

QA Program Learning Plan Form

Reem Boudali
Name

110007510
Student Number

Year 1
QA Year

BScN
Course

4 Medical at Windsor Regional Hospital
Current Practice Setting

Learning Needs

What learning needs did I identify through Practice Reflection?

I would like to learn more about cardiac catheterization so I will be more comfortable around patients who have inserted catheters.

I also want to learn about cardiac arrest because the 4 Medical staff do their own codes so I should be prepared for the situation.

Haven't done Practice Reflection yet? Use the Practice Reflection worksheet to help you identify your strengths and learning needs.

Learning Goal #1

What do I want to learn?

Which practice document does my goal relate to?

By February 27, I will learn about 5 situations in which cardiac catheterization is used, some of the risks associated with the procedure, and the nurse's role in the procedure.

Need help creating a goal? Review the *Developing SMART Learning Goals* guide. Your learning goal must be based on your current practice setting and one of the College's practice documents.

Goal #1 Activities and Timeframes

How am I going to achieve my goal?

- I will read a peer-reviewed article—What is nurse's role in cardiac catheterization procedure? (Nursing Law's Regan Report, 2005)—by February 15
- I will read about cardiac catheterization on page 973 of the Canadian Fundamentals of Nursing (Potter et al., 2018) by February 20.
- On February 27, I will give a 5-minute presentation to my peers on my findings

What is nurse's role in cardiac catheterization procedure? (2005). *Nursing Law's Regan Report*, 46(2), 2. Retrieved from <https://link-gale-com.ledproxy2.uwindsor.ca/apps/doc/A135020898/AONE?u=wind05901&sid=AONE&xid=493730a5>
Potter, P., Perry, A., Stockert, P., Hall, A., Astle, B., & Duggleby, W. (2018). *Canadian fundamentals of nursing* (6th ed.). Toronto: Elsevier Canada.

Learning Goal #2

What do I want to learn?

Which practice document does my goal relate to?

By March 23, I will learn what cardiac arrest is defined as, 3 signs/symptoms, and 3 causes of cardiac arrest.

Need help creating a goal?
Review the *Developing SMART Learning Goals* guide.
Your learning goal must be based on your current practice setting and one of the College's practice documents.

Goal #2 Activities and Timeframes

How am I going to achieve my goal?

- I will read a peer-reviewed article—Cardiac Arrest (Rab et al., 2015)—by February 15
- I will read about cardiac arrest and code blues on page 1005 in *Canadian Fundamentals of Nursing* (Potter et al., 2018) by February 20.
- On March 23, I will give a 5-minute presentation to my peers on my findings

Rab, T., Kern, K., Tamis-Holland, J., Henry, T., Mcdaniel, M., Dickert, N. ... Ramee, S. (2015). Cardiac arrest. *Journal of the American College of Cardiology*, 66(1), 62–73. doi:10.1016/j.jacc.2015.05.009

Potter, P., Perry, A., Stockert, P., Hall, A., Astle, B., & Dugleby, W. (2018). *Canadian fundamentals of nursing* (6th ed.). Toronto: Elsevier Canada.

Click I

How do my learning goals support my commitment to continuing competency?

How does my learning relate to the competencies of my practice?

- Know what to focus on when providing care to patient with a cardiac catheter
- Allow me to empathize with my patient
- Know my expectations and limits for a code; what I can do to help the code team
- More confidence/comfort as a Student Nurse
- Educate others on what I have learned

Continue to maintain and update your Learning Plan throughout the year.

Evaluation of changes/outcomes to my practice

What did I learn?

What impact has my Learning Plan had on my practice?

- **Cardiac catheterization:** thin, hollow tube is inserted at the neck, groin, heart and moved until it reaches the heart. This provides an entry for things like dyes and meds.
 - **Situations it is used in:** Angina, SOB, dizziness, extreme fatigue or after MI, CABG, angioplasty (stent)
 - **Risks:** Allergic reaction to dye, bleeding/infection/bruising at the site, blood clot, artery damage
 - **Nurse's role:** start IV-line, shave insertion area, monitor vitals/site/circulation/sensation, provide pt with bedpan, ensuring pt is on bed rest, administering pain meds, encouraging pt to drink lots of fluids to remove dyes from system
- **Cardiac arrest:** sudden cessation of cardiac output and circulation; absence of pulse and respiration. Heart, brain, tissue can all be damaged.
 - **Signs and Symptoms:** Sudden collapse, no pulse/respirations, Loss of consciousness, chest discomfort, SOB, weakness, palpitations
 - **Causes:** arrhythmia, CAD, MI, cardiomyopathy, valvular heart disease, congenital heart disease, electrical problems in the heart

You can print your Learning Plan for your records.

From the research obtained, I was able to better understand some of my patients who had cardiac catheters. At first, I was very intimidated by the idea of a cardiac catheter, but after researching it, I realized I had some preconceived notions on what I believed it to be rather than what it actually was. Now, I am much more comfortable with cardiac catheterization. Likewise, I was very scared about a code blue occurring on my floor as it is common in a cardiac ward; however, after learning about them I feel as though I can understand exactly what is happening and what needs to be done in order to save the patient. Overall, the learning plan has made me more comfortable practicing in my environment and has equipped me with the skills to find research about new topics.