Case scenario 3 Presentation

Zhi Mei Huang, a 65-year-old, has been accompanied in an ambulance by her 19-year-old granddaughter, Rebecca Huang. Rebecca called an ambulance when she visited her grandmother and found her trying to dress a deep wound on her leg. Zhi Mei was struggling to walk and was clearly in pain. She speaks limited English, therefore Rebecca si travelling to hospital with her to interpret for her grandmother and the healthcare staff. It seems that Zhi Mei was cooking ‘a few days ago, maybe 1 week’ using a wok. The oil in the wok ignited as she lifted it from the gas flame and she dropped it and subsequently, hot oil ran down her lower right leg. She ‘fixed it up’ with a traditional Chinese healing balm and took some pain relief. When you, the nurse, inspect the wound, it appears to be a 4% total body surface area deep partial thickness burn to the right anterior leg.

History - Zhi Mei Huang lives alone in an apartment on the 3rd floor with no lift. She looks after herself unassisted as her husband recently passed away. Her husband was Zhi Mei’s primary support and since he died, she needs to prepare her own meals with little assistance from her extended family. In fact, her granddaughter reports that she has seen a gradual decline in Zhi Mei’s capacity to care for herself and noticed rapid weight loss.

* a 500 word care plan for your patient that incorporates secondary prevention **and either** primary prevention **OR** tertiary prevention.
  + You must discuss the probable pathophysiology that is contributing to the patient's health condition and the goals of care for that patient must be evident in your care plan.
  + The major focus should be on the secondary prevention.
  + Primary OR tertiary prevention should form only a minor part of your care plan
  + You should justify your care plan with reference to evidence based guidelines and/or protocols.

Rubric Name: Assessment task 2 - scenario based care plan and reflection on skill performance

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|  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | **Plans care that is evidence based, promotes positive health outcomes.** | **HD (12-15)** | **DN (10.5-11.5)** | **CR (9-10)** | **PP (7.5-9.5)** | **NN (0-7)** | | Care is evidence based | You have consistently articulated, analysed and synthesised relevant and current sources of evidence  in planning goals, actions and evaluation. | You have consistently identified and articulated a relevant  and current evidence base in planning goals, actions and evaluation. | You have identified and articulated your evidence base in planning goals, actions and evaluation. | You have articulated an evidence base in planning goals, actions and evaluation. | An evidence base is not clear in your care plan. | | Incorporates positive health outcomes for the individual | Your planned care integrates a positive and holistic approach to health outcomes and is consistent with person-centred care for this patient. | A positive and holistic approach to health outcomes is evident in your planned care and it is consistent with person-centred care for this patient. | A positive approach to health outcomes is evident in your care plan and it is consistent with person-centred care. | Your care plan promotes positive health outcomes and identifies aspects of person-centred care. | Your care plan does not adequately identify positive health outcomes and/or person-centred care | | Chosen nursing intervention is consistent with the patient health status | Your choice of 'skill' to associate with your care plan is clearly and concisely justified, consistent with the evidence base that guides treatment and management of your patient's health condition, and integrated into goals and evaluation aspects of your care plan. | Your choice of 'skill' to associate with your care plan is  justified, consistent with the evidence base that guides treatment and management of your patient's health condition, and integrated into goals and evaluation aspects of your care plan. | Your choice of 'skill' to associate with your care plan is  consistent with the evidence base that guides treatment and management of your patient's health condition, and integrated into the goals articulated in your care plan. | Your choice of 'skill' to associate with your care plan is clearly and concisely justified, consistent with the evidence base, and integrated into goals and evaluation aspects of your care plan. | Your choice of 'skill' to not sufficiently justified or consistent with the evidence base that guides treatment of your patient's condition. | | **Explains underlying pathology and pathophysiology related to the health state of the patient** | **HD (8-10)** | **DN (7-7.5)** | **CR (6-6.5)** | **PP (5-5.5)** | **NN (0-4.5)** | | Use, adapt and interpret medical, pharmacological and scientific terminology | Your use of terminology is consistent with communication between health professionals and unambiguously facilitates accurate shared understanding of the health condition of your patient and your intended care. | Your use of terminology is generally consistent with communication between health professionals and unambiguously facilitates accurate shared understanding of the health condition of your patient and your intended care. | You use a mix of terminology that introduces minor ambiguity into communication between health professionals. This may reduce the accuracy of the shared understanding of the health condition of your patient and your intended care. | You use a mix of terminology that introduces ambiguity into communication between health professionals and may be detrimental to the shared understanding of the health condition of your patient and your intended care. | Your use  of terminology introduces  significant ambiguity into communication between health professionals and is likely to be detrimental to the shared understanding of the health condition of your patient and your intended care. | | Explain the relationships between anatomical and physiological changes and the patients current health status | You have accurately and comprehensively explained cause and effect*at an organ,  tissue and/or cellular level*as appropriate to your scenario | You have accurately explained cause and effect*at an organ,  tissue and/or cellular level*as appropriate to your scenario | You have correctly explained cause and effect*at an organ,  and tissue level*as appropriate to your scenario | You have correctly explained cause and effect*at an organ level.* | You have provided insufficient correct information to explain cause and effect. | | Explain mechanisms that lead from cause to effect | You have accurately and comprehensively explained  *mechanism(s)*at a tissue and cellular level | You have accurately explained  *mechanism(s)*at a tissue and cellular level | You have accurately explained the *mechanism(s)* at an organ and tissue level | You have accurately explained the *mechanism(s)* at an organ level | You have provided insufficient correct information to explain mechanisms. | | **Analyses and reflects on skill performance** | **HD (8-10)** | **DN (7-7.5)** | **CR (6-6.5)** | **PP (5-5.5)** | **NN (0-4.5)** | | Identifies areas of strength and weakness | Your self-assessment of **both** strengths and weaknesses are consistent with criteria and standards. | Your self-assessment of **both** strengths and weaknesses are generally consistent with criteria and standards. | Your assessment of either strengths **or** weaknesses is consistent with criteria and standards. | Your assessment of either strengths **or** weaknesses is generally consistent with criteria and standards. | Your assessment of strengths **and** weaknesses are not consistent with criteria and standards. | | Demonstrates commitment to professional learning and patient outcomes | Your reflection demonstrates understanding and application of relevant professional standards. You have clearly identified intended learning outcomes and their benefit to your practice. | Your reflection demonstrates understanding and relevant professional standards. You have clearly identified intended learning outcomes and their benefit to your practice. | Your reflection identifies your intended learning and the anticipated benefit to your practice. | Your reflection is limited but does identify how you intend to improve your skills. | You have described your skill performance without evidence of critical reflection. | | **Communicates using academic writing conventions** | **HD (4-5)** | **DN (3.5)** | **CR (3)** | **PP (2.5)** | **NN (0-2)** | | Structures information to facilitate understanding | You have successfully integrated and synthesised information from a variety of sources to present a coherent, concise and logically presented picture of your interpretation of the clinical context, your care plan and your reflection. | You have successfully integrated and synthesised information from a variety of sources to present a coherent and logically presented picture your interpretation of the clinical context, your care plan and your reflection. | You have structured your writing logically and there is evidence of integration and synthesis of information from a variety of sources. Your interpretation of the clinical context, your care plan and your reflection are all identifiable an unambiguous. | Your assignment is clearly written with evidence of information from a variety of sources. Your interpretation of the clinical context, your care plan and your reflection are all identifiable and unambiguous. | The structure of your assignment does not facilitate the understanding of your ideas.  OR  You have used extensive quotes that do not allow the reader to develop an understanding of your own interpretation of the clinical context, your care plan and/or reflection. | | Complies with referencing guidelines | Your in-text referencing and reference list are without errors.  AND  In-text references are used appropriately to support assertions. | Your in-text referencing and reference list have minimal errors  AND  In-text references are used appropriately to support assertions in most cases. | Your in-text referencing and reference list have minimal errors  AND  In-text references are used appropriately to support assertions in most cases. | Your in-text referencing and reference list have minimal errors  AND  In-text references are used appropriately to support assertions in most cases. | Your in-text referencing and reference list have significant errors  AND/OR  In-text references are used inappropriately  OR  In-text referencing is not used. | | Uses standard English language grammar and spelling | No errors in spelling  AND  minimal or no errors in grammar and punctuation  with minimal impact on the body of work | No errors in spelling  AND  minimal or no errors in grammar and punctuation  with minimal impact on the overall body of work. | errors in spelling, grammar and/or punctuation with impact on the overall body of work. | errors in spelling, grammar and/or punctuation that significantly detract from the overall body of work. | Significant errors in spelling, grammar and punctuation that detract from the overall body of work. | | **Overall Score** | **High distinction** | **Distinction** | **Credit** | **Pass** | **Fail** | |  |  |  |  |  |  | |