

## Video #2:

# How to Practice Clinical Reasoning in Your Classroom

Popil, I. (2011). Promotion of critical thinking by using case studies as teaching method. *Nurse Education Today*, 31, 204-207.

# Benefits of Case Studies

- Facilitate active/experiential learning
- Identify problems
- Experience clinical dilemmas
- APPLY theory
- Emphasize knowledge usage
- Safe environment to practice



# Key Components Case Study

- Scenario
  - What's relevant/why?
- VS/Assessment
  - What's relevant/why?
- Diagnostic data
  - What's relevant/why?
- Priorities
  - Nursing
  - Educational
- Clinical Reasoning Questions
- Medical management
  - Pharm/rationale
- Holistic care/psychosocial

# SKINNY Reasoning

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- Takes 15-20” to go through
  - ❑ Classroom or clinical post-conference
- 2 parts each 2 pages
- PART 1-Recognizing RELEVANT clinical data
- Part 2-5 questions that concisely capture capture the essence of nursing care priorities
- 7 of 8 NCLEX client need categories addressed.
  - ❑ Only one missing-safety and infection control

# Heart Failure SKINNY Reasoning

- JoAnn Smith is a 72-year-old woman who has a history of myocardial infarction (MI) four years ago and systolic heart failure secondary to ischemic cardiomyopathy with a current ejection fraction (EF) of only 15%.
- She presents to the emergency department (ED) for shortness of breath (SOB) the past three days. Her shortness of breath has progressed from SOB with activity to becoming SOB at rest. The last two nights she had to sleep in her recliner chair to rest comfortably upright.
- She is able to speak only in partial sentences and then has to take a breath when talking to the nurse. She has noted increased swelling in her lower legs and has gained six pounds in the last three days.
- She is being transferred from the ED to the cardiac step-down where you are the nurse assigned to care for her.

**What data is clinically RELEVANT and Why?**

# Vital Signs

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<b>Current VS:</b>
<b>T:</b> 98.6 F/37.0 C (oral)
<b>P:</b> 92 (irregular)
<b>R:</b> 26 (regular)
<b>BP:</b> 162/54 MAP: 90
<b>O2 sat:</b> 90% (6 liters n/c)

➤ What clinical data is RELEVANT and Why?

# Nursing Assessment

GENERAL APPEARANCE:	Appears anxious, restless
RESP:	Breath sounds have coarse crackles scattered throughout both lung fields ant/post, labored respiratory effort, patient sitting upright
CARDIAC:	Rhythm: atrial fibrillation, pale, cool to the touch, pulses palpable throughout, 3+ pitting edema lower extremities from knees down bilaterally, S3 gallop, irregular, no jugular venous distention (JVD) noted
NEURO:	Alert and oriented to person, place, time, and situation (x4)
GI:	Abdomen soft/nontender, bowel sounds audible per auscultation in all four quadrants
GU:	Voiding without difficulty, urine clear/yellow
SKIN:	Skin integrity intact, skin turgor elastic, no tenting present

# Diagnostic Data

Basic Metabolic Panel (BMP)					
	Na	K	Gluc.	Creat.	
Current:	133	4.9	105	2.9	
Most Recent:	138	4.2	118	2.2	
Complete Blood Count (CBC)					
	WBC	% Neuts	HGB	PLTs	
Current:	4.8	68	12.9	228	
Most Recent:	5.8	65	13.2	202	
Cardiac					
	Trop.	BNP	Mg	PT/INR	
Current:	0.10	1855	1.9	2.5	
Most Recent:	0.12	155	1.8	2.4	
<b>Radiology:</b> <b>Chest x-ray</b>	Bilateral diffuse pulmonary infiltrates consistent with pulmonary edema				



# Clinical Reasoning Questions

**1. After interpreting relevant clinical data, what is the primary problem?**

- Pathophysiology of problem in own words (Management of Care/Physiologic Adaptation)

**2. State the rationale and expected outcomes for the medical plan of care.** (Pharm. and Parenteral Therapies)

- Titrate oxygen to keep O<sub>2</sub> sat >92%
- Furosemide 40 mg IV push
- Nitroglycerin IV drip: titrate to keep SBP <130
- Strict I&O
- Fluid restriction of 2000 mL PO daily
- Low sodium diet

# Clinical Reasoning Questions

**3. What nursing priority will guide your plan of care?** (Management of Care)

**4. What psychosocial/holistic care PRIORITIES need to be addressed for this patient?** (Psychosocial Integrity/Basic Care and Comfort)

**5. What educational/discharge priorities need to be addressed to promote health and wellness for this patient and/or family?**  
(Health Promotion and Maintenance)

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## References

- Popil, I. (2011). Promotion of critical thinking by using case studies as a teaching method. *Nurse Education Today*, 31, 204-207.

## Questions?

- Don't hesitate to contact me!
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