Concept Map Care Plan

Each Clinical Instructor will review the Concept Map directions in the clinical setting and serve as a daily resource for the students.

Concept mapping is a type of structured conceptualization, which can be used by groups to develop a conceptual network, which can guide evaluation or planning. Concept mapping is a technique for representing knowledge in graphs. Knowledge graphs are networks of concepts. Networks consist of nodes (points/vertices) and links (arcs/edges). Nodes represent concepts and links represent the relations between concepts. Concepts and sometimes links are labeled. Links can be non-, uni- or bi-directional. Concepts and links may be categorized, they can be simply associative, specified or divided in categories such as causal or temporal relations.

Concept Mapping in Nursing

Concept mapping is a useful aid to promote critical thinking. It can be used to prepare for patient care, in patient education and in problem solving. Concept mapping has been utilized for over 20 years as a valuable tool for meaningful learning. It has been proven to help students understand, think critically, and problem solve in clinical decision-making. The concept map assists students to correlate the patient's medical and/or nursing diagnoses, symptoms, treatments, and interventions. The student can see how the treatment for one disease, complicates another disease, or limits the treatment of another disease, and many other relationships. You will learn to show multiple relationships on one page.

- All first year nursing students in each nursing course will complete *a first draft of* Concept Map Nursing Care Plan. The clinical instructor will review and provide feedback on the first draft. Students will then review feedback and revise work. Submitting their final paper for review and grading by clinical instructor.
- The second year nursing students should be able to complete the Concept Map Nursing Care Plan without a draft.
- All written papers are required to type and cite the reference at the end of the paper and in the body of the paper by using APA style.
- Concept map learning will be shared in a non-threatening environment (grade is Satisfactory/Unsatisfactory).
- If the Concept Map Care Plan is graded unsatisfactory, the student will revise it until it receives a satisfactory or by the final evaluation day. The purpose of the revisions is to assure that all students understand the process and can use it to their advantage in the clinical setting.
- Students must receive a satisfactory grade on their Concept Map Care Plan in order to pass clinical.

Instruction

The following is to be completed during provision of care.

1) Obtain report on your patient.
2) Complete Patient Profile Database.
3) List all medications, the *time* due and the *purpose* (reason the patient is taking the medication). Identify nursing implications: assessments that must be completed and lab and diagnostic tests that must be evaluated prior to drug administration. Identify proper drug administration e.g. with meals, preferred injection sites, etc. Indicate the page number in the drug book and tab the drug book for easy reference.
4) List all treatments (dressing changes, etc) and time due.
5) List the patient's activity level: (BR, BR with BRP, Ambulate, etc.)
6) Lab and Diagnostic Tests.
   a. Is the patient scheduled to leave the unit for tests? List test
   b. What do you need to do to prepare the patient for the test?
   c. List abnormal findings and how they are related to the primary diagnosis.

7) Analyze collected data and develop Concept Map Nursing Care Plan
   a. **Box in *Red*.** Starting by drawing a central box and state the reason for seeking health care (often a medical diagnosis).

   b. **Box in *Red*.** Listing relevant past medical history to link to (7)a.

   c. **Box in *Orange*.** List <u>all</u> associated expected signs and symptoms from the medical diagnosis like spokes on a wheel. Indicate with an asterisk (*) the actual S/S of your patient.

   d. **Box in *Yellow*.** List the highest priority NANDA nursing diagnosis flowing outward from the expected signs and symptoms. Use PES format (Problem (nursing diagnosis), Etiology (related to) and Signs and Symptoms (As Evidenced By) is to be used in nursing diagnosis box with defining characteristics still being met either by linking with a line to the sign/symptom of medical diagnosis or by writing them in the box.

   e. **Box in *Blue*.** Write patient goal (outcome) for the priority nursing diagnosis. The outcome/goal is derived from the nursing diagnosis. Reverse the nursing diagnosis (problem) statement so that the goal is relevant, measurable and time limited.

   f. **Box in *Green*.** For the primary nursing diagnosis, write <u>3</u> nursing interventions. Structure as primary(p), secondary(S), and tertiary(T) prevention.

g. List the rationale for each implementation. The rationale must relate to the patient's diagnosis. (Cite the reference)

h. **Box in *Purple.*** For evaluation of the outcome**.** State that the goal is met, not met, or partially met with the explanation of reason why. If the goal is not met or partially met, state the modification plan. If the goal is met, state the next priority nursing diagnosis.

i. Include the following somewhere on the map or attach to the concept map:

Medications: List purpose of the drug for the patient and nursing implications. Indicate page number and tab it in drug book.
Medical treatments: Previously ordered or expected to be ordered by the Doctor.
Laboratory and Diagnostic Tests: Name, date, & result of those already performed. List of those expected to be ordered by the Doctor.

j. Link concepts
  Use …. (dotted line) to show suggested correlation.
  Use ____ (solid line) to show strong correlation of relationship between data.
  Use → (solid line with arrow) to show cause and effect.

8) Cite the reference in the body of the paper and list all references at the end of the paper according to alphabetically order by using APA style.
9) Use PES format to write <u>all</u> listed nursing diagnoses from assessment findings on a separate paper and prioritize each nursing diagnosis.

♦ Be creative! Use your imagination and this is fun as well as a learning tool.

Mt. San Antonio College
Associate Degree Nursing Program
Nursing 1B Laboratory /Clinical Grading Tool
Evaluation of Concept Map Care Plan

Student Name _____   Date _____

	Unsatisfactory	Satisfactory	Excellent
Nursing history interview skills are appropriate and therapeutic			
Research of primary medical diagnosis and/or surgical procedure is accurate and thorough			
Patient Profile Database is complete and accurate.			
Assessment of data is complete and accurate.			
Relevance and appropriateness of the data clustered around each concept.			
Priority NANDA nursing diagnosis is developed.			
Problem statement, etiology, and signs and symptoms reflect the patient's assessment **(PES)**			
Patient outcome (**TOM**) is realistic, measurable and time limited.			
Nursing interventions are realistic, relevant for the patient, and related to the problem.			
Nursing interventions are reflecting **primary, secondary, and tertiary prevention.**			
Rationales for nursing interventions are specific and reflect the patient's diagnosis.			
Evaluation of patient goal reflects contributing factors. Modification plan is in place when goal is not met or partially met. Next prioritize nursing diagnosis is in place if the goal is met.			
Appropriate colors for consistency and clarity.			
Stressors and resistant factors are complete and appropriate.			
Linking lines are accurate and meaningful.			
List of nursing diagnoses is complete and accurate with problem statement, etiology, and signs and symptoms reflect the patient's assessment			
Citing references accurately by using **APA style**			
Clinical tool is complete			
Grade of Concept Map			

Instructor comments:

Laboratory/ Clinical Instructor will grade the Concept Map using this clinical tool. If grade is unsatisfactory, the student will revise their work until it receives a satisfactory grade from clinical instructor or the final evaluation day. The purpose of the revisions is to assure that all students understand the process and can use it to their advantage in the clinical setting.