QA Program Learning Plan Form

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| Reem Boudali | 110007510 |
| Name | Student Number |
| 4 | NURS4572-28 |
| QA Year | Course |
| ER at WRH Ouellette | |
| Current Practice Setting | |

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| Learning Needs  What learning needs did I identify through Practice Reflection? |  |
| |  | | --- | | I want to improve my ECG interpretation skills to be able to read a simple 12 Lead strip effectively.  I want to understand the most important aspects of a code blue including roles, common medications given, protocols, etc.. | | Haven’t done Practice Reflection yet? Use the Practice Reflection worksheet to help you identify your strengths and learning needs. |

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| **Learning Goal #1**  What do I want to learn?  Which practice document does my goal relate to? |  |
| |  | | --- | | By midterm, I will be able to identify the following rhythms on various 12 lead ECGs: sinus rhythm/tachcycardia/bradycardia, atrial fibrillation, supraventricular tachycardia, and atrial flutter. | | 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. |

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| **Goal #1 Activities and Timeframes**  How am I going to achieve my goal? |
| |  | | --- | | * By November 16, I will read Chapter 38 of the Medical Surgical Nursing in Canada Textbook on dysrhythmias and ECG basics * By November 18, I will read the article *ECG Interpretation Using the CRISP Method: A Guide for Nurses* to learn alternative methods to simplify ECG Interpretation (Atwood & Wadlund, 2015) * On midterm, I will collect 4 ECGs from the sections I am working in, cover up the rhythm text at the top and interpret the rhythm   Atwood, D., & Wadlund, D. L. (2015). ECG Interpretation Using the CRISP Method: A Guide for Nurses. *AORN journal*, *102*(4), 396–408. https://doi.org/10.1016/j.aorn.2015.08.004  Lewis, S.M., Heitkemper, M.M. & Dirksen, S.R., O’Brien, P.G., Bucher, L. (2017). *Medical-Surgical Nursing in Canada*. (4th ed). Mosby- Elsevier, Toronto. | |

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| **Learning Goal #2**  What do I want to learn?  Which practice document does my goal relate to? |  |
| |  | | --- | | By final, I will be able to list 3 common mediations given during a code blue and be able to explain the general code blue procedure at WRH. | | 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. |

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| **Goal #2 Activities and Timeframes**  How am I going to achieve my goal? |
| |  | | --- | | * By midterm, I will review WRH’s policies for code blues along with the documentation associated with the procedures (records for medications prescribed, pulse checks, etc.). * By midterm, I will read the journal *Code blue: do you know what to do?* * By final, I will observe the full code from the patient being brought in by ambulance to their final outcome (post-mortem care or admission to an in-patient unit for monitoring and post-resuscitation care).   Jackson, J. E., & Grugan, A. S. (2015). Code blue: do you know what to do? *Nursing*, *45*(5), 34–40. https://doi.org/10.1097/01.NURSE.0000463651.10166.db | |

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| **How do my learning goals support my commitment to continuing competency?**  How does my learning relate to the competencies of my practice? |  |
| |  | | --- | | * Understanding ECG results can help connect the patients symptoms to their pathophysiology * The results of the ECG may also help predict what treatment (e.g., medications) may be ordered for the patient * Monitoring ECGs for acute changes is important for patient safety is their status changes * Understanding the process of a code blue ensures all roles are covered and the patient is receiving the best care possible which leads to higher probability of better outcomes * Also ensures as a student, even if I cannot aid with the actual code, I can participate without causing any issue or hindrance | | Continue to maintain and update your Learning Plan throughout the year. |

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| **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. |