

Clinic Observation Expectations

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Observation

Gestational Diabetes Education stands out to the student nurse as empowering and providing the most significant independence to a pregnant mother and her caregiver, her husband. One of the nurse's core roles is coordination of care, with patient and family education being one of the most essential elements to ensure continuity of care across the continuum for all care settings (Marshalls et al., 2020). The nurse provided relevant information about gestational diabetes, particularly in diet, insulin self-administration, and expectations during pregnancy.

Situation

Caring for the non-English speaking clients was a critical situation the student nurse experienced. Because of global migration and linguistic diversity, delivering healthcare poses a prevalent problem with language barriers. Language barriers affect healthcare access, patient satisfaction, and safety and require integrating interpreter services into care delivery and therapeutic relationships to minimize disparities (Gerchow et al., 2021). The client is a Spanish-speaking client at 31 weeks of gestation who was accompanied by her husband. The nurse at the clinic used the telephone interpreter service intervention to minimize the language barrier in delivering care. The student nurse observed that although the client attended the appointment, she had no idea what a Non-Stress Test is about. The previous client visit should have explained the procedure, as the client presented to the clinic wearing a long dress inappropriate for the procedure. Although the client was very anxious, the interpreter service helped the nurse explain the Non-Stress Test procedure. The nurse also provided privacy by offering the client blankets to drape the lower part of the body when she needed to expose her belly. The nurse also advocated for the client by letting the student nurse stay outside the procedure room throughout the procedure. The nurse asked the client if the student nurse could stay inside the procedure room, and she was timid in saying she did not want the male student nurse inside. At that point, the student nurse took the hint and volunteered to stay out of the procedure room the whole time. Although the client may not

intently mean to be disrespectful, she opted not to say she is uncomfortable about a male nursing student being inside the room. In this client situation, the nurse implemented three necessary interventions: using the interpreter service, providing needed privacy for cultural reasons, and advocating for the client, who is timid about the male student nurse staying inside the procedure room while exposing her belly.

Evidence

Using telephone interpreter service, popularly called TIS, is an increasingly used modality for professional interpretation that could elucidate ways of improving care for Spanish-speaking limited English proficiency (LEP) clients (Tanner, 2019). A research study done by Tanner (2019) suggests that TIS are generally well accepted by Spanish-speaking LEP clients.

The nurse's prohibiting the male student nurse inside the procedure room indicates she is a good nursing advocate for the client. Although culture may play a part in the action, the nurse decided based on the client's hints. Nurses must continue to provide quality care, compassion, and advocacy for patient safety and outcomes (Morris, 2023).

References:

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