QA Program Learning Plan Form

|  |  |
| --- | --- |
| Reem Boudali | 110007510 |
| Name | Student Number |
| 3 | NURS3552-5 |
| QA Year | Course |
| 5E CTU WRH Ouellette | |
| Current Practice Setting | |

|  |  |
| --- | --- |
| Learning Needs  What learning needs did I identify through Practice Reflection? |  |
| |  | | --- | | Last semester, I determined that I wanted to improve my knowledge on lab values and how they relate to a patient's condition and treatment.  I also want to learn more about Tube Feed Systems. | | 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 24, I will complete a document outlining what each test is (CBC, SMA, PTT/INR, and other lab values) and a possible cause for the test being high or low. | | 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? |
| |  | | --- | | By January 27, I will complete the section on CBC (RBC, WBC, HCT, HGB, MCV, MCH, platelets).  By February 3, I will complete the section on SMA (BUN, CO2, Creatinine, Glucose, Serum Chloride, Serum Potassium, Serum Sodium).  By February 10, I will complete the section on PTT and INR.  By February 17, I will complete all other lab values (ABGs, Lactate, Troponin)  By February 24, I will submit the completed document to Professor Osborn for review.  All research will be completed by reading *Laboratory Tests and Diagnostic Procedures with Nursing Diagnoses (5e)* by Jane Vincent Corbett (Chapters 2, 4, 5, and 6).  Corbett, J. V. (2000). Laboratory Tests and Diagnostic Procedures with Nursing Diagnoses (5e).Prentice Hall Health. | |

|  |  |
| --- | --- |
| **Learning Goal #2**  What do I want to learn?  Which practice document does my goal relate to? |  |
| |  | | --- | | By March 17, I will be able to demonstrate the process of insert different tube feed systems, list 5 things that need to be monitoring during delivery, and 3 possible complications. | | 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? |
| |  | | --- | | By March 3, I will read Chapter 42 on enteral feeding in *Fundamentals of Nursing*  By March 10, I will read the 3 peer-reviewed articles listed below covering tube placement, prevent tube dependency, and the effect of tube feedings on quality of life.  On March 17, I will present my findings to my peers in a 5-minute presentation during post conference  Judd M. (2020). Confirming nasogastric tube placement in adults. *Nursing*, *50*(4), 43–46. https://doi.org/10.1097/01.NURSE.0000654032.78679.f1  Krom, H., de Winter, J. P., & Kindermann, A. (2017). Development, prevention, and treatment of feeding tube dependency. *European journal of pediatrics*, *176*(6), 683–688. https://doi.org/10.1007/s00431-017-2908-x  Ojo, O., Keaveney, E., Wang, X. H., & Feng, P. (2019). The Effect of Enteral Tube Feeding on Patients' Health-Related Quality of Life: A Systematic Review. *Nutrients*, *11*(5), 1046. https://doi.org/10.3390/nu11051046  Potter, P., Perry, A., Stockert, P., Hall, A., Astle, B., & Duggleby, W. (2018). Canadian fundamentals of nursing (6th ed.). Toronto: Elsevier Canada. | |

|  |  |
| --- | --- |
| **How do my learning goals support my commitment to continuing competency?**  How does my learning relate to the competencies of my practice? |  |
| |  | | --- | | Understanding the basics of lab values allows me to understand how their changes will impact my patient’s condition and provide explanations for what is possibly happening. This understanding also helps guide what the treatment for the patient will be (e.g., fluid resuscitation with certain electrolytes).  Tube feeding is vital to patient’s nutrition, so it is vital to ensure patients are receiving the proper therapy and that I am properly monitoring/treating it like it is a medication. Patient safety is a huge aspect of the process. | | 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? |  |
| |  | | --- | | Click here to enter text. | | You can print your Learning Plan for your records. |