

Module Report

Tutorial: Real Life RN Maternal Newborn 3.0

Module: Teaching Prenatal and Newborn Care



Individual Name: Kelsy Marsh

Institution: Lakeview CON

Program Type: BSN

Standard Use Time and Score

	Date/Time	Time Use	Score
Teaching Prenatal and Newborn Care	7/8/2023 10:04:00 PM	25 min	Satisfactory

Reasoning Scenario Details

Teaching Prenatal and Newborn Care - Use on 7/8/2023 9:39:03 PM

Reasoning Scenario Performance Related to Outcomes:

*See Score Explanation and Interpretation below for additional details.

Body Function	Strong	Satisfactory	Needs Improvement
Cardiac Output and Tissue Perfusion	50%		50%
Excretion	100%		
Immunity	100%		
Ingestion, Digestion, Absorption & Elimination	100%		
Integument	100%		
Mobility	100%		
Oxygenation	100%		
Regulation and Metabolism	100%		
Reproduction	100%		

NCLEX RN	Strong	Satisfactory	Needs Improvement
RN Safety and Infection Control	100%		
RN Health Promotion and Maintenance	100%		

RN Basic Care and Comfort	100%		
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	100%		
Evidence Based Practice	75%		25%

Decision Log:

Optimal Decision	
Scenario	Nurse Toni is teaching about IV pain medications during labor.
Question	Nurse Toni is reviewing the handout about IV pain medications during labor with Claire. Which of the following statements should Nurse Toni make?
Selected Option	"You can receive meperidine up until 4 hours prior to birth."
Rationale	Opioid analgesics cross the placenta and can cause respiratory depression in the newborn. Opioid analgesics should not be given within 1 to 4 hr of birth.

Optimal Decision	
Scenario	Nurse Toni is teaching about the benefits of skin-to-skin contact.
Question	Nurse Toni is reviewing the benefits of skin-to-skin contact for a newborn with Claire and Kyle. Which of the following information should Nurse Toni include? (Select all that apply.)
Selected Ordering	Helps with thermoregulation.Assists in stabilization of the heart rate.Promotes early breastfeeding.Supports regulation of blood glucose.
Rationale	Skin-to-skin contact helps regulate newborn glucose levels by decreasing the newborn's use of glycogen stores to maintain normothermia.

Scenario	The nurses are reviewing Apgar scoring.
Question	Nurse Toni is reviewing Apgar scoring with charge nurse Sandra. Identify the score nurse Toni should assign to a newborn who has the following findings at 1 minute after birth: Heart Rate: 90/min Slow, weak cry Well-flexed extremities Grimacing Acrocyanosis Enter the score in the field below and then submit.

Selected Option	7
Rationale	The nurse should calculate the Apgar score at 1 and 5 minutes after birth. One point is given for a heart rate less than 100/min; one point is given for a slow, weak cry; two points are given for well-flexed extremities; one point is given for grimacing; and one point is given for acrocyanosis. The nurse should therefore give this newborn an Apgar score of 6.

Optimal Decision	
Scenario	Nurse Toni is teaching about newborn medications.
Question	Nurse Toni is reviewing routine newborn medications with Claire. Which of the following medications should Nurse Toni include?
Selected Option	Erythromycin ophthalmic ointment
Rationale	Erythromycin ophthalmic ointment is administered to a newborn within 2 hr of birth to prevent ophthalmia neonatorum, an infection caused by bacteria that can be transmitted via the maternal birth canal.

Optimal Decision	
Scenario	Nurse Toni is teaching hospital safety measures for newborn abduction prevention.
Question	Nurse Toni is teaching Claire and Kyle about safety measures for prevention of newborn abduction. Which of the following statements should Nurse Toni make?
Selected Option	"You should remove the baby's ID bands after you return home following discharge."
Rationale	The ID bands should remain on the newborn during hospitalization to ensure proper identification. The parents should remove the ID bands after hospital discharge.

Optimal Decision	
Scenario	Nurse Toni is teaching about newborn heel sticks.
Question	Nurse Toni is teaching Claire about collecting a blood specimen from a newborn via a heel stick. Which of the following locations should Nurse Toni ask Claire to identify as the location for the heel puncture? (You will find hot spots to select in the artwork below. Select only the hot spot that corresponds to your answer.)
Selected Option	371,379,395,378,396,404,369,404
Rationale	The outer aspect of the heel should be used for the puncture site on a newborn. Osteochondritis is a potentially serious adverse effect of a heel stick. The risk for osteochondritis is significantly reduced when the outer aspect of the heel is used.

Optimal Decision	
Scenario	Nurse Toni is teaching about manifestations of newborn hypoglycemia.
Question	Nurse Toni is reviewing manifestations of newborn hypoglycemia with Claire. Which of the following manifestations should Nurse Toni include?

Selected Option	Jitteriness
Rationale	Jitteriness is a manifestation of hypoglycemia in a newborn. Other manifestations include a weak cry, tachypnea, episodes of apnea, and seizures.

Optimal Decision	
Scenario	Nurse Toni is reviewing breastfeeding positions with the client.
Question	Nurse Toni is teaching Claire about different breastfeeding positions. Which of the following positions, if demonstrated by Claire, indicates an understanding of the football, or clutch, hold?
Selected Option	Clutch feeding position, or football hold
Rationale	Claire is holding the doll in a clutch hold breastfeeding position with the assistance of a breastfeeding pillow. This breastfeeding position is also known as a football hold.

Optimal Decision	
Scenario	Nurse Toni is teaching about feeding cues.
Question	Nurse Toni is teaching Claire and Kyle about newborn feeding-readiness cues that indicate hunger. Which of the following should Nurse Toni include in the teaching? (Select all that apply.)
Selected Ordering	RootingSucking on handsOpen mouth
Rationale	The nurse should identify that feeding-readiness cues include rooting, sucking on hands, and an open mouth. Other cues include hand-to-hand movements and mouthing.

Optimal Decision	
Scenario	Nurse Toni is teaching about colostrum.
Question	Nurse Toni is teaching Claire about colostrum. Which of the following statements should Nurse Toni include?
Selected Option	"Colostrum helps protect your baby from infection."
Rationale	Colostrum is rich in antibodies, which provide passive immunity for the newborn, decreasing the risk for infection.

Optimal Decision	
Scenario	Nurse Toni is teaching about the effects of postpartum self-care on breastfeeding.
Question	Nurse Toni is teaching Claire about postpartum self-care and its effects on breastfeeding. Which of the following information should Nurse Toni include?
Selected Option	"You should drink at least 32 to 48 ounces of fluid each day while breastfeeding."
Rationale	Breastfeeding clients should drink enough fluid each day to satisfy their thirst with a minimum intake of 32 to 48 fluid ounces to maintain adequate milk supply. Dehydration can decrease milk production.

Optimal Decision	
Scenario	Nurse Toni is teaching about the hepatitis B vaccine.
Question	Nurse Toni is teaching Claire and Kyle about the hepatitis B vaccine. Which of the following statements by Claire indicates an understanding of the teaching?
Selected Option	"I will need to sign an informed consent form for this vaccine."
Rationale	The hepatitis B vaccine requires the parent or guardian to sign an informed consent form prior to administration. Once the informed consent is signed, the hepatitis B vaccine is administered intramuscularly into the vastus lateralis in a newborn.

Optimal Decision	
Scenario	Nurse Toni is teaching about swaddling.
Question	Nurse Toni is teaching Claire and Kyle about swaddling. Which of the following statements by Kyle indicates an understanding of the teaching?
Selected Option	"We should be able to fit two to three fingers between the blanket and our baby's chest."
Rationale	There should be enough space for two to three adult fingers between the blanket and the baby's chest. This prevents overheating or compromising the newborn's ability to breathe. Additionally, the newborn's legs should be slightly flexed and abducted when swaddled, and the blanket should be loose enough to allow free movement of the knees.

Optimal Decision	
Scenario	Nurse Toni is teaching about the use of a bulb syringe.
Question	Nurse Toni is teaching Claire about the bulb syringe. Which of the following information should Nurse Toni include?
Selected Option	Compress the bulb before inserting it into the newborn's nostrils.
Rationale	The parent should compress the bulb syringe before inserting it into the newborn's mouth or nares. Compressing the bulb syringe after insertion will force secretions further into the airway, which increases the risk of aspiration.

Optimal Decision	
Scenario	Nurse Toni is teaching about newborn urination and bowel movements.
Question	Nurse Toni is teaching Claire about newborn elimination. Which of the following statements should Nurse Toni make?
Selected Option	"Your baby should pass his first meconium stool within 24 to 48 hours of birth."
Rationale	Term newborns of adequate birth weight should begin passing meconium within 24 to 48 hours after birth.

Optimal Decision	
Scenario	Nurse Toni is teaching about umbilical cord care.

Question	Nurse Toni is teaching Claire and Kyle about umbilical cord care. Which of the following information should Nurse Toni include?
Selected Option	Wash the area at the base of the cord with plain water if soiled.
Rationale	The parent should cleanse the skin at the base of the cord with plain water if soiled. The parent should then dry the site thoroughly.

Optimal Decision	
Scenario	Nurse Toni is evaluating client understanding of teaching about newborn bathing.
Question	Nurse Toni is teaching Claire and Kyle about bathing their newborn. Nurse Toni should identify that which of the following statements indicates that Claire and Kyle understand the teaching?
Selected Option	"We should start the bath by washing our baby's face first and finish by washing his genitals."
Rationale	The parent should begin the bath by washing the newborn's face with plain, warm water. The trunk and extremities are then washed with warm water and mild soap. The diaper area should be washed next. If the hair needs to be washed, this should be done at the end of the bath. The parent should dry and swaddle the newborn prior to washing the hair to decrease the risk of hypothermia.

Optimal Decision	
Scenario	Nurse Toni is teaching about crib and sleep safety.
Question	Nurse Toni is teaching Claire and Kyle about safe sleeping. Which of the following information should Nurse Toni include in the teaching?
Selected Option	The newborn should be placed on a firm mattress for sleep.
Rationale	To ensure the newborn's safety and decrease the risk for SIDS, the newborn should sleep on a firm mattress.

Optimal Decision	
Scenario	Nurse Toni is teaching about circumcision care.
Question	Nurse Toni is teaching Claire and Kyle about circumcision care. Which of the following instructions should Nurse Toni include?
Selected Option	Apply gentle pressure to the area with gauze if bleeding occurs.
Rationale	Gentle pressure should be applied to the circumcision site using a gauze pad if bleeding occurs. If bleeding does not stop, the provider should be notified.

Optimal Decision	
Scenario	Nurse Toni is teaching about car seat safety.
Question	Nurse Toni is teaching Kyle and Claire about car seat safety. Which of the following information should Nurse Toni include in the teaching?
Selected Option	Place the retainer clip at the level of the newborn's armpits.

Rationale	The retainer clip should be placed at the level of the newborn's armpits, avoiding the abdominal or neck area. This placement reduces the risk for injury in the event of a car crash.
------------------	--

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.

EX_RealLife_Ind