On-line Content (1hour)

Unit Objectives:
- Describe the basic components of communication. (6)*
- Identify effective ways of communicating with the health care team. (4,5,6)*
- Apply effective communication skills in various nursing activities. (2,4,5,7)*
- Discuss team building, group problem solving, and interprofessional practice. (5,6,7)*
- Analyze components of interprofessional practice. (5)*
  *Course Objectives

Assignment:
Read Z-Chapter 12 pg. 276-304, Z-Chapter 12 online PowerPoint, and ATI: Leadership and Management Chapter 1,2,& 3.
Read the case study, then answer the case study questions below.

Thomas, an RN on a busy medical-surgical unit, is caring for 32 year-old Sofia who is a Hispanic female admitted with hypoglycemia. During patient rounding, Dr. Payne notes that Sofia has a glucose level of 42. He writes an order for an amp of D50 and a CXR. Upon completion of the orders, he hands the patient's chart to the unit coordinator.

Just as the patient is leaving for her x-ray, Anna, RN comes in to relieve Thomas for lunch. Thomas reports the following to Anna: patient is alert and oriented to self only. She has not spoken since admission and only nods when her name is called. Dr. Payne made rounds but did not report any changes in treatment for Sofia at this time. The unit coordinator did state that there was a new order for an x-ray and the patient has just been transported to the x-ray department by the orderly.

Ten minutes after receiving report, Anna receives a call from the x-ray tech who states they cannot perform the x-ray because the patient does not have an armband on and she is speaking in Spanish. Anna goes to the x-ray department and is unable to identify the patient, so she asks for a Spanish-speaking interpreter. The interpreter states that the patient is confused.

Anna returns Sofia to her room and checks the chart. She finds the new order for D50 and administers the medication immediately. The patient wakes up and is alert and oriented.

Questions:

1. Identify the team members involved in this scenario.
   RNs, doctor, unit coordinator, orderly, x-ray techs, and an interpreter.
2. Identify the errors which took place in this scenario.
   Nobody saw the order for D50, pt did not have armband on, pt spoke different language and nobody knew
3. Identify what was done correctly in this scenario.
   Finding a Spanish interpreter and identifying the pt before performing any more care.
4. If you were Thomas, what would you have done differently?
   I would have immediately administered the D50 that was ordered because a blood glucose of 42 is very low and needs to be corrected. I also would have identified the pt and seen that they don't have a band on.
5. If you were Anna, what would you have done differently?
   I would have immediately went into the pt's chart to look for any new orders and ask for hand-off report from Thomas. I need to know the situation going on with the patient in order to care correctly.
6. In addition to the team members identified in the scenario, who are some individuals in the healthcare setting who must communicate with one another?
   The doctor needs to directly communicate with the RN is taking care of the patient and not just the unit coordinator. Then the unit coordinator should have come to supervise that the pt's blood glucose had come up before anything else. The x-ray techs also should have waited until pt was stable enough for the x-ray.
7. What should you consider when communicating with others?
   I should consider that the person who I'm communicating to does not know a single thing about the patient that I am caring for, so this person needs to know all the details, especially is there is a current problem going on.

In order to receive credit for this online content (1H), the assignment must be completed in full and submitted in the Z-Chapter 12 dropbox by the due date and time (1/23/2025 at 0800). Any assignment not completed in its entirety will result in missed class time and must be completed by the end of the semester to pass the course.