEWS Scoring and Escalation Algorithm to score each category)

Behavior/Neuro	Circle the appropriate score for this category: 0 1 2 3
Cardiovascular	Circle the appropriate score for this category: 0 1 2 3
Respiratory	Circle the appropriate score for this category: 0 1 2 3
Staff Concern	1 pt - Concerned
Family Concern	1 pt - Concerned or absent
CHEWS Total Score	
CHEWS Total Score	Total Score (points) 0
	Score 0-2 (Green) - Continue routine assessments
	Score 3-4 (Yellow) - Notify charge nurse or LIP, Discuss treatment plan with team, Consider higher level of care, Increase frequency of vital signs/CHEWS/assessments, Document interventions and notifications
	Score 5-11 (Red) - Activate Rapid Response Team or appropriate personnel per unit standard for bedside evaluation, Notify attending physician, Discuss treatment plan with team, Increase frequency of vital signs/CHEWS/assessments, Document interventions and notifications

Student Name: _____ Unit: _____ Date: _____

INTAKE/OUTPUT													
PO/Enteral Intake	07	08	09	10	11	12	13	14	15	16	17	18	Total
PO Intake		228		30									52.8ml
Intake - PO Meds													0
Enteral Tube Feeding													0
Enteral Flush													0
Free Water													0
IV INTAKE													
IV Intake	07	08	09	10	11	12	13	14	15	16	17	18	Total
IV Fluid	12	12	12	12	12	12	12	12	12	12	12		132
IV Meds/Flush													0
OUTPUT													
OUTPUT	07	08	09	10	11	12	13	14	15	16	17	18	Total
Urine				44	3								47
# of immeasurable													0
Stool			1						1				2
Urine/Stool mix													0
Emesis													0
Other													0

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Student Name: Sydney Griggs

Unit: 3N

Pt. Initials: 385

Date: 1/31/23

Pediatric Medication Worksheet – Current Medications & PRN for Last 24 Hours

Allergies: NKDA

Generic Name	Pharmacologic Classification	Therapeutic Reason	Dose, Route & Schedule	Therapeutic Range?		IVP – List diluent solution, volume, and rate of administration IVPB – List concentration and rate of administration	Adverse Effects	Appropriate Nursing Assessment, Teaching, Interventions (Precautions/Contraindications, Etc.)
				Is med in therapeutic range?	If not, why?			
<u>D5 1/2 NS + KCL 20</u>	<u>50mEq/L</u>	<u>Isotonic/ Hypotonic</u>	<u>Hypertonic</u>	<u>Fluid Replacement</u>		<u>Kt, Na, Glucose</u>	<u>Fluid overload, ↑KCL</u> <u>Not for cardiac or renal pts</u>	
<u>Fondidine</u>	<u>PP1</u>	<u>Suppress Gastric Acid Secretion</u>	<u>Q24hrs</u> <u>8.8mg/</u> <u>4.4mL</u>	<u>Yes</u>		<u>8.8mg / 4.4mL</u> <u>30min</u>	<u>head, nausea</u> <u>headache</u> <u>N/V/D,</u> <u>Seizures</u>	<ol style="list-style-type: none"> 1. Assess abdominal pain 2. Assess headache 3. Teach plenty of fluids for gut health 4. Teach to take with food
<u>Piperacillin</u>	<u>Antibiotic</u>	<u>Kills bacteria</u>	<u>Q8hrs</u> <u>1760mg</u> <u>/20mL</u>	<u>Yes</u>		<u>44mL/hr</u> <u>30min</u>	<u>itch, rash</u> <u>headache</u> <u>dizziness</u> <u>N/V/D</u>	<ol style="list-style-type: none"> 1. Ask about itching 2. Assess for GI upset 3. Teach to finish all doses 4. Teach call don't fall due to dizziness
<u>Acetaminophen</u>	<u>NSAID</u>	<u>Fever Reducer Pain Reliever</u>	<u>Q6PRN</u> <u>265mg</u> <u>26.5mL</u>	<u>Yes</u>		<u>106mL/hr</u> <u>15min</u>	<u>itch, N/V/D</u> <u>headache</u> <u>Liver failure</u>	<ol style="list-style-type: none"> 1. Educate on Liver damage if taking too much 2. Ask about itching 3. Educate rest to help with pain 4. Assess temp for fever
<u>Morphine</u>	<u>Opioid Pain Reliever</u>	<u>Pain Relief</u>	<u>Q2hrs</u> <u>0.88mg</u>	<u>Yes</u>		<u>0.88mg / mL</u> <u>5min</u>	<u>Respiratory Depression</u> <u>itch, N/V/D</u> <u>Dizziness</u>	<ol style="list-style-type: none"> 1. Assess 15 min after for drop in respirations 2. Educate call don't fall 3. Ask about itching 4. Educate adequate rest
<u>Ondansetron</u>	<u>5-HT3 Receptor Antagonist</u>	<u>Prevent Nausea + Vomiting</u>	<u>Q6 PRN</u> <u>1.78mg</u>	<u>Yes</u>		<u>1.78mg / 0.89mL</u> <u>5min</u>	<u>Headache, Fever</u> <u>Diarrhea</u> <u>Constipation</u>	<ol style="list-style-type: none"> 1. Assess GI for bowel sounds 2. Assess stool for diarrhea 3. Assess temp for fever 4. Assess for headache

