

Focused Exam: Type 1 Diabetes

Patient: Chelsea Warren



Digital Clinical Experience Score

100%

Subjective Data Collection: 25 of 25 (100.0% Category)

Patient Status

Finding:

Assessed patient status

Finding:

Reports feeling "way better"

(Found)

Pro Tip: Assessing a pediatric patient's status involves asking about their current comfort, needs, and chief complaint. It's important to check in with a patient's status, because it may reveal insight into their current condition.

Example Question:

How do you feel?

Finding:

Reports eagerness to go home

(Found)

Pro Tip: Assessing a pediatric patient's status involves asking about their current comfort, needs, and chief complaint. It's important to check in with a patient's status, because it may reveal insight into their current condition.

Example Question:

How do you feel?

Finding:

Asked about patient's comfort

Finding:

Reports feeling comfortable

(Found)

Pro Tip: Assessing a pediatric patient's status involves asking about their current comfort, needs, and chief complaint. It's important to check in with a patient's status, because it may reveal insight into their current condition.

Example Question:

Are you having pain right now?

Finding:

Asked about patient's needs

Finding:

Denies needing anything

(Found)

Pro Tip: Assessing a pediatric patient's status involves asking about their current comfort, needs, and chief complaint. It's important to check in with a patient's status, because it may reveal insight into their current condition.

Example Question:

Do you need anything?

History of Present Illness Patient

Finding:

Asked patient about symptoms of DKA

Finding:

Denies remembering incident very well

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Why were you admitted?

Finding:

Reports feeling nauseated at a horseback riding lesson

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Why were you admitted?

Finding:

Reports vomiting

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Why were you admitted?

Finding:

Asked about patient's other symptoms prior to DKA

Finding:

Reports frequent urination prior to DKA

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Have you been urinating more often than usual?

Finding:

Reports excessive thirst prior to DKA

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Have you been feeling more thirsty lately?

Finding:

Reports fatigue prior to DKA

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Are you always fatigued?

Finding:

Reports lack of appetite prior to DKA

(Available)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

How is your appetite?

Finding:

Asked about onset of prior symptoms

Finding:

Reports other symptoms began around 10 days prior

(Found)

Pro Tip: Asking a pediatric patient about the duration and onset of their current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

When did you start feeling sick?

Assess Patient Knowledge

Finding:

Assessed patient's knowledge of type 1 diabetes

Finding:

Reports knowledge of type 1 diabetes

(Found)

Pro Tip: Assessing a pediatric patient's knowledge of their preexisting conditions helps you determine how to educate both guardian and patient.

Example Question:

What type of diabetes do you have?

Assess Patient Diet

Finding:

Asked about diet at mother's house

Finding:

Reports mother is a "health nut"

(Available)

Pro Tip: Assessing a pediatric patient's diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their chief complaint. Details of their current diet will help you to educate the patient on a diet that will help in the treatment and management of their condition.

Example Question:

What is your diet like?

Finding:

Reports typical breakfast at mother's home is yogurt and fruit

(Available)

Pro Tip: Assessing a pediatric patient's diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their chief complaint. Details of their current diet will help you to educate the patient on a diet that will help in the treatment and management of their condition.

Example Question:

What's your usual breakfast?

Finding:

Reports typical lunch is a salad with chicken

(Available)

Pro Tip: Assessing a pediatric patient's diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their chief complaint. Details of their current diet will help you to educate the patient on a diet that will help in the treatment and management of their condition.

Example Question:

What do you usually eat for lunch?

Finding:

Reports typical dinner is grilled meat and vegetables

(Available)

Pro Tip: Assessing a pediatric patient's diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their chief complaint. Details of their current diet will help you to educate the patient on a diet that will help in the treatment and management of their condition.

Example Question:

What's a typical dinner?

Social History Patient

Finding:

Asked about social activities

Finding:

Reports riding horses 2-3 times a week after school

(Found)

Pro Tip: A pediatric patient's social history encompasses their family and support system, living situation, and daily behaviors such as diet and exercise. Even though you are working with pediatric patients, it is important to ask about sexual activity and substance use. These factors can influence their current health and wellness. Asking about a pediatric patient's social history can also unveil the influence of their present illnesses in their social lives.

Example Question:

How often do you ride horses?

Finding:

Asked about substance use

Finding:

Denies tobacco use

(Available)

Pro Tip: A pediatric patient's social history encompasses their family and support system, living situation, and daily behaviors such as diet and exercise. Even though you are working with pediatric patients, it is important to ask about sexual activity and substance use. These factors can influence their current health and wellness. Asking about a pediatric patient's social history can also unveil the influence of their present illnesses in their social lives.

Example Question:

Have you ever experimented with smoking?

Finding:

Denies vaping

(Available)

Pro Tip: A pediatric patient's social history encompasses their family and support system, living situation, and daily behaviors such as diet and exercise. Even though you are working with pediatric patients, it is important to ask about sexual activity and substance use. These factors can influence their current health and wellness. Asking about a pediatric patient's social history can also unveil the influence of their present illnesses in their social lives.

Example Question:

Have you ever vaped or used an ecigarette?

Finding:

Denies alcohol use

(Available)

Pro Tip: A pediatric patient's social history encompasses their family and support system, living situation, and daily behaviors such as diet and exercise. Even though you are working with pediatric patients, it is important to ask about sexual activity and substance use. These factors can influence their current health and wellness. Asking about a pediatric patient's social history can also unveil the influence of their present illnesses in their social lives.

Example Question:

Do you drink alcohol?

Review of Relevant Systems Patient

Finding:

Asked about general symptoms

Finding:

Denies current excessive thirst

(Found)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

Have you been feeling more thirsty lately?

Finding:

Asked about gastrointestinal symptoms

Finding:

Denies current nausea

(Found)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

Did your nausea improve?

Finding:

Denies current vomiting

(Found)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

Are you going to be sick?

Finding:

Reports normal bowel movements

(Available)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

Are you feeling constipated?

Finding:

Asked about urinary symptoms

Finding:

Denies current frequent urination

(Found)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

How long have you been urinating more frequently?

Finding:

Denies high volume of urine

(Found)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

Do you urinate a lot?

Finding:

Asked about neurological system

Finding:

Denies neurological symptoms

(Found)

Pro Tip: Understanding a pediatric patient's health involves a comprehensive overview of their physiological systems. This is necessary to understand what symptoms may indicate larger issues, and what treatments the patient may require.

Example Question:

Do you feel tingling anywhere?

Confirmed Guardian's Relationship

Finding:

Confirmed guardian's relationship to patient

Finding:

Reports he is patient's father

(Found)

Pro Tip: Determining the guardian's relationship to a pediatric patient confirms the appropriate family members are present. Knowing who is with the pediatric patient will help you to develop the best approach to gathering information on the patient's condition.

Example Question:

what is your relationship to the patient

History of Present Illness Guardian

Finding:

Asked about patient's diagnosis

Finding:

Reports patient is diagnosed with type 1 diabetes

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

What is your daughter's diagnosis

Finding:

Followed up on history of present illness leading to diagnosis

Finding:

Reports patient was admitted to hospital two days prior

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

When was your daughter hospitalized

Finding:

Reports patient had diabetic ketoacidosis when admitted

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Did your daughter have complications with her diabetes?

Finding:

Asked guardian about symptoms of DKA

Finding:

Reports thinking she had a "stomach bug" at first

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

How was your daughter feeling?

Finding:

Reports taking daughter to ED when he realized she was "out of it"

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

How was your daughter feeling?

Finding:

Asked about patient's symptoms prior to DKA

Finding:

Reports weight loss

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

Has your daughter's weight changed lately?

Finding:

Followed up on weight loss

Finding:

Reports patient lost 5 pounds

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

How much weight has your daughter lost?

Finding:

Reports weight loss happened in the two weeks since he last saw the patient

(Found)

Pro Tip: Asking a pediatric patient's guardian about the duration and onset of the patient's current health issues solicits information relevant to the history of their present illness. Details of their current complaint will help you follow-up on any present conditions or symptoms, such as the location of their pain or the amount of pain they may be experiencing.

Example Question:

How much weight has your daughter lost?

Assess Guardian Knowledge

Finding:

Assessed knowledge of type 1 diabetes

Finding:

Reports knowledge of type 1 diabetes
(Found)

Pro Tip: Assessing a pediatric guardian's knowledge of the patient's preexisting condition helps you determine how to educate both guardian and patient.

Example Question:

Do you know anything about type 1 diabetes?

Assess Patient Diet Guardian

Finding:

Asked about guardian's knowledge of patient's diet

Finding:

Reports patient's favorite breakfast is pancakes and fruit
(Available)

Pro Tip: Asking a pediatric patient's guardian about their diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their current chief complaint. Details of their current diet will help you to educated the guardian on a diet that will help in the treatment and management of their condition.

Example Question:

What does your daughter usually eat for breakfast?

Finding:

Reports typical lunch is a sandwich and chips
(Available)

Pro Tip: Asking a pediatric patient's guardian about their diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their current chief complaint. Details of their current diet will help you to educated the guardian on a diet that will help in the treatment and management of their condition.

Example Question:

What does your daughter usually eat for lunch?

Finding:

Reports going out to dinner often
(Available)

Pro Tip: Asking a pediatric patient's guardian about their diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their current chief complaint. Details of their current diet will help you to educated the guardian on a diet that will help in the treatment and management of their condition.

Example Question:

What does your daughter usually eat for dinner?

Finding:

Denies knowledge of high carb intake
(Available)

Pro Tip: Asking a pediatric patient's guardian about their diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their current chief complaint. Details of their current diet will help you to educate the guardian on a diet that will help in the treatment and management of their condition.

Example Question:

How many carbohydrates does your daughter eat a day

Finding:

Reports belief in a low sugar intake
(Found)

Pro Tip: Asking a pediatric patient's guardian about their diet solicits information relevant to their current diagnosis that informs you of potential aggravating and relieving factors of their current chief complaint. Details of their current diet will help you to educate the guardian on a diet that will help in the treatment and management of their condition.

Example Question:

How many carbohydrates does your daughter eat a day

Social History Guardian

Finding:

Asked guardian about social history

Finding:

Reports being divorced from patient's mom

(Found)

Pro Tip: A patient's and their guardian's social history encompasses their family and support system, living situation, and daily behaviors such as diet, exercise, and substance use. These factors can influence their current health and wellness. Asking a guardian about a pediatric patient's social history can also unveil the influence of their present illnesses on their social lives.

Example Question:

Are you married?

Finding:

Reports patient splits time evenly between homes

(Found)

Pro Tip: A patient's and their guardian's social history encompasses their family and support system, living situation, and daily behaviors such as diet, exercise, and substance use. These factors can influence their current health and wellness. Asking a guardian

about a pediatric patient's social history can also unveil the influence of their present illnesses on their social lives.

Example Question:

Are you married?

Finding:

Reports patient alternates between homes every 2 weeks
(Found)

Pro Tip: A patient's and their guardian's social history encompasses their family and support system, living situation, and daily behaviors such as diet, exercise, and substance use. These factors can influence their current health and wellness. Asking a guardian about a pediatric patient's social history can also unveil the influence of their present illnesses on their social lives.

Example Question:

Have you been divorced?

Finding:

Reports a stable home life
(Found)

Pro Tip: A patient's and their guardian's social history encompasses their family and support system, living situation, and daily behaviors such as diet, exercise, and substance use. These factors can influence their current health and wellness. Asking a guardian about a pediatric patient's social history can also unveil the influence of their present illnesses on their social lives.

Example Question:

How is your daughter's relationship with her mother?

Past Medical History Guardian

Finding:

Asked about past hospitalizations

Finding:

Denies past hospitalizations

(Found)

Pro Tip: Asking a guardian about the pediatric patient's relevant medical history can reveal past diagnoses and previous conditions or concerns. Information about the patient's existing health conditions, a timeline of diagnosis, symptoms, and allergies can indicate where you should follow-up for further care and treatment.

Example Question:

Has your daughter been hospitalized before?

Finding:

Denies past surgeries

(Found)

Pro Tip: Asking a guardian about the pediatric patient's relevant medical history can reveal past diagnoses and previous conditions or concerns. Information about the patient's existing health conditions, a timeline of diagnosis, symptoms, and allergies can indicate where you should follow-up for further care and treatment.

Example Question:

Has your daughter been hospitalized before?

Family Medical History Guardian

Finding:

Asked about relevant family medical history

Finding:

Reports patient's paternal grandmother has type 2 diabetes

Objective Data Collection: 2 of 2 (100%)

- Correct
- **Partially correct**
- Incorrect
- Missed

Assessed Vitals

1 of 1 point

Temperature (1/5 point)

- **Normothermic**
- Hyperthermic
- Hypothermic

Blood Pressure (1/5 point)

- **Normotensive**
- Hypertensive
- Hypotensive

Heart Rate (1/5 point)

- **No abnormal findings**
- Tachycardia
- Bradycardia

Respiratory Rate (1/5 point)

- **No abnormal findings**
- Tachypnea
- Bradypnea

Oxygen Saturation (1/5 point)

- **No abnormal findings**
- Hypoxemia

Assessed Growth

1 of 1 point

Bmi For Age (1/2 point)

- Underweight
 - **Normal Weight**
 - Overweight
 - Obese
- **Question 1: You Scored a 1 out of 1**
- Educate Chelsea in the most therapeutic manner on what supplies she will need to administer insulin.
- **Student Response**
- 1st Try - Correct
- Chelsea, before you administer insulin, you will need a new, packaged syringe, a vial of insulin, alcohol wipes, and access to a special container for storing your used syringe. Do you have any questions?
- *Feedback: Okay, got it.*
- **Question 2: You Scored a 1 out of 1**
- Educate in the most therapeutic manner on how to prepare a syringe for injection.
- **Student Response**
- 1st Try - Correct
- Chelsea, take the syringe out of its packaging, and pull the cap off of the needle on the syringe. Pull the plunger of syringe back until it is level with the correct dose. The numbers are printed on the side of the syringe.
- *Feedback: Take the syringe out of the package, get the cap off the needle, pull the plunger back to my correct dose. Roger, dodger.*

- **Question 3: You Scored a 1 out of 1**
- Educate Chelsea on the first steps in filling the syringe with insulin.
- **Student Response**
- 1st Try - Correct
- Put the bottle of insulin on a flat surface, and hold it steady with one hand. With your other hand, push the needle straight into the insulin bottle and slowly push the plunger down. This will inject the air in the syringe into the bottle. Don't pull the syringe out yet. Any questions?
- *Feedback: No questions. So far, so good.*
- **Question 4: You Scored a 1 out of 1**
- Educate Chelsea on completing the process of filling the syringe with insulin.
- **Student Response**
- 1st Try - Correct
- With the needle still in the insulin vial, turn both upside down, so that the bottom of the vial is pointing at the ceiling. Slowly draw the plunger down so that insulin fills the syringe. Keep the tip of the needle in the insulin, and make sure you don't bend the needle. Do you have any questions?
- *Feedback: I still get it.*
- **Question 5: You Scored a 1 out of 1**
- Educate Chelsea on how to evacuate air bubbles from the syringe.
- **Student Response**
- 1st Try - Correct
- The needle is still in the bottle at this point. Tap the side of the syringe with your finger to make any bubbles rise to the top. Then, you can push the plunger just enough to force the air out through the needle.
- *Feedback: Makes sense to me.*
- **Question 6: You Scored a 1 out of 1**
- Educate Chelsea on prepping the insulin injection site.
- **Student Response**
- 1st Try - Correct
- After removing the needle from the vial, use an alcohol pad to clean the injection site. Let the site dry, otherwise it might sting a little. Pinch approximately 1 inch of skin, not too hard. Insert the needle into the pinched skin at the proper angle and slowly push the

plunger in until it is empty. Leave the needle in your skin for five seconds. Any questions?

- *Feedback: Huh, okay.*
- **Question 7: You Scored a 1 out of 1**
- Educate Chelsea on how to complete the injection process.
- **Student Response**
- 1st Try - Correct
- Once you take the needle out, keep an eye on the area you injected. If you see any bleeding, use a tissue to clean it up. If you see any insulin leak out, check back with your provider to go over the injection process again.
- *Feedback: Watch out for leaks, and clean up the blood. I got it.*

Documentation / Electronic Health Record

Model Documentation

Chelsea's current condition is stable. She is feeling better than she has been lately. No current nausea or vomiting. Chelsea is alert and curious, and expressed an eagerness to go home. She said that she has not administered her own insulin yet, or done her own glucose monitoring.

Chelsea had diabetic ketoacidosis two days prior. She was at a horseback riding lesson and started feeling nauseated; when her dad picked her up she threw up in his car. That evening, Ned said that his daughter seemed really out of it and was not acting like herself. He brought her to the ED, and she was diagnosed with DKA and type 1 diabetes. Chelsea's blood glucose is more stable now. Prior to the DKA, Chelsea said she felt sick for about 10 days. Her dad, Ned, said that she lost five pounds in the two weeks since he's seen her. She experienced increased thirst and increased urination / a higher volume of urine during the 10 days leading up to her DKA. Chelsea said her mother thought she was "going through a growth spurt" or coming down with a cold.

Chelsea expressed some confusion about the pathophysiology of type 1 diabetes. She said she had not done her own insulin administration or glucose monitoring. Her father also expressed some misunderstandings over carbohydrates.

Chelsea's diet is currently high in carbohydrates. Her father, Ned, expressed some confusion about what foods are higher in carbohydrates, as well as carb counting and hidden carbohydrates. Since Chelsea splits her time between two houses, both parents will need to be educated about a diet that is appropriate for a diabetic child. Chelsea says her mom is more of a "health nut," but her dad may need more guidance.

Model Documentation

Chelsea is very socially active and engaged. She horseback rides several times a week, attends Sunday school, and has a healthy group of friends. She denies alcohol or tobacco use. She divides her time 50/50 between her father and mother's homes, but she seems to be well-adjusted to the arrangement.

GENERAL: Afebrile, denies polydipsia GASTROINTESTINAL: Denies nausea, recent vomiting URINARY: Denies polyuria, denies high volume of urine NEUROLOGICAL: Denies dizziness, denies confusion

Chelsea's paternal grandmother has type 2 diabetes.

Care Plan : 11.5 of 11.5 (100.0%)

Nursing Diagnosis

3.5 out of 3.5

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Status

| Student Response | Model Answer | Explanation | Points Earned |
|------------------|--------------|--|----------------|
| exhibits | exhibits | The correct status for the nursing diagnosis is "exhibits," because Chelsea's current behavior shows readiness to learn more about managing her health. This is not a risk but is present. | 0.5 out of 0.5 |

Diagnosis

| Student Response | Model Answer | Explanation | Points Earned |
|--|--|---|----------------|
| readiness for enhanced health management | readiness for enhanced health management | Chelsea's behavior indicates she is ready to learn more about managing her newly diagnosed chronic illness. | 0.5 out of 0.5 |

Etiologies

| Student Response | Model Answer | Explanation | Points Earned |
|---------------------------|---------------------------|---|----------------|
| new onset chronic disease | new onset chronic disease | Chelsea is ready for enhanced health management as it relates to her newly onset chronic disease. | 0.5 out of 0.5 |

Signs & Symptoms

| Student Response | Model Answer | Explanation | Points Earned |
|---|---|---|----------------|
| expresses interest in learning | expresses interest in learning | Chelsea expresses a desire to better manage her chronic illness by expressing a desire to enhance management of her illness, expressing a desire to enhance management of prescribed regimens, expressing a desire to enhance management of risk factors, and expressing an interest in learning. | 0.5 out of 0.5 |
| expresses desire to enhance management of | expresses desire to enhance management of | Chelsea expresses a desire to better manage her chronic illness by expressing a desire to enhance | 0.5 out of 0.5 |

| | | | |
|---|---|---|----------------|
| illness | illness | management of her illness, expressing a desire to enhance management of prescribed regimens, expressing a desire to enhance management of risk factors, and expressing an interest in learning. | |
| expresses desire to enhance management of risk factors | expresses desire to enhance management of risk factors | Chelsea expresses a desire to better manage her chronic illness by expressing a desire to enhance management of her illness, expressing a desire to enhance management of prescribed regimens, expressing a desire to enhance management of risk factors, and expressing an interest in learning. | 0.5 out of 0.5 |
| expresses desire to enhance management of prescribed regimens | expresses desire to enhance management of prescribed regimens | Chelsea expresses a desire to better manage her chronic illness by expressing a desire to enhance management of her illness, expressing a desire to enhance management of prescribed regimens, expressing a desire to enhance management of risk factors, and expressing an interest in learning. | 0.5 out of 0.5 |

Self Assessment

Your answer is not automatically evaluated by the simulation, but may be reviewed by your instructor.

| Prompt | Model Answer | Explanation |
|---|--|--|
| Why would a nursing diagnosis of impaired comfort be incorrect, compared to | While it can be uncomfortable for a newly diagnosed type 1 diabetic to learn how to use a glucometer or inject insulin, the most effective | Your nursing diagnosis should always take into account what condition is most serious, receiving the greatest benefit from your help. This diagnosis may not be the most obvious physical symptom to you or your patient, so always consider what is |

| | | |
|---|--|---|
| readiness for enhanced health management? | nursing care you can provide for Chelsea is a comprehensive approach to her health management. This is supported by her desire to learn more about managing her chronic illness. | jeopardizing a patient's health the most. |
|---|--|---|

Planning

5.5 out of 5.5

Short-Term Goal

| Student Response | Model Answer | Explanation | Points Earned |
|--|--|---|----------------------|
| To have the patient and her guardian verbalize and agree to their instructions on how to manage type 1 diabetes until care is established with an endocrinologist, by end of the hospital stay | To have the patient and her guardian verbalize and agree to their instructions on how to manage type 1 diabetes until care is established with an endocrinologist, by end of the hospital stay | Enhancing Chelsea and her family's knowledge of managing her type 1 diabetes will have the highest impact on the patient's chronic illness. | 0.5 out of 0.5 |

Interventions

| Student Response | Model Answer | Explanation | Points Earned |
|--|--|---|----------------------|
| Instruct family and patient on carbohydrate counting and a diabetic diet | Instruct family and patient on carbohydrate counting and a diabetic diet | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can | 0.5 out of 0.5 |

| | | | |
|---|---|--|----------------|
| | | lead to better care for the patient's chronic illness. | |
| Instruct family and patient on how to create an "action plan" at school | Instruct family and patient on how to create an "action plan" at school | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |
| Instruct family and patient on the causes of type 1 diabetes | Instruct family and patient on the causes of type 1 diabetes | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |
| Instruct family and patient on the differences between type 1 and type 2 diabetes | Instruct family and patient on the differences between type 1 and type 2 diabetes | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |
| Instruct family and patient on the signs and symptoms of hyperglycemia | Instruct family and patient on the signs and symptoms of hyperglycemia | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |
| Instruct family and patient on the signs and symptoms of hypoglycemia | Instruct family and patient on the signs and symptoms of hypoglycemia | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |
| Instruct family and | Instruct family and | Many of these instructions work | 0.5 out |

| | | | |
|--|--|--|----------------|
| patient on what to do during sick days | patient on what to do during sick days | toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | of 0.5 |
| Instruct patient on how and when to administer insulin | Instruct patient on how and when to administer insulin | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |
| Instruct patient on how frequently to use the glucometer | Instruct patient on how frequently to use the glucometer | Many of these instructions work toward enhancing the patient's and family's knowledge of health management, which can lead to better care for the patient's chronic illness. | 0.5 out of 0.5 |

Intervention Rationale

Your answer is not automatically evaluated by the simulation, but may be reviewed by your instructor.

| Prompt | Model Answer | Explanation |
|--|---|---|
| In 1 or 2 sentences, explain how your selected interventions work to accomplish your goal. | These interventions will teach Chelsea and her guardian how to manage her type 1 diabetes in a variety of ways, so that Chelsea can enhance her knowledge of her own health management. | Managing type 1 diabetes requires a multi-faceted approach, so it's important that your patient and family teaching covers a thorough and specific array of health management habits. |

Data Collections

| Student Response | Model Answer | Explanation | Points Earned |
|---|---|---|----------------|
| Ask patient and family members to state back and agree to a plan for type 1 diabetes management | Ask patient and family members to state back and agree to a plan for type 1 diabetes management | It is important that your patient and her family agree to their instructions, as changing lifestyle habits can be intimidating but necessary for the patient's health. Having Chelsea and her father verbalize back their instructions also assures they remember and understand the details. | 0.5 out of 0.5 |

Discussion Of Care

Your answer is not automatically evaluated by the simulation, but may be reviewed by your instructor.

| Prompt | Model Answer | Explanation |
|--|--|--|
| Explain the rationale behind your nursing diagnosis. | Ned, Chelsea's diagnosis is readiness for enhanced health management related to her new onset chronic illness. This diagnosis is evidenced by her desire to learn more about managing her illness, managing her prescribed regimens, managing risk factors, and an interest in learning. When Chelsea gets established with her endocrinologist, you | A guardian should understand the patient's nursing diagnosis and the rationale behind it in order to increase their sense of involvement and to identify areas for future improvement. |

| | | |
|--|--|--|
| | <p>and your family can continue to learn about managing Chelsea's type 1 diabetes. Our goal today is to get you and your daughter prepared for managing her diabetes over the next few days.</p> | |
| Explain to Ned your goal and the interventions and data collections through which you will achieve it. | <p>Ned, I'm going to have a conversation with you and Chelsea about ways that everyone in Chelsea's family can help her manage her diabetes. We'll work together in this discussion, and then you will both agree to your goals. Then I'm going to have you and Chelsea repeat back what you've learned, so we can make sure you understand.</p> | You should communicate the Care Plan to the patient's guardian, allowing them to exercise involvement and agency in their own healthcare. |
| Explicitly ask for Ned's consent to the Care Plan. | Does this plan I just talked about sound good to you? | A guardian must consent to all interventions in their Care Plan. Disagreements are opportunities to provide further patient education and to consider alternative options. |
| Inform Ned you will now begin educating them. | It's time to begin your education interventions, so let your patient's guardian know. | Ned, if you don't have any other questions, I'm going to speak with Chelsea now. |
| Explain the rationale behind your | Chelsea, I think you're ready to learn more about type 1 diabetes, | A patient should understand their nursing diagnosis and the rationale behind it to increase their sense of involvement and to identify areas for future |

| | | |
|--|--|---|
| <p>nursing diagnosis.</p> | <p>and I'd like to give you some valuable skills and knowledge before you leave the hospital, so that you can learn how to manage your diabetes over the next few days. When you get established with your endocrinologist they can help you more, but I'm going to go over some basic information so that you can leave here feeling comfortable about managing your diabetes. I know that a new diagnosis can be overwhelming, but you've expressed an interest in learning more, and I think you can handle it.</p> | <p>improvement.</p> |
| <p>Explain your goal for Chelsea and the interventions and data collections through which you will achieve it.</p> | <p>Ok, Chelsea, here's the plan! I am going to have a conversation with you and your father about the things you can do to manage your diabetes. All of us will work together in this discussion, and then you have to agree to your goals. Then I'm going to have you and your father repeat what you've learned, so we can make sure you've got it down.</p> | <p>You should communicate the Care Plan to the patient, allowing them to exercise involvement and agency in their own healthcare.</p> |

| | | |
|---|--|---|
| Explicitly ask for Chelsea's consent to the Care Plan. | Does this plan I just talked about sound good to you? | A patient must consent to all interventions in their Care Plan. Disagreements are opportunities to provide further patient education and to consider alternative options. |
| Inform Chelsea you will now begin educating her and her guardian. | Chelsea, if you don't have any other questions, we can start our discussion now! | It's time to begin your education interventions, so let your patient know! |

Intervention & Evaluation

2.5 out of 2.5

| Student Response | Model Answer | Explanation | Points Earned |
|-------------------------|---------------------|--|----------------------|
| Partially | Partially | While Chelsea and Ned correctly state back most of the instructions related to diabetes management, Chelsea still expresses apprehension about managing her insulin administration by herself. Ned agrees to help her administer the insulin. Chelsea is old enough to learn how to administer her own insulin and should take an active role in managing her diabetes. Your goal has been partially achieved. | 2.5 out of 2.5 |

Intervention & Evaluation Rationale

Your answer is not automatically evaluated by the simulation, but may be reviewed by your instructor.

| Prompt | Model Answer | Explanation |
|--|--|--|
| <p>Did you achieve your goal for your patient and her guardian by the end of the visit, getting each of them to agree to and verbalize your instructions for enhancing their knowledge of how to manage Chelsea's newly onset chronic illness?</p> | <p>While Chelsea and Ned correctly state back most of the instructions related to diabetes management, Chelsea still expresses apprehension about managing her insulin administration by herself. Ned agrees to help her administer the insulin. Chelsea is old enough to learn how to administer her own insulin, and should take an active role in managing her diabetes. Your goal has been partially achieved.</p> | <p>Even with progress being made in almost all aspects of your patient teaching, you must adhere to your goal and consider your work incomplete if certain agreements have not been reached.</p> |