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.

<u>Laboratory Results:</u>

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

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

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

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

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

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