

Course Student Learning Outcome #3: Demonstrate critical thinking/clinical reasoning when providing basic nursing care to patients from diverse backgrounds.

The following pages contain the Clinical Activity Portfolio Tools for Foundations of Nursing, Course Student Learning Outcome #3.

Course Outcome #3 Competencies:

- a. Identify how critical thinking/clinical reasoning is used to approach patient care.
- c. Interpret and correctly implement physician and interprofessional orders.
- e. Use the nursing process to make decisions about patient care.

Tool: Patient Care/Nursing Process Critical Thinking Activity

Note: Two students work through this activity over and over on one clinical day in place of a traditional patient care assignment.

| Patient Care Critical Thinking Activity | |
|--|--|
| Answer the following: | |
| 1. Patient information: | |
| Age: | |
| Reason for admission: | |
| Date of admission: | |
| Diagnostic Procedures: | |
| Surgical procedure: | |
| Diet: | |
| Activity: | |
| 2. Medications: | |
| Drug: | |
| Reason why it was prescribed: | |
| Therapeutic effects expected: | |
| Adverse effects to monitor: | |
| (Complete for all medications prescribed.) | |
| 3. Patient history: | |
| Important information from history: | |
| From the history, the most important data impacting this hospitalization is: | |
| 4. Diagnostic tests: | |
| Name of test: | |
| Why was this test ordered? | |
| (Complete for each test ordered.) | |
| 5. Problems occurring for this patient during the preceding 24 hours: | |
| How were the above problems handled? | |

Patient Care Critical Thinking Activity

On a separate sheet of paper, answer the following:

6. What specific physician/healthcare provider orders relate to your care today and how will you implement those orders?
7. Was the physician called for any reason? If so, why?
What information was gathered prior to notifying the physician?
What actions were taken?
8. Potential problems that could occur for this patient:
Interventions to prevent the potential problems:
9. Look at the patient's nursing care plan:
List the nursing diagnoses:
Prioritize the nursing diagnoses:
How did you determine the order of prioritization of the nursing diagnoses?
What are the interventions for the top two nursing diagnoses?
Prioritize those interventions:
Which of these interventions can you delegate to an unlicensed person?
10. Look at the shift report sheets for the past 24 hours. Based on those report sheets, what is the MOST IMPORTANT nursing intervention for you to carry out this shift?
11. Visit the patient and perform a two-minute head-to-toe assessment.
12. Based on your assessment **reprioritize** your nursing diagnoses and interventions if needed. If not, state why they remain the same.
13. If the physician came in at this moment and discharged this patient, what are the most important teaching instructions for this patient?
14. What if.....
(Ask me to complete this question for you to answer.)
Here the teacher poses a "What if" question based on the information the student collected.

Reflection:

Answer the following:

1. What did you learn from this experience?
2. How will you use those lessons learned when caring for patients in the future?

Once the above activity is completed and discussed in postconference, each week students will complete the activity when planning care for their assigned patients and answer the above reflection questions.

Rubric for Patient Care/Nursing Process Critical Thinking Activity

| Performance Criteria | S | NI | U |
|---|---|---|---|
| Completes all sections of the tool. | Accurately completes all sections of the tool. | Able to complete some, but not all, all sections of the tool. | Unable to complete all sections of the tool. |
| Identifies lessons learned from the patient care tool. | Clearly identifies lessons learned from the patient care tool. | Description of lessons learned from the patient care tool are scant. | Unable to describe any lessons learned from the patient care tool. |
| Discusses ways to use the lessons learned when caring for patients in the future. | Clearly discusses ways to use the lessons learned when caring for patients in the future. | Superficially discusses ways to use the lessons learned when caring for patients in the future. | Unable to discuss ways to use the lessons learned when caring for patients in the future. |