

## Module Report

Tutorial: Real Life RN Mental Health 3.0

Module: Alcohol Use Disorder



Individual Name: **Julianna Flores**

Institution: **Lakeview CON**

Program Type: **BSN**

### Standard Use Time and Score

|                      | Date/Time            | Time Use | Score  |
|----------------------|----------------------|----------|--------|
| Alcohol Use Disorder | 1/14/2021 5:40:19 PM | 7 min    | Strong |

### Reasoning Scenario Details

**Alcohol Use Disorder - Use on 1/14/2021 5:33:16 PM**

## Reasoning Scenario Performance Related to Outcomes:

\*See Score Explanation and Interpretation below for additional details.

| Body Function                                  | Strong | Satisfactory | Needs Improvement |
|--|--------|--------------|-------------------|
| Cognition and Sensation                        | 100%   |              |                   |
| Ingestion, Digestion, Absorption & Elimination | 100%   |              |                   |
| Oxygenation                                    | 100%   |              |                   |

| NCLEX RN                                    | Strong | Satisfactory | Needs Improvement |
|---|--------|--------------|-------------------|
| RN Safety and Infection Control             | 100%   |              |                   |
| RN Health Promotion and Maintenance         | 100%   |              |                   |
| RN Psychosocial Integrity                   | 100%   |              |                   |
| RN Basic Care and Comfort                   | 100%   |              |                   |
| RN Pharmacological and Parenteral Therapies | 100%   |              |                   |

| QSEN                    | Strong | Satisfactory | Needs Improvement |
|-------------------------|--------|--------------|-------------------|
| Safety                  | 100%   |              |                   |
| Patient-Centered Care   | 100%   |              |                   |
| Evidence Based Practice | 100%   |              |                   |

## Decision Log:

| Optimal Decision         |  |
|--------------------------|--|
| <b>Scenario</b>          | Nurse Stacy completes the admission assessment of Mr. Moore.   |
| <b>Question</b>          | Nurse Stacy is completing the admission process for Mr. Moore. Which of the following nursing assessments should Stacy complete? (Select all that apply)   |
| <b>Selected Ordering</b> | CAGE questionnaire<br>Fall risk assessment<br>Braden scale<br>Numeric pain scale   |
| <b>Rationale</b>         | The CAGE questionnaire is used for all clients, especially those with a history of alcohol use disorder. The fall risk assessment is used for clients who have a risk factor of falling, such as those with confusion and substance use disorder. The Braden Scale and the numeric pain scale are used for all clients admitted to an inpatient hospital setting. The Hamilton Depression Scale is used for clients who have depression. The Braden Scale and the numeric pain scale are used for all clients admitted to an inpatient hospital setting. |

| Optimal Decision |
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|------------------|

|                        |   |
|------------------------|---|
| <b>Scenario</b>        | Nurse Stacy completes an assessment of possible alcohol use disorder using the CAGE questionnaire.  |
| <b>Question</b>        | Nurse Stacy plans to complete the CAGE questionnaire as part of her nursing assessment. Which of the following questions is included in this questionnaire? |
| <b>Selected Option</b> | Have you ever felt bad or guilty about your drinking?   |
| <b>Rationale</b>       | This is one of the four questions asked when administering the CAGE questionnaire.  |

| <b>Optimal Decision</b> |  |
|-------------------------|--|
| <b>Scenario</b>         | Nurse Stacy anticipates a medication prescription for Mr. Moore, who is in acute alcohol withdrawal.   |
| <b>Question</b>         | Nurse Stacy is caring for Mr. Moore, who is in acute alcohol withdrawal. She should anticipate the provider will prescribe which of the following medications? |
| <b>Selected Option</b>  | Lorazepam (Ativan)   |
| <b>Rationale</b>        | Lorazepam is a benzodiazepine, which commonly is used to treat acute alcohol withdrawal.   |

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|------------------------|--|
| <b>Scenario</b>        | Nurse Stacy notifies Dr. Edwards of a change in Mr. Moore's condition.   |
| <b>Question</b>        | Using the SBAR format, Nurse Stacy calls Dr. Edwards and reports her assessment findings. What should she include in her report? (Fill in the blank and click on the submit button when you finish.)   |
| <b>Selected Option</b> | Prev. answered   |
| <b>Rationale</b>       | Situation: At 200, discovered client lying at foot of bed, disheveled, saline lock dangling from arm. Client awake and responsive. Background: 45-year-old white male who had MVA yesterday at approximately 1400. Admitted by ambulance in acute alcohol intoxication with abrasions and accompanied by police. History of gastritis and esophagitis. Transferred to medical-surgical unit. No change in status prior to this time. Assessment: Alert to person and place, but not time. States he has nausea with dry heaves. Moderate tremor of upper extremities. Appears moderately anxious and restless. No auditory or visual disturbances. States: "I feel the bugs all over me." Reports mild headache. Vital signs: BP 160/94; T 37.9; P 106, and R 24, which are elevated from midnight findings. CIWA score of 23. Recommendation: Needs antiemetic and medication for agitation and withdrawal. |

| <b>Optimal Decision</b> |  |
|-------------------------|--|
| <b>Scenario</b>         | Nurse Stacy implements seizure precautions for Mr. Moore.  |
| <b>Question</b>         | Nurse Stacy implements seizure precautions for Mr. Moore. Which of the following should Stacy include in the plan of care? |
| <b>Selected Option</b>  | Have suction equipment available in Mr. Moore's room.  |
| <b>Rationale</b>        | Suction equipment is needed as part of seizure precautions.  |

| <b>Optimal Decision</b> |   |
|-------------------------|---|
| <b>Scenario</b>         | Nurse Stacy is planning care for Mr. Moore, who is in alcohol withdrawal. |

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|------------------------|---|
| <b>Question</b>        | Nurse Stacy is planning care for Mr. Moore. Which of the following nursing interventions is appropriate for a client in alcohol withdrawal? |
| <b>Selected Option</b> | Promote a low-stimulation environment.  |
| <b>Rationale</b>       | A low-stimulation environment promotes rest and energy conservation, and is calming for the client.   |

| <b>Optimal Decision</b> |   |
|-------------------------|---|
| <b>Scenario</b>         | Nurse Stacy calculates the rate of administration of the piggyback medication.  |
| <b>Question</b>         | Nurse Stacy is preparing to administer an intermittent IV bolus of ranitidine 50 mg in 0.9% sodium chloride 100 mL over 20 min. Stacy should set the IV pump to deliver how many mL/hr? (Round the answer to the nearest whole number.)   |
| <b>Selected Option</b>  | 300   |
| <b>Rationale</b>        | <p><b>Follow these steps to calculate the infusion rate using the Ratio and Proportion method of calculation:</b></p> <p>Step 1: What is the unit of measurement the nurse should calculate? mL/hr<br/> Step 2: What is the volume the nurse should infuse? 100 mL<br/> Step 3: What is the total infusion time? 20 min<br/> Step 4: Should the nurse convert the units of measurement? Yes (min does not equal hr)<br/> <math>60 \text{ min} / 20 \text{ min} = 1 \text{ hr} / X</math><br/> <math>X = 0.333 \text{ hr}</math><br/> Step 5: Set up an equation and solve for X.<br/> <math>\text{Volume (mL)} / X \text{ mL/hr} = \text{Time (hr)} / 100 \text{ mL}</math><br/> <math>X \text{ mL/hr} = 300.3 \text{ mL/hr}</math><br/> Step 6: Round if necessary. <math>300.3 \text{ mL/hr} = 300 \text{ mL/hr}</math><br/> Step 7: Determine whether the amount to administer makes sense. If the prescription reads 100 mL to infuse over 20 min, it makes sense to administer 300 mL/hr. The nurse should set the IV pump to deliver ranitidine 50 mg in 100 mL 0.9% sodium chloride IV at 300 mL/hr.</p> <p><b>Follow these steps to calculate the infusion rate using the Desired Over Have method of calculation:</b></p> <p>Step 1: What is the unit of measurement the nurse should calculate? mL/hr<br/> Step 2: What is the volume the nurse should infuse? 100 mL<br/> Step 3: What is the total infusion time? 20 min<br/> Step 4: Should the nurse convert the units of measurement? Yes (min does not equal hr)<br/> <math>20 \text{ min} \times 1 \text{ hr} / X \text{ hr} = 60 \text{ min}</math><br/> <math>X \text{ hr} = 0.333 \text{ hr}</math><br/> Step 5: Set up an equation and solve for X.<br/> <math>\text{Volume (mL)} / X \text{ mL/hr} = \text{Time (hr)} / 100 \text{ mL}</math><br/> <math>X \text{ mL/hr} = 300.3 \text{ mL/hr}</math><br/> Step 6: Round if necessary. <math>300.3 \text{ mL/hr} = 300 \text{ mL/hr}</math><br/> Step 7: Determine whether the amount to administer makes sense. If the prescription reads 100 mL to infuse over 20 min, it makes sense to administer 300 mL/hr. The nurse should set the IV pump to deliver ranitidine 50 mg in 100 mL 0.9% sodium chloride IV at 300 mL/hr.</p> <p><b>Follow these steps to calculate the infusion rate using the Dimensional Analysis method of calculation:</b></p> <p>Step 1: What is the unit of measurement the nurse should calculate? (Place the unit of measure being calculated on the left side of the equation.)</p> |

$X \text{ mL/hr} =$   
 Step 2: Determine the ratio that contains the same unit as the unit being calculated. (Place the ratio on the right side of the equation, ensuring that the unit in the numerator matches the unit being calculated.)  
 $100 \text{ mL} \times \frac{X \text{ mL/hr}}{160 \text{ min}} = \frac{160 \text{ min}}{1 \text{ hr}}$   
 Step 3: Place any remaining ratios that are relevant to the item on the right side of the equation, along with any needed conversion factors, to cancel out unwanted units of measurement.  
 $100 \text{ mL} \times \frac{X \text{ mL/hr}}{160 \text{ min}} = \frac{160 \text{ min}}{1 \text{ hr}}$   
 Step 4: Solve for X.  
 $X \text{ mL/hr} = 300 \text{ mL/hr}$   
 Step 5: Round if necessary.  
 Step 6: Determine whether the amount to administer makes sense. If the prescription reads 100 mL to infuse over 20 min, it makes sense to administer 300 mL/hr. The nurse should set the IV pump to deliver ranitidine 50 mg in 100 mL 0.9% sodium chloride IV at 300 mL/hr.

| Optimal Decision       |   |
|------------------------|---|
| <b>Scenario</b>        | Mr. Moore lacks understanding of the importance of thiamine (vitamin B1).   |
| <b>Question</b>        | Nurse Stacy is preparing to review the importance of thiamine (vitamin B1) replacement therapy with Mr. Moore. Which of the following statements should be included in this discussion? |
| <b>Selected Option</b> | "This medication works on the nervous system to prevent encephalopathy."  |
| <b>Rationale</b>       | A deficiency of thiamine can result in Wernicke-Korsakoff syndrome.   |

| Optimal Decision       |  |
|------------------------|--|
| <b>Scenario</b>        | Mr. Moore demonstrates maladaptive coping mechanisms in interactions with hospital personnel.  |
| <b>Question</b>        | Mr. Moore had interactions with hospital personnel earlier in the day. Which of the following videos is an example of Mr. Moore's use of denial as a maladaptive coping mechanism? (Review each of the videos. After making your selection, click on the submit button.) |
| <b>Selected Option</b> | Video 81d9169e011848a985f9785a3d9f86e9   |
| <b>Rationale</b>       | The client uses denial when he refuses to admit he has an alcohol use disorder while talking with the social worker.   |

| Optimal Decision       |  |
|------------------------|--|
| <b>Scenario</b>        | Nurse Stacy offers a therapeutic response to Mr. Moore, who is using the defense mechanism of denial.  |
| <b>Question</b>        | Mr. Moore states he does not have a problem with alcohol. Which of the following is a therapeutic response to this statement by Nurse Stacy? |
| <b>Selected Option</b> | "So you don't think you're an alcoholic?"  |
| <b>Rationale</b>       | This is an appropriate use of the therapeutic technique of restating.  |

| Optimal Decision |  |
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| <b>Scenario</b>        | Nurse Steve intervenes with a potentially violent Mr. Moore to de-escalate the situation.  |
| <b>Question</b>        | Nurse Steve is caring for Mr. Moore, who is angry and is raising his voice. Which of the following is Steve's priority intervention at this time?                    |
| <b>Selected Option</b> | Tell Mr. Moore in a firm voice to stop his behavior.   |
| <b>Rationale</b>       | By remaining calm and firmly telling the client to stop the behavior, the nurse can de-escalate a potentially violent situation and avoid more restrictive measures. |

| <b>Optimal Decision</b> |   |
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| <b>Scenario</b>         | Nurse Steve and Social Worker Eva discuss the objective of an intensive outpatient program with Mr. Moore.  |
| <b>Question</b>         | Nurse Steve reviews the objective of an intensive outpatient program with Mr. Moore. Which of the following is an appropriate statement by Steve? |
| <b>Selected Option</b>  | "In an intensive outpatient program, care will be individualized to meet your treatment needs."   |
| <b>Rationale</b>        | Intensive outpatient programs are responsive to the specific needs of the client.   |

| <b>Optimal Decision</b>  |  |
|--------------------------|--|
| <b>Scenario</b>          | Nurse Steve and Social Worker Eva review medications that are prescribed in outpatient treatment programs to decrease alcohol cravings.  |
| <b>Question</b>          | Discharge planning includes teaching Mr. Moore about medications prescribed to decrease his alcohol craving. Which of the following medications are appropriate to include in this discussion? (Select all that apply.)  |
| <b>Selected Ordering</b> | Naltrexone (Revia) Topiramate (Topamax)  |
| <b>Rationale</b>         | Naltrexone, an opioid antagonist, and topiramate, an anticonvulsant, can decrease alcohol use by reducing the client's craving for alcohol. Disulfiram does not decrease craving for alcohol, but can motivate clients to abstain because of the medication's unpleasant adverse effects if taken with alcohol. Chlordiazepoxide is a benzodiazepine used to facilitate withdrawal from alcohol but it does not decrease craving. Methadone is used to treat opioid craving, not alcohol craving |

| <b>Optimal Decision</b> |  |
|-------------------------|--|
| <b>Scenario</b>         | Nurse Stacy reviews the medication disulfiram (Antabuse).  |
| <b>Question</b>         | Nurse Stacy accesses the online pharmacy program to review disulfiram (Antabuse). Which of the following adverse effects can occur if Mr. Moore uses alcohol while taking this medication? |
| <b>Selected Option</b>  | Throbbing headache   |
| <b>Rationale</b>        | Throbbing headache is a physical effect of the alcohol-disulfiram reaction.  |

| <b>Optimal Decision</b> |  |
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| <b>Scenario</b>        | Nurse Stacy identifies substance use disorder relapse prevention strategies that will be discussed during Mr. Moore's outpatient treatment program.   |
| <b>Question</b>        | Nurse Stacy reviews substance use disorder relapse prevention strategies with Nurse Kathy. Which of the following is a relapse prevention strategy?   |
| <b>Selected Option</b> | Encourage Mr. Moore to write important information in a notebook.   |
| <b>Rationale</b>       | Relapse prevention strategies focus on cognitive and behavioral changes. Clients who abuse substances experience cognitive changes, which may affect their ability to remember and use relapse prevention strategies effectively. |

## Individual Report – Score Explanation and Interpretation

### Reasoning Scenario Information:

Reasoning Scenario Information provides the date, time and duration of use, along with the score earned for each attempt. A Reasoning Scenario Performance score of Strong, Satisfactory, or Needs Improvement is provided for each attempt. This information is also provided for the Optimal Decision Mode if it has been enabled.

### Reasoning Scenario Performance Scores:

|                          |  |
|--------------------------|--|
| <b>Strong</b>            | Exhibits optimal reasoning that results in positive outcomes in the care of clients and resolution of problems.          |
| <b>Satisfactory</b>      | Exhibits reasoning that results in mildly helpful or neutral outcomes in the care of clients and resolution of problems. |
| <b>Needs Improvement</b> | Exhibits reasoning that results in harmful or detrimental outcomes in the care of clients and resolution of problems.    |

### Reasoning Scenario Performance Related to Outcomes:

A clinical reasoning performance score related to each outcome is provided. Outcomes associated with student responses are listed in the report. The number across from each outcome indicates the percentage of responses associated with the level of performance of that outcome.

### NCLEX® Client Need Categories:

|   |   |
|---|---|
| <b>Management of Care</b>                       | Providing integrated, cost-effective care to clients by coordinating, supervising, and/or collaborating with members of the multi-disciplinary health care team.                            |
| <b>Safety and Infection Control</b>             | Incorporating preventative safety measures in the provision of client care that provides for the health and well-being of clients, significant others, and members of the health care team. |
| <b>Health Promotion and Maintenance</b>         | Providing and directing nursing care that encourages prevention and early detection of illness, as well as the promotion of health.   |
| <b>Psychosocial Integrity</b>                   | Promoting mental, emotional, and social well-being of clients and significant others through the provision of nursing care.   |
| <b>Basic Care and Comfort</b>                   | Promoting comfort while helping clients perform activities of daily living.   |
| <b>Pharmacological and Parenteral Therapies</b> | Providing and directing administration of medication, including parenteral therapy.   |
| <b>Reduction of Risk Potential</b>              | Providing nursing care that decreases the risk of clients developing health-related complications.  |

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|---------------------------------|---|
| <b>Physiological Adaptation</b> | Providing and directing nursing care for clients experiencing physical illness. |
|---------------------------------|---|

### Quality and Safety Education for Nurses (QSEN)

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|-----------------------------------|---|
| <b>Safety</b>                     | The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.                                   |
| <b>Patient-Centered Care</b>      | The provision of caring and compassionate, culturally sensitive care that is based on a client's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values |
| <b>Evidence Based Practice</b>    | The use of current knowledge from research and other credible sources, upon which clinical judgment and client care are based.  |
| <b>Informatics</b>                | The use of information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.                               |
| <b>Quality Improvement</b>        | Care related and organizational processes that involve the development and implementation of a plan to improve health care services and better meet the needs of clients.                           |
| <b>Teamwork and Collaboration</b> | The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.                                      |

### Body Function

|   |   |
|---|---|
| <b>Cardiac Output and Tissue Perfusion</b>              | The anatomical structures (heart, blood vessels, and blood) and body functions that support adequate cardiac output and perfusion of body tissues.  |
| <b>Cognition and Sensation</b>                          | The anatomical structures (brain, central and peripheral nervous systems, eyes and ears) and body functions that support perception, interpretation, and response to internal and external stimuli.                                       |
| <b>Excretion</b>  | The anatomical structures (kidney, ureters, and bladder) and body functions that support filtration and excretion of liquid wastes, regulate fluid and electrolyte and acid-base balance.   |
| <b>Immunity</b>   | The anatomic structures (spleen, thymus, bone marrow, and lymphatic system) and body functions related to inflammation, immunity, and cell growth.  |
| <b>Ingestion, Digestion, Absorption and Elimination</b> | The anatomical structures (mouth, esophagus, stomach, gall bladder, liver, small and large bowel, and rectum) and body functions that support ingestion, digestion, and absorption of food and elimination of solid wastes from the body. |
| <b>Integument</b>                                       | The anatomical structures (skin, hair, and nails) and body functions related to protecting the inner organs from the external environment and injury.   |
| <b>Mobility</b>   | The anatomical structures (bones, joints, and muscles) and body functions that support the body and provide its movement.   |

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|----------------------------------|---|
| <b>Oxygenation</b>               | The anatomical structures (nose, pharynx, larynx, trachea, and lungs) and body functions that support adequate oxygenation of tissues and removal of carbon dioxide.                  |
| <b>Regulation and Metabolism</b> | The anatomical structures (pituitary, thyroid, parathyroid, pancreas, and adrenal glands) and body functions that regulate the body's internal environment.                           |
| <b>Reproduction</b>              | The anatomical structures (breasts, ovaries, fallopian tubes, uterus, vagina, vulva, testicles, prostate, scrotum, and penis) and body functions that support reproductive functions. |

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### **Decision Log**

Information related to each question answered in a scenario attempt is listed in the report. A brief description of the scenario, question, selected option and rationale for that option are provided for each question answered. The words "Optimal Decision" appear next to the question when the most optimal option was selected.

The rationale for each selected option may be used to guide remediation. A variety of learning resources may be used in the review process, including related ATI Review Modules.