Congestive Heart Failure

**WebQuest Description:** This WebQuest is a fifteen week course designed to allow you to learn more about the multidisciplinary care of the Congestive Heart Failure patient by using the internet. This course is designed so that you can complete it at your own pace but I suggest you first read through the WebQuest to get an idea of what is expected and then formulate a plan in order to complete all the tasks by the deadline. Each student will be given two individual tasks to complete and then one group project. The last night of class each group will have a chance to present what they have learned to the class. During your journey through this WebQuest if you come across a word or group of words that are highlighted click on the link to get more information about the topic you are studying.

**Grade Level:** College / Adult

**Curriculum:** Science

**Keywords:**

**Published On:** 2011-05-26 00:32:50

**Last Modified:** 2011-07-30 01:05:24

**WebQuest URL:** http://zunal.com/webquest.php?w=99066

---

**Introduction**

To your Journey into the Multidisciplinary Approach to Congestive Heart Failure

**Watch the Beating out CHF YouTube Video**

As a fourth year nursing student today is the first day of your rotation in the Emergency Room. You and your preceptor are notified that you are going to receive a CHF patient. The CHF protocol must be initiated. The charge nurse tells you that this patient is a “frequent flier” and is being re-admitted to the ER because of exacerbation of his CHF. Your preceptor determines that this would be a good case for you to follow from the ER to the Cardiac Telemetry floor to discharge planning and then home into the community. This will give you a better understanding of the multidisciplinary approach needed to treat a patient with CHF. Watch the Heart Failure YouTube Video

As a nursing student, you are learning about the complexity of Congestive Heart Failure and the reasons for exacerbation of symptoms. You think back to this Webquest and say to your preceptor “I know just where to start on educating this patient about his CHF”.

**Learning Objectives:** At the end of this Webquest you will be able to:

- define Congestive Heart Failure and list potential causes of exacerbation of CHF
- understand the role of the Emergency Room Nurse, Floor Nurse, Discharge Planning Nurse and the Home Health Nurse in regards to patient education getting the patient from the ER to home.
- synthesize the multi-disciplinary approach to health care needed in the management of a CHF patient from the ER to home
- analyze the individual treatment plan for patients with CHF including but not limited to medications, diet, exercise and patient centered goals
- design a educational brochure with a teaching plan addressing the educational needs of the CHF patient from the perspective of the either the ER nurse, Cardiac nurse, Discharge planning nurse or the Home health nurse
- collaboratively construct a group PowerPoint combining the different types of education needed for the CHF patient from admission to home.

---

**Introduction to Nursing Specialties from Emergency Room to Home**

**About Emergency Room Nursing:**

An emergency room nurse is a specialty in nursing were nurses care for patients in the critical phase or emergency of their injury, disease or illness. The emergency room is the busiest departments in most hospitals. Emergency room nurses are skilled in caring for patients when a diagnosis may not have been made and the cause of the problem or injury may not be known (Wikipedia 2010). Emergency Room nursing is constantly changing to meet the needs in the community. The nurse no matter their specialty has the responsibility to promote health, alleviate pain and suffering, prevent illness and to restore health (International Council of Nurses, 2005). Ethics in nursing demands that nurses respect human rights, including but not limited to the right to life, dignity, cultural rights and to be respected. An emergency room nurse may be certified in a multitude of areas including but not limited to Certified Emergency Nurse (CEN), Advanced Trauma Life Support (ATLS), Pediatric Advanced Life Support (PALS), Trauma Nursing Core Course (TNCC), and Advanced Cardiac Life Support (ACLS).

An emergency room nurse is a specialty in nursing were nurses care for patients in the critical phase or emergency of their injury, disease or illness. The emergency room is the busiest departments in most hospitals. Emergency room nurses are skilled in caring for patients when a diagnosis may not have been made and the cause of the problem or injury may not be known (Wikipedia 2010). Emergency Room nursing is constantly changing to meet the needs in the community. The nurse no matter their specialty has the responsibility to promote health, alleviate pain and suffering, prevent illness and to restore health (International Council of Nurses, 2005). Ethics in nursing demands that nurses respect human rights, including but not limited to the right to life, dignity, cultural rights and to be respected. An emergency room nurse may be certified in a multitude of areas including but not limited to Certified Emergency Nurse (CEN), Advanced Trauma Life Support (ATLS), Pediatric Advanced Life Support (PALS), Trauma Nursing Core Course (TNCC), and Advanced Cardiac Life Support (ACLS).

An emergency room nurse must learn to be versatile and think quickly on their feet and be prepared for any type of emergency that comes through the door, they must be able to multitask and take care of several patients at the same time while being able to triage who needs care first.

Please click on the following to learn more about Emergency Room Nursing:

- Emergency Nurses Association
- Board of Certification for Emergency Nursing
- Emergency Education Portal.com

---
Functional Classification

New York Heart Association Functional Classification of Heart Failure

CHF has both a functional classification and an objective assessment guideline to characterize the stage of the patients CHF. Akyok, 2008) thereby decreasing the amount of re-admissions to the hospital with exacerbation of CHF symptoms. The diagnosis of and supporting patients with heart failure to encourage compliance with the medical regimen and to practice self-care (Bakan, &

The role of the nurse is vital in educating evidenced based therapies, educating patients on self management and following up with access to specialty clinics has been found (Rasmusson, Hall, & Renlund, 2007). Implementing disease management programs using a multidisciplinary team approach,

Year and accounts for 12-15 million outpatient office visits with expenditures of greater than $28 billion in health care costs (KFoury, Hofmann, & Renlund, 2005). Heart failure is the leading diagnosis with approximately 970,000 hospitalizations each year leading to an epidemic of patients experiencing heart failure (Rasmusson, Hall, Vesty, Brush, Sampson, Van Wagenen, &

Congestive heart failure is a complex disease that usually results from coronary heart disease (Grange, 2005), heart attack, cardiomyopathy, cardiac rhythm disturbances and/or overworking of the heart from hypertension and diabetes. Approximately five million patients in the United States require management of heart failure symptoms and another 500,000 new cases are diagnosed each year leading to an epidemic of patients experiencing heart failure (Rasmusson, Hall, Vestey, Brush, Sampson, Van Wagenen, KFoury, Hofmann, & Renlund, 2005). Heart failure is the leading diagnosis with approximately 970,000 hospitalizations each year and accounts for 12-15 million outpatient office visits with expenditures of greater than $28 billion in health care costs (Rasmusson, Hall, & Renlund, 2007). Implementing disease management programs using a multidisciplinary team approach, evidenced based therapies, educating patients on self management and following up with access to specialty clinics has been found to improve outcomes of patients with heart failure (Rasmusson, Hall, & Renlund, 2007). The role of the nurse is vital in educating and supporting patients with heart failure to encourage compliance with the medical regimen and to practice self-care (Bakan, & Akyok, 2008) thereby decreasing the amount of re-admissions to the hospital with exacerbation of CHF symptoms. The diagnosis of CHF has both a functional classification and an objective assessment guideline to characterize the stage of the patients CHF.

New York Heart Association Functional Classification of Heart Failure

Functional Classification
Class
Description

I
Cardiac disease is present but there is not limitation of physical activity. Ordinary physical activity does not cause symptoms of fatigue, palpitations, dyspnoea, or angina

II
Cardiac disease resulting in slight limitation of physical activity – ordinary physical activity results in symptoms of fatigue, palpitations, dyspnoea, or angina pain. Comfortable at rest.

III
Cardiac disease resulting in marked limitation of physical activity – less than ordinary activity causes fatigue, palpitation, dyspnoea, or angina. Comfortable at rest.

IV
Cardiac disease resulting in inability to carry on any physical activity without discomfort or symptoms. Symptoms may be present at rest. If any physical activity is undertaken, discomfort or symptoms are increased.

Objective Assessment

Grade
Description

A
No objective evidence of cardiovascular disease

B
Objective evidence of minimal cardiovascular disease

C
Objective evidence of moderately severe cardiovascular disease

D
Objective evidence of severe cardiovascular disease

(Society for Cardiothoracic Surgery, n.d.)

Please click on the following for resources about Congestive Heart Failure:

Heart Failure Society of America
Maryland Hospitals Performance Evaluation Guide
American Heart Association
Patient and Caregiver Handouts
For extra reading click on these resources:
Theory-guided interventions for adaption to heart failure (see resources)
Caring for Patients with Congestive Heart Failure (see resources)
Your Tasks for learning about the Multidisciplinary Approach to Caring for a CHF Patient

**TASK #1**

Your individual task will be to develop an education brochure to assist you in guiding your CHF patients from the Emergency Room to the Telemetry Step-down Unit to discharge and then back in the community. This brochure will be your step by step guide to the education that your patient will need at each juncture in their journey back home. Though your brochure will be for a generic CHF patient's education; remember each CHF patient will have different needs and as their nurse you would have to identify those specific needs for that specific patient. You must decide amongst the four of you in your group who will take which nursing specialty (ER, Telemetry, Discharge Planning or Home Health) and design the brochure from that nurses perspective on what teaching is needed during that part of the hospital stay. You may design the brochure in Microsoft Word or in Microsoft Publisher (see resources below). Be creative and have fun with this project but make sure you follow the guidelines in the brochure rubric. You will have six weeks from the start of this class to complete this task.

Click on YouTube Video in the resource section to watch either how to make a brochure in Microsoft Word or Microsoft Publisher.

**Task #2**

As you continue your journey following your patient from the Emergency Room to the Cardiac Telemetry Step-down Unit to Discharge planning and finally to home your task will be to journal and reflect on experiences you encounter and then give thoughtful attention to the multi-disciplinary team approach needed to care for the congestive heart failure patient. Use this time to reflect on the complexity of this chronic disease and the impact it has on both the patient and their families. Though this exercise in reflective journaling is for your learning experience there is still a rubric which must be followed. You must submit a copy of your journal entry every week by Sunday 11:59PM. So, I recommend that you journal soon after you have completed each clinical experience so that the information is fresh in your mind. Please click on the following resources about reflective journaling: Guidelines for writing a reflective journal (see resources below) Reflective journaling as assessment and teaching (see resources below) Journal writing as a teaching technique to promote reflection (see resources below) Writing and keeping a journal Online tutorial and quick helps for journaling

**Task #3**

Your final task will be in collaboration with your fellow students. Once you have completed Task #2 (week #6) you will decide how to meet as a group whether face to face or via Skype and as a group design a collaborative PowerPoint presentation integrating all your teaching strategies into a chronological time-line of how to teach a CHF patient from admission to back home. You will each need to narrate at least two of your PowerPoint slides with audio. Be creative and have fun with this project. Each of you will have 10 minutes on the final night of class to share what you have learned from this journey. Here is the rubric for the collaborative PowerPoint project. Your group project will start week #10 of this class. You will have 9 weeks to complete the PowerPoint project. Use your time wisely and remember to collaborate with each other. Create a time-line for your group so that everyone is on the same page and that you are not waiting till the last minute to finish the project. Your PowerPoint project should be completed 48 hours before the deadline so that you have two days in case of any problems.

Please click on the following YouTube videos in the resource area for additional learning opportunities:

EKG

Echocardiogram

Chest x-ray

Ejection Fraction

The Process

Keep in mind that your personal task is to create a brochure to assist
nurses at different stages of the CHF patient’s progression from the emergency room to discharge home and to journal your thoughts on the complexity of CHF and the multidisciplinary approach needed to care for these patients. The group task is to collaboratively create and design a PowerPoint integrating each of your specific research into one project. Your first step of business is to decide who will be the group leader and then follow these steps to assist you on your journey into the multidisciplinary approach to caring for the CHF patient.

Steps:
1. Introduce yourself to each member of your team
2. Decide on a team leader
3. Complete the team collaboration agreement (see resources below) - the team agreement is a document developed with input from each member of your team highlighting strengths and weaknesses and determining together how you as a team will complete this task within the allotted time-frame.
4. Submit the team agreement (done by the group leader) to the link provided on the course web page after each member of the group has completed their portion of the agreement.

Rules for the group PowerPoint:
1. Each member of the team should design at least 4 PowerPoint slides but not more than 6 slides.
2. Each member of the team must narrate with audio at least two slides.
3. Be creative and innovative. The PowerPoint slides should be informative and user-friendly but don’t be afraid to integrate qualities such as COLOR, DIFFERENT Fonts, appealing graphics and use your imagination as you arrange the information.
4. You each have your own researched information to input into the slides but can lean on each other’s strengths and weaknesses to get the project completed.

You will have 15 weeks to complete your journey through this Webquest, please refer to the individual grading rubrics for more specific guidelines.

Steps to get the task completed:
1. As a group determine the best way to communicate within your group whether it be via Skype, face to face, email, chat room, etc. - all members of the team must agree upon meeting times and location.
2. Decide within the group who will complete which task within the PowerPoint. - make sure the PowerPoint slides are easy to follow and read - you may use pictures, diagrams and charts within your PowerPoint to portray the multi-disciplinary approach needed to care for the CHF patient.
3. As a group set up a timeline to make sure that your tasks are completed before the due date.
4. A word of caution do not wait till the last minute to complete the group project occasionally unforeseen dilemmas occur and you do not want to run into problems of not being able to complete your project on time.
5. Have fun with this project as you learn the importance of the education in the life of a CHF patient.

The last night of class we will be meeting from 5pm to 9pm. Each member of the team will have 10 minutes to share with the class what they learned during their journey into the multidisciplinary world of Congestive Heart Failure. Here is the grading rubric (see resources below) for the oral presentation so you know what is expected.

If you have any questions, concerns or problems I can be reached via the email address at the top of this Webquest. No question is dumb so do not hesitate to ask for help if you run into any problems.

Evaluation:
Each task has an individual rubric which is in the explanation of the task but they are also individually listed below in the resource section.
In conclusion as you reflect on the completion of this WebQuest it is my desire that you are able to carry what you have learned into the clinical settings and eventual into your jobs as Registered Nurses the tools and resources needed to assist you in educating your CHF patients thereby leading to fewer exacerbation's and re-admissions. You learned throughout this WebQuest that though CHF is a complex disease, education is the key to the success of CHF management. You should be very proud of yourself on developing an educational teaching tool for your CHF patients. Though it might have been difficult at times meshing schedules, ideas, learning styles and attitudes the skill of collaboration with others is an ability that will be very beneficial when working with a multidisciplinary team in the hospital setting. I trust that you will continue some type of reflective journaling as you soon start your new career as Registered Nurses. Reflective journaling is a great way to take time and critically reflect on situations you encounter and allows you the freedom to figure out what went right or what went wrong and how you can do it differently next time. As a nurse you will encounter many situations some good and some bad but remember that every experience is a stepping stone and that you grow as an individual through different life situations. Congratulations on completing your Journey through this WebQuest!

Conclusion

Nurses. Reflective journaling is a great way to take time and critically reflect on situations you encounter and allows you the freedom to figure out what went right or what went wrong and how you can do it differently next time. As a nurse you will encounter many situations some good and some bad but remember that every experience is a stepping stone and that you grow as an individual through different life situations.

This webquest was designed in a Masters informatics class. It could be used for a fifteen week course or in a shorter time frame allowing student nurses or practicing nurses to learn more about the multidisciplinary care of the Congestive Heart Failure patient by using the internet. This course is designed to be completed at the student's own pace but I suggest the student first read through the Webquest to get an idea of what is expected and then formulate a plan in order to complete all the tasks by the deadline. Each student will be given two individual tasks to complete and and then one group project. The last night of class each group will have a chance to present what they have learned to the class.

Standards

Credits

Other