Week 10 Assignment: Complex Patient Case Presentation

You possess knowledge of how to perform many different patient care activities, from gathering a complete history, to performing a complete physical examination, and educating both your patient and colleagues. This course has prepared you to apply these skills and knowledge in practice with a patient experiencing comorbidities.

Possessing this knowledge is not the same as being able to analyze it, synthesize it, and communicate it in formats that patients and colleagues can understand and utilize. As a clinician, this ability is required and is an essential function for effective nursing practice and healthcare delivery.

*Photo Credit: Getty Images*

For this Assignment, you create a poster presentation and a narrative summary in which you will summarize this information regarding your case study in order to advocate and communicate approaches for promoting positive patient outcomes.

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Genetics/Ethnicity--- Renal Failure/Anemia

**To prepare**:

* You should have signed up for two disorders and two patient factors using the class Wiki. Your case presentation will be based on a hypothetical patient with the comorbidities you selected.
* Review the Resources for your selected disorders, researching supplementary resources in the Walden Library as needed.
* Searching online, locate at least two agencies that provide patient education on your selected disorders and review the available materials and curriculum.
* Access the Case Presentation Template in this week’s Resources.

Assignment

**Part I: Poster**

Use the Case Presentation PowerPoint template provided in this week’s Resources to develop a poster that addresses the following:

* Identify the disorders that make up the comorbidities you selected, as well as associated alterations. List the pathophysiology of the alterations, including changes that occur in at least two body systems. Be specific.
* Identify at least three signs and symptoms associated with the pathologies of your selected comorbidities that would guide the collection of information from conducting a patient health assessment.
* Identify the types of drugs that might be prescribed to treat alterations associated with the patient’s comorbidities. Be specific and provide examples.
* List specific genetic, gender, ethnicity, age, and/or behavior considerations that might impact the pathophysiology of the alterations you identified and the effects of prescribed drugs.
* Provide links to materials from at least two supporting agencies to educate patients on the disorders, treatment options, management, and self-care.

**Part II: Written Narrative: Analyzing Comorbidities in Complex Patient Case Presentations to Inform Nurse and Patient Education (3–4 pages)**

* Explain how the alterations of each comorbid disorder impact each other. Be specific.
* Explain how potential interactions between the medications that might be prescribed to treat the patient's comorbid conditions justify the selection of the medications for this patient.
* Summarize how the information presented in your complex patient case presentation would guide you, as a nurse educator, to advocate for the patient and communicate approaches for promoting positive patient outcomes.
* Recommend education strategies on how you would use the materials from the supporting agencies you identified to educate patients on the disorders, treatment options, management, and self-care.
* Justify how these education strategies would contribute to positive patient outcomes. Be specific and provide examples.

Be sure to include research support. Cite the latest research advancing knowledge of the disorders, treatments, and drugs.

**Reminder**: The School of Nursing requires that all papers submitted include a title page, introduction, summary, and references. The Sample Paper provided at the Walden Writing Center provides an example of those required elements (available at <https://academicguides.waldenu.edu/writingcenter/templates>). All papers submitted must use this formatting

**Rubric Detail**

*Select****Grid View****or****List View****to change the rubric's layout.*

Name: **NURS\_6380\_Week10\_Assignment\_Rubric**



* [**Grid View**](https://class.waldenu.edu/webapps/bbgs-deep-links-BBLEARN/app/course/rubric?course_id=_16627401_1&rubric_id=_1299648_1)
* [List View](https://class.waldenu.edu/webapps/bbgs-deep-links-BBLEARN/app/course/rubric?course_id=_16627401_1&rubric_id=_1299648_1)

|  | **Excellent** | **Good** | **Fair** | **Poor** |
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| **Part I: Poster (40 points)Develop a poster using the provided PowerPoint Template that addresses the following:• Identify the disorders that make up the comorbidities you selected, as well as associated alterations. List the pathophysiology of the alterations, including changes that occur in at least two body systems. Be specific.** | 9 (9%) - 9 (9%)The poster clearly, accurately, and with specific detail identifies the alterations associated with the selected comorbidities and lists the pathophysiology of the alterations, including changes that occur across two body systems. | 8 (8%) - 8 (8%)The poster accurately identifies the alterations associated with the selected comorbidities and lists the pathophysiology of the alterations, including changes that occur across two body systems. | 7 (7%) - 7 (7%)The poster vaguely and/or with some inaccuracy identifies the alterations associated with the selected comorbidities. The pathophsyiology of the alterations contains some inaccuracies and/or does not include changes that occur in at least two body systems. | 0 (0%) - 6 (6%)The poster is vague and inaccurate, or missing descriptions of the alterations associated with the selected comorbidities and the pathophysiology of the alterations. |
| **• Identify at least three signs and symptoms associated with the pathologies of your selected comorbidities that would guide the collection of information from conducting a patient health assessment.** | 3 (3%) - 3 (3%)The poster identifies at least three signs and symptoms associated with the pathologies of the selected comorbidities that would guide the collection of information from conducting a patient health assessment. | 2 (2%) - 2 (2%)The poster identifies two signs and symptoms associated with the pathologies of the selected comorbidities that would guide the collection of information from conducting a patient health assessment. | 1 (1%) - 1 (1%)The poster identifies one sign and symptom associated with the pathologies of the selected comorbidities that would guide the collection of information from conducting a patient health assessment. | 0 (0%) - 0 (0%)The poster is missing descriptions of signs and symptoms associated with the pathologies of the selected comorbidities that would guide the collection of information from conducting a patient health assessment. |
| **• Identify the types of drugs that might be prescribed to treat alterations associated with the patient’s comorbidities. Be specific and provide examples.** | 9 (9%) - 10 (10%)The poster clearly, accurately, and with specific details and examples identifies the types of drugs that might be prescribed to treat alterations associated with the patient’s comorbidities. | 8 (8%) - 8 (8%)The poster accurately identifies the types of drugs that might be prescribed to treat alterations associated with the patient’s comorbidities. | 7 (7%) - 7 (7%)The poster vaguely and/or with some inaccuracy identifies the types of drugs that might be prescribed to treat alterations associated with the patient’s comorbidities. | 0 (0%) - 6 (6%)The poster is vague and inaccurate, or missing descriptions of the types of drugs that might be prescribed to treat alterations associated with the patient’s comorbidities. |
| **• List specific genetic, gender, ethnicity, age, and/or behavior considerations that might impact the pathophysiology of the alterations you identified and the effects of prescribed drugs.** | 9 (9%) - 10 (10%)The poster clearly, accurately, and with appropriate detail lists specfic genetic, gender, ethnicity, age, and/or behavior considerations that might impact the pathophysiology of the alterations identified and the effects of prescribed drugs. | 8 (8%) - 8 (8%)The poster accurately lists specfic genetic, gender, ethnicity, age, and/or behavior considerations that might impact the pathophysiology of the alterations identified and the effects of prescribed drugs. | 7 (7%) - 7 (7%)The poster vaguely and/or with some inaccuracy lists genetic, gender, ethnicity, age, and/or behavior considerations that might impact the pathophysiology of the alterations identified and the effects of prescribed drugs. | 0 (0%) - 6 (6%)The poster is vague and inaccurate, or missing genetic, gender, ethnicity, age, and/or behavior considerations that might impact the pathophysiology of the alterations identified and the effects of prescribed drugs. |
| **• Provide links to materials from at least two supporting agencies to educate patients on the disorders, treatment options, management, and self-care** | 3 (3%) - 3 (3%)The poster provides links to materials from at least two supporting agencies to educate patients on the disorders, treatment options, management, and self-care. The links provided clearly demonstrate the student's understanding of patient education requirements and evidence based practice. | 2 (2%) - 2 (2%)The poster provides links to materials from two supporting agencies to educate patients on the disorders, treatment options, management, and self-care. | 1 (1%) - 1 (1%)The poster provides links to materials from one supporting agency to educate patients on the disorders, treatment options, management, and self-care. | 0 (0%) - 0 (0%)The poster is missing links to materials from supporting agencies to educate patients on the disorders, treatment options, management, and self-care. |
| **Poster Visual Presentation and Organization - The poster demonstrates a logical visual organization and layout that supports the content presented. Appropriate and professional graphics and fonts are used.** | 5 (5%) - 5 (5%)The visual organization and layout of the poster is logical and clearly supports the content presented. Graphics are accurate and appropriate to the content, and fonts have a professional apperance. | 4 (4%) - 4 (4%)The visual organization and layout is logical and supports the content presented. Graphics are accurate with respect to the content, but lack a professional appearance. Fonts usage is appropriate. | 3 (3%) - 3 (3%)The visual organization and layout contains some flaws in logic and does not always support the assignment criteria. Graphics are decorative in nature and do not support the content. Font usage lacks professionalism. | 0 (0%) - 2 (2%)The visual organization is illogical and does not support the assignment criteria. No graphics are present, and font usage lacks professionalism. |
| **Part II: Narrative on Patient Education Approaches Informed by Complex Patient Case Presentations (60 points)In a 3–4 page paper, address the following:• Summarize how the information presented in your complex patient case presentation would guide you, as a nurse educator, to advocate for the patient and communicate approaches for promoting positive patient outcomes.** | 14 (14%) - 15 (15%)The response clearly, accurately, and with specific detail summarizes how the information presented in the complex patient case presentation would guide nurse educators to advocate for the patient and communicate approaches for promoting positive patient outcomes. | 12 (12%) - 13 (13%)The response accurately summarizes how the information presented in the complex patient case presentation would guide nurse educators to advocate for the patient and communicate approaches for promoting positive patient outcomes. | 11 (11%) - 11 (11%)The reponse vaguely and/or with some inaccuracy summarizes how the information presented in the complex patient case presentation would guide nurse educators to advocate for the patient and communicate approaches for promoting positive patient outcomes. | 0 (0%) - 10 (10%)The response is vague and inaccurate, or missing a summary of how the information presented in the complex patient case presentation would guide nurse educators to advocate for the patient and communicate approaches for promoting positive patient outcomes. |
| **• Recommend education strategies on how you would use the materials from the supporting agencies you identified to educate patients on the disorders, treatment options, management, and self-care.** | 14 (14%) - 15 (15%)The response provides clear, accurate, and detailed recommendations for education strategies on how materials from the supporting agencies identified would be used to educate patients on the disorders, treatment options, management, and self-care. | 12 (12%) - 13 (13%)The response provides accurate recommendations for education strategies on how materials from the supporting agencies identified would be used to educate patients on the disorders, treatment options, management, and self-care. | 11 (11%) - 11 (11%)The response provides vague and/or somewhat inaccurate recommendations for education strategies on how materials from the supporting agencies identified would be used to educate patients on the disorders, treatment options, management, and self-care. | 0 (0%) - 10 (10%)The response is vague and inaccurate, or missing recommendations for education strategies on how materials from the supporting agencies identified would be used to educate patients on the disorders, treatment options, management, and self-care. |
| **• Justify how these education strategies would contribute to positive patient outcomes. Be specific and provide examples.** | 14 (14%) - 15 (15%)The response clearly, accurately, and with specific examples justifies how these education strategies would contribute to positive patient outcomes. | 12 (12%) - 13 (13%)The response accurately justifies how these education strategies would contribute to positive patient outcomes. | 11 (11%) - 11 (11%)The response vaguely and/or with some inaccuracy attempts to justify how these education strategies would contribute to positive patient outcomes. | 0 (0%) - 10 (10%)The response is vague and inaccurate, or missing a justification for how these education strategies would contribute to positive patient outcomes. |
| **Written Expression and Formatting - Paragraph Development and Organization:Paragraphs make clear points that support well-developed ideas, flow logically, and demonstrate continuity of ideas. Sentences are carefully focused—neither long and rambling nor short and lacking substance. A clear and comprehensive purpose statement and introduction are provided that delineate all required criteria.** | 5 (5%) - 5 (5%)Paragraphs and sentences follow writing standards for flow, continuity, and clarity. A clear and comprehensive purpose statement, introduction, and conclusion are provided that delineate all required criteria. | 4 (4%) - 4 (4%)Paragraphs and sentences follow writing standards for flow, continuity, and clarity 80% of the time. Purpose, introduction, and conclusion of the assignment are stated, yet are brief and not descriptive. | 3 (3%) - 3 (3%)Paragraphs and sentences follow writing standards for flow, continuity, and clarity 60%–79% of the time. Purpose, introduction, and conclusion of the assignment are vague or off topic. | 0 (0%) - 2 (2%)Paragraphs and sentences follow writing standards for flow, continuity, and clarity < 60% of the time. No purpose statement, introduction, or conclusion were provided. |
| **Written Expression and Formatting - English writing standards:Correct grammar, mechanics, and proper punctuation** | 5 (5%) - 5 (5%)Uses correct grammar, spelling, and punctuation with no errors. | 4 (4%) - 4 (4%)Contains a few (1 or 2) grammar, spelling, and punctuation errors. | 3 (3%) - 3 (3%)Contains several (3 or 4) grammar, spelling, and punctuation errors. | 0 (0%) - 2 (2%)Contains many (≥ 5) grammar, spelling, and punctuation errors that interfere with the reader’s understanding. |
| **Written Expression and Formatting - The paper follows correct APA format for title page, headings, font, spacing, margins, indentations, page numbers, running heads, parenthetical/in-text citations, and reference list.** | 5 (5%) - 5 (5%)Uses correct APA format with no errors. | 4 (4%) - 4 (4%)Contains a few (1 or 2) APA format errors. | 3 (3%) - 3 (3%)Contains several (3 or 4) APA format errors. | 0 (0%) - 2 (2%)Contains many (≥ 5) APA format errors. |
| Total Points: 100 |

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Learning Resources

**[Required Readings](https://class.content.laureate.net/0cba8c89179a4bf496e923144c2c95ee.html%22%20%5Cl%20%22section_container_1716881496-accordion-73)**[(click to expand/reduce)](https://class.content.laureate.net/0cba8c89179a4bf496e923144c2c95ee.html%22%20%5Cl%20%22section_container_1716881496-accordion-73)

[Coralli, C. H. (2006). Effective case presentations—An important clinical skill for nurse practitioners.](https://class.content.laureate.net/8a6ac8f3d4b1a568cf6808c3078271b9.pdf%22%20%5Co%20%22Coralli%2C%20C.%20H.%20%282006%29.%20Effective%20case%20presentations%22%20%5Ct%20%22_blank) *[Journal of the American Academy of Nurse Practitioners](https://class.content.laureate.net/8a6ac8f3d4b1a568cf6808c3078271b9.pdf%22%20%5Co%20%22Coralli%2C%20C.%20H.%20%282006%29.%20Effective%20case%20presentations%22%20%5Ct%20%22_blank)*[,](https://class.content.laureate.net/8a6ac8f3d4b1a568cf6808c3078271b9.pdf%22%20%5Co%20%22Coralli%2C%20C.%20H.%20%282006%29.%20Effective%20case%20presentations%22%20%5Ct%20%22_blank) *[18](https://class.content.laureate.net/8a6ac8f3d4b1a568cf6808c3078271b9.pdf%22%20%5Co%20%22Coralli%2C%20C.%20H.%20%282006%29.%20Effective%20case%20presentations%22%20%5Ct%20%22_blank)*[(5), 216–220. doi:10.1111/j.1745-7599.2006.00125.x](https://class.content.laureate.net/8a6ac8f3d4b1a568cf6808c3078271b9.pdf%22%20%5Co%20%22Coralli%2C%20C.%20H.%20%282006%29.%20Effective%20case%20presentations%22%20%5Ct%20%22_blank)

[Dougados, M., Soubrier, M., Perrodeau, E., Gossec, L., Fayet, F., Gilson, M., . . . Ravaud, P. (2015). Impact of a nurse-led programme on comorbidity management and impact of a patient self-assessment of disease activity on the management of rheumatoid arthritis: Results of a prospective, multicentre, randomised, controlled trial (COMEDRA).](https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1777910157%3Faccountid%3D14872" \o "Impact of a nurse-led programme on comorbidity management and impact of a patient self-assessment of disease activity on the management of rheumatoid arthritis: Results of a prospective, multicentre, randomised, controlled trial (COMEDRA). " \t "_blank) *[Annals of the Rheumatic Diseases, 74](https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1777910157%3Faccountid%3D14872" \o "Impact of a nurse-led programme on comorbidity management and impact of a patient self-assessment of disease activity on the management of rheumatoid arthritis: Results of a prospective, multicentre, randomised, controlled trial (COMEDRA). " \t "_blank)*[(9), 1725.](https://ezp.waldenulibrary.org/login?qurl=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1777910157%3Faccountid%3D14872" \o "Impact of a nurse-led programme on comorbidity management and impact of a patient self-assessment of disease activity on the management of rheumatoid arthritis: Results of a prospective, multicentre, randomised, controlled trial (COMEDRA). " \t "_blank)

[Dunn, K. S., & Riley-Doucet, C. K. (2017). Applying integrative learning strategies and complexity theory to design simulations for care of complex patients](https://ovidsp-ovid-com.ezp.waldenulibrary.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006223-201703000-00007&LSLINK=80&D=ovft" \o "Applying integrative learning strategies and complexity theory to design simulations for care of complex patients" \t "_blank)*[. Nurse educator, 42](https://ovidsp-ovid-com.ezp.waldenulibrary.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006223-201703000-00007&LSLINK=80&D=ovft" \o "Applying integrative learning strategies and complexity theory to design simulations for care of complex patients" \t "_blank)*[(2), 72-76.](https://ovidsp-ovid-com.ezp.waldenulibrary.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00006223-201703000-00007&LSLINK=80&D=ovft" \o "Applying integrative learning strategies and complexity theory to design simulations for care of complex patients" \t "_blank)

[Shoemaker, S. J., Wolf, M. S., & Brach, C. (2013). The patient education materials assessment tool (PEMAT) and user’s guide. Retrieved from https://www.ahrq.gov/sites/default/files/publications/files/pemat\_guide.pdf](https://www.ahrq.gov/sites/default/files/publications/files/pemat_guide.pdf%22%20%5Ct%20%22_blank)

**[Document:](https://class.content.laureate.net/63630571f7cbb568098fa352e19303f4.pptx%22%20%5Co%20%22Case%20Presentation%20Template%20)** [Case Presentation Template (PowerPoint file)](https://class.content.laureate.net/63630571f7cbb568098fa352e19303f4.pptx%22%20%5Co%20%22Case%20Presentation%20Template%20)