

**Topic 4: Data to Diagnosis**

Connection between assessment and nursing diagnosis

**Objectives:**

- Formulate nursing diagnoses relevant to abnormal assessment findings and/or admission or current medical diagnoses.
- Care Plan evidence (subjective and objective) support and relate to nursing dx.
- Create a concept map for your patient

Teaching Methods and Strategies			Clinical Evaluation Tool Categories
<b>Warm-up</b>	<b>Lesson/Mid-shift Conference</b>	<b>Options for Learning Activities</b>	
<p><b>Preconference question:</b> What do we do with all the data we collected?</p> <p><b>Warm-up activity:</b> Instructor introduces the concept of making sense of data and asks students pay attention to abnormal assessment findings today.</p> <p><b>Instructor guidance:</b> 1) What abnormal assessment findings did you notice and what is the significance? 2) Based on the data, what issues are starting to emerge and what nursing diagnoses are becoming evident? 3) What information connects with which issue?</p>	<p><b>Lesson:</b> Making connections between the data.</p> <p>Concept-mapping activity to show how concept mapping can help you see the connections between data.</p> <p>Check accuracy of connections between the data by explaining the connection. Does it make sense? If cannot explain either 1) not a good connection or 2) need more knowledge of the connection.</p> <p><b>Reflective Moment:</b> Students share or ask questions about the meaning or connections between their patient's data.</p>	<p><b>Options for Learning Activities</b></p> <p><b>During Shift:</b> Student creates a concept map that reflects collected data and includes sentences explaining each connection.</p> <p><b>Post-Conference:</b></p> <p>Students share the connections made in their concept map activity.</p> <p>Students share a nursing diagnosis with supporting assessment data; fellow students listen and offer feedback.</p> <p>Students and instructor reflect on the theme for the day.</p>	<p><b>CJM phase:</b> Interpreting <b>LCJR dimensions:</b> Making sense of data.</p> <p><b>NUR 2115L CET component</b></p> <p><b>Focused observation</b></p> <ul style="list-style-type: none"> <li>• Gathers client data relevant to medical and nursing diagnosis</li> </ul> <p><b>Recognizing deviations from expected patterns</b></p> <ul style="list-style-type: none"> <li>• Identifies abnormal assessment findings</li> </ul> <p><b>Making sense of data</b></p> <ul style="list-style-type: none"> <li>• Formulates accurate nursing diagnosis</li> </ul>