

NUR246 Assessment 2 Workbook.

This workbook assessment addresses the following unit learning outcomes:

ULO1. Demonstrate critical thinking and clinical reasoning at a semester 4 level when caring for individuals and groups in community and primary health care settings.

ULO3. Describe the importance of health promotion, health education and behaviour change to implementing person-centred care in the community healthcare setting.

ULO4. Demonstrate the safe nursing management of symptoms and pharmacotherapeutics in a range of chronic or lifestyle related illness.

ULO5. Compare the psychosocial impact of chronic illness and disability on individuals, families and communities.

Assessment Guidelines:

- **Presentation:** Start by creating a new Word document, set to Calibri (Body) font, size 12. Copy and paste each question and provide your answer below. At the end of **each** question, provide your word count, followed by your end text reference list.
- **Accurate Referencing in APA 7th:** Correct and consistent use of APA 7th edition referencing style, including both in text and end text reference list for each question. Ensure that your references are derived from diverse and current (within 10 years) sources, such as peer-reviewed nursing journals, government or approved health websites for evidence based sources and are relevant to the topic. Core texts for this unit can be used to support any definitions but are not considered as evidence based literature for the discussion. Ensure any words that are not your own thoughts/opinions are correctly referenced. Higher marks will be awarded to students who integrate the literature into the discussion, rather than just placing a reference at the end of paragraphs.
- **Word Count Compliance:** Adherence to the specified word count (2000 words +/- 10%, including references).
- **Clarity and Conciseness:** Use of clear and concise sentences and well structured paragraphs.
- **Submission:** Save your document using the following format:
Studentnumber_NUR246_Assessment2
Ensure your Word document is fully submitted by due date.
Take time to review your Urkund report to confirm that your work maintains academic integrity.

****Please read the following patient profile and answer the questions that follow adhering to the assessment guidelines detailed below.**

Patient Profile:

Name: Ashley Boulton

Age: 68 years

Gender: Transgender Female

Location: Rural community, Western Australia

Medical History:

Type 2 Diabetes Mellitus

Peripheral Vascular Disease

Heart Failure

Peripheral Neuropathy

Moderate Hypertension

Clinical Data:

Vital Signs from last visit (1 month ago):

Blood Pressure: 150/95 mmHg

Heart Rate: 82 bpm

Respiratory Rate: 18 breaths/min

Oxygen Saturation: 94% on room air

Temperature: 36.8°C

Skin Assessment:

No ulcers or wounds noted. Mild dryness on lower extremities.

Laboratory Results:

HbA1c: 7.8%

Body Mass Index (BMI):

Height: 175 cm

Weight: 90 kg

Calculated BMI: 29.4 (Overweight)

Medication List:

Diabetic Medications:

Metformin 500 mg, twice daily

Antihypertensives:

Amlodipine 5 mg, once daily

Note: Jane transitioned later in life and faces challenges related to her gender identity in a rural setting. She is also neurodivergent with sensory processing issues.

Background Information:

Recent advancements in peripheral vascular disease treatment have introduced new possibilities for patient care. Consider the case of Ashley, a 68-year-old transgender female with PVD, diabetes, heart failure, and recurrent cellulitis, living in a rural community. Research a contemporary advancement (introduced within the last 5-8 years) in the treatment of Peripheral Vascular Disease. Describe the decision-making process you would go through as a nurse to determine whether a new treatment is appropriate for Ashley. What patient-specific factors would you consider? Based on your research, provide in-depth responses to the following three questions, within 2000 words in total (with a flexibility of +/- 10%, including references). Your responses should be supported by current (within 10 years) evidence-based literature and reflect a holistic understanding of Ashley's case, considering their medical, psychosocial, and cultural background.

Please address the following questions and ensure you refer to the marking rubrics below for each question.

1. Research and present a discussion of a new treatment you found for managing peripheral vascular disease. Analyse and compare the evidence regarding the efficacy and safety of this new treatment to either support or contradict its use in Ashley's case? (ULO1 and ULO4).
2. Review the existing literature on the ethical and psychosocial considerations associated with introducing a new treatment to Ashley. Provide a comprehensive discussion that identifies and explores the principal concerns an RN (Registered Nurse) should be aware of when caring for this patient (ULO1 and ULO5).
3. Discuss how you would educate and involve Ashley in the decision-making process for commencing this treatment. Evaluate the strategies you would use to ensure their understanding and consent. (ULO1, ULO3).

Question One Marking Rubric

Research and present a discussion of a new treatment you found for managing peripheral vascular disease (PVD). Analyse and compare the evidence regarding the efficacy and safety of this new treatment to either support or contradict its use in Ashley's case. (ULO1 and ULO4).

Criteria	High Distinction (6) <i>Evaluate</i>	Distinction (5) <i>Analyse</i>	Credit (4) <i>Describe</i>	Pass (3) <i>Identifies & knows</i>	Inadequate (2)	Poor (1)	Fail (0)
<i>Demonstrates critical thinking and clinical reasoning (ULO1)</i>	Analyses, evaluates, and compares the research of a new treatment for PVD, drawing on up-to-date contemporary literature to support the answer. The discussion is concise and accurate. Adheres to assessment guidelines.	Analyses and compares the research of a new treatment for PVD and draws on up-to-date contemporary literature to support the answer. The discussion is accurate and flows. Adheres to assessment guidelines.	Explains and compares the research of a new treatment for PVD and draws on up-to-date contemporary literature to support the answer. The discussion is accurate. Adheres to assessment guidelines.	Identifies and compares the research relating to a new treatment for PVD and draws on up-to-date contemporary literature to support the answer. The answer is accurate. Mostly adheres to assessment guidelines.	Identifies but does not compare or discuss the research or the research is not for a new treatment for PVD. The answer is not always correct. Does not adhere to assessment guidelines.	The research does not identify a new treatment for PVD, are incorrect or not compared. Does not adhere to assessment guidelines.	Did not answer the question.

Criteria	High Distinction (6) <i>Evaluate</i>	Distinction (5) <i>Analyse</i>	Credit (4) <i>Describe</i>	Pass (3) <i>Identifies & knows</i>	Inadequate (2)	Poor (1)	Fail (0)
<i>Demonstrates the safe nursing management of symptoms and pharmacotherapeutics used in chronic or lifestyle related illness. (ULO4)</i>	Critically evaluates and analyses relevant evidence regarding the efficacy and safety of a new treatment that either supports or contradicts its use in Ashley's case, using contemporary literature to support the answer. Adheres to assessment guidelines.	Analyses relevant evidence regarding the efficacy and safety of a new treatment that either supports or contradicts its use in Ashley's case uses contemporary literature to support the answer. Adheres to assessment guidelines.	Describes relevant evidence regarding the efficacy and safety of a new treatment that either supports or contradicts its use in Ashley's case and uses contemporary literature to support the answer. Adheres to assessment guidelines.	Identifies relevant evidence regarding the efficacy and safety of a new treatment that either supports or contradicts its use in Ashley's case and uses contemporary literature to support the answer. The answer is accurate. Mostly adheres to assessment guidelines.	Identifies but does not discuss the evidence regarding the efficacy and safety of a new treatment to either support or contradict its use in Ashley's case but does not use contemporary literature to support the answer. Does not adhere to assessment guidelines.	Fails to identify and discuss the the evidence regarding the efficacy and safety of a new treatment to support or contradict its use in Ashley's case Does not use contemporary literature to support the answer. Does not adhere to assessment guidelines.	Did not answer the question.

Question Two Marking Rubric

Review the existing literature on the ethical and psychosocial considerations associated with introducing a new treatment to Ashley. Provide a comprehensive discussion that identifies and explores the principal concerns an RN (Registered Nurse) should be aware of when caring for this patient (ULO1 and ULO5).

Criteria	High Distinction (6) <i>Evaluate</i>	Distinction (5) <i>Analyse</i>	Credit (4) <i>Describe</i>	Pass (3) <i>Identifies & knows</i>	Inadequate (2)	Poor (1)	Fail (0)
<i>Demonstrates critical thinking and clinical reasoning (ULO1)</i>	Evaluates and analyses relevant literature around potential ethical and psychosocial considerations that might arise when introducing a new treatment to Ashley. The discussion is concise and accurate. Adheres to assessment guidelines.	Identifies and analyses relevant literature around potential ethical and psychosocial considerations that might arise when introducing this new treatment to Ashley. The discussion is accurate and flows. Adheres to assessment guidelines.	Identifies and describes relevant literature to create a discussion around potential ethical and psychosocial considerations that might arise when introducing a new treatment to Ashley. The discussion is accurate. Adheres to assessment guidelines.	Identifies relevant literature and explains potential ethical and psychosocial considerations that might arise when introducing a new treatment to Ashley. The answer is accurate. Mostly adheres to assessment guidelines.	Identifies, but does not explain the literature around potential ethical and psychosocial considerations that might arise when introducing this new treatment to Ashley. The answer is not always accurate. Assessment guidelines are not always followed.	Does not identify or explain the literature around potential ethical or psychosocial considerations that might arise when introducing this new treatment to Ashley.	Did not answer the question.

Criteria	High Distinction (6) <i>Evaluate</i>	Distinction (5) <i>Analyse</i>	Credit (4) <i>Describe</i>	Pass (3) <i>Identifies & knows</i>	Inadequate (2)	Poor (1)	Fail (0)
<i>Compare the psychosocial impact of chronic illness and disability on individuals, families and communities (ULO5)</i>	Evaluates the principal concerns the RN looking after Ashley would have, using relevant contemporary literature to support the answer. Adheres to assessment guidelines.	Analyses the principal concerns the RN looking after Ashley would have, using relevant contemporary literature to support the answer. Adheres to assessment guidelines.	Describes the principal concerns the RN looking after Ashley would have and uses relevant contemporary literature to support the answer. Adheres to assessment guidelines.	Identifies some principal concerns the RN looking after Ashley would have and uses relevant and contemporary literature to support the answer. Mostly adheres to assessment guidelines.	Identifies some concerns but does not use contemporary literature to support the answer. Not always correct. Does not adhere to assessment guidelines.	Fails to identify any concerns the RN would have. Does not use contemporary literature to support the answer. Does not adhere to assessment guidelines.	Did not answer the question.

Question Three Marking Rubric

Discuss how would you educate and involve Ashley in the decision-making process for commencing this treatment. Evaluate the strategies you would use to ensure their understanding and consent (ULO1, ULO3).

Criteria	High Distinction (6) <i>Evaluate</i>	Distinction (5) <i>Analyse</i>	Credit (4) <i>Describe</i>	Pass (3) <i>Identifies & knows</i>	Inadequate (2)	Poor (1)	Fail (0)
<i>Demonstrates critical thinking and clinical reasoning (ULO1)</i>	Analyses and evaluates strategies for educating Ashley and ensuring their involvement in the decision-making process for starting a new treatment. Draws on relevant, up-to-date contemporary literature to support the answer. The answer is concise and accurate. Adheres to assessment guidelines.	Analyses and compares strategies for educating Ashley and ensuring their involvement in the decision-making process for starting a new treatment. Draws on relevant, up-to-date contemporary literature to support the answer. The answer is accurate and flows. Adheres to assessment guidelines.	Describes and compares strategies for educating Ashley and ensuring their involvement in the decision-making process for starting a new treatment. Draws on relevant, up-to-date contemporary literature to support the answer. The answer is accurate. Adheres to assessment guidelines.	Identifies and explains strategies for educating Ashley and ensuring their involvement in the decision-making process for starting a new treatment. Draws on relevant, up-to-date contemporary literature to support the answer. The answer is accurate. Mostly adheres to assessment guidelines.	Identifies but does not explain strategies for educating and/or ensuring Ashleys' involvement. The answer is not always correct. Does not adhere to assessment guidelines.	Does not identify strategies for educating or ensuring Ashleys' involvement. Does not adhere to assessment guidelines.	Did not answer the question.

Criteria	High Distinction (6) <i>Evaluate</i>	Distinction (5) <i>Analyse</i>	Credit (4) <i>Describe</i>	Pass (3) <i>Identifies & knows</i>	Inadequate (2)	Poor (1)	Fail (0)
<i>Describe the importance of health promotion, health education and behaviour change to implementing person-centred care in the community healthcare setting. (ULO3)</i>	Evaluates and analyses strategies that the RN could use to check Ashley's understanding of the education provided and gain consent. The answer relates back to the case study and aligns with a person-centred approach, using relevant, contemporary literature to support the answer. Adheres to assessment guidelines.	Analyses the strategies that the RN could use to check Ashley's understanding of the education provided and gain consent. The answer relates back to the case study and aligns with a person-centred approach, using contemporary literature to support the answer. Adheres to assessment guidelines.	Describes the strategies that the RN could use to check Ashley's understanding of the education provided and gain consent. The answer relates back to the case study and aligns with a person-centred approach, using contemporary literature to support the answer. Adheres to assessment guidelines.	Identifies strategies that the RN could use to check Ashley's understanding of the education provided and gain consent. The answer relates back to the case study and aligns with a person-centred approach, using contemporary literature to support the answer. Mostly adheres to assessment guidelines.	May identify some strategies to check understanding but uses little or no contemporary literature to support the answer. Does not relate back to the case study or align with a person-centred approach. Does not adhere to assessment guidelines.	Fails to identify any strategies. Does not relate back to the case study. Does not use contemporary literature to support the answer. Does not adhere to assessment guidelines.	Did not answer the question.