Module Report

Tutorial: Real Life RN Mental Health 4.0

Module: Anxiety Disorder

Individual Name: **Destiny Bell**

Institution: **Lakeview CON**

Program Type: **BSN**

Standard Use Time and Score

	Date/Time	Time Use	Score
Anxiety Disorder	1/29/2023 4:00:42 PM	3 min	Needs Improvement ❗

❗ This attempt ended prematurely due to a detrimental decision or a series of missteps.

Reasoning Scenario Details
Anxiety Disorder - Use on 1/29/2023 3:57:48 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	80%		20%
Oxygenation		100%	

NCLEX RN	Strong	Satisfactory	Needs Improvement
RN Psychosocial Integrity	50%		50%
RN Pharmacological and Parenteral Therapies	100%		
RN Reduction of Risk Potential	100%		
RN Physiological Adaptation		100%	

QSEN	Strong	Satisfactory	Needs Improvement
Safety	100%		
Patient-Centered Care	33.3%	33.3%	33.3%

Decision Log:

Scenario	Nurse Tara is admitting Ms. Simpson.
Question	Nurse Tara is admitting Ms. Simpson. Which of the following is the priority action for Tara to take?
Selected Option	Encourage taking deep breaths.
Rationale	Encouraging the client to take deep breaths is important because this will assist in decreasing the client's anxiety and shortness of breath level of the client, but it is not the first action the nurse should take.

Optimal Decision	
Scenario	Nurse Tara is deciding on which assessment scale to use with Ms. Simpson.
Question	Nurse Tara is assessing Ms. Simpson. Which of the following assessment scales is an appropriate tool for Tara to use?
Selected Option	Hamilton-A
Rationale	The nurse should use the Hamilton-A assessment scale to assess anxiety. The client has shortness of breath, chest pain, headaches, restlessness, and trembling.

Optimal Decision	
Scenario	Nurse Tara has completed the Hamilton-A assessment of Ms. Simpson.
Question	Nurse Tara completes the Hamilton-A assessment of Ms. Simpson and determines her score to be 26. Which of the following is an appropriate action for the nurse to take?
Selected Option	Obtain a prescription for lorazepam (Ativan).
Rationale	A score of 26 on the Hamilton-A assessment indicates a severe level of anxiety. Therefore, obtaining a prescription for lorazepam (Ativan) is appropriate. Clients who have a severe level of anxiety should receive a short-acting benzodiazepine, such as lorazepam, as an anxiolytic agent.

Scenario	Nurse Tara is calling the provider for lorazepam (Ativan).
Question	Nurse Tara is preparing to call the provider. List the findings that the nurse includes when giving report using the SBAR format. (Fill in the blank and click on the submit button when you are finished.)
Selected Option	Patient presented to the hospital with complaints of chest pain, headache and shortness of breath, patient has a past medical history of anxiety and hasnt been taking her medication for 2 weeks, patient scored a 26 on the hamilton-a assessment, continue to monitor and administer lorazepam

Rationale	S (Situation) = Ms. Simpson is a 22-year-old African-American female admitted to the inpatient mental health unit for anxiety. She is restless and fidgety, has poor concentration, and has been experiencing chest pain and shortness of breath. B (Background) = She has a history of generalized anxiety disorder and has previously taken paroxetine 20 mg PO daily, but has not been taking it for approximately 2 weeks.A (Assessment)= Her vital signs from report at 0745 were: heart rate 115, blood pressure 148/76, respirations 32, oxygen saturation 96% on room air, and temperature 37.0 degrees C (98.6 degrees F). Her score on the Hamilton A scale is 26, and she has been unable to focus on answering questions due to her severe level of anxiety. She continues to pace, wring her hands, and rock when sitting.R (Recommendation) = I am calling to request a prescription for lorazepam.

Optimal Decision	
Scenario	Nurse Tara is calculating the dose for Lorazepam (Ativan).
Question	Nurse Tara is calculating the dose of lorazepam (Ativan). Available is lorazepam 4 mg/mL. How many mL should the nurse administer? (Round the answer to the nearest tenth.)
Selected Option	0.5

Rationale	**Follow these steps for the Ratio and Proportion method of calculation:** Step 1: What is the unit of measurement the nurse should calculate? mL Step 2: What is the dose the nurse should administer? Dose to administer = Desired 2 mg Step 3: What is the dose available? Dose available = Have 4 mg Step 4: Should the nurse convert the units of measurement? No Step 5: What is the quantity of the dose available? 1 mL Step 6: Set up an equation and solve for X. *HaveDesired = QuantityX4 mg2 mg = &#1601 mLX mL* *X mL = 0.5mL* *Step 7: Round if necessary.* *Step 8: Determine whether the amount to administer makes sense. If there are 4 mg/mL and the amount prescribed is 2 mg, it makes sense to administer 0.5 mL. The nurse should administer lorazepam 0.5 mL IM.* ***Follow these steps for the Desired Over Have method of calculation:*** *Step 1: What is the unit of measurement the nurse should calculate? mL* *Step 2: What is the dose the nurse should administer? Dose to administer = Desired 2 mg* *Step 3: What is the dose available? Dose available = Have 4 mg* *Step 4: Should the nurse convert the units of measurement? No* *Step 5: What is the quantity of the dose available? 1 mL* *Step 6: Set up an equation and solve for X.* *Desired × QuantityX = Have2 ~~mg~~ × 1 mLX mL = &#1604 ~~mg~~* *X mL = 0.5 mL* *Step 7: Round if necessary.* *Step 8: Determine whether the amount to administer makes sense. If there are 4 mg/mL and the amount prescribed is 2 mg, it makes sense to administer 0.5 mL. The nurse should administer lorazepam 0.5 mL IM.* ***Follow these steps for the Dimensional Analysis method of calculation:*** *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.)* *X mL =* *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.)* *1 mLX mL = &#1604 mg* *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.* *1 mL2 ~~mg~~X mL = × &#1604 ~~mg~~x mL* *Step 4: Solve for X.* *X mL = 0.5 mL* *Step 5: Round if necessary.* *Step 6: Determine whether the amount to administer makes sense. If there are 4 mg/mL and the amount prescribed is 2 mg, it makes sense to administer 0.5 mL. The nurse should administer lorazepam 0.5 mL IM.*

Optimal Decision	
Scenario	Nurse Tara is initiating therapeutic communication with Ms. Simpson.

Question	Nurse Tara is initiating therapeutic communication with Ms. Simpson. Which of the following video clips demonstrates an appropriate interaction between the nurse and the client?
Selected Option	Video C: The nurse interviewing client while sitting and focused.
Rationale	Engaged and active listening, including direct eye contact, are key principles of effective communication and will assist in building a rapport with the client.

Scenario	Nurse Tara is communicating with Ms. Simpson.
Question	Nurse Tara is communicating with Ms. Simpson. Which of the following is an appropriate action for Tara to take?
Selected Option	Ask many questions to obtain more information from Ms. Simpson.
Rationale	Excessive questioning is a nontherapeutic communication technique that may cause a therapeutic stall in communication.

Score Explanation and Interpretation
Individual Performance Profile

REASONING SCENARIO INFORMATION

Reasoning Scenario Information provides the date, time and amount of time use, along with the score earned for each attempt. The percentage of students earning a Scenario Performance of Strong, Satisfactory, or Needs Improvement is provided. In addition, the Scenario Performance for each student is provided, along with date, time, and time use for each attempt. This information is also provided for the Optimal Decision Mode if it has been enabled.

If a detrimental decision is made during a Real Life scenario, the scenario will diverge from the optimal path and potentially end prematurely, in which case an indicator will appear on the score report.

REASONING SCENARIO PERFORMANCE SCORES

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

REASONING SCENARIO PERFORMANCE RELATED TO NURSING COMPETENCY OUTCOMES

A performance indicator is provided for each outcome listed within the nursing competency outcome categories. Percentages are based on the number of questions answered correctly out of the total number of questions that were assigned to the given outcome. Outcomes have varying numbers of questions assigned to them. Also, due to divergent paths within the branching simulation, the outcomes encountered and the number of questions for each outcome can vary. The above factors cause limitations related to comparing scores across students or groups of students.

NCLEX® CLIENT NEED CATEGORIES

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

Score Explanation and Interpretation
Individual Performance Profile

QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)

Safety	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.
Patient-Centered Care	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.
Evidence Based Practice	The use of current knowledge from research and other credible sources, upon which clinical judgment and client care are based.
Informatics	The use of information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.
Quality Improvement	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.
Teamwork and Collaboration	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

Cardiac Output and Tissue Perfusion	The anatomical structures (heart, blood vessels, and blood) and body functions that support adequate cardiac output and perfusion of body tissues.
Cognition and Sensation	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.
Excretion	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.
Immunity	The anatomic structures (spleen, thymus, bone marrow, and lymphatic system) and body functions related to inflammation, immunity, and cell growth.
Ingestion, Digestion, Absorption, and Elimination	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.
Integument	The anatomical structures (skin, hair, and nails) and body functions related to protecting the inner organs from the external environment and injury.
Mobility	The anatomical structures (bones, joints, and muscles) and body functions that support the body and provide its movement.
Oxygenation	The anatomical structures (nose, pharynx, larynx, trachea, and lungs) and body functions that support adequate oxygenation of tissues and removal of carbon dioxide.
Regulation and Metabolism	The anatomical structures (pituitary, thyroid, parathyroid, pancreas, and adrenal glands) and body functions that regulate the body's internal environment.
Reproduction	The anatomical structures (breasts, ovaries, fallopian tubes, uterus, vagina, vulva, testicles, prostate, scrotum, and penis) and body functions that support reproductive functions.

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.

If a detrimental decision that could result in grave harm to the client is made during a Real Life scenario, the scenario ends immediately and an indicator that a detrimental decision has been made appears in the score report.
A detrimental decision indicates the need to remediate the related topic area to prevent detrimental outcomes in the future.

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