




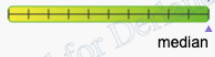

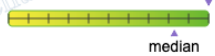








PDF

### Performance Overview

The following table summarizes your performance on each section of the case, whether you completed that section or not.

Time spent: 26 min 58 sec

Status: Submitted

Case Section	Status*	Your Score	Cohort Comparison (N=805)	Performance Details
Total Score		97% 		
EHR MCQ	Done	100% 		1 correct item, 0 missed, 0 incorrect
History	Done	100% 		35 questions asked, 35 correct, 0 missed relative to the case's list
History MCQ	Done	100% 		1 correct item, 0 missed, 0 incorrect
Physical Assessment	Done	87% 		30 physical assessments performed, 25 correct, 4 partially correct, 1 missed relative to the case's list, 0 harmful to patient **
Physical Assessment MCQ	Done	100% 		1 correct item, 0 missed, 0 incorrect
Nurse notes	Done			1 word long; the case's was 24 words
Exercises	Done	100%  (of scored items only)		11 of 11 correct (of scored items only)

\*Status:

Not started - the section has not been started yet.

In progress - the section is incomplete and there's still time to finish it.

Incomplete - the section is incomplete and the assignment due date has passed.

Done - the section is finished and evaluated.

EHR

The following is a summary of all the tasks you performed during the EHR portion of your patient encounter.

Time spent: 26 sec

EHR MCQ

Time spent: 6 sec

Score: 100%

- Correct
- ✖ Missed
- Extraneous

During your review of the EHR, which of the findings did you judge as key?

Yours	Graded	Choice
<input checked="" type="checkbox"/>	<span style="color: green;">●</span>	Low hemoglobin.
<input type="checkbox"/>		Active in basketball.
<input type="checkbox"/>		Lives with mother and younger brother.
<input type="checkbox"/>		Will be a high school junior.
<input type="checkbox"/>		Allergy to latex.

Overview

EHR

History

Physical

Nurse Notes

Exercises

History

The following is a summary of all the tasks you performed during the history portion of your patient encounter.

Time spent: 7 min 39 sec

All History Questions

Time spent: 7 min 35 sec



Performed: 35 of 35 concepts addressed, 35 questions asked

Performed

- Performed, Not required, not inappropriate, Extraneous, Duplicate, Inappropriate

Not performed

- Missed

Table with 5 columns: Score, Order, Type, Question, Response. Contains 12 rows of history questions and patient responses.

Overview	EHR	History	Physical	Nurse Notes	Exercises
●	11	SH	Do you drink alcohol? If so, what do you drink and how many drinks per day?		Uh...no.
●	12	SH	Do you now or have you ever smoked or chewed tobacco?		No. My dad would kill me if I did.
●	13	SH	Do you use electronic cigarettes? How many per day?		No, I do not.
●	14	SH	Do you use any recreational drugs? If so, what?		No. I know better than that.
●	15	PMH	Are you taking any prescription medications?		Uh...no.
●	16	Assoc Sx	Do you have any other symptoms or concerns we should discuss?		Uh...no. Everything is good. Did my blood work come back yet?
●	17	PMH	Can you tell me about any current or past medical problems you have had?		I don't have any.
●	18	PMH	Are you taking any over-the-counter or herbal medications?		I take some Tylenol every now and then.
●	19	PMH	Are your immunizations up to date?		Yes, my dad makes sure of that.
●	20	FH	Are there any diseases that run in your family?		Yeah, a couple of my cousins have sickle cell disease.
●	21	SH	Are you sexually active?		No, but my boyfriend and I have talked about it.
●	22	HPI/ROS	Have you noticed any bruising, bleeding gums, nose bleeds, or other sites of increased bleeding?		Uh...no.
●	23	HPI/ROS	Do you have problems with heat or cold intolerance, increased thirst, increased sweating, frequent urination, or change in appetite?		No.
●	24	HPI/ROS	Do you have problems with dizziness, fainting, spinning room, seizures, weakness, numbness, tingling, or tremor?		Uh...no.
●	25	HPI/ROS	Do you have any problems with an itchy scalp, skin changes, moles, thinning hair, or brittle nails?		Uh...no.
●	26	HPI/ROS	Do you have any problems with nervousness, depression, lack of interest, sadness, memory loss, or mood changes, or ever hear voices or see things that you know are not there?		Nope.
●	27	HPI/ROS	Do you have any problems with fatigue, difficulty sleeping, unintentional weight loss or gain, fevers, or night sweats?		No. My cousins have trouble with fatigue sometimes, they have sickle cell disease.
●	28	HPI/ROS	When you urinate, have you noticed any pain, burning, blood, difficulty starting or stopping, dribbling, incontinence, urgency during day or night, or any changes in frequency?		Nope.
●	29	HPI/ROS	Do you have any problems with headaches that don't go away with aspirin or Tylenol (acetaminophen), double or blurred vision, difficulty with night vision, problems hearing, ear pain, sinus problems, chronic sore throats, or difficulty swallowing?		Nope.
●	30	HPI/ROS	Have you noticed any breast discharge, lumps, scaly nipples, pain, swelling, or redness?		Ah, no.
●	31	HPI/ROS	Do you experience chest pain discomfort or pressure; pain/pressure/dizziness with exertion or getting angry; palpitations; decreased exercise tolerance; or blue/cold fingers and toes?		Nope, none of those.
●	32	HPI/ROS	Do you experience shortness of breath, wheezing, difficulty catching your breath, chronic cough, or sputum production?		No, I do not.

Overview      EHR      **History**      Physical      Nurse Notes      Exercises

			problems hearing, ear pain, sinus problems, chronic sore throats, or difficulty swallowing?	
●	30	HPI/ROS	Have you noticed any breast discharge, lumps, scaly nipples, pain, swelling, or redness?	Ah, no.
●	31	HPI/ROS	Do you experience chest pain discomfort or pressure; pain/pressure/dizziness with exertion or getting angry; palpitations; decreased exercise tolerance; or blue/cold fingers and toes?	Nope, none of those.
●	32	HPI/ROS	Do you experience shortness of breath, wheezing, difficulty catching your breath, chronic cough, or sputum production?	No, I do not.
●	33	HPI/ROS	Do you have problems with nausea, vomiting, constipation, diarrhea, coffee grounds in your vomit, dark tarry stool, bright red blood in your bowel movements, early satiety, or bloating?	Uh...no.
●	34	HPI/ROS	Do you have problems with muscle or joint pain, redness, swelling, muscle cramps, joint stiffness, joint swelling or redness, back pain, neck or shoulder pain, or hip pain?	Uh...no. My cousins do some times.
●	35	SH	Are you experiencing any violence, abuse, trauma, or bullying? If so, by whom?	Uh...no.

History MCQ

Time spent: 4 sec  
Score: 100%

- Correct
- ✗ Missed
- Extraneous

During your interview of the patient, which of the findings did you judge as key?

Yours	Graded	Choice
<input type="checkbox"/>		Sexually active.
<input type="checkbox"/>		Feeling despondent.
<input checked="" type="checkbox"/>	●	Family history of sickle cell disease.
<input type="checkbox"/>		Bouts of vertigo.
<input type="checkbox"/>		Pain with urination.
<input type="checkbox"/>		Experiencing constipation.

History Notecard

Hx Notecard

Overview

EHR

History

Physical

Nurse Notes

Exercises

### Physical

The following is a summary of all the tasks you performed during the physical exams portion of your patient encounter.

Time spent: 8 min 30 sec

#### All Physical Assessments

Time spent: 8 min 24 sec



Performed: 25 of 31 required  
 4 partially correct  
 1 incorrect

Accuracy: 7 performance errors

Physical assessment counts here reflect physical assessments performed and certain vitals reviewed.

#### Performed

- Performed
- ◐ Partially correct
- Incorrect
- ⊗ Inappropriate
- ⊕ Not required, not inappropriate
- Extraneous
- Duplicate
- ▲ Harmful to patient

#### Not performed

- ✗ Missed

Interpretation Score: ✓ Correct — Missed ● Incorrect

Score	Order	Physical Assessment	Performance Errors	Interpretation			
				Score	Type	User Value	Case Value
●	1	Vitals: SpO <sub>2</sub>					
●	2	Vitals: cognitive status		✓	Cognitive Status	A and O x 4	A and O x 4
●	3	Vitals: height					
●	4	Vitals: weight					
●	6	Abdomen: Inspect/palpate abdomen					
●	7	Chest Wall & Lungs: Inspect anterior and posterior chest					
●	8	Extremities: Inspect/palpate extremities: Upper					
●	9	Extremities: Inspect/palpate					

Overview	EHR	History	Physical	Nurse Notes	Exercises
●	7	Chest Wall & Lungs: Inspect anterior and posterior chest			
●	8	Extremities: Inspect/palpate extremities: Upper			
●	9	Extremities: Inspect/palpate extremities: Lower			
●	10	HEENT: Inspect ears			
●	11	HEENT: Inspect eyes			
●	12	HEENT: Inspect mouth/pharynx			
●	13	HEENT: Inspect nose external/internal			
●	14	HEENT: Inspect/palpate head			
●	15	Musculoskeletal: Assess muscle tone			
●	16	Musculoskeletal: Assess range of motion: Upper body			
●	17	Musculoskeletal: Assess range of motion: Lower body			
●	18	Neck: Palpate neck			
●	19	Skin and Nails: Assess capillary refill: Fingers			
●	20	Skin and Nails: Assess capillary refill: Toes			
●	21	Skin and Nails: Assess skin turgor			
●	22	Skin and Nails: Inspect finger/toe nails			
●	23	Skin and Nails: Inspect skin			
●	24	Vitals: blood pressure		✓ Systolic/Diastolic 118/72 ✓ Pressure normal ✓ Interpretation normotensive	118/72 normal normotensive
●	26	Neurological: perform ocular motor test		✓ H-Test	normal normal

Overview	EHR	History	Physical	Nurse Notes	Exercises
●	23	Skin and Nails: Inspect skin			
●	24	Vitals: blood pressure		✓ Systolic/Diastolic 118/72 ✓ Pressure normal ✓ Interpretation normotensive	118/72 normal normotensive
●	26	Neurological: perform ocular motor test		✓ H-Test	normal normal
●	27	Vitals: respiration		✓ Rate 16 ✓ Rhythm regular ✓ Effort unlabored	16 regular unlabored
☾	25	Chest Wall & Lungs: auscultate lungs	<ul style="list-style-type: none"> <li>You didn't listen for at least one cycle at anterior upper right, anterior upper left, right midaxillary, left midaxillary, anterior middle right, anterior middle left, anterior lower right, and anterior lower left.</li> <li>You did not auscultate all the locations.</li> </ul>	✓ Left ✓ Right	normal normal normal normal
☾	28	Heart: auscultate heart	<ul style="list-style-type: none"> <li>You didn't listen for at least one cycle at aortic, pulmonic, erb's point, tricuspid, mitral/apex, and mitral - midaxillary.</li> </ul>	✓ Interpretation	Normal Normal
☾	29	Neurological: examine pupils	<ul style="list-style-type: none"> <li>You need to examine each pupil at least twice.</li> </ul>	✓ Left ✓ Right	normal reactive normal reactive normal reactive normal reactive
☾	30	Vitals: pulse	<ul style="list-style-type: none"> <li>You didn't listen for at least 15 seconds at right carotid, left carotid, right brachial, left brachial, right radial, right femoral, left femoral, and left radial.</li> <li>You did not check radial pulse first on conscious adult patient.</li> </ul>	✓ Rate 60 ✓ Rhythm regular ✓ Strength normal	60 regular normal normal
○	5	Abdomen: auscultate abdomen	<ul style="list-style-type: none"> <li>You didn't listen for at least 8 seconds at RUQ, LUQ, RLQ, and LLQ.</li> </ul>	Interpretation	normoactive
✗		temperature			

Overview	EHR	History	Physical	Nurse Notes	Exercises									
	28	Heart: auscultate heart	<ul style="list-style-type: none"> <li>You didn't listen for at least one cycle at aortic, pulmonic, Erb's point, tricuspid, mitral/apex, and mitral - midaxillary.</li> </ul>		<table border="1"> <tr> <td>Interpretation</td> <td>Normal</td> <td>Normal</td> </tr> </table>	Interpretation	Normal	Normal						
Interpretation	Normal	Normal												
	29	Neurological: examine pupils	<ul style="list-style-type: none"> <li>You need to examine each pupil at least twice.</li> </ul>		<table border="1"> <tr> <td>Left</td> <td>normal reactive</td> <td>normal reactive</td> </tr> <tr> <td>Right</td> <td>normal reactive</td> <td>normal reactive</td> </tr> </table>	Left	normal reactive	normal reactive	Right	normal reactive	normal reactive			
Left	normal reactive	normal reactive												
Right	normal reactive	normal reactive												
	30	Vitals: pulse	<ul style="list-style-type: none"> <li>You didn't listen for at least 15 seconds at right carotid, left carotid, right brachial, left brachial, right radial, left femoral, and left radial.</li> <li>You did not check radial pulse first on conscious adult patient.</li> </ul>		<table border="1"> <tr> <td>Rate</td> <td>60</td> <td>60</td> </tr> <tr> <td>Rhythm</td> <td>regular</td> <td>regular</td> </tr> <tr> <td>Strength</td> <td>normal</td> <td>normal</td> </tr> </table>	Rate	60	60	Rhythm	regular	regular	Strength	normal	normal
Rate	60	60												
Rhythm	regular	regular												
Strength	normal	normal												
	5	Abdomen: auscultate abdomen	<ul style="list-style-type: none"> <li>You didn't listen for at least 8 seconds at RUQ, LUQ, RLQ, and LLQ.</li> </ul>		<table border="1"> <tr> <td>Interpretation</td> <td>normoactive</td> <td></td> </tr> </table>	Interpretation	normoactive							
Interpretation	normoactive													
		temperature												

⊖ Physical Assessments MCQ

Time spent: 5 sec

Score: 100%

Correct

Missed

Extraneous

During your physical assessment of the patient, which of the findings did you judge as key?

Yours	Graded	Choice
<input type="checkbox"/>		Tachycardia.
<input type="checkbox"/>		Hypoactive bowel sounds.
<input type="checkbox"/>		Fine crackles to lower lobes.
<input type="checkbox"/>		Inguinal hernia.
<input checked="" type="checkbox"/>		Cystic acne to face.
<input type="checkbox"/>		Systolic murmur.
<input type="checkbox"/>		Hypertensive.

Exercises

The following report shows how well you did the science exercises during the course of playing this case. Some exercises cannot be automatically graded and will require your instructor's review.




All Exercises

Time spent: 9 min 47 sec 

Overall score: 100%


Performed: 11 of 11 required  
2 not scored

Performed

-  Correct
-  Partially correct
-  Incorrect
-  Not scored

Not performed

-  Unanswered

Section	Score	Type	% Correct	Order	Question	User Answer	Case Answer
Prework		Didactic	n.a.	1	<p><b>Definition of Virtual Simulation:</b> A teaching method that mimics the real world through the re-creation of a healthcare encounter depicted in a digital world. Each simulation has four components: Pre-brief – Enactment – Debrief – Assessment (PEDA).</p> <ul style="list-style-type: none"> <li>• Pre-briefing: preparatory activities to complete the simulation case. This may include scenario overview, review of concepts, review of pre-simulation questions, expectations, confidentiality, and bedside handoff report.</li> <li>• Enactment/Simulation: completion and participation in the simulation case</li> <li>• Debrief: reflection on your performance in the simulation case and discussion with others on ways to improve your nursing practice</li> <li>• Assessment/Evaluation: evaluation of your case performance by faculty using the rubrics in Canvas.</li> </ul> <p><b>Purpose:</b> The case simulation provides the opportunity to apply nursing theory to practice.</p> <p><b>Clinical Replacement:</b> You must complete all required simulations and debriefings for this course.</p> <p><b>Expectations:</b></p> <ul style="list-style-type: none"> <li>• Consciously make a personal choice to act with professional integrity.</li> <li>• Organize and prepare for the virtual simulation experience.</li> <li>• Be accountable for one's role and responsibilities.</li> <li>• Be collaborative, supportive, and mutually respectful of all simulated patients.</li> <li>• Share expertise and/or experiences in a safe, nonjudgmental manner.</li> <li>• Be calm, compassionate and create a sense of trust.</li> <li>• Be cognizant of issues related to the care of diverse populations and the diversity among all involved in the virtual simulation experience.</li> </ul>		

Overview		EHR	History	Physical	Nurse Notes	Exercises
			<p>experience.</p> <ul style="list-style-type: none"> <li>Recognize unprofessional and unethical behavior during the simulation and take steps to abate it.</li> <li>Follow standards of practice, guidelines, principles, and ethics of one's profession. American Nurses Association (ANA) Professional Standards.</li> <li>Create and maintain a safe learning environment.</li> </ul> <p><b>Ground Rules:</b> Your focus must be on your virtual simulation activities just as it would be in a real clinical setting.</p> <p><b>Successful behaviors include the following:</b></p> <ul style="list-style-type: none"> <li>Complete the simulation activity individually.</li> <li>Review all necessary materials and complete assigned pre-simulation work prior to each virtual simulation activity.</li> <li>Always be prepared and organized.</li> <li>Ensure a quiet environment and that all technology is checked and working before your scheduled simulation activity.</li> <li>Ensure an adequate power source and internet connections are available.</li> <li>Arrange for family responsibilities prior to entering the virtual simulation environment to not be a distraction.</li> <li>Complete in its entirety without interruption. Virtual simulation activity may last from 2 – 4 hours.</li> </ul> <p><b>Confidentiality:</b> To preserve the educational value, integrity, and safety of the learning environment, you agree to maintain strict confidentiality about the proceedings of the simulation session, details of the training scenarios, and the performance of all participants. You acknowledge that this expectation aligns with the guidelines related to the Health Insurance Portability and Accountability Act (HIPAA) and laws governing Protected Health Information (PHI) in patient care environments. You will not view, discuss, share, record or disclose any confidential information pertaining to the session. You understand that lapses in confidentiality are considered academic misconduct and could result in dismissal from the academic program.</p> <p><b>Fiction Agreement:</b> You will suspend judgment of realism for any given simulation in exchange for the promise of learning new knowledge and skills, treating the simulated patients with the same care as an actual patient, and acting with a genuine desire to learn even when it may be difficult.</p> <p><b>Orientation to i-Human:</b> To refresh or re-orient to the i-Human software, please review</p> <ul style="list-style-type: none"> <li>Robert Jones practice case and orientation videos.</li> <li>Description of Tabs/Tutorial of i-Human</li> <li>Technical Requirements specific to i-Human</li> </ul> <p><b>Assessment &amp; Evaluation:</b> You will be evaluated using the rubric located within Canvas. Debriefing is in a separate discussion also in Canvas.</p>			
Prework	●	Multiple choice	100%	2	<p>You are preparing to complete a comprehensive assessment of an adolescent. Which topics would be appropriate to include in the health history? Select all that apply.</p>	<ul style="list-style-type: none"> <li>Relationships with friends and family.</li> <li>Performance in school.</li> <li>Depression and anxiety.</li> <li>Tobacco, drug, and alcohol use.</li> <li>Sexual activity.</li> </ul>

Overview		EHR		History		Physical		Nurse Notes		Exercises	
Prework	●	Multiple choice	100%	2	You are preparing to complete a comprehensive assessment of an adolescent. Which topics would be appropriate to include in the health history? Select all that apply.			<ul style="list-style-type: none"> <li>✓ Relationships with friends and family.</li> <li>✓ Performance in school.</li> <li>✓ Depression and anxiety.</li> <li>✓ Tobacco, drug, and alcohol use.</li> <li>✓ Sexual activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships with friends and family.,</li> <li>• Performance in school.,</li> <li>• Depression and anxiety.,</li> <li>• Tobacco, drug, and alcohol use.,</li> <li>• Sexual activity.</li> </ul>		
Prework	●	Multiple choice	100%	3	Why should the nurse include a suicide screening during an annual physical for an adolescent? Select all that apply.			<ul style="list-style-type: none"> <li>✓ To quickly identify if the child needs further evaluation.</li> <li>✓ To promote a sense of trust and openness between the child and care provider.</li> </ul>	<ul style="list-style-type: none"> <li>• To quickly identify if the child needs further evaluation.,</li> <li>• To promote a sense of trust and openness between the child and care provider.</li> </ul>		
Prework	●	Multiple choice	100%	4	During an annual physical, which of the following are healthy milestones in growth and development to assess in an adolescent related to the family life cycle? Select all that apply.			<ul style="list-style-type: none"> <li>✓ Demonstration of independence from parents.</li> <li>✓ Defined work habits.</li> <li>✓ Deeper capacity for caring and sharing and for developing more intimate relationships.</li> <li>✓ Ability to give reasons for their choices, including what is right or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of independence from parents.,</li> <li>• Defined work habits.,</li> <li>• Deeper capacity for caring and sharing and for developing more intimate relationships.,</li> <li>• Ability to give reasons for their choices, including what is right or wrong.</li> </ul>		
Prework	●	Multiple choice	100%	5	While conducting an annual physical, which environmental factor is the most important to ensure a conducive environment for the assessment?			<ul style="list-style-type: none"> <li>✓ Ensure adequate lighting and privacy.</li> </ul>	Ensure adequate lighting and privacy.		
Prework	●	Multiple choice	100%	6	When conducting an annual physical for an adolescent, which of the following communication techniques would be most appropriate? Select all that apply.			<ul style="list-style-type: none"> <li>✓ Actively listen and show empathy.</li> <li>✓ Use open-ended questions.</li> <li>✓ Use simple language rather than medical jargon.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listen and show empathy.,</li> <li>• Use open-ended questions.,</li> <li>• Use simple language rather than medical jargon.</li> </ul>		
Prework	🔗	Didactic	n.a.	7	<a href="#">Click here</a>						
EHR	●	Multiple choice	100%	1	Shane's hemoglobin level is 10 g/dL (100 g/L). Which factor may be responsible for the hemoglobin value? (Select all that apply.)			<ul style="list-style-type: none"> <li>✓ Sickle cell anemia.</li> <li>✓ Chronic blood loss.</li> <li>✓ Folic acid deficiency.</li> <li>✓ Hemolytic anemia.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic blood loss.,</li> <li>• Sickle cell anemia.,</li> <li>• Folic acid deficiency.,</li> <li>• Hemolytic anemia.</li> </ul>		
Exams	●	Multiple choice	100%	1	After reviewing Shane's laboratory data, which finding requires a change to the patient's plan of care and additional patient education?			<ul style="list-style-type: none"> <li>✓ Hemoglobin (Hgb) 10 g/dl</li> </ul>	Hemoglobin (Hgb) 10 g/dl		
Exams	●	Multiple	100%	2	When assessing the family, how should the nurse inquire about the family structure?			<ul style="list-style-type: none"> <li>✓ Politely inquire, "Tell me about</li> </ul>	Politely inquire, "Tell me about who		

Overview		EHR	History	Physical	Nurse Notes	Exercises	
					<ul style="list-style-type: none"> <li>✓ Ability to give reasons for their choices, including what is right or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to give reasons for their choices, including what is right or wrong.</li> </ul>	
Prework	●	Multiple choice	100%	5	While conducting an annual physical, which environmental factor is the most important to ensure a conducive environment for the assessment?	<ul style="list-style-type: none"> <li>✓ Ensure adequate lighting and privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure adequate lighting and privacy.</li> </ul>
Prework	●	Multiple choice	100%	6	When conducting an annual physical for an adolescent, which of the following communication techniques would be most appropriate? Select all that apply.	<ul style="list-style-type: none"> <li>✓ Actively listen and show empathy.</li> <li>✓ Use open-ended questions.</li> <li>✓ Use simple language rather than medical jargon.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listen and show empathy.,</li> <li>• Use open-ended questions.,</li> <li>• Use simple language rather than medical jargon.</li> </ul>
Prework	⊗	Didactic	n.a.	7	<a href="#">Click here</a>		
EHR	●	Multiple choice	100%	1	Shane's hemoglobin level is 10 g/dL (100 g/L). Which factor may be responsible for the hemoglobin value? (Select all that apply.)	<ul style="list-style-type: none"> <li>✓ Sickle cell anemia.</li> <li>✓ Chronic blood loss.</li> <li>✓ Folic acid deficiency.</li> <li>✓ Hemolytic anemia.</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic blood loss.,</li> <li>• Sickle cell anemia.,</li> <li>• Folic acid deficiency.,</li> <li>• Hemolytic anemia.</li> </ul>
Exams	●	Multiple choice	100%	1	After reviewing Shane's laboratory data, which finding requires a change to the patient's plan of care and additional patient education?	<ul style="list-style-type: none"> <li>✓ Hemoglobin (Hgb) 10 g/dl</li> </ul>	<ul style="list-style-type: none"> <li>• Hemoglobin (Hgb) 10 g/dl</li> </ul>
Exams	●	Multiple choice	100%	2	When assessing the family, how should the nurse inquire about the family structure?	<ul style="list-style-type: none"> <li>✓ Politely inquire, "Tell me about who else lives with you and your family?"</li> </ul>	<ul style="list-style-type: none"> <li>• Politely inquire, "Tell me about who else lives with you and your family?"</li> </ul>
Exams	●	Multiple choice	100%	3	Click to interact with acne on the face using 3D technology. As the nurse responsible for coordinating care for Mr. Peterson, what would be the priority action to provide comprehensive person-centered care related to his cystic acne? [link to media disabled]	<ul style="list-style-type: none"> <li>✓ Schedule a dermatology consultation to discuss treatment options.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule a dermatology consultation to discuss treatment options.</li> </ul>
Exams	●	Multiple choice	100%	4	Which of the following interventions would be the most appropriate for the nurse to include in the plan of care based on the assessment findings during the annual physical? Select all that apply.	<ul style="list-style-type: none"> <li>✓ Educate the patient on iron rich foods.</li> <li>✓ Educate the client on skin hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Educate the patient on iron rich foods.,</li> <li>• Educate the client on skin hygiene.</li> </ul>
Exams	●	Multiple choice	100%	5	Shane is scheduled for a dermatology and hematology consult in two weeks and begins undergoing treatment for severe cystic acne. When Shane returns for his follow-up visit, which of the following assessment findings would indicate a substantial improvement related to his acne treatment and anemia? Select all that apply.	<ul style="list-style-type: none"> <li>✓ Resolution of pitting scars and cysts on the cheek and jawline region.</li> <li>✓ Hemoglobin (Hgb) 12 g/dl</li> </ul>	<ul style="list-style-type: none"> <li>• Resolution of pitting scars and cysts on the cheek and jawline region.,</li> <li>• Hemoglobin (Hgb) 12 g/dl</li> </ul>



## NR305 Week 2 Shane Peterson iHuman Virtual Patient Encounter Worksheet

Name:

### 1. Situation, Background, Assessment, Recommendations (SBAR) Documentation

S	<p>Situation</p> <p>Concise statement of the purpose of the communication</p>	<p>[Shane Peterson is a 17-year-old male who reported to a wellness check-up. His key issues involve persistent cystic acne and anemia history. She also revealed that he was in a same-sex relationship. During the assessment, she was alert, cooperative, and engaged.]</p>
B	<p>Background</p> <p>Brief information related to the clinical background of the situation</p>	<p>[Shane has a history of chronic blood loss and a history of previously diagnosed anaemia. He has dermatology and haematology follow-ups in the next few weeks. He is currently residing with his father in a supportive home environment. He has no history of surgery, does not use substances, and does not have mental health problems. Anaemia is also significant in family history.]</p>
A	<p>Assessment</p> <p>Brief analysis and consideration of options</p>	<p>[The main findings were a hemoglobin level of 10 g/dL, hypertension with a blood pressure of 140/90 mmHg, and tachycardia with a heart rate of 110 bpm. On physical examination, cystic acne was observed, normal lung sounds, with mild crackles in the lower lobes, and cardiac auscultation had a systolic murmur. No depression symptoms were observed during mental health screening. Other tests such as white blood cell count were within normal limits.]</p>
R	<p>Recommendation</p> <p>Suggestion of what you believe the client needs</p>	<p>[It is recommended to start iron supplementation and dietary counselling on foods rich in iron. Encourage attendance at future haematology and dermatology appointments. Cardiac and blood pressure results require further examination, which might involve echocardiography. Dietary management can be improved by referring to a nutritionist. Educate on acne care, safe sex, and reinforce healthy lifestyle management practices like regular physical exercise.]</p>

### 2. Defuse Questions



During the Shane Peterson case, describe a time when you felt knowledgeable and confident in your skills.

During the physical assessment part of the encounter with Shane, I felt most confident. I found it easy to gather vital signs and compare the results with his general state. I was able to identify potential cardiovascular issues through recognizing his elevated blood pressure and tachycardia. This helped me to realize that my background understanding of assessment skills was solid and consistent. It also emphasized the importance of integrating objective data with patient history to build an accurate clinical picture.

List and describe something new you learned related to client care.

Among the new ideas that I have gained, there is the need to discuss sensitive issues, including sexual orientation, in a professional, inclusive manner. With the provision of a safe environment, the patients will be in a position to provide information about themselves, which is absolutely vital to their treatment. This is particularly relevant to teens such as Shane, who are still trying to define themselves and also dealing with health issues. I also discovered how open communication can reveal hidden risk factors and enhance patient outcomes. This highlighted the importance of cultural competence and the concept of nonjudgmental language.

If you could go back and ask Shane one more question right now, what would it be and why?

Assuming I have one more question to ask Shane, I would question, Have you encountered any barriers or obstacles to seeking healthcare? This question may help to determine whether he has been judged, misunderstood or not supported because of his age or sexual orientation. Factors like stigma, resource shortage or difficulty of accessing services can significantly influence a patient to continue with care. Being aware of these issues would enable me to defend him better. It would also provide me with a platform to link him to resources, which would benefit his well-being in general.

How can you apply what you learned in this case to your nursing practice?

One of the lessons that I can apply to the case of Shane is always to treat the patient holistically. This does not only imply attention to physical symptoms but also to emotional, social, and cultural dimensions of health. Inclusive and respectful communication will assist me in establishing trust with patients and prompt them to open up. I will also ensure that risk factors are identified early and educate patients according to their individual needs. On the whole, this experience has taught me that patient-centred and individualised care enhances health outcomes and therapeutic relationships.



### 3. Post-Case Questions

What communication techniques are important when conducting a holistic assessment of Shane? Why?

The active listening method, open-ended questions, and applying inclusive, nonjudgmental language are crucial techniques. Such practices promote open and honest communication with patients such as Shane, resulting in better comprehension of their needs and establishing trust between the nurse and the patient (Indridadottir & Nisco-Madden, 2025).

What other assessment considerations would you include based on Shane's sexual orientation? Why are these important?

Other factors involve screening of sexual health, reviewing vaccination against HPV and hepatitis B, and addressing mental health risks associated with stigma and discrimination. These are significant as the LGBTQ+ youth usually have special health disparities and might put off the treatment until they feel judged or unaccepted. Affirming care equips the comprehensive and equitable provision of health management (Ayo-Ajibola et al., 2024).

Provide the full APA reference for the scholarly source.

Ayo-Ajibola, O., Davis, R. J., Lin, M. E., West, J. D., Kokot, N. C., & Chambers, T. (2024). Associations between risk perception and HPV knowledge and vaccine uptake: highlighting the LGBTQ+ population. *Otolaryngology–Head and Neck Surgery*, *170*(6), 1684-1695.

Indridadottir, O., & Nisco-Madden, J. (2025). Holistic physical assessment: A new framework for nursing practice Honoring the whole person. *Journal of Holistic Nursing*, *43*(3), 266-276.