

Holistic Assessment of a Cardiac Patient

WebQuest Description: This Webquest will take the learner on a journey to explore Holistic Health Assessment of a patient status post myocardial infarction via the creation of materials to be used during a MOCK health fair.

Grade Level: College / Adult

Curriculum: Science

Keywords: Holistic, Assessment, MI, Myocardial Infarction, Heart Attack

Published On: 2011-10-22 21:23:43

Last Modified: 2011-10-22 19:59:20

WebQuest URL: <http://zunal.com/webquest.php?w=119228>

Introduction

Working as a nurse you have the ability to view the patient as a whole person not just the problem that caused the patient to present to the hospital. Please follow the hyperlink before continuing on.....

What does holistic health assessment mean to you? Have you heard nurses refer to a patient as "the MI in room 212"? Do you see your patient as a diagnosis or a whole person? What does the whole person mean? Does holistic assessment mean you completed a head to toe assessment? When you graduate and are in the professional work force as a Registered Nurse how will you avoid becoming task oriented so that you will be a nurse who truly cares for your patient in a holistic manner? This webquest will provide you with an inquiry based learning experience in which you will create a learning product to guide you to becoming a holistic nurse.

The reality is as nurses we could someday be caring for each other. Do you want your nurse to refer to you by your diagnosis or by name? Do you want your nurse to understand what is important to you in planning your care? Or, would you prefer your nurse plans your care based on his/her own goals for you?

Tasks

At the completion of the learning activity the learners will:

1. Successfully complete a holistic assessment of the status post MI patient and demonstrate this through the development of a holistic plan of care portraying this assessment.
2. Create/design a patient education brochure to reinforce holistic self-care and heart healthy life style choices for optimum well being of the patient and family.
3. Present the Glogster and patient education brochure at your table at our class Mock Health Fair.

Utilize this case study as your patient for the tasks in this webquest. Use only the patient background information, we are assuming this patient has had a heart attack upon presenting to the hospital. Ms. MM certainly presents with many opportunities for nursing care planning and patient education. You may explore the website for additional education.

Process

The class has been divided into groups of four. Each group will be presenting a topic during our Mock Holistic Health Fair the last week of school. This group will be working on the holistic health assessment of a status post myocardial infarction patient (MI). You will use the chat room for synchronous communication on the course website. For asynchronous communication you will use the threaded discussion forum on the course website. Skype can also be utilized to provide you with a method to communicate in synchronous format and can be a helpful way to meet and get organized for your collaborative projects. You will be creating a Glogster as your first task. The Glogster will be a creative eye catching presentation of your care plan for your imaginary patient. Your second task will be to create a patient education brochure. Here is a second option for a patient education brochure.

A group leader should be selected in order to have a contact person to tie the projects together. You may decide among your group who the leader will be. The leader will ensure that communication is flowing well within the group, group members are maintaining accountability for their content, and that direction for the final products is understood by each member of the collaborative team. There is a team contract posted in our course website that will help enlighten the group to the expectations, challenges, and plans to overcome the challenges that each of you has to offer.

Each of you will choose a focus for which you will be accountable to assimilate information into your group projects. The topics you will have within your group are: Exercise/activities of daily living, nutrition, care giver support, and spirituality. Developing a standard process to complete assessments will be helpful to you throughout your career. If you approach assessments in a systematic manner you will be less likely to forget portions of the assessment. You will be communicating via the methods listed above to decide which of you will take on which topic. The final glogster and patient education brochure may have more topics that what is suggested however they will minimally include the four areas I have presented to you.

Evaluation

Your group is embarking on a collaborative effort to create two products for a Holistic Health Fair. The first product will be a glogster in which you will present a holistic care plan for a patient that is status post myocardial infarction. This

care plan will not look like one you would use in your career as a nurse but rather will be a creative expression of the contents of your holistic plan of care for this imaginary cardiac patient. The second product you will collaboratively create is the patient education brochure. Both products should contain content appropriate crisp graphics. They should be engaging to the audience of nursing students and faculty at the Holistic Health Fair. Remember the target audience for the brochure is patients and their care givers. Captivate the attention of patients and care givers of the patients. Your group should seek to enhance the knowledge of both your fellow nursing students and the faculty. We are all life long learners! You will find grading rubrics below for each of the tasks; glogster and patient education brochure. I look forward to the presentation of your finished products at the Holistic Health Fair.

Category and Score					Score
Glogster Care Plan	Glogster contains creative care plan presentation with one nursing interventions per each of the following: Nutrition, Exercise, Spirituality, and Care Giver Support. Total points = 10	Glogster contains creative care plan presentation with two nursing interventions per each of the following: Nutrition, Exercise, Spirituality, and Care Giver Support. Total points = 20	Glogster contains creative care plan presentation with three nursing interventions per each of the following: Nutrition, Exercise, Spirituality, and Care Giver Support. Total points = 30	Glogster contains creative care plan presentation with three nursing diagnoses per each of the following content areas: Nutrition, Exercise, Spirituality, and Care Giver Support AND includes another content area of the groups choice with at least one nursing diagnosis and intervention in that content area. Total points = 40	40
Patient Education Brochure	Brochure addresses patient education in each of the following care areas: Nutrition, Spirituality, Exercise, Care Giver Support. Brochure provides at least one resources such as websites and support group contacts. Total points = 10	Brochure addresses patient education in each of the following care areas: Nutrition, Spirituality, Exercise, Care Giver Support. Brochure provides at least two resources such as websites and support group contacts. Total points = 20	Brochure addresses patient education in each of the following care areas: Nutrition, Spirituality, Exercise, Care Giver Support. Brochure provides at least three resources such as websites and support group contacts. Total points = 30	Brochure addresses patient education in each of the following care areas: Nutrition, Spirituality, Exercise, Care Giver Support AND a content area of the groups choice. Brochure provides at least four resources such as websites and support group contacts. Total points = 40	40
				Total Score	

Conclusion

Congratulations you are about to cross the finish line of the webquest journey! You have worked diligently to discover there is more to your hospitalized patient than the diagnosis that caused them to seek medical attention in the hospital. The patient is a whole being. Areas you explored specifically in relation to a patient status post myocardial infarction were nutrition, exercise/activities of daily living, spirituality, and care giver support. Depending upon the severity of the heart attack, the patients roles may temporarily or permanently need to shift. The patient may be facing loss of independence, loss of ability to earn wages, and may be experiencing anxiety related to mortality. It is paramount that as you progress from student nurse to nurse that you develop a sense of inquiry. Inquiry is important to practicing based on the current evidence and important to getting to know your patient and their care givers. This journey has been a collaborative effort. Collaboration with the interdisciplinary team is important when caring for patients. It was required of you to review nutritional needs of cardiac patient during this webquest however if you were working in an institution, who is the expert in nutrition? Is there someone who is the expert in exercise? Who could be called upon for spiritual support? The final portion of this webquest requires you to log into our course website and post a paragraph answering the following: What were the challenges encountered regarding collaboration in this webquest? How were the challenges overcome? How do you see this experience fostering your understanding of collaboration with the interdisciplinary team when you are a practicing nurse?

Teacher Page

The target audience for this webquest is senior nursing students in Advanced Cardiovascular / Pulmonary Nursing Lecture. It is my belief that we teach nursing students about Holistic Health Assessment in nursing school and that the "business" of nursing in healthcare institutions does not allow the new practicing nurse to maintain the level of care we trained them to provide for their patients. This activity was designed to solidify the thought that spirituality is important to patient healing. This webquest was specifically designed as a collaborative project with a group of four students. Each group of four students within the class will complete their tasks and share their finished products and lessons learned at a Mock Holistic Health Fair during the last week of the semester. This course is a hybrid class with some online and a few classroom meetings. If your students have clinical with a lecture style class the students can generate a care plan for the glogster based on a patient they cared for in the clinical experience. If there is no clinical experience associated with the class you may utilize a case study to assist the students in

