

Module Report

Tutorial: Real Life RN Nursing Care of Children 3.0

Module: Cystic Fibrosis Inpatient Care



Individual Name: **Mason Coon**

Institution: **Lakeview CON**

Program Type: **BSN**

Standard Use Time and Score

| | Date/Time | Time Use | Score |
|--------------------------------|-----------------------|----------|--------------|
| Cystic Fibrosis Inpatient Care | 5/25/2023 10:27:09 PM | 16 min | Satisfactory |

Reasoning Scenario Details Cystic Fibrosis Inpatient Care - Use on 5/25/2023 10:11:14 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% | | |
| Excretion | 100% | | |
| Ingestion, Digestion, Absorption & Elimination | 100% | | |
| Oxygenation | 66.7% | 33.3% | |
| Regulation and Metabolism | 100% | | |
| Reproduction | 100% | | |

| NCLEX RN | Strong | Satisfactory | Needs Improvement |
|---|--------|--------------|-------------------|
| RN Management of Care | 66.7% | 33.3% | |
| RN Safety and Infection Control | 100% | | |
| RN Health Promotion and Maintenance | | 100% | |
| RN Psychosocial Integrity | 100% | | |
| RN Pharmacological and Parenteral Therapies | 100% | | |

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| RN Reduction of Risk Potential | 100% | | |
| RN Physiological Adaptation | 100% | | |

| QSEN | Strong | Satisfactory | Needs Improvement |
|----------------------------|--------|--------------|-------------------|
| Safety | 100% | | |
| Patient-Centered Care | 100% | | |
| Evidence Based Practice | 75% | 25% | |
| Quality Improvement | 50% | 50% | |
| Teamwork and Collaboration | 100% | | |

Decision Log:

| Optimal Decision | |
|------------------------|---|
| Scenario | Susan is completing Troy's discharge. |
| Question | Nurse Susan is completing the discharge process with Troy. Which of the following videos demonstrates the appropriate nursing action for Susan to take? |
| Selected Option | Video C: Video of nurse asking another nurse to remove client's IV catheter. |
| Rationale | The RN cannot delegate tasks to the assistive personnel that include client assessment, planning, client outcome evaluation, and nursing judgment. Asking another RN to remove an IV catheter is an appropriate task that can be delegated because it involves assessment of the IV site and evaluating the client's outcome. |

| Optimal Decision | |
|------------------------|---|
| Scenario | Susan and Connor are reviewing the admission orders. |
| Question | Nurse Susan is explaining to Nurse Connor about isolation precautions prescribed for Gary, who has <i>Burkholderia cepacia</i> . Which of the following statements by Susan demonstrates understanding? |
| Selected Option | "We will need to follow contact precautions." |
| Rationale | <i>Burkholderia cepacia</i> is transmitted person-to-person and healthy persons rarely contract it. Immunosuppressed clients or those with cystic fibrosis are at high risk for this disorder. Contact precautions are needed with this client. |

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| Scenario | Susan admits Gary to the unit. |
| Question | Nurse Susan admits Gary to the unit. Which of the following nursing actions are included in the admission process? (Select all that apply.) |
| Selected Ordering | Apply allergy identification band to Gary. Complete a health history. Perform a physical assessment. Explain Gary's prescriptions from the provider to the client and his parents. |

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| Rationale | A nurse should explain the plan of care to the client and his family. |
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| Optimal Decision | |
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| Scenario | Nurse Susan completes Gary's health history. |
| Question | Nurse Susan completes Gary's health history. Which of the following videos depicts the most appropriate action for Susan to take? |
| Selected Option | Video B: Susan addresses Gary and his parents during admission to the hospital. |
| Rationale | Pediatric nursing care is based on the philosophy of family-centered care. Both the client and parents should be included in the admission process. |

| Optimal Decision | |
|-------------------------|--|
| Scenario | Nurse Susan identifies adventitious lung sounds. |
| Question | Nurse Susan completed a respiratory assessment of Gary. Which of the following lung sounds did Susan hear? |
| Selected Option | Wheezes |
| Rationale | Wheezes are high-pitched musical sounds or squeaking, typically noted on expiration related to a constricted airway. |

| Optimal Decision | |
|-------------------------|---|
| Scenario | Nurse Susan is planning care for Gary. |
| Question | Nurse Susan reviews Gary's prescriptions from the provider. Which of the following is an appropriate action for Susan to take at this time? |
| Selected Option | Review radiology report. |
| Rationale | The provider ordered radiologic confirmation of the peripherally inserted central catheter (PICC) prior to using the catheter. Reviewing the radiology report is an appropriate action. |

| Optimal Decision | |
|--------------------------|--|
| Scenario | Nurse Susan is preparing to administer IV tobramycin. |
| Question | Nurse Susan plans to administer IV tobramycin to Gary. Which of the following actions should she take with this antibiotic? (Select all that apply.) |
| Selected Ordering | Calculate Gary's dosage by weight. Monitor I&O. Monitor Gary's auditory function. |
| Rationale | Auditory function is monitored for manifestations of neurotoxicity, which is an adverse effect. |

| Optimal Decision | |
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| Scenario | Nurse Susan calculates the rate of infusion for gentamicin. |
| Question | Nurse Susan calculates the rate of infusion of the gentamicin she is preparing to administer. At what rate will Susan set the IV controller pump? |

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| Selected Option | 220 mL/hr |
| Rationale | <p>STEP 1: What is the unit of measurement to calculate? mL/hr</p> <p>STEP 2: What is the volume needed? 110 mL</p> <p>STEP 3: What is the total infusion time? 30 min</p> <p>STEP 4: Should the nurse convert the units of measurement? Yes (min does not equal hr)</p> <p>$60 \text{ min}/30 \text{ min} = 1 \text{ hr}/X \text{ hr}$</p> <p>$X = 0.5 \text{ hr}$</p> <p>STEP 5: Set up an equation and solve for X.</p> <p>Volume (mL)/Time (hr) = X mL/hr</p> <p>$110 \text{ mL}/0.5 \text{ hr} = X \text{ mL/hr}$</p> <p>$X = 220$</p> <p>STEP 6: Round if necessary.</p> <p>STEP 7: Reassess to determine if the amount to administer makes sense. If the amount prescribed is 110 mL to infuse over 30 min, it makes sense to administer 220 mL/hr. The nurse should set the IV pump to deliver gentamicin at 220 mL/hr every 6 hr.</p> |

| Optimal Decision | |
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| Scenario | Nurse Susan plans to administer the gastrostomy feeding. |
| Question | Nurse Susan is planning to administer the enteral feeding bolus prescribed for Gary. Which of the following is an appropriate action prior to administration of the feeding bolus? |
| Selected Option | Aspirate for residual stomach contents. |
| Rationale | The nurse should aspirate for residual stomach contents prior to feeding to prevent over feeding, which could lead to aspiration. |

| Optimal Decision | |
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| Scenario | Nurse Susan wants to initiate Gary's enteral feeding. The respiratory therapist wants to do Gary's treatment. |
| Question | Nurse Susan wants to initiate Gary's enteral feeding, and the respiratory therapist, Joseph, wants to do a respiratory treatment and perform chest physiotherapy. Which of the following statements by Susan is appropriate? |
| Selected Option | "I will begin the enteral feeding after Gary's chest physiotherapy." |
| Rationale | Chest physiotherapy for a client with cystic fibrosis includes percussion and postural drainage. This should be done on an empty stomach. Delaying the feeding is the appropriate statement. |

| Optimal Decision | |
|-------------------------|---|
| Scenario | Nurse Susan plans to administer the enteral feeding to Gary. |
| Question | Nurse Susan is planning to administer the enteral feeding Pancreaze to Gary. Which of the following is an appropriate action for Susan to take? |
| Selected Option | Administer the pancrelipase (Pancreaze) 10 min prior to the enteral feeding. |

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| Rationale | Pancrelipase is administered within 30 min of a meal, snack, or supplement to assist with absorption of nutrients and calories in the client with cystic fibrosis. |
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| Scenario | Nurse Susan is to collect Gary's sputum for a culture. |
| Question | Nurse Susan is preparing to collect Gary's sputum for a culture. Place the following steps of the procedure in the correct order they should be performed. (Reorder the steps by dragging them into the desired sequence.) |
| Selected Ordering | Perform oral hygiene.Ask Gary to take deep breaths.Ask Gary to expectorate into container.Place label on cup.Offer mouthwash. |
| Rationale | When performing collection of a sputum specimen, the nurse performs oral hygiene to eliminate any mouth contaminants. The client is asked to take deep breaths, expectorate into the specimen container, and then offered mouthwash to remove any unpleasant taste. The specimen is labeled for transport to the laboratory. |

| Optimal Decision | |
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| Scenario | Nurse Susan orders dinner from the cafeteria for Gary. |
| Question | Nurse Susan prepares to order Gary's dinner from the cafeteria. Which of the following is the appropriate choice of food items for Gary? |
| Selected Option | Image B: Fried chicken breast, pork and beans, corn on the cob, chocolate whole milk, and candy bar. |
| Rationale | Clients with cystic fibrosis should eat meals that are well-balanced, high in calories, and high in protein. This selection is high in calories, high in protein, and well-balanced. |

| Optimal Decision | |
|-------------------------|--|
| Scenario | Nurse Susan plans teaching to Patricia about cystic fibrosis. |
| Question | Nurse Susan is planning to teach Patricia about cystic fibrosis. Which of the following should be included in the teaching? |
| Selected Option | Both parents need to have an abnormal gene in order for their child to have the disease. |
| Rationale | Cystic fibrosis is an autosomal recessive genetic disorder. Both parents need to have the gene in order for their child to have cystic fibrosis. |

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

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| 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)

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|-----------------------------------|--|
| 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

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| 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.