

# Module Report

Tutorial: Real Life RN Maternal Newborn 4.0

Module: Gestational Diabetes



Individual Name: tirae littles

Institution: Lakeview CON

Program Type: BSN

## Standard Use Time and Score

	Date/Time	Time Use	Score
Gestational Diabetes	10/13/2024 11:16:45 AM	6 min	Needs Improvement ⓘ

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

## Reasoning Scenario Details Gestational Diabetes - Use on 10/13/2024 11:15:37 AM

### Reasoning Scenario Performance Related to Outcomes:

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

Body Function	Strong	Satisfactory	Needs Improvement
Ingestion, Digestion, Absorption & Elimination		100%	
Regulation and Metabolism		50%	50%
Reproduction		100%	

NCLEX RN	Strong	Satisfactory	Needs Improvement
RN Health Promotion and Maintenance		100%	
RN Reduction of Risk Potential			100%

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

## Decision Log:

<b>Scenario</b>	Nurse Ellen is calculating Ms. Anderson's estimated date of delivery.
<b>Question</b>	Nurse Ellen is calculating Ms. Anderson's estimated date of delivery. Which of the following is an appropriate response by Ellen?
<b>Selected Option</b>	"Your estimated date of delivery is May 20th."
<b>Rationale</b>	Using Naegele's rule, the nurse should calculate the estimated date of delivery by determining the first day of the client's last menstrual cycle, adding 7 days, and then counting forward 9 months.

<b>Scenario</b>	Nurse Ellen is converting Ms. Anderson's weight to pounds.
<b>Question</b>	Nurse Ellen is converting Ms. Anderson's weight to pounds. If Ms. Anderson weighs 113 kg, how many pounds does she weigh? (Round to the nearest tenth.)
<b>Selected Option</b>	249
<b>Rationale</b>	<p><b>Follow these steps for the Ratio and Proportion method of calculation:</b>            Step 1: What is the unit of measurement the nurse should calculate? lb            Step 2: Set up an equation and solve for X.  <math>1 \text{ kg} \text{ Client's weight in kg} = 2.2 \text{ lb} \times \text{lb} \quad 1 \text{ kg} 113 \text{ kg} = 2.2 \text{ lb} \times \text{lb}</math>  <math>X \text{ lb} = 248.6 \text{ lb}</math>            Step 3: Round if necessary.            Step 4: Determine whether the weight conversion makes sense. If the client weighs 113 kg, it makes sense that the client weighs 248.6 lb.</p> <p><b>Follow these steps for the Desired Over Have method of calculation:</b>            Step 1: What is the unit of measurement the nurse should calculate? lb            Step 2: Set up an equation and solve for X.  <math>\text{Client's weight in kg} \times 2.2 \text{ lb} \times \text{lb} = 1 \text{ kg} 113 \text{ kg} \times 2.2 \text{ lb} \times \text{lb} = 1 \text{ kg}</math>  <math>X \text{ lb} = 248.6 \text{ lb}</math>            Step 3: Round if necessary.            Step 4: Determine whether the weight conversion makes sense. If the client weighs 113 kg, it makes sense that the client weighs 248.6 lb.</p> <p><b>Follow these steps for the Dimensional Analysis method of calculation:</b>            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.)  <math>X \text{ lb} =</math>            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.)  <math>2.2 \text{ lb} \times \text{lb} = \frac{1 \text{ kg}}{2.2 \text{ kg}}</math>            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.  <math>2.2 \text{ lb} 113 \text{ kg} \times \text{lb} = \frac{1 \text{ kg}}{2.2 \text{ kg}} \times \frac{1 \text{ kg}}{2.2 \text{ kg}}</math>            Step 4: Solve for X.  <math>X \text{ kg} = 248.6 \text{ lb}</math>            Step 5: Round if necessary.            Step 6: Determine whether the weight conversion makes sense. If the client weighs 113 kg, it makes sense that the client weighs 248.6 lb.</p>

<b>Scenario</b>	Nurse Ellen is explaining risk factors of gestational diabetes to Ms. Anderson.
<b>Question</b>	Nurse Ellen is explaining the risk factors for developing gestational diabetes to Ms. Anderson. Which of the following should Ellen include? (Select all that apply.)
<b>Selected Ordering</b>	Obesity History of smoking Family history of diabetes mellitus
<b>Rationale</b>	Risk factors for the development of gestational diabetes include obesity, familial history, and maternal age over 25.

<b>Scenario</b>	Nurse Ellen is discussing the 1-hr oral glucose tolerance test with Ms. Anderson.
<b>Question</b>	Nurse Ellen is preparing to administer a 1-hr oral glucose tolerance test for Ms. Anderson. Which of the following actions should Ellen take?
<b>Selected Option</b>	Offer Ms. Anderson an additional 150 g of carbohydrates prior to ingesting the oral glucose solution.
<b>Rationale</b>	When performing a 1-hr oral glucose tolerance test, the client should drink only the oral glucose solution prior to testing.

## 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<sup>®</sup> 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.

<b>Physiological Adaptation</b>	Providing and directing nursing care for clients experiencing physical illness.
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### Quality and Safety Education for Nurses (QSEN)

<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.