

## EDUCATIONAL INTERVENTION TO ENHANCE FORMULATION OF INTEGRATED CARE PLAN BY NURSING STUDENTS

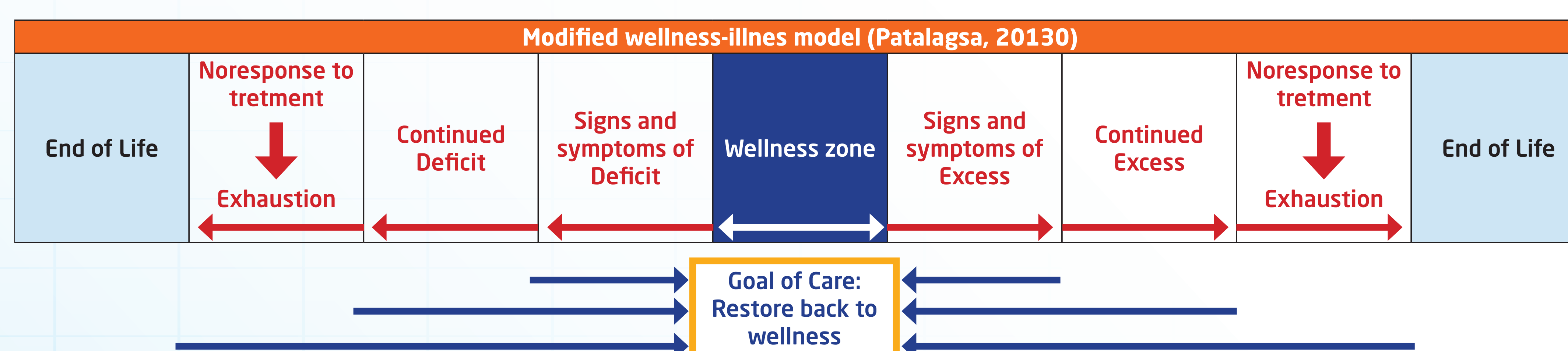
**Joel Gonzales Patalagsa, RN, PhD**

King Saud University College of Nursing, Riyadh, Saudi Arabia

**Background:** Using nursing care plan in training nursing students in assessing client's condition or needs, formulating clinical judgment by identifying the appropriate nursing diagnosis, planning, implementing, and evaluating patient's condition remains to be an effective clinical training tool. Yet, nursing students encountered difficulties in formulating an integrated care plan that reflect patients' conditions and relevant intervention plan.

**Aim:** To evaluate nursing student's application of educational enhancements in improving nursing care plans.

**Methods:** Qualitative-descriptive method and content analysis were used in analyzing nursing care plan formulated by junior nursing students. Educational intervention was introduced that included discussion and workshop in using the modified wellness-illness continuum model and integrated intervention matrix.



Intervention Category	Dependent/Collaborative	Independent
Assessment-related	As prescribed by MD	Nurse responsibilities
Medication-related	As prescribed by MD	Nurse responsibilities
Exercise, sleep, rest-related		Nurse responsibilities
Treatment and diagnostic procedures, comfort, and safety-related	As prescribed by Dr. Coordination with therapists, lab techs	Nurse responsibilities
Hygiene-related (head-to-toe)		Nurse responsibilities
Outpatient referrals and follow-up-related	Coordination with MD and community resources	Nurse responsibilities
Diet and nutrition-related	Coordination with Dietician	Nurse responsibilities
Inspiring/motivating-related		Nurse responsibilities
Spirituality-related	Coordination with spiritual counselor	Nurse responsibilities
Teaching-related	Involvement of significant others	Nurse responsibilities

### Results:

1. Improvements in identification of patients' signs and symptoms that were aligned with the modified wellness-illness model.
2. Improvements in matching nursing diagnosis with the signs and symptoms that were identified during assessment.
3. Improvements in identifying patient care outcomes criteria that were aligned with the assessment findings.
4. Improvements in identifying relevant and applicable interventions using the integrated intervention matrix as guide.

### Conclusion:

1. The enhanced wellness-illness model and integrated intervention matrix provided practical and easy to use guides in formulating safe and quality patient-centered integrated care plan.
2. Nursing students developed confidence in applying theory into practice.
3. Nursing students understand the importance of involving patients and in their care and in collaborating with other members of the health team.

### Implications:

1. Preceptors or clinical instructors need to consistently guide nursing students with the application of nursing process in formulating an integrated care plan aimed at providing safe, compassionate, and quality care.
2. Nursing students need to practice interacting with the clients and the different members of the health team to enable them to develop communication and collaborative skills necessary in providing safe, compassionate, and quality care.

### Reference:

Patalagsa, J.G. (2013). Nursing care plan: An evidence-based tool for learning and providing high quality care. Saarbrücken, Deutschland/Germany: Scholars' Press. E-mail: [jpatalagsa@ksu.edu.sa](mailto:jpatalagsa@ksu.edu.sa)