INDIAN HEALTH SERVICE

Patient and Family Education Protocols and Codes (PEPC)

OBSTETERIC CODES

11th Edition
January 2005

FOREWORD TO THE 11TH EDITION OF THE PATIENT EDUCATION PROTOCOLS

FOREWORD

The PEP-C (Patient Education Protocols and Codes committee) has diligently worked to add all protocols that were requested by providers or departments. We hope that you find codes helpful in documenting your patient education. Some of the codes found in this book will be used in ORYX and GPRA as indicators. Please consult your local SUD to see which indicators your site has chosen. More information about these topics can be obtained from Mary Wachacha or Mike Gomez. They are both in the IHS e-mail system.

As co-chairs of this committee we would like to sincerely thank all the members and guests of this committee. As usual they spent long hours preparing for the committee meeting and even longer hours in committee. They all deserve our appreciation. Without these dedicated committee members this would not be possible. We would also like to thank Mary Wachacha, IHS Chief of Health Education. Without her vision none of this would be possible. We would like to recognize Liz Dickey, R.N. for her part in envisioning an easier way to document education. We would like to thank Juan Torrez for his assistance in formatting and ensuring consistency in our document. We would like to thank all the programs in IHS for their dedication to the documentation of patient and family education. Finally, we are indebted to our colleagues in the Indian Health Service for their support, encouragement and input.

If you have new topics or codes you would like to see in future editions of the Patient Education Protocols and Codes please let us know. Submissions are requested and encouraged!!! Please e-mail submissions or mail them on floppy disk, in Word or Word Perfect format. Please try to follow the existing format as much as possible and as much as possible use mnemonics (codes) that are already in existence. The submissions will be reviewed by the committee and may be changed extensively prior to their publication for general use. New submissions should be sent to:

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Use and Documentation of Patient Education Codes

Why Use the Codes?

Use of the codes helps nurses, physicians and other health care providers to document and track patient education. While it is frequently desirable to spend 15, 30 even 60 minutes making an assessment of need, providing education and then documenting the encounter, the reality of a busy clinical practice often requires us to do this in a more abbreviated fashion. The codes allow the educator a quick method of documenting that education took place during a given patient visit. The codes are then transferred to the health summary which informs everyone using the chart that a given patient received education on specific topics. The codes are limited in that they do not detail the exact nature of the education. However, using these codes consistently will show the pattern of education provided and encourage subsequent health professionals to do the appropriate follow-up. For instance, a typical health summary for a diabetic patient might show the following history of patient education:

07/19/04 DM-Nutrition, poor understanding, 10 min. (Provider Initials) GS: Pt. will include 5 veg/fruit/day

10/27/04 DM-Foot care, good understanding, 7 min. (Provider Initials)GM: Pt included 5 veg/fruit/day

11/07/04 DM-Exercise, good understanding, 15 min. (Provider Initials) GS: Pt. will walk 5 dys/wk/30 min.

A reasonable interpretation of this summary tells you that this patient is trying to understand management of their diabetes.

SOAP Charting and the Codes

Use of the codes *does not* preclude writing a SOAP note on educational encounters. Whenever a health professional spends considerable time providing education in a one-on-one setting, that visit should be recorded as an independent, stand-alone visit. The primary provider can incorporate the educational information into their SOAP note and use the code to summarize the visit and get the information onto the health summary. If the patient sees both a physician and a nurse during the same visit and the nurse completes a lengthy educational encounter, two PCC forms should be used— one for the physician visit and one for the nursing visit. In that particular case the patient had two primary care encounters during the same day.

How to Use the Codes

The Medical Records and Data Entry programs at each site determine where patient education will be entered on the PCC and other facility forms. Medical Records and Data Entry will also determine how the patient education is recorded. You should check with your Medical Records and Data Entry staff to determine how they would like your facility to document patient education. Using a stamp, over-printing on the PCC or the use of "education flow sheets" is discouraged for all disciplines and all sites. All education should be documented directly onto the PCC, PCC+ and in the Electronic Health Record.

The educator should document the education using the following steps:

1. Log onto the PCC, PCC+ or Electronic Health Record or document the education on the PCC Group Preventive Services Form
2. Circle "Patient Education" in the section marked "Medications/Treatment/Procedures/Patient Education"
3. If using the PCC+ or the Electronic Health Record, Patient Education is located in specific sections of the PCC+ and Electronic Health Record.
4. Begin your documentation by entering the appropriate:
    - STEP ONE: Write down the appropriate ICD-9 code, disease, illness or condition for which you are providing the education.
    - STEP TWO: Enter the education topic discussed (e.g. complications, nutrition, hygiene).
    - STEP THREE: Determine the patient's level of understand of the education provided and enter as good- (G), fair (F), or Poor (P).
        - If the patient refuses the education encounter, you document this refusal by writing an (R) for refused.
        - If you are providing education in a group (not an individual one-on-one encounter), the education provided is documented as (GP) for Group education. A "group" is defined as more than one person. Documenting with the Group (Gp) mnemonic indicates that the group member's level of understanding was not assessed.
    - STEP FOUR: Enter the amount of time spent educating the patient. Use specific time amounts rounded off to the minute, i.e., 3 minutes, 17 minutes.
    - STEP FIVE: Initial your entry so that you can get credit for the education provided.
    - STEP SIX: Lastly, each provider is able to encourage the patient to participate in the determination of their personal health by setting a goal for themselves. This capability is the last item documented at the end of

the educational encounter. The provider assists the patient in setting a "plan of action" for themselves to aid in the improvement of their health. This is documented by using (GS) for Goal Set; (GM) for Goal Met; and (GNM) for Goal Not Met. Upon the documentation of the setting of a Goal, each subsequent health care provider can refer to the "Health Summary" and look under the "Most Recent Patient Education" to review any goals set by the patient.

OBJECTIVE	DEFINITION	MNEMONIC
Goal Set	• State a plan; • State a plan how to maintain at least one _____; • Write a plan of management; • Plan to change ___; • A plan to test ______(blood sugar); • Choose at least one change to follow _____; • Demonstrate ____ and state a personal plan for ______; • Identify a way to cope with ______;	GS
Goal Met	Behavior Goal Met	GM
Goal Not Met	Behavior Goal Not Met	GNM

The PCC Coders can only select "Good, Fair, Poor, Group or Refused" for the level of understanding. Remember, this section is meant for speedy documentation of brief educational encounters. If you wish to write a more lengthy narrative, please do so, on a separate PCC form using the codes to simply summarize your note. On inpatient PCCs each entry must be prefaced by a date.

Recording the Patient's Response to Education

The following "Levels of Understanding" can be used in the PCC system:

Good (**G**):	Verbalizes understanding Verbalizes decision or desire to change (plan of action indicated) Able to return demonstrate correctly
Fair (**F**):	Verbalizes need for more education Undecided about making a decision or a change Return demonstration indicates need for further teaching
Poor (**P**)	Does not verbalize understanding Refuses to make a decision or needed changes Unable to return demonstrate
Refuse (**R**):	Refuses education
Group (**Gp**):	Education provided in group. Unable to evaluate individual response

Documenting Patient Education (Forms)

IHS-485 (3/98)

PCC INPATIENT SUPPLEMENT AND DISCHARGE FOLLOW-UP RECORD

1 **Document Educational Assessment here**

PROBLEM LIST | A-AI-C | # | PROBLEM LIST ADDITIONS OR CHANGES (PRINT ONLY IN THIS SECTION)

Learning Preferences – TALK
HTN – N – G – XYZ – 5 min – GS—Patient will eat less salt

Change to Inactive #

Change to Active #

REPRODUCTIVE FACTORS G P LC SA TA LMP FP METHOD DATE BEGUN

PROBLEM LIST NOTES STORE NOTE FOR PROB. #

REMOVE PLAN #

STORE NOTE FOR PROB. #

B/P

A. DISCHARGE ORDER

DATE OF ORDER #

B. DIAGNOSES AND PROBLEMS

2 **Document the Patient Education here**

Don't know how to document educational assessments?

Please refer to the IHS Patient Education Protocol Manual

#1 Educational Assessment

#2 Patient Education

C. OPERATIONS AND / OR PROCEDURES

D. CONDITION AT DISCHARGE

E. MEDICATION, SPECIAL EQUIPMENT, SUPPLIES FOR USE AT HOME

RECTAL

HEP B#

HEP A#

OPV#

DTP#

DTap#

DT

Td

MMR#

VARICELLA

INFLUENZA

Hb TITER/ anti-HB#

F. FOLLOW-UP RECOMMENDATIONS, SPECIFIC INSTRUCTIONS, DIET, ACTIVITY, WORK TOLERANCE, REFERRALS, RETURN APPOINTMENT

I, ______________ have received
(Patient or Repr...)
the above instructio...

It is important to place your provider code and signature on the bottom of the PCC form.

HRN # | SSN# | ADMISSION

NAME | DISCHARGE

B DATE | SEX | TRIBE | REFERRED | VILLAGE HEALTH AIDE | OTHER

RESIDENCE | PROVIDER SIGNATURE | PROVIDER CODE | AFIL. | Dis. | Initials/Code

FACILITY | DATE

Signature EP X Y Z

Figure 1: ***Documenting Patient Education on the PCC Inpatient Supplement and Discharge Follow-Up Record form.***

PCC AMBULATORY ENCOUNTER RECORD

X Y Z

There are two places on the PCC form where it is appropriate to document patient education.

It is also important to place your provider code in the top right hand corner and to sign the bottom of the PCC form.

1 Document Educational Assessment here

Educational Assessments questions? Please refer to the IHS Patient Education Protocol Manual

PURPOSE OF VISIT (PRINT ONLY IN THIS SECTION; DO NOT ABBREVIATE)

Learning Preference - TALK
HTN – N – G – XYZ – 5 min – GS, patient will reduce salt intake

2 Document the Patient Education Here

2 Or Document the Patient Education and Assessment

MEDICATIONS / TREATMENTS / PROCEDURES / PATIENT EDUCATION

Learning Preference – TALK
HTN - N - G - XYZ - 5 min – GS, patient will reduce salt intake

Signature

Figure 2: Documenting Patient Education with the PCC Ambulatory Encounter Record form

«hdr» «timestamp» «provider»

Clinic Code _____ Appointment ____ Walk-in____

«h1» «h2» «h3» «h4» «h5» «h6» «h7» «h8» «h9» «h10»

«h11» «h12» «h13» «h14» «h15» «h16» «h17» «h18» «h19» «h20»

Chief Complaint & Visit Plan

«grav» «para» «lc» «ab» «fpm»

Afl.	Discipline		Initials		
			X	Y	Z

Vital Signs & Measurements	
Temp	Peak Flow
Pulse	O_2 Sat
Resp	LMP
BP	
Wt	Glucose
Ht	Pain (0 – 10)
Tobacco	Smoker in Home
ETOH	Dom Violence

Vision		
Uncor	Corr	FT Check/Exam
R	R	Designated Prov
L	L	

Key for ROS Notation [blank] Not done [✔] Normal [X] Abnormal *(Describe findings)*

ROS							
Gen	Eyes	Ent	C/V	Resp	GI	GU	Sex Fxn
M/S	Skin	Neuro	Psych	Endo	Hem/Lym	Immo	Other

S/O

Injury date: Cause: Place: ____ ETOH ___ Work related ___DV related

X-ray Labs

Provisional Dx

Allergies	Allergy: «a1»	Allergy: «a2»	Allergy: «a3»	Allergy: «a4»	Allergy: «a5»

Active Medications (15 most Recent) & New Prescriptions Q=Qty R=Refill C=Chronic	Q	R	C	ORX
✔ =Refill △ =Change Write Controlled Subs & Changes on bottom				
«md1» «mm1» **«mq1»** «ms1»				
«md2» «mm2» **«mq2»** «ms2»				
«md3» «mm3» **«mq3»** «ms3»				
«md4» «mm4» **«mq4»** «ms4»				
«md5» «mm5» **«mq5»** «ms5»				
«md6» «mm6» **«mq6»** «ms6»				
«md7» «mm7» **«mq7»** «ms7»				
«md8» «mm8» **«mq8»** «ms8»				
«md9» «mm9» **«mq9»** «ms9»				
«md10» «mm10» **«mq10»** «ms10»				
«md11» «mm11» **«mq11»** «ms11»				
«md12» «mm12» **«mq12»** «ms12»				
«md13» «mm13» **«mq13»** «ms13»				
«md14» «mm14» **«mq14»** «ms14»				
«md15» «mm15» **«mq15»** «ms15»				

Pharmacy Only	Screened:	Entered:	Checked:

«patient» «agesex» «x29»
DOB: «dob» SSN:«ssn» «timestamp»
«b27» **#«chart»** VCN: «uid»

Key For Physical Exam Notation
[blank] Not done [✔] Normal
[X] Abnormal (Describe findings)

Physical Exam	
___Vital Signs	**«x14»**
___General	___ «x1»
EYES	___ «x2»
___ Conj/Lids	___ «x3»
___ Pupils	___ «x4»
___ Fundi	___ «x5»
ENT	___ «x6»
___ Ext ear/Nose	___ «x7»
___ EAC/TMs	___ «x8»
___ Hearing	**ABDOMEN**
___ Nasal mucosa	___ Mass,tnderness
___ Sinuses	___ Liver, spleen
___ Mouth	___ Hernia
___ Pharynx	___ Rectal
NECK	___ Stool Heme
___ Thyroid	**MUSC/SKLTL**
___ Masses	___ Gait/Station
RESP	___ Digits/Nails
___ Effort	___ Joints/Bones
___ Percussion	___ Muscles
___ Palpation	Area Examined
___ Breath Sounds	____________
HEART / CV	___ Inspection
___ Palpation	___ Palpation
___ PMI	___ Range motion
___ Sounds	___ Stability
___ Carotid	___ Strength/Tone
___ Abd Aorta	**SKIN**
___ Femoral	___ Rash/Lesion
___ Pedal	___ Indurate/Nodule
___ Edema	**NEUROLOGIC**
LYMPHATIC	___Cranial nerves
___ Neck	___Reflexes
___ Axilla	___Sensation
___ Groin	**PSYCH**
___ Other	___ Judgment
«X10»	___ Orientation
___ «x11»	___ Memory
___ «x12»	___ Mood/Affect
___ «x13»	

Figure 3: Documenting Patient Education on a PCC+ form, page 1

«hdr» «timestamp» «provider»

X	Treatment/Procedures	CPT	Supplies	Qty	CPT	X	Injection/Infusion	CPT	X	Immunization	CPT
	«t1»	«t1a»	«z1»		«z1a»		«s1»	«s1a»		«i1»	«i1a»
	«t2»	«t2a»	«z2»		«z2a»		«s2»	«s2a»		«i2»	«i2a»
	«t3»	«t3a»	«z3»		«z3a»		«s3»	«s3a»		«i3»	«i3a»
	«t4»	«t4a»	«z4»		«z4a»		«s4»	«s4a»		«i4»	«i4a»
	«t5»	«t5a»	«z5»		«z5a»		«s5»	«s5a»		«i5»	«i5a»
	«t6»	«t6a»	«z6»		«z6a»		«s6»	«s6a»		«i6»	«i6a»
	«t7»	«t7a»	«z7»		«z7a»		«s7»	«s7a»		«i7»	«i7a»
	«t8»	«t8a»	«z8»		«z8a»		«s8»	«s8a»		«i8»	«i8a»
	«t9»	«t9a»	«z9»		«z9a»		«s9»	«s9a»		«i9»	«i9a»
	«t10»	«t10a»	«z10»		«z10a»		«s10»	«s10a»		«i10»	«i10a»
	«t11»	«t11a»	«z11»		«z11a»		«s11»	«s11a»		**Point of Care Lab**	**CPT**
	«t12»	«t12a»	«z12»		«z12a»		«s12»	«s12a»		Finger Stick Glucose	82948
	«t13»	«t13a»	«z13»		«z13a»		«s13»	«s13a»		Hemoccult Stool	82270
	«t14»	«t14a»	«z14»		«z14a»					Hemoglobin	85018
	«t15»	«t15a»	«z15»		«z15a»					Urine Dip w/o Micro	81000
	«t16»	«t16a»									
	«t17»	«t17a»									

Purpose of Visit   Prioritize POV = ["1-2-3…"]   Add Active Problems= ["A"]   Inactivate Problem= ["I"]   Remove Problem= ["R"]

A / I / R	ICD-9	Active Problems & POVs	A / I / R	ICD-9	ICD-9 Pick List	A / I / R	ICD-9	ICD-9 Pick List
	«p1c»	«p1»		«d1c»	«d1»		«d20c»	«d20»
	«p2c»	«p2»					«d21c»	«d21»
	«p3c»	«p3»					«d22c»	«d22»
	«p4c»	«p4»					«d23c»	«d23»
	«p5c»	«p5»					«d24c»	«d24»
	«p6c»	«p6»					«d25c»	«d25»
	«p7c»	«p7»		«d7c»	«d7»		«d26c»	«d26»
	«p8c»	«p8»		«d8c»	«d8»		«d27c»	«d27»
	«p9c»	«p9»		«d9c»	«d9»		«d28c»	«d28»
	«p10c»	«p10»		«d10c»	«d10»		«d29c»	«d29»
	«p11c»	«p11»		«d11c»	«d11»		«d30c»	«d30»
	«p12c»	«p12»		«d12c»	«d12»		«d31c»	«d31»
	«p13c»	«p13»		«d13c»	«d13»		«d32c»	«d32»
	«p14c»	«p14»		«d14c»	«d14»		«d33c»	«d33»
	«p15c»	«p15»		«d15c»	«d15»		«d34c»	«d34»
	«p16c»	«p16»		«d16c»	«d16»		«d35c»	«d35»
	«p17c»	«p17»		«d17c»	«d17»		«d36c»	«d36»
	«p18c»	«p18»		«d18c»	«d18»		«d37c»	«d37»
	«p19c»	«p19»		«d19c»	«d19»		«d38c»	«d38»

Educational Assessment questions? Please refer to the IHS Patient Education Protocol Manual

A / I / R	Additional Purpose o…	Plans/Instructions/Appointments/Referrals

Notes for problem: Remove Note:
Notes for problem: Remove Note:
Notes for problem: Remove Note:

RTC: APPT LENGTH:

1 **Document Educational Assessment in the Learning Preferences, Barriers to Learning, and Readiness to Learn fields.**

Patient Education (Circle or Write in Responses for Each Column)						
Learning Preferences	TALK	Barriers to Learning	HEAR	Readiness to Learn	EAGR	
Diagnosis or Code	**Topic**	**Level of Understanding**	**Provider**	**Time (min)**	**Goals**	**Comments**
HTN	LA	(G) P Group Refused	XYZ	5	GS	Plans to reduce salt intake
		G F P Group Refused				
		G F P Group Refused				
		G F P Group Refused				

2 **Document the Patient Education in this table.**

X	Preventative Med	New	Estbl	X	E&M Visit Level	New	Estbl
	Infant (< 1 yr.)	99381			…el w/ an "X" and CIRCLE whether NEW or ESTABLISHED patient.		
	Early childhood (1-4 yrs.)				…ROS 0, 1 organ sys/ body area	99202	99212
	Late childhood (5-11 yrs.)				…ROS 1, 2-7 o.s./ b.a.	99203	99213
	Adolescent (12-17 yrs.)				…ROS 2-9, 2-7 o.s./ b.a.	99204	99214
	18-39 yrs	99385			…ROS 10-14, 8-12 o.s./ b.a.	99205	99215
	40-64 yrs	99386					99211
	65 yrs & >	99387	99397		Counseling: ___15 min. / ___30 min. / 45 min.		9940

I HAVE RECEIVED THE ABOVE MEDICATION AND HAVE BEEN OFFERED/RECEIVED COUNSELING

Provider Signature: Signature

«patient» «agesex»
DOB: «dob» SSN: «ssn» «timestamp»
«b27» **#«chart»** VCN: «uid»

Figure 4: Documenting Patient Education on a PCC+ form, page 2

This form is used by all healthcare workers providing education in the community, schools, work sites, etc.

IHS-367 (4/94) P.L. 96-511 N.A.

PCC GROUP PREVENTIVE SERVICES

DATE							
LOCATION	PROVIDER CODE			PROVIDER CODE			SERVICES PROVIDED
	AFN.	Dis.	Initials/Code	AFN.	Dis.	Initials/Code	

LAST NAME	FIRST	SEX	HEALTH RECORD NUMBER	SPECIFIC SERVICES PROVIDED - INCLUDE RESULTS AS APPROPRIATE
				OBS-EX-GP-30 min.-XYZ-GS: Add 30 minutes of exercise to daily routine*

In this column, ask participants to write their name.

In this column, ask participants to write their sex, Male or Female (M or F)

* This "education string" documents that education was provided on Obesity and the importance of exercise; in a Group setting; duration of the educational encounter was for 30 minutes; by Provider XYZ; and all participants agreed to set a goal of adding 30 minutes of exercise to their daily routine.

In this column, ask patients to write in their hospital/clinic chart number, if they know this information. If not, such as children in a classroom, ask them to write their birthdate.

This completed form can be used by PHNs, CHRs, Health Educators, physicians, dental hygienists, Diabetes Educators, etc., to document and capture information about educational activities in the community/schools/or work sites. The completed form must be taken to Medical Records so that the information can be entered into the RPMS system.

DIRECTIONS

This form is used to record services provided in group settings for entry into the PCC. Examples include blood pressure, vision, and hearing screenings; selected lab test results; PPD readings; and group education sessions where assessment of individual patient understanding is determined. Patients should be individually identified in the columns above and the individual services provided indicated for each patient. Different types of service can be recorded on a single form and multiple services may be recorded for individual patients.

PROVIDER SIGNATURE

DOCUMENTING AND COMMUNICATING PATIENT & FAMILY EDUCATION

READINESS TO LEARN (RL Code)		PATIENT'S RESPONSE TO EDUCATION (Level of UNDERSTANDING)
Eager to Learn	**RL-EAGR**	**GOOD (G)** - Verbalized understanding. Verbalizes decision to change (plan of action indicated) able to demonstrate correctly.
Receptive	**RL-RCPT**	**FAIR (F)** - Verbalizes need for more education. Undecided about making a decision or change. Return demonstration indicates need for further teaching.
Unreceptive	**RL-UNRC**	**POOR (P)** - Does not verbalize understanding. Refuses to make a decision or needed changes. Unable to return demonstration.
Pain	**RL-PAIN**	**REFUSED (R)** - Refuses education.
Severity of Illness	**RL-SVIL**	**GROUP (GP)** – Group taught
Not Ready	**RL-NOTR**	
Distraction	**RL-DSTR**	
Assessed each teaching session		

LEARNING PREFERENCES (LP Code)
Assessed Yearly
If Assessed Today, Today's Date:

Talk (one-on-one)	**LP-TALK**
Video	**LP-VIDO**
Group	**LP-GP**
Read	**LP-READ**
Do/Practice	**LP-DOIT**

BARRIERS TO LEARNING - BAR (Assessed Annually); If Assessed Today, Date Assessed:
Check those that apply:

- ❑ No Barriers **BAR-NONE**
- ❑ Doesn't read English **BAR-DNRE**
- ❑ Interpreter Needed **BAR - INTN**
- ❑ Social Stressors **BAR-STRS**
- ❑ Cognitive Impairment **BAR-COGI**
- ❑ Blind **BAR-BLND**
- ❑ Fine Motor Skills **BAR-FIMS**
- ❑ Hard of Hearing **BAR-HEAR**
- ❑ Deaf **BAR-DEAF**
- ❑ Visually Impaired **BAR-VISI**
- ❑ Values/Beliefs **BAR-VALU**
- ❑ Emotional Impairment **BAR- EMOI**

List measures taken to address above barriers:

Comments: ____

DATE	PATIENT EDUCATION ICD-9 CODE DISEASE STATE, ILLNESS OR CONDITION	(Check box to refer to Progress Notes) EDUCATION TOPIC	PROVIDER INITIALS OR PROVIDER CODE	READINESS TO LEARN CODE (RL)	LEVEL OF UNDER-STANDING CODE	PERSON TAUGHT	TIME	GOAL SET GOAL MET GOAL NOT MET	CPT CODE
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			
		™		EAGR RCPT UNRC PAIN SVIL NOTR DSTR		PATIENT OTHER			

Patient Identification | **Providers please sign on back of form**

Signature:	Initials/Provider code:	

Reimbursement for Patient Education

Preventive Medicine Services

Evaluation and Management (E&M) CPT Coding and ICD-9 Diagnostic Coding

Reimbursement for Patient Education

To properly document and receive reimbursement for patient education services, it is important to provide enough document to substantiate accurate CPT Procedural Coding and ICD-9 Diagnostic Coding. These two types of codes are mandatory to properly complete the claim forms that will be submitted to third party payers.

For CPT Coding, the reimbursement of patient education would fall under the Evaluation and Management (E&M) Codes based on *Time*. *Time* is a factor in clinical encounters. The most common and most important element that *'Time'* becomes a factor is when counseling dominates the visit (i.e. patient education).

"In the case where counseling and/or coordination of care dominates (more than 50%) of the physician/patient and/or family encounter (fact-to-face time in the office or other outpatient setting, floor/unit time in the hospital or nursing facility), *Time* is considered the key or controlling factor to qualify for a particular level of E/M services.

The following codes are used to report the preventive medicine evaluation and management of infants, children, adolescents and adults. The extent and focus of the services will largely depend on the age of the patient.

If an abnormality/ies is encountered or a preexisting problem is addressed in the process of performing this preventive medicine evaluation and management service, and if the problem/abnormality is significant enough to require additional work to perform the key components of problem-oriented E/M service, then the appropriate Office/Outpatient code 99201-99215 should also be reported. Modifier '-25' should be added to the Office/Outpatient code to indicate that a significant, separately identifiable Evaluation and Management service was provided by the same physician on the same day as the preventive medicine service. The appropriate preventive medicine service is additionally reported.

An insignificant or trivial problem/abnormality that is encountered in the process of performing the preventive medicine evaluation and management service and which does not require additional work and the performance of the key components of a problem-oriented E/M service should not be reported. The "comprehensive" examination of the Preventive Medicine Services codes 99381-99397 is NOT synonymous with the "comprehensive" examination required in Evaluation and Management codes 99201-99350.

Codes 99381-99397 include counseling/anticipatory guidance/risk factor reduction interventions which are provided at the time of the initial or periodic comprehensive preventive medicine examination. (Refer to codes 99401-99412 for reporting those counseling/anticipatory

guidance/risk factor reduction interventions that are provided at an encounter separate from the preventive medicine examination.)

If the physician elects to report the level of service based on counseling and/or coordination of care, the total length of *Time* of the encounter (face-to-face or floor time, as appropriate) should be documented and the record should describe the counseling and/or activities to coordinate care."

In practice, this means that if you document spending >50% of a 15 minute visit in counseling (education), you get a 99213 code even if you don't ask a single question or touch the patient. Similarly, >50% of a 25 minute encounter gets you 99214. IHS providers do provide patient education and counseling but most sites are neglecting to charge for these services. We either do not document the actual time spent or the content of the counseling. Certainly the private sector charges for these services.

Definition: Discussion with patient when 50% or more of the total physician face to face time of the encounter includes:

- Results of diagnostic tests or impressions
- Prognosis
- Risk and benefits of treatment options
- Instructions for care at home and follow-up with physician/other provider of care
- Importance for compliance with treatment plan
- Risk factor education, e.g., diet, exercise
- Patient and Family Education regarding disease and or the disease process

Documentation Requirements:

- Total face to face time is the basis for code selection
- 50% or more of the encounter is counseling
- Documentation of the total time of the encounter and the counseling Time
- Document a summary of the counseling performed
- Document any history or exam that was performed

Coordination of Care

Definition: When 50% of more of the total time of the encounter includes:

- Establishing and/or reviewing patient’s record
- Documenting in the patient’s medical record
- Communication with nursing staff, other physicians or health professionals and/or patient’s family
- Scheduling treatment, ordering testing and/or x-rays

Important Aspects concerning Reimbursement for PATIENT EDUCATION

- Third Party claims should be processed for Medicare Part B eligible patients. Medicare Part A does not reimburse for these services
- Each site should contact their local payers and research the billing rules and regulations of ALL third party payers to determine if they will reimburse for patient education services.
- You must identify (the education provided) and routinely document the services and have PCC Data Entry enter the information by using the appropriate CPT code
- Identify who provided the service i.e., physician, PHN, FNP, PA, RD
- Education may be covered by an alternate resource as part of their plan coverage
- Use those CPT codes that are related to education
- "Incident To" services are billable

Documentation of Evaluation and Management (E/M) Services

- Three Key Components:
  - history
  - examination
  - medical decision making
- Other Components:
  - Counseling
  - Time (may use to determine Office Visit level if > 50% of time is spent in face-to-face counseling)

BRIEF Sample - Office Visits, Established Patients

CODES	99211	99212	99213	99214	99215
History	Not Required	Problem Focused	Expanded Problem Focused	Detailed	Comprehensive
Exam	Not Required	Problem Focused	Expanded Problem Focused	Detailed	Comprehensive
Decision Making	Not Required	Straight Forward	Low	Moderate	High
Time	5 Minutes	10 Minutes	15 Minutes	25 Minutes	40 Minutes

New Patient: Initial preventive medicine evaluation and management of an individual including a comprehensive history, a comprehensive examination, counseling/anticipatory guidance/risk facto reduction interventions, and the ordering of appropriate laboratory/diagnostic procedures

Established Patient: Periodic preventive medicine reevaluation and management of an individual including a comprehensive history, comprehensive examination, counseling/anticipatory guidance/risk factor reduction interventions, and the ordering of appropriate laboratory /diagnostic procedures

PROCEDURAL TERMINOLOGY	
CPT Codes	**Description of Procedure**
G0108	Diabetes Education – Group Education
G0109	Diabetes Education – Individual Education
97802	Medical Nutrition Therapy (MNT)
97803	Hospital-Observation/In-Patient
97804	Hospital-Observation/In-Patient
99201	Office Visit, New Patients-Office or other outpatient
99202	Office Visit, New Patients-Office or other outpatient
99203	Office Visit, New Patients-Office or other outpatient
99204	Office Visit, New Patients-Office or other outpatient
99205	Office Visit, New Patients-Office or other outpatient
99211	Office Visits, Established Patients-Office of other outpatient
99212	Office Visits, Established Patients-Office of other outpatient
99213	Office Visits, Established Patients-Office of other outpatient
99214	Office Visits, Established Patients-Office of other outpatient
99215	Office Visits, Established Patients-Office of other outpatient
99218	Hospital-Observation/In-Patient
99219	Hospital-Observation/In-Patient
99220	Hospital-Observation/In-Patient
99381	Preventive Medicine – New Patient Infant Age under 1 year
99382	Preventive Medicine – New Patient Early childhood (age 1 through 4 years)

PROCEDURAL TERMINOLOGY	
CPT Codes	**Description of Procedure**
99384	Preventive Medicine – New Patient Adolescent (age 12 through 17 years)
99385	Preventive Medicine – New Patient 18 – 39 years
99386	Preventive Medicine – New Patient 40 – 64 years
99387	Preventive Medicine – New Patient 65 years and over
99391	Preventive Medicine – Established Patient early childhood (age 1 to 4 years)
99392	Preventive Medicine – Established Patient - late childhood (age 5 to 11 years)
99393	Preventive Medicine – Established Patient - adolescent (age 12 to 17 years)
99394	Preventive Medicine – Established Patient - 18 – 39 years
99395	Preventive Medicine – Established - 40 – 64 years
99396	Preventive Medicine – Established - 65 years and over
99397	Preventive Medicine – Established - 65 years and over
99401	Preventive Medicine Evaluation and Management counseling and/or risk factor reduction intervention(s) provided to a New or Established Patient
99402	Preventive Medicine-Evaluation and Management New and Established approximately 30 min.
99403	Preventive Medicine-Evaluation and Management New and Established approximately 45 min
99404	Preventive Medicine-Evaluation and Management New and Established approximately 60 min.
99411	Preventive Medicine Counseling/Education and/or risk factor reduction intervention(s) provided to individuals in a *group* setting (separate procedure); – Established Patients approximately 30 minutes.
99412	Preventive Medicine Counseling/Education and/or risk factor reduction intervention(s) provided to individuals in a *group* setting (separate procedure); – Established Patients approximately 60 minutes.

The ICD-9 Diagnostic codes will be used for coding diagnoses that support the provision of these educational services. Below are major codes identified that can be used for guidance.

ICD-9 DIAGNOSTIC CATEGORIES	
ICD9 Code Range	**Name of Category**
V65.3	Dietary surveillance and counseling
V65.40	Counseling NOS
V65.41	Exercise Counseling
V65.42	Counseling on Substance use/abuse
V65.43	Counseling on Injury Prevention
V65.44	HIV counseling
V65.45	Counseling on other STDs
V65.49	Other specified counseling
V65.5	Person with feared complaint in whom no diagnosis was made
V65.8	Other reasons for seeking consultation
V65.9	Unspecified reason for consultation

General Education Codes

Guidelines For Use

These general education codes were developed in response to the ever-expanding list of patient education codes. The following 18 codes are education topic modifiers which can be used in conjunction with any ICD-9 diagnosis to document patient and family education. The following list is NOT exhaustive, nor is it intended to be.

This newer, more general system is used in essentially the same way as the specific codes, except that instead of having a patient education diagnosis code the provider will simply write out the 1) diagnosis or condition, 2) followed by the education modifier, 3) level of understanding, 4) write your Provider Initials, 5) Time spend providing the education, and 6) finally write down if the patient set a goal for them selves using GS for Goal Set, GM for Goal Met, and GNM for Goal Not Met. For example:

Head lice - TX - P - <provider initials>10 min. – GS: Pt. will wash bed linens

This would show up on the health summary under the patient education section as:

Head lice - treatment - poor understanding, 10 minutes „ <Provider Initials> Goal Set: Patient will wash bed lines.

If education on more than one topic on the same diagnosis is provided these topics should be written on a separate line in the Patient Education section of the PCC, PCC+ and Electronic Health Record.:

For example:

Head lice - P - P - <provider initials>10 min. – GS: Pt. will wash bed linens
Head lice - TX - G - <provider initials>7 min. – GS: Pt. will wash bed linens
Impetigo - M, FU - G - <provider initials>GS: Pt. will practice good hygiene by not sharing items.

This would show up on the health summary under the patient education section as:

Head lice - prevention - poor understanding10 min. – GS: Pt. will wash bed linens
Head lice - treatment - good understanding 7 min. – GS: Pt. will wash bed linens
Impetigo - medications, follow-up - good understanding: Pt. will practice good hygiene by not sharing items.

Please note that for reimbursement, the Education MUST have an associated ICD-9 diagnosis code. These codes must still be documented in the patient education section of the PCC, PCC+ or on the EHR. The levels of understanding have not changed and are **G=good, F=fair, P=poor, R=refused, and Gp=group.**

The committee would like to thank Lisa Hakanson, R.D. for her suggestion that resulted in this addition.

General Education Topics

AP - ANATOMY AND PHYSIOLOGY

OUTCOME: The patient and/or family will have a basic understanding of anatomy and physiology as it relates to the disease state or condition.

STANDARDS:

1. Explain normal anatomy and physiology of the system(s) involved.
2. Discuss the changes to anatomy and physiology as a result of this disease process or condition, as appropriate.
3. Discuss the impact of these changes on the patient's health or well-being.

C - COMPLICATIONS

OUTCOME: The patient and/or family will understand the effects and consequences possible as a result of this disease state/condition, failure to manage this disease state/condition, or as a result of treatment.

STANDARDS:

1. Discuss the common or significant complications associated with the disease state/condition.
2. Discuss common or significant complications which may be prevented by full participation with the treatment regiment.
3. Discuss common or significant complications which may result from treatment(s).

DP - DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pathophysiology, symptoms and prognosis of his/her illness or condition.

STANDARDS:

1. Discuss the current information regarding causative factors and pathophysiology of this disease state/condition.
2. Discuss the signs/symptoms and usual progression of this disease state/condition.
3. Discuss the signs/symptoms of exacerbation/worsening of this disease state/condition.

EQ - EQUIPMENT

OUTCOME: The patient/family will understand and demonstrate (when appropriate) proper use and care of home medical equipment.

STANDARDS:

1. Discuss indications for and benefits of prescribed home medical equipment.
2. Discuss types and features of home medical equipment as appropriate.
3. Discuss and/or demonstrate proper use and care of home medical equipment, participate in return demonstration by patient/family.
4. Discuss signs of equipment malfunction and proper action in case of malfunction.
5. Emphasize safe use of equipment, i.e., no smoking around O_2, use of gloves, electrical cord safety, and disposal of sharps.
6. Discuss proper disposal of associated medical supplies.

EX - EXERCISE

OUTCOME: The patient/family will understand the relationship of physical activity to this disease state, condition or to health promotion and disease prevention and develop a plan to achieve an appropriate activity level.

STANDARDS:

1. Explain the normal benefits of a regular exercise program to health and well-being.
2. Review the basic exercise or activity recommendations for the treatment plan.
3. Discuss the relationship of increased physical activity or limited physical activity as applicable to this disease state/condition.
4. Assist the patient/family in developing an appropriate physical activity plan.
5. Refer to community resources as appropriate.

FU - FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

HM - HOME MANAGEMENT

OUTCOME: The patient/family will understand the home management of their disease process and make a plan for implementation.

STANDARDS:

1. Discuss the home management plan and methods for implementation of the plan.
2. Explain the importance of following a home management plan, i.e., fewer emergency room visits, fewer hospitalizations, and fewer complications.
3. Explain the use and care of any necessary home medical equipment.

HY - HYGIENE

OUTCOME: The patient will recognize good personal hygiene as an aspect of wellness.

STANDARDS:

1. Discuss hygiene as part of a positive self image.
2. Review bathing and daily dental hygiene habits.
3. Discuss the importance of hand-washing in infection control.
4. Discuss the importance of covering the mouth when coughing or sneezing.
5. Discuss any hygiene habits that are specifically pertinent to this disease state or condition.

L - PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about the disease process or condition.

STANDARDS:

1. Provide patient/family with written patient information on the disease state or condition.
2. Discuss the content of patient information literature with the patient/family.

LA - LIFESTYLE ADAPTATIONS

OUTCOME: The patient will strive to make the lifestyle adaptations necessary to prevent complications of the disease state or condition or to improve mental or physical health.

STANDARDS:

1. Review lifestyle aspects/changes that the patient has control over - diet, exercise, safety and injury prevention, avoidance of high risk behaviors, and full participation with treatment plan.
2. Emphasize that an important component in the prevention or treatment of disease is the patient's adaptation to a healthier, lower risk lifestyle.
3. Review the community resources available to assist the patient in making lifestyle changes. Refer as appropriate.

M - MEDICATIONS

OUTCOME: The patient/family will understand the goal of drug therapy and be able to demonstrate and explain use of the prescribed regimen.

STANDARDS:

1. Discuss proper use, benefits, common side effects, and common interactions of prescribed medications. Review signs of possible toxicity and appropriate follow-up as indicated.
2. Emphasize the importance of full participation with medication regimen.
3. Discuss the mechanism of action as needed.
4. Emphasize the importance of consulting with a health care provider prior to initiating any new medications, including over-the-counter medications.
5. Emphasize the importance of providing a list of all current medications, including non-prescription or traditional remedies, to the provider.

N - NUTRITION

OUTCOME: The patient will understand the need for balanced nutrition and plan for the implementation of dietary modification if needed.

STANDARDS:

1. Review normal nutritional needs for optimal health.
2. Discuss current nutritional habits. Assist the patient in identifying unhealthy nutritional habits.
3. Discuss nutritional modifications as related to the specific disease state/condition.
4. Emphasize the importance of full participation to the prescribed nutritional plan.

P - PREVENTION

OUTCOME: The patient/family will understand that healthy lifestyle behaviors can reduce the risk of developing diseases, conditions, or complications.

STANDARDS:

1. List lifestyle habits that increase the risk for the onset, progression, or spread of a specific disease/condition.
2. Identify behaviors that reduce the risk for the onset, progression, or spread of a specific disease/condition, i.e., immunizations, hand washing, exercise, proper nutrition, use of condoms.
3. Assist the patient in developing a plan for prevention.

PRO - PROCEDURES

OUTCOME: The patient/family will understand the proposed procedure, including indications, complications, and alternatives, as well as possible results of non-treatment.

STANDARDS:

1. Discuss the indications, risks, and benefits for the proposed procedure.
2. Explain the process and what to expect after the procedure.
3. Explain the necessary preparation, i.e., bowel preps, diet instructions, bathing.
4. Discuss pain management as appropriate.
5. Emphasize post-procedure management and follow-up.

S - SAFETY

OUTCOME: The patient/family will understand principles of injury prevention and plan a safe environment.

STANDARDS:

1. Explain that injuries are a major cause of death.
2. Discuss the regular use of seat belts and children's car seats, obeying the speed limit, and avoiding the use of alcohol and/or drugs while in a vehicle.
3. Assist the family in identifying ways to adapt the home to improve safety and prevent injuries, i.e., poison control, secure electrical cords, fire prevention.
4. Discuss injury prevention adaptations appropriate to the patient's age, disease state, or condition.
5. Identify which community resources promote safety and injury prevention. Provide information regarding key contacts for emergencies, i.e., 911, Poison Control, hospital ER, police.

TE - TESTS

OUTCOME: The patient/family will understand the test(s) to be performed including indications and its impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed and how it relates to the course of treatment.
3. Explain any necessary preparation for the test, i.e., fasting.
4. Explain the meaning of test results.

TX - TREATMENT

OUTCOME: The patient/family will understand the possible treatments that may be available based on the specific disease process, test results, and individual preferences.

STANDARDS:

1. Explain that the treatment plan will be made by the patient and medical team after reviewing available options.
2. Discuss the treatment plan including lifestyle adaptations, pharmacologic, surgical, and psychosocial aspects of the treatment plan.
3. Discuss the importance of adhering to the treatment plan, including scheduled follow-up.
4. Refer to community resources as appropriate.

MNT—Medical Nutrition Therapy

****For Use By Registered Dieticians Only****

MNT involves the assessment of the nutritional status of patients with a condition, illness, or injury that puts them at risk. Assessment must include review and analysis of medical and diet history, lab values, and anthropometric measurements. MNT is based on assessment, nutrition modalities most appropriate to manage the condition or treat the illness or injury.

MNT plays a key role throughout the continuum of care in all practice settings and phases of the life cycle, from prenatal care to care of the elderly. After nutrition screening identifies those at risk, appropriate MNT leads to improved health outcomes resulting in improved quality of life and cost savings.

The Dietetic Practitioner also referred to, as a Registered Dietitian is the only member of the health care team uniquely qualified to provide MNT.

REGISTERED DIETICIAN: An individual who has completed the minimum of a baccalaureate degree granted by a U.S. regionally accredited college or university or foreign equivalent, has met current minimum academic requirements and complete pre-professional experience, has successfully completed the Registration Examination for Dietitians, and has accrued 75 hours of approved continuing professional education every 5 years.

EDUCATION NEEDS ASSESSMENT CODES

INDIAN HEALTH SERVICE
EDUCATION NEEDS ASSESSMENT CODES

BAR—Barriers to Learning

BAR-BLND BLIND

OUTCOME: The patient states or demonstrates the inability to see, or the patient's inability to see is documented.

STANDARDS:

1. Assess the type and degree of impairment.
2. Determine any adaptive technique or equipment that could accommodate the deficit.
3. Determine if patient can read Braille.

BAR-COGI COGNITIVE IMPAIRMENT

OUTCOME: The patient states or demonstrates an inability to comprehend new information, or, the patient has a documented cognitive impairment problem.

STANDARDS:

1. Assess the type and degree of impairment.
2. Determine adaptive approaches to learning that can be utilize.
3. Plan with patient/family how to reinforce basic information and skills needed for self care.

BAR-DEAF DEAF

OUTCOME: The patient states or demonstrates the inability to hear, or, the patient's inability to hear is documented.

STANDARDS:

1. Assess the type of deafness (cause by such as accident, illness or disease).
2. Determine any adaptive technique or equipment that could accommodate the deficit.
3. Assess Sign language ability and as needed obtain a sign interpreter.
4. Assess ability to lip read, as appropriate, speak directly facing patient and move lips distinctly while speaking.
5. Determine if patient can communicate through writing.

6. Assess and document the on-set of deafness.

BAR-DNRE DOESN'T READ

OUTCOME: The patient states or demonstrates an inability to read, or the patients' inability to read English is documented.

STANDARDS:

1. Ask patient/family if patient reads English.
2. Ask patient/family if patient reads in their primary language. If yes, what language is that?
3. Assess patient's English literacy level (English may be a second language).
4. Provide appropriate written materials.
5. Plan with patient/family about approaches to learning other than reading.

BAR-EMOI EMOTIONAL IMPAIRMENT

OUTCOME: The patient's ability to learn is limited due to an emotional impairment.

STANDARDS:

1. Assess the type and degree of emotional impairment, i.e., mood disorder, psychotic symptoms, acute stress, anxiety, depression.
2. Provide the minimum amount of information needed with simple written information for reinforcement.
3. Refer to Mental Health for assessment and intervention.
4. Plan with patient/family how to reinforce basic information and skills needed for self care.

BAR-FIMS FINE MOTOR SKILLS DEFICIT

OUTCOME: The patient states or demonstrates fine motor skills impairment, like checking blood sugars or measuring medications, or, the patient has a documented fine motor skills deficit.

STANDARDS:

1. Assess the type and degree of impairment.
2. Determine any adaptive technique or equipment that could accommodate the impairment.

BAR-HEAR HARD OF HEARING

OUTCOME: The patient states or demonstrates a problem with hearing, or, the patient's hearing impairment is documented.

STANDARDS:

1. Assess the type and degree of impairment.
2. Determine any adaptive technique or equipment that could accommodate the impairment.
3. Assess ability to lip read, as appropriate, speak directly facing patient and move lips distinctly while speaking.
4. Determine if patient can communicate through writing.

BAR-INTN INTERPRETER NEEDED

OUTCOME: For patients who do not readily understand spoken English, an Interpreter is made available.

STANDARDS:

1. Identify the patient's primary language.
2. Determine their preferred language.
3. As appropriate, obtain an interpreter.

BAR – NONE NO BARRIERS

OUTCOME: The patient/family has no apparent barriers to learning.

STANDARDS:

1. Through interview and /or observation, determine or rule out any barriers that may affect ability to learn.

BAR-STRS SOCIAL STRESSORS

OUTCOME: The patient's ability to learn is limited due to social stressors.

STANDARDS:

1. Assess acute and on-going social stressors (e.g., family separation and conflict, disease, divorce, death, alcohol/substance abuse, domestic violence).
2. Provide the minimum amount of information needed with simple written information for reinforcement. As appropriate defer additional education until crisis is over.
3. Refer to social services or mental health for assessment and/or subsequent referrals.
4. Set-up a date for follow-up assessment as indicated.

BAR-VALU VALUES/BELIEF

OUTCOME: Define what is meant by "value" and "belief." Identify differences in patients and provider's values and beliefs.

Note: There is frequently a discrepancy between what patients value and believe versus what providers think is important (about self-care issues). Initiate open dialogue with the patient. Discuss differences and establish common ground on what the patient is willing to do concerning their health.

Value - A principal, standard, or quality regarded as worthwhile or desirable to the client.

Belief - Something believed or accepted as true by the client.

STANDARDS:

1. Attempt to verbalize the difference(s).
2. Ask questions to clarify patients prospective.
3. Try to identify areas of agreement.
4. Address areas for which there is agreement.
5. Discuss the concept of Locus of Control with patient. Which statement below best describes how the patient sees his/her ability to affect his/her health?
   a. I can control my life/health through my own effort
   b. My doctor/family member/friends control my life/health
   c. I am powerless to affect my life/health

BAR-VISI VISUALLY IMPAIRED

OUTCOME: The patient states or demonstrates difficulty with vision, or the patient's visual impairment is documented.

STANDARDS:

1. Assess the type and degree of impairment.
2. Determine any adaptive technique or equipment that could accommodate the deficit.
3. Determine if patient can communicate through writing.

LP—Learning Preference

LP-DOIT DO/PRACTICE

OUTCOME: The patient/family will understand that by doing or practicing a new skill is their preferred style of learning new information.

STANDARDS:

1. Review the most common styles of adult learning (talk/discussion, watching & doing, group discussion, watching videos, reading)
2. Explain that every individual is unique and will have their own method or preference(s) in how they receive new information.
3. Ask the patient/family, “In what way or ways do you learn best?”

LP-GP SMALL GROUP

OUTCOME: The patient/family will understand that participating in small groups is their preferred style of learning new information.

STANDARDS:

1. Review the most common styles of adult learning (talk/discussion, watching & doing, group discussion, watching videos, reading)
2. Explain that every individual is unique and will have their own method or preference(s) in how they receive new information.
3. Ask the patient/family, “In what way or ways do you learn best?”

LP-READ READ

OUTCOME: The patient/family will understand that reading is their preferred style of learning new information.

STANDARDS:

1. Review the most common styles of adult learning (talk/discussion, watching & doing, group discussion, watching videos, reading)
2. Explain that every individual is unique and will have their own method or preference(s) in how they receive new information.
3. Ask the patient/family, “In what way or ways do you learn best?”

LP-TALK TALK

OUTCOME: The patient/family will understand that talk is their preferred style of learning new information.

STANDARDS:

1. Review the most common styles of adult learning (talk/discussion, watching & doing, group discussion, watching videos, reading)
2. Explain that every individual is unique and will have their own method or preference(s) in how they receive new information.
3. Ask the patient/family, "In what way or ways do you learn best?"

LP-VIDO VIDEO

OUTCOME: The patient/family will understand that viewing videos is their preferred style of learning new information.

STANDARDS:

1. Review the most common styles of adult learning (talk/discussion, watching & doing, group discussion, watching videos, reading)
2. Explain that every individual is unique and will have their own method or preference(s) in how they receive new information.
3. Ask the patient/family, "In what way or ways do you learn best?"

RL—Readiness to Learn

RL-DSTR DISTRACTION

OUTCOME: The patient is unable to learn because of distractions.

STANDARDS:

1. Acknowledge that the environment contains distractions to learning such as noise or young children.
2. Determine any action that could negate or minimize the distraction.
3. Consider deferring educational session until stimuli causing distraction is no longer an issue.

RL – EAGR EAGER TO LEARN

OUTCOME: The patient/family understands or demonstrates a level of eagerness to learn at the beginning of an educational encounter.

STANDARDS:

1. Plan your educational encounter at the most opportunistic and appropriate time during the patient/family's care.
2. Ask the patient/family for their attention to the subject matter.
3. Observe their response to your request or to your presentation of the subject matter.

RL – RCPT RECEPTIVE

OUTCOME: The patient/family understands or demonstrates a receptive level of readiness to learn at the beginning of an educational encounter.

STANDARDS:

1. Plan your educational encounter at the most opportunistic and appropriate time during the patient/family's care.
2. Ask the patient/family for their attention to the subject matter.
3. Observe their response to your request or to your presentation of the subject matter.

RL-PAIN PAIN

OUTCOME: The patient understands or demonstrates through the use of body language a certain level of pain.

STANDARDS:

1. Plan your educational encounter at the most opportunistic and appropriate time during the patient/family's care.
2. Assess their level of pain. Does the patient require pain medication? If so, when was their last dose administered?
3. If appropriate, ask the patient for his/her attention to the subject matter.
4. Observe his/her response to your request or to your presentation of the subject matter.
5. Consider deferring or terminating the educational session if the patient is experiencing a high level of pain or is being medicated for pain.

RL-SVIL SEVERITY OF ILLNESS

OUTCOME: The patient/family will be unable to gain new knowledge due to a condition or severity of illness that would impair or prevent learning.

STANDARDS:

1. Plan your educational encounter at the most opportunistic and appropriate time during the patient/family's care.
2. Assess the severity of their illness. Consider their level or "alertness."
3. Determine if family is available to assist with the patients care. Assess the family's readiness to learn.
4. If appropriate, ask the patient/family for their attention to the subject matter.
5. Observe their response to your request or to your presentation of the subject matter.
6. Consider deferring or terminating the educational session if the patient is experiencing complications from the illness that may distract the family's attention.

RL-UNRC UNRECEPTIVE

OUTCOME: The patient/family understands or demonstrates an unreceptive level of readiness to learn at the beginning of a teaching encounter.

STANDARDS:

1. Plan your educational encounter at the most opportunistic and appropriate time during the patient/family's care.
2. Ask the patient/family for their attention to the subject matter.
3. Observe their response to your request or to your presentation of the subject matter.
4. Ask or suggest to patient/family if they would like to meet at another time for education session.

A

ABD—Abdominal Pain

ABD-C COMPLICATIONS

OUTCOME: The patient/family will understand the potential complications of abdominal pain and understand that they will return for additional medical care if symptoms of complication occur.

STANDARDS:

1. Explain that some possible complications are acute hemorrhage, sustained hypotension and shock, perforation of a viscous, and infections such as bacteremia.
2. Explain that complications may be prevented with prompt treatment with appropriate therapy.
3. Advise the patient/family to report increasing-pain, persistent fever, bleeding, or altered level of consciousness immediately and seek immediate medical attention.

ABD-DP DISEASE PROCESS

OUTCOME: The patient/family will understand some possible etiologies of abdominal pain.

STANDARDS:

1. Discuss various etiologies for abdominal pain, i.e., appendicitis, diverticulitis, pancreatitis, peritonitis, gastroenteritis, bowel obstruction, ruptured aneurysm, ectopic pregnancy, and inflammatory bowel disease, as appropriate.

ABD-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Explain circumstances/examples that should prompt immediate medical attention.
3. Discuss the procedure for obtaining follow-up appointments.
4. Emphasize that appointments should be kept.

ABD-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about abdominal pain.

STANDARDS:

1. Provide the patient/family with written patient information literature regarding abdominal pain.
2. Discuss the content of the patient information literature with the patient/family.

ABD-M MEDICATIONS

OUTCOME: The patient/family will understand the goal of drug therapy and proper use of medication.

STANDARDS:

1. Review the proper use, benefits and common side effects of prescribed medications.
2. Emphasize the importance of maintaining strict participation to the medication regimen.
3. Encourage the patient to carry a list of current medications.

ABD-N NUTRITION

OUTCOME: The patient/family will understand how nutrition might affect abdominal pain.

STANDARDS:

1. Discuss, as appropriate, that some foods might exacerbate abdominal pain.
2. Review this list of foods.

ABD-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the management of abdominal pain.

STANDARD:

1. Discuss, as appropriate, that some foods might exacerbate abdominal pain.
2. Explain that pain medications should be utilized judiciously to prevent the masking of complications.
3. Advise the patient to notify the nurse or provider if pain is not adequately controlled or if there is a sudden change in the nature of the pain.
4. Caution the patient to take pain medications as prescribed, and not to take over-the-counter medications in conjunction with prescribed medications without the recommendation of the provider.
5. Explain that short term use of narcotics may be helpful in pain management as appropriate.
6. Explain that other medications may be helpful to control the symptoms of pain, nausea and vomiting.
7. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
8. Explain non-pharmacologic measures that may be helpful with pain control.

ABD-SM STRESS MANAGEMENT

OUTCOME: The patient/family will understand the role of stress management in the treatment of abdominal pain.

STANDARDS:

1. Discuss that uncontrolled stress may increase alcohol and other drug use and interfere with treatment.
2. Emphasize the importance of seeking professional help as needed to reduce stress.
3. Discuss the various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. Becoming aware of your own reactions to stress
   b. Recognizing and accepting your limits
   c. Talking with people you trust about your worries or problems
   d. Setting realistic and meaningful goals
   e. Getting enough sleep
   f. Making healthy food choices
   g. Regular physical activity
   h. Taking vacations
   i. Practicing meditation
   j. Self-hypnosis
   k. Using positive imagery
   l. Practicing relaxation methods such as deep breathing or progressive muscular relaxation
   m. Spiritual or cultural activities.
4. Provide referrals as appropriate

ABD-TE TESTS

OUTCOME: The patient/family will understand tests to be performed, the potential risks, expected benefits and the risk of non-testing.

STANDARDS:

1. Explain that diagnostic testing may be required to determine the etiology of the pain so appropriate therapy can be initiated.
2. Explain the tests that have been ordered.
3. Explain the necessary benefits and risks of the tests to be performed. Explain the potential risk of refusal of the recommended test(s).
4. Inform the patient of any advance preparation for the test, i.e., nothing by mouth, enemas.

ABD-TX TREATMENT

OUTCOME: The patient/family will understand the possible treatments that may be prescribed including the risk and benefits of the treatments or the risk of non-treatment

STANDARDS:

1. List the possible therap(ies) that may be indicated for the treatment of abdominal pain.
2. Briefly explain each of the possible treatment options. Discuss the risk(s) and benefit(s) of the proposed treatment(s).
3. Explain the risk(s) of non-treatment of abdominal pain.

AOD—Alcohol and Other Drugs

AOD-C COMPLICATIONS

OUTCOME: The patient/family will understand how to avoid the complications of alcohol and other drug (AOD) abuse/dependence and develop a plan to slow the progression of the disease by full participation with a prescribed daily program.

STANDARDS:

1. Review the short and long term effects that AODs have on the body.
2. Discuss the progression of use, abuse, and dependence.
3. Review the effects of AOD abuse/dependence on the lifestyle of the individual, the family, and the community.

AOD-CCA CONTINUUM OF CARE

OUTCOME: The patient/family will understand the importance of integrated Continuum of Care in the treatment of AOD use disorders.

STANDARDS:

1. Discuss with patient/family the concept of Continuum of Care in the treatment of AOD use disorders including the pre-treatment, treatment, sobriety maintenance, follow-up, and relapse prevention phases.
2. Provide assistance and advocacy to the patient/family in obtaining integrated Continuum of Care services.

AOD-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

AOD-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the disease process of AOD abuse and addiction and understand the stages of change.

STANDARDS:

1. Review the current medical information, including physical, psycho-social, and spiritual consequences of the patient's specific AOD abuse/dependency.
2. Discuss the diagnosis of AOD abuse/dependence and provide an opportunity to recognize the disease process of abuse and dependence.
3. Explain the stages of change as applied to the progression of AOD abuse/dependence, i.e., pre-contemplation, contemplation, preparation, action, and maintenance.
4. Discuss the role of the family/support system in the recovery process and an AOD-free lifestyle.
5. Assist the patient/family in developing a plan for healthy and AOD-free lifestyle.

AOD-EX EXERCISE

OUTCOME: The patient/family will understand the role of increased physical activity for a healthy and AOD-free life style and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Discuss the benefits of regular physical activity, i.e., reduced stress, weight maintenance, improved self image, and overall wellness.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.

AOD-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will understand the importance of utilizing available AOD resources to maintain a healthy and AOD-free lifestyle.

STANDARDS:

1. Provide patient/family with appropriate patient information (including literature and/or website addresses) to facilitate understanding and knowledge of AOD issues.
2. Discuss the content of patient information with the patient/family.

AOD-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will understand that alcohol and other drug (AOD) use disorder is a chronic disease, which can be treated.

STANDARDS:

1. Discuss the patient's AOD abuse/dependence and the impact on the patient/family lifestyle.
2. Discuss the patient's perceptions which promote AOD abuse/dependence and mechanisms to modify those perceptions and associated behaviors.
3. Discuss relapse risk of AOD abuse and the need to utilize family, cultural/spiritual and community resources to prevent relapse.
4. Explain that the patient/family and the care team will develop a plan to modify behavior that may precipitate the use of AOD.

AOD-M MEDICATIONS

OUTCOME: The patient/family will understand and fully participate the medication regimen.

STANDARDS:

1. Review the mechanism of action of the prescribed medication.
2. Discuss important or common side-effects of the prescribed medications.
3. Emphasize the importance of taking medications as prescribed, i.e., avoiding overuse, under use or misuse.
4. Review OTC medications (e.g., cough syrup) that contain ETOH/drug additives and the signs/symptoms of intentional/unintentional ingestion.

AOD-N NUTRITION

OUTCOME: The patient/family will understand the importance of nutritionally healthy food choices in the recovery process of AOD-use disorders.

STANDARDS:

1. Review patient's current eating habits and how these habits might be improved with a healthy eating plan.
2. Refer to a registered dietician, when appropriate, for a comprehensive nutritional assessment and meal plan.

AOD-P PREVENTION

OUTCOME: The patient/family will understand the dangers of AOD-use disorders to promote a healthy and AOD- free lifestyle.

STANDARDS:

1. Emphasize awareness of risk factors associated with AOD abuse and dependence, such as experimentation with alcohol and other drugs, binge drinking, and family history of AOD abuse and dependence.
2. Discuss the impact of comorbid conditions and psychosocial stressors on AOD abuse and dependence.
3. Discuss how AOD abuse and dependence adversely affects the patient, family and community.

AOD-PLC PLACEMENT

OUTCOME: The patient/family will understand the recommended level of care/placement as a treatment option for AOD-use disorders.

STANDARDS:

1. Explain the rationale for the recommended placement based on patient/family preference, level of need, court order, safety, eligibility, availability and funding.
2. Explain that the purpose of placement is to improve mental or physical health and to ensure a safe and supportive environment for recovery from AOD-use disorders.
3. Discuss alternative placement or treatment options if recommended placement is declined or unavailable.
4. Discuss patient/family fears and concerns regarding placement and provide advocacy and support during the placement process.

AOD-SCR SCREENING

OUTCOME: The patient/family will understand the process of screening for alcohol and other drug related issues to determine an individual's need for further evaluation and referral.

STANDARDS:

1. Discuss with patient/family the initial reason for the referral for AOD screening and obtain informed consent for the screening as needed.
2. If referring to another provider for screening, explain the referral process for AOD screening and provide assistance with a referral contact as needed.
3. Explain the screening results to the patient/family and the indications for additional referrals or treatment.

AOD-SM STRESS MANAGEMENT

OUTCOME: The patient/family will understand the role of stress management in the treatment of AOD abuse and dependence.

STANDARDS:

1. Discuss that uncontrolled stress may increase alcohol and other drug use and interfere with treatment.
2. Emphasize the importance of seeking professional help as needed to reduce stress.
3. Discuss the various stress management strategies which may help maintain a healthy AOD-free lifestyle. Examples may include:
   a. Becoming aware of your own reactions to stress
   b. Recognizing and accepting your limits
   c. Talking with people you trust about your worries or problems
   d. Setting realistic and meaningful goals
   e. Getting enough sleep
   f. Making healthy food choices
   g. Regular physical activity
   h. Taking vacations
   i. Practicing meditation
   j. Self-hypnosis
   k. Using positive imagery
   l. Practicing relaxation methods such as deep breathing or progressive muscular relaxation
   m. Spiritual or cultural activities.
4. Provide referrals as appropriate

AOD-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered and any necessary consent as needed.
2. Explain the indications, benefits and risks of the test to be performed, as appropriate, including the consequences of refusal.
3. Explain how the test relates to the course of treatment.
4. Explain the necessary preparation for the test, including appropriate collection or preparation.
5. Explain the meaning of the test results, as appropriate, and the implications for care.

AOD-WL WELLNESS

OUTCOME: The patient/family will understand factors that contribute to wellness.

STANDARDS:

1. Assist the patient/family to identify an AOD-free supportive social network
2. Encourage the patient/family to participate in AOD free family, social, cultural/spiritual and community activities.
3. Discuss the associated health risks with AOD abuse/dependence, i.e., including sexually transmitted infections, unplanned pregnancies, family dysfunction, acute illness, exacerbation of chronic health problems.
4. Explain that AOD use increases the risk of injury, i.e., motor vehicle crashes, falls, assaults.

AN—Anemia

AN-C COMPLICATIONS

OUTCOME: The patient/family will understand the complications of untreated anemia.

STANDARDS:

1. Explain that failure to fully participate in the prescribed therapy will result in a chronic lack of oxygen, possibly producing signs and symptoms such as chronic or severe fatigue, chronic dyspnea, inability to concentrate, irritability, depression, anxiety, tachycardia and susceptibility to infection.
2. Explain that if tissues don't receive enough oxygen, the body will compensate by increasing heart rate and cardiac output.

AN-DP DISEASE PROCESS

OUTCOME: The patient/family will understand anemia, the specific cause of the patient's anemia and its symptoms.

STANDARDS:

1. Explain that anemia describes a condition in which the concentration of hemoglobin is too low. This may be the result of decreased number of red blood cells, abnormal red blood cells, abnormal hemoglobin molecules or deficiency of iron or other essential chemicals.
2. Explain that the kidneys, bone marrow, hormones and nutrients within the body work in cooperation to maintain the normal red blood cell count.
3. Explain that there are several categories of abnormal conditions that cause anemia: (Discuss those that pertain to this patient)
   a. Lack of dietary iron, vitamin B12, or folic acid
   b. Hereditary disorders of the red blood cells, such as Sickle Cell Anemia or thalassemia
   c. Disorders involving the bone marrow or spleen which inhibit red blood cell formation or destroy red blood cells
   d. Blood loss from the GI tract or other organ as a result of disease or trauma
   e. Kidney disease which may result in decreased production of red blood cells
   f. Thyroid or other hormonal diseases
   g. Cancer and/or the treatment of cancer
   h. Medications
   i. Anemia of chronic disease
4. Explain that when the body's demand for nutrients, including iron, vitamin B12 or folic acid, isn't met, the body's reserves can be rapidly depleted and the nutrients will not be available to produce red blood cells. Fewer circulating red blood cells cause both hemoglobin concentration and the blood's oxygen-carrying capacity to decrease. Consequently, the patient may develop signs and symptoms of anemia.
5. Explain that the body's demand for iron will increase after blood loss, with certain medications and at certain life stages, such as infancy, adolescence and in women during pregnancy.
6. Explain that symptoms of anemia may include fatigue, headache, lightheadedness, tachycardia, anxiety, depression, exertional dyspnea and angina.

AN-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of regular follow-up and will develop a plan to manage their anemia and keep follow-up appointments.

STANDARDS:

1. Emphasize that the treatment plan and full participation to it are the responsibility of the patient.
2. Stress the importance of keeping follow-up appointments and continuing the prescribed therapy even after the condition improves.

AN-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information regarding the specific type of anemia and its treatment.

STANDARDS:

1. Provide the patient/family with written patient information literature regarding the specific type of anemia and its treatment.
2. Discuss the content of the patient information literature with the patient/family.

AN-M MEDICATIONS

OUTCOME: The patient will understand the importance of their prescribed medications and will fully participate in the medication treatment plan.

STANDARDS:

1. Explain that iron replacement therapy is necessary to correct iron-deficiency anemia and oral iron is prescribed most often. It is the safest and most effective treatment. Discuss that iron should be taken as prescribed. Explain that an overdose of iron can be lethal. Emphasize the importance of keeping iron out of the reach of children.
2. Explain that iron injections, which are not as easy, safe or effective, may be necessary if oral iron is not tolerated.
3. Explain that in order to restore total body iron stores a minimum course of iron therapy of three months is usually indicated.
4. Instruct the patient not to take antacids, calcium supplements, dairy products, eggs, whole grain breads, tea or coffee, soy products or wine within 1 hour of taking oral iron. These substances as well as some others interfere with the absorption of iron.
5. Review the proper use, benefits, and common side effects of iron or any other medications prescribed to treat the specific anemia.
6. Review the clinical effects expected with these medications.

AN-N NUTRITION

OUTCOME: The patient/family will understand the role dietary modification plays in treating anemia and develop an appropriate plan for the necessary dietary modifications.

STANDARDS:

1. Explain that diet can be a contributing factor in the disease process if it includes insufficient iron, vitamins and protein to meet the body demands during stages of life when requirements are increased.
2. Explain that diet alone usually cannot treat anemia, but plays an important role in therapy.
3. Encourage the patient to include foods rich in protein, vitamins and iron in the diet.
4. Explain that ascorbic acid (vitamin C) helps the body absorb iron. Instruct the patient to eat plenty of fruits and vegetables and drink fruit juice in place of sodas. If vitamin C supplementation is desirable vitamin C and iron should be taken at the same time.
5. Explain that anorexia and sore mouth often accompany anemia. If this is a problem, suggest frequent, small meals of easily digested food and the avoidance of hot spicy foods.
6. Discuss that pica (the ingestion of dirt or other non-food substances) may be both a symptom and a cause of anemia.

AN-PRO PROCEDURES

OUTCOME: The patient/family will understand the proposed procedure(s), as well as the risks, benefits, alternatives to the proposed procedure(s) and associated factors affecting the patient.

STANDARDS:

1. Explain the specific procedure(s) to be performed, including the risks and benefits of performing the procedure and the adverse events which might result from refusal of the procedure.
2. Discuss alternatives to the proposed procedure(s), including expectant management, as appropriate.
3. Discuss the expected patient/family involvement in the care required following the proposed procedure(s).

AN-TE TESTS

OUTCOME: The patient/family will understand the possible tests that may be performed.

STANDARDS:

1. Explain that blood test(s) (i.e., hemoglobin, hematocrit, iron studies, hemoglobin electrophoresis) in conjunction with a thorough history and physical exam are necessary to diagnose anemia.
2. Explain that further tests, including a bone marrow exam, may be necessary to determine the type and cause of the anemia.
3. Explain the necessity, benefits and risks of the test to be performed and how it relates to the course of treatment.
4. Explain that a complete blood count will be necessary to evaluate hemoglobin levels and detect physical/chemical changes in red blood cells or hemoglobin molecules.
5. Explain that periodically during treatment, blood counts must be obtained to assess the patient's degree of recovery.

AN-TX TREATMENTS

OUTCOME: The patient/family will understand the possible treatments that may be performed based on the test results.

STANDARDS:

1. Explain that treatment for anemia depends on the cause and severity.
2. Explain that a treatment plan including a diet of iron-rich foods and iron replacement is necessary to treat iron-deficiency anemia and B12 injections treat pernicious anemia. Other anemias are treated by treating the specific cause of the anemia.
3. Explain that the treatment of severe anemia may include transfusions of red blood cells.
4. Explain that once the hemoglobin levels return to normal, therapy for iron-deficiency anemia should continue for at least 2 months to replenish the body's depleted iron stores.
5. Explain that some anemias require long-term or lifelong treatment and others may not be treatable.

ANS—Anesthesia

ANS - C COMPLICATIONS

OUTCOME: The patient/family will understand common and important complications of anesthesia and symptoms that should be reported.

STANDARDS:

1. Discuss the common and important complications of anesthesia**,** i.e., potential for death, disability, drug reaction, pain, nausea and vomiting, disorientation, as appropriate.
2. Advise the patient/family to report any unexpected symptoms, i.e., shortness of breath, dizziness, nausea, chest pain, numbness.

ANS-EQ EQUIPMENT

OUTCOME: The patient/family will understand and demonstrate when appropriate, the use of equipment to be used post-operatively. The patient/family will further understand as appropriate, equipment to be used during anesthesia.

STANDARDS:

1. Discuss the equipment to be used during anesthesia, including monitoring and treatment devices.
2. Discuss the function and use of any equipment that will be used postoperatively for monitoring or continued analgesia, i.e., cardiac and apnea monitors, pulse oximeter, and PCA pumps as appropriate.

ANS - FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up care and plan to keep appointment.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.
4. Discuss indications for returning to see the provider prior to the scheduled appointment.

ANS-INT INTUBATION

OUTCOME: The patient/family will have a basic understanding of endotracheal intubation, as well as the risks, benefits, alternatives to endotracheal intubation and associated factors affecting the patient.

STANDARDS:

1. Explain the basic procedure for endotracheal intubation, including the risks and benefits of endotracheal intubation and the adverse events which might result from refusal.
2. Discuss alternatives to endotracheal intubation, including expectant management, as appropriate.
3. Explain that the patient will be unable to speak or eat while intubated.

ANS-IS INCENTIVE SPIROMETRY

OUTCOME: The patient will understand the reason for use of the incentive spirometer and demonstrate appropriate use.

STANDARDS:

1. Explain that regular and appropriate use of the incentive spirometer according to instructions reduces the risk of respiratory complications including pneumonia.
2. Explain that the optimal body position for incentive spirometry is semi-Fowler’s position which allows for free movement of the diaphragm.
3. Instruct the patient to exhale normally and evenly inhale maximally through the spirometer mouthpiece.
4. Encourage the patient to hold the maximal inspiration for a minimum of three seconds to allow for redistribution of gas and opening of atelectatic areas.
5. Instruct the patient to exhale slowly and breathe normally between maneuvers.
6. Instruct the patient to repeat this maneuver as frequently as prescribed.

ANS - L LITERATURE

OUTCOME: The patient/family will receive written information about anesthesia.

STANDARDS:

1. Provide the patient/family with written information about anesthesia or anesthetics.
2. Discuss the content of the patient literature with the patient/family.

ANS-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient; and may be multifaceted. **Refer to PM.**
2. Explain that short term use of narcotics may be helpful in pain management as appropriate.
3. Explain that other medications may be helpful to control the symptoms of pain, nausea and vomiting.
4. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
5. Explain non-pharmacologic measures that may be helpful with pain control.

ANS - PO POSTOPERATIVE

OUTCOME: The patient/family will understand some post-anesthesia sequelae.

STANDARDS:

1. Review expected post-operative course with the patient/family.
2. Discuss with the patient/family common or important post-anesthetic side effects.
3. Explain some causes of post-anesthetic side effects and what courses of action might be required.

ANS-PR PREOPERATIVE

OUTCOME: The patient/family will be prepared for the specific type of anesthetic to be used during a procedure or surgery.

STANDARDS:

1. Explain pre-anesthetic preparation, including NPO (nothing by mouth) requirements and the medication(s) to take prior to the procedure.
2. Explain the type of anesthetic that is medically suggested. Discuss risks and benefits to the patient and unborn infant if applicable.
3. Explain alternative type(s) of anesthetic as appropriate.
4. Discuss common and important complications of anesthesia.
5. Discuss the role of the anesthetic care provider during a surgical/procedure case.
6. Explain the effects of anesthesia on the patient after the procedure is completed.

ANS-PRO PROCEDURES

OUTCOME: The patient/family will have a basic understanding of the proposed procedure(s), as well as the risks, benefits, alternatives to the proposed procedure(s) and associated factors affecting the patient.

STANDARDS:

1. Explain the proposed procedure (such as spinals, epidurals, intrathecals, and reginal blocks) and how it relates to effective anesthesia.
2. Explain the specific procedure(s) to be performed, including the risks and benefits of performing the procedure, as well as the risks and benefits of refusing the procedure.
3. Discuss alternatives to the proposed procedure(s), including expectant management, as appropriate.
4. Discuss the expected patient/family involvement in the care required following the proposed procedure(s).

ANS-TCB TURN, COUGH, DEEP BREATH

OUTCOME: The patient/family will understand why it is important to turn, cough and deep breath and the patient will be able to demonstrate appropriate deep breathing and coughing.

STANDARDS:

1. Explain that it is important to frequently (every 1 to 2 hours) turn, cough and breath deeply to prevent complications such as pneumonia after a surgical procedure. Explain that turning prevents stasis of secretions and breathing deeply and coughing helps to mobilize and clear secretions and keep small airways open.
2. Describe appropriate deep breathing and coughing (take a large breath and hold it for 3 – 5 seconds, exhale and cough shortly 2 to 3 times).
3. Demonstrate appropriate splinting techniques (e.g., using a pillow held tightly to the abdomen over the surgical site).
4. Have the patient return a demonstration of appropriate deep breathing, coughing, and splinting.

ABX—Antibiotic Resistance

ABX-C COMPLICATIONS

OUTCOME: The patient/family will understand that antibiotics are reserved for bacterial infections and may have deleterious effects if used when treating viral infections

STANDARDS:

1. Discuss the term antibiotic resistance as bacteria developing methods to survive exposure to antibiotics.
2. Explain why antibiotics are only effective in treating bacterial infections.
3. Discuss the potential to create resistant bacteria every time an antibiotic is used.
4. Discuss the following ways to minimize antibiotic resistance:
   a. Restrict antibiotic use to bacterial infections and not for viral infections
   b. Educate patients why “saving” or “sharing” antibiotics can cause resistance
      i. Medications may be expired and have questionable efficacy
      ii. Antibiotics for one type of infection may not treat another type of infection due to resistance
      iii. When medications are saved or shared, the original infection needing antibiotic did not receive a full course and may reoccur resistant to the antibiotic.
5. Instruct on the importance of taking the medication as prescribed regarding dose and duration.
6. Advise patients to take their antibiotics for the full course of therapy as prescribed even if they “feel better” after a few days. The duration of therapy can keep infections from coming back and keep bacteria from developing resistance.
7. Discuss the implications of taking an antibiotic that is not needed:
   a. Creating antibiotic resistance bacteria
   b. Side effects usually nausea, vomiting, and diarrhea
   c. Allergic reactions
   d. Secondary infections, i.e., yeast infections, diarrhea
   e. Cost
8. Discuss the impact of resistant bacteria on the course of therapy and the limitations it provides in treatment.
   a. Resistance limits treatment options to antibiotics that may be more expensive, have more side effects, or require hospitalization for administration
   b. There is a risk of developing bacteria in your body that are completely resistant to all known antibiotics and may be fatal.

ABX-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the disease process of antibiotic resistance.

STANDARDS:

1. Discuss that antibiotic resistance occurs when bacteria change their structure and/or DNA so antibiotics no longer work. The bacteria have developed ways to survive antibiotics that are meant to kill them.
2. Discuss how antibiotic resistance may develop:
   a. Antibiotic resistance can occur by the bacteria developing a way to block the antibiotic, deactivate the antibiotic, or pump the antibiotic out of the bacteria.
   b. Antibiotic resistance occurs from exposure to an antibiotic when:
      i. Antibiotics are given to patients more often than guidelines set by federal and other healthcare organizations recommend. For example, patients sometimes ask their doctors for antibiotics for a cold, cough, or the flu, all of which are viral and don't respond to antibiotics.
      ii. Patients who are prescribed antibiotics who don't take the full dosing regimen can contribute to resistance. The bacteria is exposed to sub-therapeutic concentrations of antibiotic or duration of therapy allowing for the bacteria to survive and resistance to occur.
      iii. Food-producing animals are given antibiotic drugs for therapeutic reasons, disease prevention or production reasons. These drugs have the downside of potentially causing microbes to become resistant to drugs used to treat human illness.
3. Discuss which illnesses are commonly caused by viruses and do not require antibiotics. Some examples include colds, flu, coughs, bronchitis, ear infections, sinus congestion, and sore throats. Viral infections usually cannot be specifically treated with medications and must resolve on their own. Often the symptoms of viral infections can be helped with prescription or over-the-counter medications.
4. Discuss which illnesses are commonly caused by bacteria and require antibiotics including Streptococcal pharyngitis, pneumonia, ear, sinus, and urinary tract infections.
5. Explain how antibiotics specifically target bacteria and do not have any effect on the treatment of viruses.

ABX-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up if symptoms do not resolve after antibiotic treatment or viral infections.

STANDARDS:

1. Encourage the patient to seek follow-up management for viral infections if symptoms significantly worsen, last longer than 10 days, or fever lasts longer than 72 hours.
2. Encourage the patient to seek follow-up management for bacterial infections if the patient has taken the full course of antibiotics and symptoms return, symptoms worsen while taking antibiotics, or symptoms do not improve after a certain time period determined appropriate by the provider.

ABX-L LITERATURE

OUTCOME: The patient/family will receive written information about antibiotic resistance, viral illnesses, or bacterial infections.

STANDARDS:

1. Provide the patient/family with written patient information literature.
2. Discuss the content of the patient information literature with the patient/family.

ABX-M MEDICATION

OUTCOME: The patient/family will understand the role of appropriate antibiotic choice to minimize antibiotic resistance and to treat antibiotic resistant bacteria.

STANDARDS:

1. Discuss with the patient/family appropriate empiric therapy for the bacterial infection that is suspected.
2. Discuss the potential need to change the antibiotic after sensitivity testing due to antibiotic resistance of the infection.
3. Discuss the need to follow the directions for duration of therapy and doses per day exactly to prevent the development of antibiotic resistance and to prevent reoccurrence of the infection or development of superinfection.

ABX-P PREVENTION

OUTCOME: The patient/family will understand actions that may be taken to prevent the development of antibiotic resistant bacteria.

STANDARDS:

1. Instruct the patient/family to complete the full course of antibiotics at the proper dosing and duration.
2. Advise patient not to share or save antibiotics for the use by others or for future use.
3. Discuss with patient the importance of evaluating whether an infection is viral or bacterial. Encourage the patient not to insist on antibiotics if the infection is viral.

ABX-TE TESTS

OUTCOME: The patient/family will understand the importance of culturing a bacterial infection when possible and determining an appropriate antibiotic.

STANDARDS:

1. Discuss with the patient/family when it is appropriate to do cultures and antibiotic resistance testing.
2. Explain what test(s) will be ordered. Provide information on the necessity, benefits, and risks of the tests.
3. Explain how test results will be used to guide therapy.
4. Emphasize that there are still some infections for which empiric therapy is appropriate (i.e., sinus infections, community acquired pneumonia, strep throat) and sensitivity testing may not be required.
5. Explain that serious infections like hospital acquired pneumonia and recurrent infections may require culture and antibiotic sensitivity testing to select the appropriate treatment.
6. When appropriate, discuss that not all types of bacteria may be cultured and that additional antibiotics may have to be used to treat anaerobic bacteria.

ASM—Asthma

ASM-C COMPLICATIONS

OUTCOME: The patient/family will understand how to prevent complications of asthma.

STANDARDS:

1. Discuss that the most common complications of asthma are exacerbation or infection. These complications often result from failure to fully participate with treatment regimens (i.e., medications, peak flows) or from exposure to environmental triggers or infections.
2. Emphasize early medical intervention for minor URIs, fever, cough, and shortness of breath can reduce the risk of complications, hospitalizations, E.R. visits, and chronic complications of the disease.
3. Stress the importance of fully participating in the treatment plan. Explain that failure to fully participate with the treatment plan may result in permanent scarring of the lungs.

ASM-DP DISEASE PROCESS

OUTCOME: The patient will understand the etiology and pathophysiology of asthma.

STANDARDS:

1. Review the anatomy and physiology of the respiratory system.
2. Discuss common triggers of asthma attacks, i.e., smoke, animal dander, cold air, exercise.
3. Explain that asthma is a chronic inflammatory disease and must be treated on a long-term ongoing basis.
4. Explain the various aspects of an asthma attack, including airway inflammation (swelling), mucus production, and constriction of airway muscles.
5. Explain that asthma is an atopic condition and may occur in combination with other atopic illnesses, i.e., nasal allergy. Explain that control of these concomitant illnesses may be necessary to control the asthma.

ASM-EQ EQUIPMENT

OUTCOME: Refer to outcomes for ASM-NEB, PF, MDI, and SPA.

STANDARDS:

1. **Refer to ASM-NEB, PF, MDI, and SPA.**

ASM-EX EXERCISE

OUTCOME: The patient/family will understand the role of increased physical activity in this patient's disease process and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
2. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
3. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
4. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
5. Discuss medical clearance issues for physical activity.
6. Discuss that exercise is a common trigger of asthma attacks and that inhalers or other medications may be necessary before engaging in athletic activities. Explain that for persons with severe asthma, exercise may need to be limited until the asthma is under better control.

ASM-FU FOLLOW-UP

OUTCOME: The patient will understand the importance of regular follow-up and will strive to keep scheduled appointments.

STANDARDS:

1. Discuss the importance of regular follow-up care in the prevention of complications and adjustment of medications.
2. Encourage full participation with the treatment plan. Assess the patient's understanding of the treatment plan and acceptance of the diagnosis.
3. Provide positive reinforcement for areas of achievement.
4. Refer to community resources as appropriate.
5. Emphasize the importance of consistent peak flow measurement and charting of these measurements. Emphasize the importance of bringing peak flow charts to clinic visits as they assist in management of the asthma.

ASM-HM HOME MANAGEMENT

OUTCOME: The patient and/or family will understand the home management of their disease process and make a plan for implementation.

STANDARDS:

1. Discuss home management plan and methods for implementation of the plan.
2. Explain the importance of following a home management plan, i.e., fewer emergency room visits and fewer hospitalizations.
3. Emphasize the importance of consistent peak flow measurement and charting of these measurements. Emphasize the importance of bringing peak flow charts to clinic visits as they assist in management of the asthma.
4. Emphasize the importance of correctly using inhalers and other medications as prescribed.
5. Identify and avoid environmental triggers (i.e., cigarette smoke, stress, environmental smoke, pollen, mold, dust, roaches, insecticides, paint fumes, perfumes, animal dander, cold air, sulfites, aspirin) as appropriate for the patient.

ASM-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about asthma.

STANDARDS:

1. Provide the patient/family with written patient information literature on asthma.
2. Discuss the content of the patient information literature with the patient/family.

ASM-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will strive to make the lifestyle adaptations necessary to prevent complications of asthma and prolong life.

STANDARDS:

1. Discuss which lifestyle changes the patient has the ability to change: cessation of smoking, dietary modifications, weight control, treatment participation, and exercise.
2. Re-emphasize how complications of asthma can be reduced or eliminated by such changes.
3. Review the community resources available to help the patient in making such lifestyle changes.
4. Identify and avoid environmental triggers (i.e., cigarette smoke, stress, environmental smoke, pollen, mold, dust, roaches, insecticides, paint fumes, perfumes, animal dander, cold air, sulfites, aspirin) as appropriate for the patient.

ASM-M MEDICATIONS

OUTCOME: The patient and/or family will understand the goal of drug therapy and be able to demonstrate and explain use of the prescribed medication regimen.

STANDARDS:

1. Review the patient's medications. Reinforce the importance of knowing the drug, dose, and dosing interval of medications.
2. Review common side effects, signs of toxicity, and drug interactions of medication(s).
3. Discuss the difference between fast relief and long-term control metered dose inhalers.
4. Explain the difference between maintenance and rescue drugs.
5. Emphasize full participation and explain how effective use of medications can facilitate a more active life style for the asthma patient.
6. Emphasize the importance of consulting with a health care provider before using any OTC medication.

ASM-MDI METERED-DOSE INHALERS

OUTCOME: The patient will be able to demonstrate correct technique for use of MDIs and understand their role in the management of asthma.

STANDARDS:

1. Instruct and demonstrate steps for standard or alternate use procedure for metered-dose inhalers and ways to clean and store the unit properly.
2. Review the importance of using consistent inhalation technique. **Refer to ASM-SPA.**

ASM-N NUTRITION

OUTCOME: The patient/family will understand nutritional factors that may effect or trigger asthma.

STANDARDS:

1. Discuss that some foods may affect asthma. Common triggers are milk products, egg products, wheat products, and other.
2. Refer to a registered dietician as appropriate.

ASM-NEB NEBULIZER

OUTCOME: The patient will be able to demonstrate effective use of the nebulizer device, discuss proper care and cleaning of the system, and describe its place in the care plan.

STANDARDS:

1. Describe proper use of the nebulizer including preparation of the inhalation mixture, inhalation technique, and care of equipment.
2. Discuss the nebulizer treatment as it relates to the medication regimen.

ASM-PF PEAK-FLOW METER

OUTCOME: The patient will be able to demonstrate correct use of the peak-flow meter and explain how its regular use can help achieve a more active lifestyle.

STANDARDS:

1. Discuss use and care of the peak flow meter as a tool for measurement of peak expiratory flow rate (PEFR) and degree of airway obstruction. Discuss peak flow zones in management of airway disease.
2. Explain how monitoring measurement of PEFR can provide an objective way to determine current respiratory function.
3. Emphasize how a regular monitoring schedule can help determine when emergency care is needed, prevent exacerbations through early intervention, and facilitate a more active lifestyle.
4. Explain that charting of peak flow values daily and bringing the chart to clinic visits will assist the provider in assessing the patient's current asthma control and in adjusting medications accordingly.

ASM-SHS SECOND-HAND SMOKE

OUTCOME: Provide the patient and/or family with an understanding of the adverse health consequences associated with exposure to second-hand tobacco smoke, and discuss methods for limiting exposure of nonsmokers to tobacco smoke.

STANDARDS:

1. Define "passive smoking", ways in which exposure occurs:
   a. Smoldering cigarette, cigar, or pipe
   b. Smoke that is exhaled from active smoker
   c. Smoke residue on clothing, upholstery, carpets or walls
2. Discuss harmful substances in smoke
   a. Nicotine
   b. Benzene
   c. Carbon monoxide
   d. Many other carcinogens (cancer causing substances)
3. Explain the increased risk of illness in the asthma patient when exposed to cigarette smoke either directly or via second-hand smoke.
4. Explain that cigarette smoke gets trapped in carpets, upholstery, and clothing and still increases the risk of illness even if the asthma patient is not in the room at the time that the smoking occurs.
5. Discuss factors that increase level of exposure to second-hand smoke and preventive methods for minimizing this exposure.
6. Encourage smoking cessation or at least never smoking in the home or car.

ASM-SPA SPACERS

OUTCOME: The patient will be able to demonstrate the correct use of spacers and understand their importance in delivery of medications.

STANDARDS:

1. Instruct and demonstrate proper technique for spacer use.
2. Discuss proper care and cleaning of spacers.
3. Explain how spacers improve the delivery of inhaled medications.

ASM-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Discuss the necessity, benefits and risks of the test to be performed, as appropriate, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Discuss the meaning of the test results, as appropriate.

ASM-TO TOBACCO (SMOKING)

OUTCOME: The patient and/or family will understand the dangers of smoking in the asthma patient and develop a plan to cut back or stop smoking.

STANDARDS:

1. Explain the increased risk of illness in the asthma patient when exposed to cigarette smoke.
2. Encourage smoking cessation. If the patient is unwilling to stop smoking, emphasize the importance of cutting back on the number of cigarettes smoked in an effort to quit or minimize increased risk of illness or hospitalization.
3. **Refer to TO**.

B

BL—Blood Transfusions

BL-C COMPLICATIONS

OUTCOME: The patient/family will understand the potential complications of blood transfusions and the potential complications that might result from withholding blood transfusion.

STANDARDS:

1. Explain that there are two potential major complications from blood transfusions that occasionally occur.
   a. Explain that the patient may develop volume overload as a result of the blood transfusion, particularly if the patient is a neonate, elderly, or has cardiopulmonary disease. The symptoms which should be reported to the nurse immediately may include:
      i. restlessness
      ii. headache
      iii. shortness of breath
      iv. wheezing
      v. cough
      vi. cyanosis
   b. Explain that a transfusion reaction may occur. Explain that transfusion reactions may be severe and can include anaphylaxis or death. Instruct the patient/family that the following symptoms should be reported to the nurse immediately. Discuss that the symptoms are usually mild and may include:
      i. hives
      ii. itching
      iii. rashes
      iv. fever
      v. chills
      vi. muscle aches
      vii. back pain
      viii. chest pain
      ix. headaches
      x. warmth in the vein
2. Explain that blood supplies are currently thoroughly tested for blood borne diseases such as HIV or hepatitis. There still remains a small risk of transmission of blood borne disease from transfusion of blood or blood components.

BL-EQ EQUIPMENT

OUTCOME: The patient/family will have a basic understanding of the use of equipment utilized during blood administration.

STANDARDS:

1. Explain the indications for and benefits of the infusion equipment, if utilized.
2. Explain the use of equipment utilized to monitor the patient during the blood transfusion.
3. Explain the various alarms that may sound and the proper action to take.
4. Emphasize the importance of not tampering with any infusion control device.

BL-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

BL-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about blood transfusions.

STANDARDS:

1. Provide the patient/family with written patient information literature regarding blood transfusions.
2. Discuss the content of the patient information literature with the patient/family.

BL-S SAFETY

OUTCOME: The patient/family will understand the precautions taken to ensure that blood transfusions are safe and provide minimal risk for disease transmission or increased health risk.

STANDARDS:

1. Explain that blood collecting agencies make every effort to assure that the blood collected for donation is safe.
2. Explain that blood donors are carefully screened through a medical and social history before they donate blood.
3. Explain that donated blood is thoroughly tested to make sure it is free from disease or infection.
4. Explain that the laboratory carefully tests donated blood and the patient's blood to make sure that they are compatible.
5. Explain that two nurses will check to verify that the transfusion is intended for the patient and that it has been properly tested for compatibility.
6. Explain that the patient will be closely monitored by the nursing staff during the transfusion so that any complications or reactions will be identified and treated immediately.
7. Explain that it is the responsibility of the patient/family to report any suspected reactions immediately.

BL-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as appropriate, including the risks of refusing to have the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain the meaning of the test results, as appropriate.

BL-TX TREATMENT

OUTCOME: The patient/family will understand the necessity for the blood transfusion.

STANDARDS:

1. Explain that a blood transfusion is the transference of blood from one person to another.
2. Explain that blood transfusions are necessary to treat blood losses related to surgery or trauma, to treat blood disorders, or treat cancer or leukemia. Identify the specific reason that the patient requires a transfusion.
3. Explain that there are a variety of blood components available. Describe the blood component that will be administered and explain the necessity as related to the specific injury or disease process.

BF—Breastfeeding

BF-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The parent /family will understand the anatomy and physiology of breastfeeding.

STANDARDS:

1. Explain external anatomy of the breast, including the areola and nipple.
2. Explain internal anatomy of the breast, including milk glands, ducts, milk sinuses.
3. Explain the physiology of breastfeeding, including:
   a. Production of colostrums
   b. Onset of white mature milk within 3-5 days postpartum.
   c. Let down/milk ejection reflex

BF-BB BENEFITS OF BREASTFEEDING

OUTCOME: The parent/family will be able to identify benefits of breastfeeding.

STANDARDS:

1. Identify benefits for mother, including decreased risk of postpartum hemorrhage, enhanced uterine involution, decreased risk of breast cancer, delayed return of menses, improved postpartum weight loss, and bonding.
2. Identify benefits to the baby (i.e., increased IQ, improved bonding, easier to digest)
3. Identify risk reducing benefits to the baby (i.e., reduced risk of: type 1 and type 2 diabetes, obesity, food allergies, infections of mucosal membranes, and constipation).

BF-BC BREAST CARE

OUTCOME: The parent and/or family will able to identify methods to use for management of engorgement and tenderness.

STANDARDS:

1. Explain the current techniques for management of engorgement and tenderness.
2. Explain some techniques for preventing and managing sore nipples (i.e., assure correct latch-on, apply cool moist tea bags). Refer to BF-ON.
3. Explain the techniques for treating and recognizing signs of infection (mastitis):
   a. need for frequent feeding to reduce risk of breast infections.
   b. need to seek medical care if flu like symptoms (i.e., flu-like symptoms, fever, sores, or redness on breast are present.
   c. need to continue breastfeeding despite infection.
   d. reassure that the baby can continue to safely breast-feed.
4. Explain the techniques for treating and recognizing signs of infection (candida):
   a. keeping the nipples dry helps prevents thrush (i.e., change breast pads often, let nipple air dry).
   b. recognizing the symptoms of thrush (candida), including red painful nipples, characteristic cracking at base of nipple making feeding difficult for the baby. Emphasize the need for medical treatment for both mother and baby to eliminate thrush.
   c. emphasize the need to aggressively clean all items that come in contact with the mother's nipple or the baby's mouth such as clothing, pacifiers, plastic nipples, and breast pump equipment with hot soapy water.
5. Refer to a lactation consultant or other community resources, if available.

BF-BP BREASTFEEDING POSITIONS

OUTCOME: The parent/family will understand all 4 breastfeeding positions and provide a demonstration as appropriate.

STANDARDS:

1. Demonstrate the four common breastfeeding positions: cradle, modified cradle (cross-cradle), football, side-lying.
2. Discuss traits of effective positions, including baby parallel to the mom, face to face, tummy to tummy, baby held close to mother.

BF-CS COLLECTION AND STORAGE OF BREASTMILK

OUTCOME: The parent/family will understand the collection and storage of breastmilk.

STANDARDS:

1. Explain the role of manual pumps for occasional use and hospital grade electric pumps for long term use.
2. Explain that pumped breastmilk may have variable appearances and will separate if left standing and will need to be remixed by shaking the milk.
3. Explain storage recommendations for breastmilk, i.e., milk stays good in the refrigerator for 24 hours, refrigerator freezer for 1 month and deep freezer for 3 months.

BF-EQ EQUIPMENT

OUTCOME: The patient/family will understand the instructions for effective use of breast pumps and other breastfeeding equipment.

STANDARDS:

1. Discuss resources for manual and hospital grade electric pumps, including hospital, clinic, WIC, and community.
2. Discuss and demonstrate effective use of pumps.
3. Emphasize the proper use and care and cleaning of equipment.
4. Discuss any other breastfeeding equipment as appropriate.

BF-FU FOLLOW-UP

OUTCOME: The parents/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

BF-GD GROWTH AND DEVELOPMENT

OUTCOME: The parent/family will understand the progression of growth and developmental stages of a nursing baby.

STANDARDS:

1. Explain growth and development stages common in a nursing baby, such as:
   a. bonding behaviors
   b. frequent nursing due to growth spurts
   c. eye contact with baby while nursing
   d. baby showing interest in surrounding while nursing
   e. baby gaining independence by crawling and walking
   f. reduced interest in nursing as development progresses

BF-HC HUNGER CUES

OUTCOMES: The parents/family will understand early and late hunger cues and the benefit of responding to early hunger cues.

STANDARDS:

1. Explain early hunger cues, i.e., low intensity cry, small body movements, smacking, rooting.
2. Explain late hunger cues, i.e., high intensity cry, large body movements, arched back, and distressed behavior.
3. Explain that feedings are usually more effectively accomplished at the stage when early hunger cues are being expressed.

BF-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about breastfeeding.

STANDARDS:

1. Provide patient/family with written patient information literature on breastfeeding.
2. Discuss the content of patient information literature with the patient/family.

BF-LA LIFESTYLE ADAPTATIONS

OUTCOME: The parents/family will understand life style adaptations regarding breastfeeding.

STANDARDS:

1. Discuss options for continuing to breastfeeding while separated from the baby, such as with work, school, and hospitalizations.
2. Discuss the reasons for eliminating the exposure of the baby to nicotine, including SIDS and respiratory illness. Encourage the abstinence from nicotine (smoked and chewed). If abstinence is not possible, wait at least one hour after using.
3. Discuss the potentially lethal effects for the baby if a breastfeeding mother uses recreational/street drugs (i.e., particularly drugs such as speed, crystal-meth, amphetamines).
4. Discuss that it is likely to take 2 hours for a nursing mother's body to eliminate the alcohol from the breastmilk if she has a standard serving of an alcohol containing beverage. A standard serving is typically 12 ounces of beer, one shot of liquor, or 4-5 ounces of wine.
5. Discuss options for breastfeeding in public.
6. Identify community resources available for breastfeeding support (i.e., La Leche League, WIC, community health nursing breastfeeding educators, IHS Breastfeeding Hotline 1-877-868-9473).

BF-M MATERNAL MEDICATIONS

OUTCOME: The parent/family will understand that most medications are safe during breastfeeding but that some medications are detrimental to breastfed infants.

STANDARDS:

1. Explain that most OTC and prescribed medications are safe in breastfeeding, but the breastfeeding mother should consult a health care provider before starting any new prescribed or OTC medications and/or herbal/traditional therapies.
2. Explain that there are a few substances that are harmful, including, but not limited to, recreational/street drugs, some anticonvulsants, some antidepressants, chemotherapeutic agents, radio-pharmaceuticals, etc. (Note: this information is subject to change and current resources should be consulted before counseling a patient about any medication).

BF-MK MILK INTAKE

OUTCOME: The parent/family will understand the signs of adequate milk intake.

STANDARDS:

1. Explain the feeding duration should be at least 15 minutes on each side, encouraging the baby to nurse longer as the baby desires. Feeding will take less time as the baby grows.
2. Explain the feeding frequency should be an average of every 2-3 hours, 8-10 times in 24 hours in the first weeks. Feeding will spread out as the baby grows.
3. Explain diaper change patterns in the first week beginning with a few diapers each day to at least 6-8 diapers changes in 24 hours by 1 week of age.
4. Explain transition of stool from meconium to transitional stool (brown, mushy) to breastfed stool (yellow with white seeds) when the white, mature milk comes in.

BF-NJ NEONATAL JAUNDICE

OBJECTIVE: The family will understand the importance of monitoring for jaundice and the complications of unrecognized jaundice.

STANDARDS:

1. Explain that jaundice is the yellow color seen in the skin of many newborns which is caused by build up of bilirubin in the blood.
2. Explain that everyone's blood contains bilirubin, which is removed by the liver and that before birth, the mother's liver does this for the baby. Explain that many babies develop jaundice in the first few days after birth because it takes a few days for the baby's liver to get better at removing bilirubin.
3. Explain that the yellow skin color caused by bilirubin usually appears first in the face then moves to the chest, abdomen, arms and legs as the bilirubin level increases. Explain that the whites of the eyes may also be yellow.
4. Explain that mild jaundice is harmless but high levels of bilirubin may cause brain damage.
5. Explain that this brain damage can be prevented by treatment of the jaundice before the bilirubin level gets too high. Discuss that treatment options may include medical phototherapy or exchange transfusion.
6. Emphasize that parents should watch closely for jaundice and seek medical attention if jaundice is noticed.
7. Explain that medical personnel can check the level of bilirubin in the blood by blood tests or occasionally by a skin test.
8. Explain that all bilirubin levels must be interpreted in light of the infant's age and that term infants and older infants can tolerate higher levels of bilirubin than preterm infants and younger infants.
9. Explain that jaundice is more common in breastfed infants especially when the infant is not nursing well. Encourage nursing the infant a minimum of 8-12 times a day for the first week of life to increase milk production and keep bilirubin levels down. Emphasize that breastmilk is the ideal food for infants.

BF-N NUTRITION (MATERNAL)

OUTCOME: The parent/family will understand the foods that contribute to the nutritional well-being of breastfeeding mothers.

STANDARDS

1. Encourage consumption of same kinds of foods that are important during pregnancy.
2. Identify foods to avoid if necessary (i.e., chocolate, gas forming food, and highly seasoned foods).
3. Emphasize the increased need for water in the diet of breastfeeding mothers.

BF-ON LATCH-ON

OUTCOME: The parent/family will understand the characteristics of effective latch.

STANDARDS:

1. Identify the cues that indicate readiness to feed, i.e., wakefulness, lip smacking, and rooting.
2. Explain that effective latch on will be more successful if the baby's mouth is open wide.
3. Explain the physical traits of an effective latch (i.e., both lips out- covering at least part of the areola, with absence of chomping by baby and absence of prolonged pain for the mother).

BF-SF INTRODUCTION TO SOLID FOODS

OUTCOME: The parent/family will understand the appropriate ages to introduce various solid foods. (teach any or all of the following as appropriate to this infant/family)

STANDARDS:

1. Explain that infants should not routinely be fed foods other than breastmilk or formula prior to 4 months of age except under the advice of a healthcare provider.
2. Emphasize that, for some time after the introduction of solid foods, breastmilk/formula will still be the infant's primary source of nutrition.
3. Emphasize that foods should never be given from a bottle or infant feeder and must always be fed from a spoon.
4. Explain that infants may be fed cereal mixed with breastmilk or formula not sooner than 4 months of age. Rice cereal is generally the preferred first solid food. It is normal for an infant to take very small amounts of solid foods for several months. Discard any uneaten food after each meal.
5. Emphasize the need to wait 3-5 days between the addition of new foods to watch for adverse events from the foods.
6. Explain that pureed/or finely mashed vegetables and fruits should be started no earlier than 6 months of age.
7. Explain that some foods such as peanut butter, chocolate, eggs, strawberries, cow or goat milk and citrus should not be fed until the infant is one year of age due to the highly allergenic nature of these foods. Explain that honey and syrups may contain botulism toxin and should not be fed before one year of age.
8. Explain that infants 14-16 moths of age will have a decreased appetite and will become more picky eaters.
9. Emphasize that some foods are easy to choke on and should be avoided until 4 years of age, i.e., nuts, hard candies, gum, carrot sticks, meat on a bone, grapes, popcorn, hot dogs, unpeeled apples, slices of orange.
10. Discuss the importance of offering foods at the appropriate ages but do not insist that infants eat foods when they are not hungry:
    a. Baby knows how much to eat
    b. It is important to go along with the baby when they feel they have finished eating
    c. Some days babies eat a lot other days not as much
    d. No two babies eat the same
11. Explain how to assess readiness, an infant:
    a. who exhibits tongue thrusting is not ready to eat solids.

b. will give you cues to readiness when they open their mouths when they see something coming

c. will close lips over a spoon

d. will keep food in their mouth instead of spitting it out

e. will sit up alone without support

12. Explain that the body of knowledge regarding infant feedings has changed dramatically and advice from family/friends may no longer be appropriate; talk to your healthcare provider.

BF-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in the lactating mother.

STANDARDS:

1. Explain that uncontrolled stress may result in problems with milk let-down and reduced milk supply.
2. Explain that effective stress management may increase the success of breastfeeding.
3. Explain that difficulty with breastfeeding may result in feelings of inadequacy, low self-esteem, or failure as a mother.
4. Emphasize the importance of seeking help (i.e., lactation consultant, public health nurse or other nurse, WIC) as needed to improve breastfeeding success and reduce stress.
5. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use which may reduce the ability to breast-feed successfully.
6. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. recruiting other family members or friends to help with child care
   d. talking with people you trust about your worries or problems
   e. setting realistic goals
   f. getting enough sleep (e.g., sleeping when the baby sleeps if possible)
   g. maintaining a reasonable diet
   h. exercising regularly
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
7. Provide referrals as appropriate.

BF-T TEETHING

OUTCOME: The parent/family will understand teething behaviors and ways to prevent biting while breastfeeding.

STANDARDS:

1. Explain the normal stages of teething, i.e., sore swollen gums and the baby's tendency to nurse to ease discomfort.
2. Identify ways to anticipate and prevent biting in a teething baby (i.e., closely observing the baby while nursing to interrupt potential biting).
3. Explain the variety of techniques to discourage persistent biting (i.e., keeping finger poised near baby's mouth to interrupt chomping, briefly stopping the feeding, firmly say "no" and break the latch.

BF-W WEANING

OUTCOME: The parent/family will understand methods to effectively wean the child from breastfeeding.

STANDARDS:

1. Discuss reasons for weaning (i.e., including infant/child readiness, separation from mother, medication needed for mother that is contraindicated in breastfeedings).
2. Explain process of weaning, including replacing one feeding at a time with solids or milk from cup.
3. Explain managing abrupt weaning to prevent/reduce the risk of breast infections, such as pumping/expressing to comfort.
4. Explain social ways to replace breastfeeding such as reading books together at the table and playing with toys.
5. Refer to community resources as appropriate.

C

CA—Cancer

CA-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family will have a basic understanding of the normal function of organ(s)/site being affected by the cancer.

STANDARD:

1. Explain relationship of anatomy and physiology of the system involved and how it may be affected by this tumor.
2. Discuss changes in health of the patient as it relates to the cancer site and the potential impact on health and well being.

CA-C COMPLICATIONS

OUTCOME: The patient/family/caregiver will understand that both the disease process and the therapy may have complications which may or may not be treatable.

STANDARDS:

1. Explain that cancer, depending on the primary site, size of the tumor, or degree of metastasis, and specific treatment regimens have various and diverse complications.
2. Explain that many therapies for cancer depress the immune system and that infection is a major risk.
3. Discuss that many therapies for cancer will have as a side-effect nausea and vomiting. This can often be successfully medically managed.
4. Discuss that pain may be a complication of the disease process or the therapy. **Refer to PM.**

CA-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

CA-DP DISEASE PROCESS

OUTCOME: The patient/family/caregiver will understand the definition of cancer, and types affecting American Indian population and treatment options available to alleviate specific to the patient's diagnosis.

STANDARD:

1. State the definition of Cancer, the specific type, causative and risk factors and effect of primary site of the cancer and staging of the tumor.
2. Discuss signs and symptoms and usual progression of specific cancer diagnosis.
3. Discuss significant complications of treatment.
4. Explain that many cancers are curable and most are treatable. Discuss prognosis of specific cancer.
5. Discuss the importance of maintaining a positive mental attitude.

CA-EQ EQUIPMENT

OUTCOME: The patient/family will understand durable medical equipment and demonstrate proper use and care of equipment.

STANDARDS:

1. Discuss the indication for and benefits of prescribed home medical equipment.
2. Demonstrate the proper use and care of medical equipment.
3. Review proper function and demonstrate safe use of equipment.
4. Discuss infection control principles as appropriate.

CA-FU FOLLOW-UP

OUTCOME: The patient/family/caregiver will understand the importance of fully participating in treatment regimen and to maintain activities to follow up with outside referral sources.

STANDARDS:

1. Emphasize the importance of obtaining referrals for contract health services when appropriate.
2. Explain that test(s) required by private outside providers need coordination with Indian health physicians.
3. Discuss process for making follow up appointments with internal and external providers.
4. Discuss individual responsibility for seeking and obtaining third party resources.
5. Discuss the importance of keeping follow-up appointments and how this may affect outcome.

CA-HM HOME MANAGEMENT

OUTCOME: The patient/family will understand home management of cancer process and develop a plan for implementation. The patient/family/caregiver will understand the coordination of health care services to assure the patient receives comprehensive care.

STANDARDS:

1. Explain the home management techniques necessary based on the status of the patient. Explain that these home management techniques may change on a day to day or week to week basis.
2. Discuss the implementation of hygiene and infection control measures.
3. Refer to community resources as appropriate. Refer to hospice care as appropriate.
4. Refer to support groups as appropriate.

CA-L LITERATURE

OUTCOME: The patient/family/caregiver will receive written information of cancer and organizations that assist in the care of patients with cancer such as the American Cancer Society.

STANDARDS:

1. Provide written information about specific cancer diagnosis to the patient/family/caregiver.
2. Review content of patient information literature with patient/family/caregiver.
3. Advise of any agency or organization that can provide assistance and further education such as support groups.

CA-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will attempt to make necessary lifestyle adaptations to prevent or delay the onset of complications or to improve overall quality of life.

STANDARDS:

1. Review lifestyle behaviors the patient has control over such as diet, exercise, and habits related to risk of disease.
2. Encourage full participation with treatment plan.
3. Emphasize importance of the patient adapting to a lower risk, healthier lifestyle.
4. Review community resources available to assist the patient making changes. Refer as appropriate.

CA-M MEDICATIONS

OUTCOME: The patient/family will understand choice of medication to be used in management of cancer disease.

STANDARDS:

1. Explain medication regimen to be implemented. **Refer to PM.**
2. Explain medication to be used including dose, timing, adverse side effects including drug-food interactions.
3. Explain affects of chemotherapy such as hair loss, nausea, vomiting and altered immune status.
4. Caution on the administration of live vaccines to self and family as appropriate. Discuss the implications of immunization advantages and disadvantages.

CA-N NUTRITION

OUTCOME: The patient, family/caregiver will receive nutritional assessment and counseling. Patient will understand the need for a well balanced nutritional plan.

STANDARDS:

1. Assess patient's current nutritional level and determine an appropriate meal plan.
2. Discuss ways the meal plan can be enhanced to decrease nausea and vomiting, or other complications associated with the therapy or the disease process.
3. Explain that medications may be provided to enhance appetite, decrease adverse effects of therapy or the disease process to assist in maintenance of proper nutrition.
4. Review normal nutrition needs for optimum health.
5. Discuss current nutritional habits and assist in developing a plan to implement the prescribed nutritional plan.
6. Discuss the patient's right to decline nutritional support.

CA-P PREVENTION

OUTCOME: The patient/family will have awareness of risk factors associated with the development of cancer and be able to access health activities.

STANDARDS:

1. Explain that the use of tobacco is a major risk factor for many and diverse types of cancer.
2. Discuss the need to use sunscreens or reduce sun exposure.
3. Discuss reduction to exposure of chemicals as appropriate.
4. Discuss other preventive strategies as currently determined by the American Cancer Society.
5. Discuss the importance of health surveillance and routine health maintenance and recommended screening procedures for a patient of this age/sex, i.e., PAP smears, colonoscopy, BSE, TSE, PSA.
6. Emphasize the importance of early detection of cancer in cancer cure. Encourage the patient to come in early if signs of cancer (i.e., unexpected weight loss, fatigue, GI bleeding, new lumps or bumps, nagging cough or hoarseness, change in bowel or bladder habits, changes in warts or moles, sores that don't heal) are detected.

CA-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient; and may be multifaceted. **Refer to PM.**
2. Explain that narcotics and other medications may be helpful to control pain and the symptoms associated with pain or nausea and vomiting.
3. Explain non-pharmacologic measures that may be helpful with pain control.

CA-REF REFERRAL

OUTCOME: The patient/family will understand referral and contract health services process and will make a plan to follow-up with contract health services.

STANDARDS:

1. Emphasize that referrals to outside providers by Indian Health Service primary providers typically will be processed by Contract Health Services.
2. Explain the procedure for the referral to the private sector is usually based on a priority system and/or waiting list.
3. Explain that coverage by insurance companies and Medicare/Medicaid packages will be utilized prior to contract health service funds in most cases. The Indian Health Service is a payer of last resort.
4. Discuss the rules/regulations of Contract Health Services.
5. Refer as appropriate to community resources for Medicaid/Medicare enrollment, i.e., benefits coordinator, social services. **Refer to EOL-LW.**
6. Discuss the importance of follow-up care and the requirement to notify contract health services of any future appointments and procedures by the private sector. **Referrals are for one visit only**, unless otherwise specified. Future and/or additional referrals must be approved prior to the appointment.

CA-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in cancer.

STANDARDS:

1. Explain that uncontrolled stress can result in a worsened prognosis in cancer patients.
2. Explain that effective stress management may help reduce the morbidity and mortality associated with cancer, as well as help improve the patient's sense of health and well-being.
3. Discuss various stress management strategies such as maintaining a healthy lifestyle. Some examples may include:
    a. becoming aware of your own reactions to stress
    b. recognizing and accepting your limits
    c. talking with people you trust about your worries or problems
    d. setting realistic goals
    e. getting enough sleep
    f. maintaining a reasonable diet
    g. exercising regularly
    h. taking vacations
    i. practicing meditation
    j. self-hypnosis
    k. using positive imagery
    l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
    m. spiritual or cultural activities
4. Provide referrals as appropriate.

CA-TE TESTS

OUTCOME: The patient /family will understand the conditions under which testing is necessary and the specific test(s) to be preformed, technique for collecting samples and the expected benefit of testing and any associated risks. The patient/family will also understand alternatives to testing and the potential risks associated with the alternatives, i.e., risk of non-testing.

STANDARDS:

1. Explain that tests may be necessary for diagnosis or staging of cancer and follow-up therapy. Discuss the procedure for the test to be performed, the benefit expected and any associated risks.
2. Explain the alternatives to the proposed test(s) and the risk(s) and benefits(s) of the alternatives including the risk of non-testing.
3. Explain any preparation for testing that is necessary, i.e., NPO status, bowel preps.

CA-TX TREATMENT

OUTCOME: The patient/family will understand the difference between palliative and curative treatments; and understand that the focus of the treatment plan will be on the quality of life rather than quantity of life.

STANDARDS:

1. Explain the treatment plan. Emphasize the importance of active participation by the patient/family in the development of a treatment plan.
2. Explain what signs/symptoms should prompt an immediate call to the provider.
3. Explain the difference between palliative and curative treatments.
4. Explain that treatments may prolong the patient's life and improve the quality of life by increasing patient comfort or curing of the disease process.
5. Discuss therapies that may be utilized including chemotherapy, surgical debulking or removal of tumor and radiation therapy as appropriate.
6. Explain that various treatments have their own inherent risks, side effects and expected benefits. Explain the risk/benefit of treatment/non-treatment.

CHN—Child Health – Newborn (0-60 Days)

CHN-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of keeping routine well child visits.

STANDARDS:

1. Discuss that well child visits are important to follow growth and development, screen for disease and update immunizations.
2. Inform the patient/family of the timing of the next well child visit.
3. Discuss the procedure for making appointments.

CHN-GD GROWTH AND DEVELOPMENT

OUTCOME: The parent(s) will have a basic understanding of a newborn's growth and development.

STANDARDS:

1. Discuss the various newborn reflexes.
2. Explain the limits of neuromuscular control in newborns.
3. Review the myriad of "noises" newborns can make and how to differentiate between normal sounds and signs of distress.
4. Review the limited wants of newborns— to be dry, fed and comfortable.
5. Discuss the other newborn aspects— sleeps about 20 hours, may have night and day reversed, colic and fussiness, knows mother better than father.

CHN-I INFORMATION

OUTCOME: Parents/family will understand newborn health and wellness issues.

STANDARDS:

1. Bowel habits
   a. Discuss the difference in frequency, consistency, texture, color, and odor of stools of breast or bottle fed newborns. Stress that each newborn is different.
   b. Review constipation. Strongly discourage the use of enemas or homemade preparations to relieve constipation.
   c. Review diarrhea protocols -- clear liquids, when to come to the clinic.
   d. Discuss normal I/O (7-8 wet and/or dirty diapers by the 4th to 5th day of life).
2. Stress the dangers of fever (>101 degrees Fahrenheit) in the newborn period and the importance of seeking immediate medical care. **Refer to NF**.
3. Discuss that rectal temperature is a reliable method of temperature measurement in newborns.
4. Discuss the option of circumcision and care of the circumcised and uncircumcised penis.
5. Discuss newborn hygiene, i.e., bathing, cord care, avoidance of powders.
6. Discuss symptoms of jaundice and icterus and when to seek medical care.
7. Discuss the immunization schedule and when the infant should receive his/her first immunization. **Refer to IM**.
8. Discourage use of medications in the newborn period.

CHN-L PATIENT INFORMATION LITERATURE

OUTCOME: The parent/family will receive written information about child health issue.

STANDARDS:

1. Provide patient/family with written patient information literature on child health issue.
2. Discuss the content of patient information literature with the patient/family.

CHN-NJ NEONATAL JAUNDICE

OBJECTIVE: The family will understand the importance of monitoring for jaundice and the complications of unrecognized jaundice.

STANDARDS:

1. Explain that jaundice is the yellow color seen in the skin of many newborns which is caused by build up of bilirubin in the blood.
2. Explain that everyone's blood contains bilirubin, which is removed by the liver and that before birth, the mother's liver does this for the baby. Explain that many babies develop jaundice in the first few days after birth because it takes a few days for the baby's liver to get better at removing bilirubin.
3. Explain that the yellow skin color caused by bilirubin usually appears first in the face then moves to the chest, abdomen, arms and legs as the bilirubin level increases. Explain that the whites of the eyes may also be yellow.
4. Explain that mild jaundice is harmless but high levels of bilirubin may cause brain damage.
5. Explain that this brain damage can be prevented by treatment of the jaundice before the bilirubin level gets too high. Discuss that treatment options may include medical phototherapy or exchange transfusion.
6. Emphasize that parents should watch closely for jaundice and seek medical attention if jaundice is noticed.
7. Explain that medical personnel can check the level of bilirubin in the blood by blood tests or occasionally by a skin test.
8. Explain that all bilirubin levels must be interpreted in light of the infant's age and that term infants and older infants can tolerate higher levels of bilirubin than preterm infants and younger infants.
9. Explain that jaundice is more common in breastfed infants especially when the infant is not nursing well. Encourage nursing the infant a minimum of 8-12 times a day for the first week of life to increase milk production and keep bilirubin levels down. Emphasize that breastmilk is the ideal food for infants.

CHN-N NUTRITION

OUTCOME: The parent/family will understand the various methods of feeding a baby in order to ensure good nutrition and adequate growth.

STANDARDS:

1. Encourage breastfeeding as the healthy way to feed infants. Explain that infants grow appropriately on formula when breastfeeding is not an option. **Refer to BF**.
2. Discuss that solids are not needed until 4-6 months of age.
3. Discourage the use of cereals added to formula except when specifically recommended by the health care provider.
4. Emphasize that nothing should be given from the bottle but formula, breastmilk, water, or electrolyte solutions, i.e., no caffeinated beverages or other soft drinks.
5. Review formula preparation and storage of formula and/or breastmilk as appropriate.
6. Review proper technique and position for bottle feeding, i.e., no propping of bottles.

CHN-PA PARENTING

OUTCOME: The parent/family will cope in a healthy manner to the addition of a new family member.

STANDARDS:

1. Discuss the common anxieties of new parents.
2. Review some of the changes of adding a new baby to the household.
3. Review the sleeping and crying patterns of a new baby.
4. Emphasize the importance of bonding and the role of touch in good emotional growth.
5. Emphasize that fatigue, anxiety, and frustration are normal and temporary. Discuss coping strategies.
6. Discuss sibling rivalry and some techniques to help older siblings feel important.
7. Review the community resources available for help in coping with a new baby.

CHN-S SAFETY AND INJURY PREVENTION

OUTCOME: The parent/family will understand principles of injury prevention and plan to provide a safe environment.

STANDARDS:

1. Review the dangers of leaving a newborn unattended. Discuss the need to require ID from people presenting themselves in an official capacity.
2. Stress the use of a properly secured, rear facing car seat EVERY TIME the newborn rides in a vehicle. The car seat should be in the middle of the back seat of the vehicle.
3. Discuss the requirement of a NTSB approved car seat. Not all infant carriers are approved for use in automobiles.
4. Discuss the dangers posed by--open flames, closed-up cars, siblings, plastic bags, tossing the baby in the air, second-hand cigarette smoke and shaken-baby syndrome.
5. Illustrate the proper way to support a newborn's head and back.
6. Explain that SIDS is decreased by back or side-lying and by not smoking in the home or car.
7. Stress the importance of carefully selecting child-care settings to assure child safety.
8. Discuss the importance of keeping a hand on the infant when he/she is lying on any surface over floor level to avoid falls.
9. Discuss the dangers posed by hot liquids, too hot bath water, microwaving baby bottles, and cigarettes or open flames.

CHN-SF INTRODUCTION TO SOLID FOODS

OUTCOME: The parent/family will understand the appropriate ages to introduce various solid foods. (teach any or all of the following as appropriate to this infant/family)

STANDARDS:

1. Explain that infants should not routinely be fed foods other than breastmilk or formula prior to 4 months of age except under the advice of a healthcare provider.
2. Emphasize that, for some time after the introduction of solid foods, breastmilk/formula will still be the infant's primary source of nutrition.
3. Emphasize that foods should never be given from a bottle or infant feeder and must always be fed from a spoon.
4. Explain that infants may be fed cereal mixed with breastmilk or formula not sooner than 4 months of age. Rice cereal is generally the preferred first solid food. It is normal for an infant to take very small amounts of solid foods for several months. Discard any uneaten food after each meal.
5. Emphasize the need to wait 3-5 days between the addition of new foods to watch for adverse events from the foods.
6. Explain that pureed/or finely mashed vegetables and fruits should be started no earlier than 6 months of age.
7. Explain that some foods such as peanut butter, chocolate, eggs, strawberries, cow or goat milk and citrus should not be fed until the infant is one year of age due to the highly allergenic nature of these foods. Explain that honey and syrups may contain botulism toxin and should not be fed before one year of age.
8. Explain that infants 14-16 moths of age will have a decreased appetite and will become more picky eaters.
9. Emphasize that some foods are easy to choke on and should be avoided until 4 years of age, i.e., nuts, hard candies, gum, carrot sticks, meat on a bone, grapes, popcorn, hot dogs, unpeeled apples, slices of orange.
10. Discuss the importance of offering foods at the appropriate ages but do not insist that infants eat foods when they are not hungry:
    a. Baby knows how much to eat
    b. It is important to go along with the baby when they feel they have finished eating
    c. Some days babies eat a lot other days not as much
    d. No two babies eat the same
11. Explain how to assess readiness, an infant:
    a. who exhibits tongue thrusting is not ready to eat solids.

b. will give you cues to readiness when they open their mouths when they see something coming

c. will close lips over a spoon

d. will keep food in their mouth instead of spitting it out

e. will sit up alone without support

12. Explain that the body of knowledge regarding infant feedings has changed dramatically and advice from family/friends may no longer be appropriate; talk to your healthcare provider.

CHN-SHS SECOND-HAND SMOKE

OUTCOME: Provide the patient and/or family with an understanding of the adverse health consequences associated with exposure to second-hand tobacco smoke, and discuss methods for limiting exposure of nonsmokers to tobacco smoke.

STANDARDS:

1. Define “passive smoking”, ways in which exposure occurs:
    a. smoldering cigarette, cigar, or pipe
    b. smoke that is exhaled from active smoker
    c. smoke residue on clothing, upholstery, carpets or walls
2. Discuss harmful substances in smoke:
    a. nicotine
    b. benzene
    c. carbon monoxide
    d. many other carcinogens (cancer causing substances)
3. Explain the increased risk of illness in infants when exposed to cigarette smoke either directly or via second-hand smoke.
4. Discuss that infants who live in home where someone smokes in the home are three times more likely to die of SIDS than infants who do not live in a home in which someone smokes.
5. Explain that cigarette smoke gets trapped in carpets, upholstery, and clothing and still increases the risk of illness even if the patient is not in the room at the time that the smoking occurs.
6. Discuss factors that increase level of exposure to second-hand smoke and preventive methods for minimizing this exposure.
7. Encourage smoking cessation or at least never smoking in the home or car.

CB—Childbirth

CB-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient will have a basic understanding of the anatomy of the female reproductive system and how it relates to the physiology of labor and delivery.

STANDARDS:

1. Explain the anatomy of the female reproductive system in pregnancy, i.e., labia, vagina, cervix, uterus, placenta, umbilical cord, amniotic sac and fluid, pelvic muscles and bones.
2. Explain that "labor" is the contraction of the uterine muscles accompanied by progressive dilation and effacement (opening) of the cervix. Explain that contractions may occur without changes to the cervix and that true labor does not take place until the cervix begins to open.
3. Relate the changes that occur in the female reproductive system as labor is initiated and progresses:
   a. First Stage
      i. The early or latent phase is characterized by irregular contractions or regular contractions without changes in the cervix. Emphasize that this may last for days or weeks.
      ii. The active phase is characterized by regular contractions with cervical dilatation.
      iii. The transition phase is the final part of the first stage of labor during which the cervix becomes fully dilated.
   b. The Second Stage starts when the cervix is fully dilated and ends at the time of delivery of the baby during which the baby passes through the birth canal.
   c. The Third Stage of labor is the time between the delivery of the baby to the time of delivery of the placenta.

CB-C COMPLICATIONS

OUTCOME: The patient will understand that a normal labor and delivery has the potential to become abnormal and complications may occur at any time.

STANDARDS:

1. Explain that complications may necessitate the use of special equipment, medications and possibly cesarean section to facilitate safe and rapid delivery of the baby.
2. Explain that it is impossible to predict who will or will not have a complication during labor.
3. Explain that despite appropriate medical care, not all pregnancies result in normal/healthy babies.

CB-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

CB-EQ EQUIPMENT

OUTCOME: The patient/family will have a basic understanding of the equipment utilized to monitor childbirth.

STANDARDS:

1. Discuss the use and benefits of equipment to monitor labor.
2. Explain that the various alarms are to alert the medical personnel of the patient's status and/or the function of the equipment.
3. Emphasize, as necessary, that electrodes and sensors must be left in place in order for the equipment to function properly.
4. Encourage the patient/family to ask questions if there are concerns.

CB-EX EXERCISES, RELAXATION & BREATHING

OUTCOME: The patient will be able to demonstrate the relaxation and breathing exercises to be utilized during the stages of labor and delivery.

STANDARDS:

1. Explain, demonstrate, and supervise the return demonstration of relaxation techniques, i.e., muscle contraction/relaxation, focusing, touching.
2. Explain, demonstrate, and supervise the return demonstration of breathing exercises appropriate to each stage of labor. Examples may include:
   a. Slow-paced (slow/deep chest) for early labor.
   b. Modified-paced breathing (light chest breathing) for active labor.
   c. Pattern paced breathing (almost no chest breathing) for transition labor to inhibit pushing.
   d. Method of breathing when pushing during delivery.

CB-FU FOLLOW-UP

OUTCOME: The patient will understand the importance of postpartum and newborn follow up visits.

STANDARDS:

1. Emphasize the importance of keeping appointments for routine postpartum and newborn follow-up. Explain that the purpose of follow-up appointments is to detect anything which could become a problem and that the mother and the baby should keep all appointments even if everything seems to be fine.
2. Discuss the procedure for obtaining postpartum and newborn follow-up appointments.

CB-L LITERATURE

OUTCOME: The patient and/or delivery partner/coach will receive written information about childbirth.

STANDARDS:

1. Provide the patient and/or delivery partner/coach with written patient information literature on childbirth.
2. Discuss the content of patient information literature with the patient and/or labor partner/coach.

CB-LB LABOR SIGNS

OUTCOME: The patient and/or labor partner/coach will understand the signs of true labor and will understand when to come to the hospital.

STANDARDS:

1. Explain the difference between early labor and false labor (Braxton-Hicks contractions). **Refer to CB-AP**.
2. Emphasize the importance of immediate evaluation for any suspected amniotic fluid leak. Explain that prolonged rupture of membranes can be dangerous to the baby and the mother.
3. Discuss the appropriate time for this patient to present to the hospital as related to frequency and duration of contractions, etc. (This will vary with circumstances; for example, a patient who lives far away may need to start for the hospital sooner than one who lives near.)
4. Explain that the patient should come to the hospital immediately for rupture of membranes, heavy bleeding, severe headaches, severe swelling, or decreased fetal movement.

CB-M MEDICATIONS

OUTCOME: The patient will have a basic understanding of the use medications that may be used during labor and/or delivery.

STANDARDS:

1. Explain that there are medications which can be used to make the cervix more ready for labor. Explain the route of administration for the medication to be used.
2. Explain that medication may be given to stimulate or enhance uterine activity. Explain the route of administration of the medication to be used.
3. Discuss common and important side-effects of the medication to be used. Discuss side-effects which should be immediately reported to the health care provider.

CB-NJ NEONATAL JAUNDICE

OBJECTIVE: The family will understand the importance of monitoring for jaundice and the complications of unrecognized jaundice.

STANDARDS:

1. Explain that jaundice is the yellow color seen in the skin of many newborns which is caused by build up of bilirubin in the blood.
2. Explain that everyone's blood contains bilirubin, which is removed by the liver and that before birth, the mother's liver does this for the baby. Explain that many babies develop jaundice in the first few days after birth because it takes a few days for the baby's liver to get better at removing bilirubin.
3. Explain that the yellow skin color caused by bilirubin usually appears first in the face then moves to the chest, abdomen, arms and legs as the bilirubin level increases. Explain that the whites of the eyes may also be yellow.
4. Explain that mild jaundice is harmless but high levels of bilirubin may cause brain damage.
5. Explain that this brain damage can be prevented by treatment of the jaundice before the bilirubin level gets too high. Discuss that treatment options may include medical phototherapy or exchange transfusion.
6. Emphasize that parents should watch closely for jaundice and seek medical attention if jaundice is noticed.
7. Explain that medical personnel can check the level of bilirubin in the blood by blood tests or occasionally by a skin test.
8. Explain that all bilirubin levels must be interpreted in light of the infant's age and that term infants and older infants can tolerate higher levels of bilirubin than preterm infants and younger infants.
9. Explain that jaundice is more common in breastfed infants especially when the infant is not nursing well. Encourage nursing the infant a minimum of 8-12 times a day for the first week of life to increase milk production and keep bilirubin levels down. Emphasize that breastmilk is the ideal food for infants.

CB-OR ORIENTATION

OUTCOME: The patient and labor partner/coach will be familiar with the labor and delivery suite, nursery and postpartum areas of the hospital.

STANDARDS:

1. Familiarize the patient and labor partner/coach with the Obstetrical Department of the hospital.
2. Explain the hospital policy regarding visiting hours and regulations, meal times, assessment times and physician rounds, as appropriate.
3. Review the need for a plan for the patient/labor partner, emphasizing the need to come to the hospital at an appropriate time during labor.
4. Relate the events to be expected immediately after the baby is born.
   a. Repair of lacerations/episiotomy and the after-care required.
   b. Vital signs and monitoring of the uterus, vaginal discharge and urination, including frequent massage of the mother's uterus.
   c. Assessment and observation of the baby, including vital signs and blood glucose monitoring as indicated.
   d. The policy of rooming-in, if available in your institution.
5. Explain hospital policy for the birth certificate, including how the baby's surname will be recorded.
6. Discuss the items to bring to the hospital - CAR SEAT**,** toiletries, gown and robe, clothes to wear when discharged, baby clothes, and others as appropriate.

CB-PM PAIN MANAGEMENT

OUTCOME: The patient will be aware of the modalities and techniques that are available for pain management during labor and delivery, and after delivery.

STANDARDS:

1. Explain the current understanding of the cause of "labor pains".
2. Review and compare the benefits and risks of "natural" labor (incorporating the use of touch, relaxation, focusing and breathing techniques) with narcotic analgesia during labor, or an epidural, as applicable. Explain that breathing and relaxation techniques may be useful as adjuncts to medications.
3. Explain that it is not always possible to completely relieve pain during labor.

CB-PRO PROCEDURES, OBSTETRICAL

OUTCOME: The patient will understand the procedures utilized during labor, delivery and the immediate postpartum period.

STANDARDS:

1. Explain, in understandable language, the reasons for and procedure for the following as applicable (include simple demonstration of equipment as appropriate).
   a. Central monitoring at nurses' station
   b. External fetal monitoring.
   c. Internal fetal monitoring with scalp electrodes.
   d. Intrauterine pressure monitoring.
   e. Induction and/or augmentation of labor, including cervical ripening.
   f. Rupture of the amniotic membrane.
   g. Amniotic fluid replacement by infusion.
   h. Episiotomy and repair of lacerations.
   i. Forceps and/or vacuum assisted delivery.
   j. Epidural anesthesia
2. Discuss the possibility of Cesarean section, both emergency and planned. Discuss indications for Cesarean section, preparation, policies regarding labor coach in OR, post-anesthesia recovery, postpartum, length of hospitalization, etc. Discuss risks of Cesarean section as well as benefits and alternatives to this procedure. Discuss possible risks of non-treatment.

CB-RO ROLE OF LABOR AND DELIVERY PARTNER/COACH

OUTCOME: The patient and delivery partner/coach will understand the role of the labor and delivery partner/coach and be able to demonstrate the various techniques taught.

STANDARDS:

1. Explain that the role of the partner/coach during the stages of labor and birth is to help the mother focus and practice techniques and to assist in comfort measures.
2. **Refer to PN, PP**.

CB-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Discuss the necessity, benefits and risks of the test to be performed, as appropriate, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Discuss the meaning of the test results, as appropriate.

CB-VBAC VAGINAL BIRTH AFTER CESAREAN SECTION

OUTCOME: The patient and labor partner/coach will understand that VBAC is possible, as well as the processes, risks, and benefits associated with VBAC.

STANDARDS

1. Explain that there is a high success rate of VBAC.
2. Explain the importance of having prior medical records to determine whether the patient is a candidate for VBAC.
3. Discuss that there is a faster recovery after VBAC than a repeat C-section.
4. Explain that close monitoring of the labor process will be necessary and that if complications arise a C-section may be necessary.
5. Explain that significant risks from VBAC include uterine rupture, failure to progress in labor, and C-section.

CDC—Communicable Diseases

CDC-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the disease process of communicable disease, transmission, and causative agent(s), as identified by the provider.

STANDARDS:

1. Discuss whether the infection is vaccine preventable.
2. Describe how the body is affected.
3. List symptoms of the disease and how long it may take for symptoms to appear.
4. List complications that may result if the disease is not treated.
5. List treatment options and the risks and benefits of each.

CDC-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

CDC-HM HOME MANAGEMENT

OUTCOME: The patient/family will understand the home management of communicable diseases and make a plan for implementation.

STANDARDS:

1. Discuss the home management plan and methods for implementation of the plan.
2. Explain the importance of following a home management plan, i.e., fewer future infections (reinfections or reinfestations), fewer emergency room visits, fewer hospitalizations and fewer complications, as well as a healthier life.
3. Explain the relationship between hygiene and infection control principles. Emphasize importance of hand washing.

CDC-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about communicable diseases.

STANDARDS:

1. Provide patient/family with written patient information literature on the communicable diseases.
2. Discuss the content of patient information literature with the patient/family.

CDC - M MEDICATION

OUTCOME: The patient/family will understand the importance of medication in the treatment of the communicable disease and make a plan to fully participate with therapy.

STANDARDS:

1. Discuss the proper use, benefits, common side effects, and food or drug interactions of the prescribed medication. Include procedure for follow-up if problems occur.
2. Explain the importance of completing the course of therapy and its role in eradicating the infection and/or decreasing the infectiousness of the communicable disease.
3. Explain, as appropriate, that failure to complete the course of antibiotics may cause the development of resistant organisms.
4. Discuss, as appropriate, the concomitant use of antipyretics.

CDC-N NUTRITION

OUTCOME: The patient/family will understand the need for balanced nutrition and plan for the implementation of dietary modification if needed.

STANDARDS:

1. Review normal nutritional needs for optimal general health.
2. Discuss current nutritional habits. Assist the patient in identifying unhealthy nutritional habits.
3. Discuss nutritional modifications as related to the specific communicable disease.

CDC-P PREVENTION

OUTCOME: The patient and/or family will understand communicability and preventive measures for communicable disease control.

STANDARDS:

1. Explain that there are vaccines or immunity against certain infections and/or diseases.
2. Explain that certain infections can be dependent upon hygiene, social and/or environmental conditions. **Refer to WL-HY.**
3. Discuss importance of hand washing in infection control in relation to food preparation/consumption, childcare, and toilet use.
4. List mode of transmission and precautions to prevent spread of disease.

CDC-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient; and may be multifaceted. **Refer to PM**.
2. Explain that short-term use of NSAIDS may be helpful in pain management as appropriate.
3. Explain non-pharmacologic measures that may be helpful with pain control.

CDC-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as appropriate, including possible complications that may result from not having the test performed.
3. Explain how the test relates to immunization status and the course of disease treatment/prevention.
4. Explain the meaning of the test results, as appropriate.

D

DEH—Dehydration

DEH-C COMPLICATIONS

OUTCOME: The patient/family will understand the complications of untreated dehydration.

STANDARDS:

1. Explain that untreated, severe dehydration can lead to shock and damage to vital organs such as the kidneys. This may result in death.

DEH-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the specific cause of the patient's dehydration and its symptoms.

STANDARDS:

1. Explain that dehydration occurs when the body loses too much fluid or fluid losses are not replaced.
2. Discuss the possible causes of dehydration - strenuous exercise, vomiting, diarrhea, profuse diaphoresis, draining wounds, ketoacidosis, hemorrhage, prolonged heat exposure.
3. Enumerate some of the symptoms of dehydration, i.e., weight loss; thirst; poor skin turgor; dry skin, dry mucous membranes and tongue; soft and sunken eyeballs; sunken fontanels in infants; apprehension and restlessness or listlessness; concentrated urine, low-grade fever; lack of tears, headache, irritability.
4. Explain that tired muscles, leg cramps or faintness are signs of more severe dehydration that can progress to hypovolemic shock.
5. Explain that consumption of caffeinated or sugared beverages may cause or contribute to dehydration and should not be substituted for water intake.
6. Discuss groups that are at higher than average risk for dehydration:
   a. infants and small children
   b. elderly individuals
   c. severely disabled or mentally retarded individuals
   d. pregnant women
   e. gastric bypass patients

DEH-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Explain that the various alarms are to alert the medical personnel of the patient's status and/or the function of the equipment.
4. Emphasize the importance of not tampering with any medical device.

DEH-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of regular follow-up and keep follow-up appointments. The patient/family will develop a plan to manage dehydration.

STANDARDS:

1. Emphasize that the treatment plan and full participation to it are the responsibility of the patient/family.
2. Stress the importance of keeping follow-up appointments and continuing the prescribed therapy as indicated.
3. If the patient is treated as an outpatient, instruct to return if symptoms do not improve, get worse, or additional symptoms develop.

DEH-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information regarding dehydration and its treatment.

STANDARDS:

1. Provide the patient/family with written patient information literature regarding dehydration and its treatment.
2. Discuss the content of the patient information literature with the patient/family.

DEH-P PREVENTION

OUTCOME: The patient/family will understand and develop a plan to prevent the development of dehydration.

STANDARDS:

1. Explain that babies, small children, pregnant women and older adults are at increased risk for dehydration and extra care needs to be taken to prevent dehydration.
2. Explain that taking/giving adequate water or oral electrolyte solutions (not sports drinks, caffeinated beverages, or alcoholic beverages) is essential to the prevention of dehydration, particularly in a hot/humid environment or during strenuous activity.
3. Explain that clothing that contributes to excessive sweating may cause dehydration.
4. Explain that sometimes it is necessary to replace fluids with liquids containing electrolytes to prevent dehydration with electrolyte abnormalities.

DEH-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed including indications and impact on further care.

STANDARDS:

1. Explain that a complete blood count, electrolytes and urinalysis are common tests ordered to evaluate the extent and effect of dehydration on the body.
2. Explain that these tests will give valuable information regarding the type and route of rehydration that is necessary and further tests that may be necessary to determine the cause and effects of the dehydration and to evaluate treatment.
3. Explain that a blood and/or a urine sample will be obtained for these tests.
4. Explain the results and indications of these tests and any others performed.

DEH-TX TREATMENTS

OUTCOME: The patient/family will understand the treatment for dehydration.

STANDARDS:

1. Explain that the treatment plan for dehydration is fluids. However, the type, rate, amount and delivery mode of the fluids will depend on the cause and severity of the dehydration.
2. Usually, fluid replacement will include electrolytes. Commercial rehydration solutions may be advised (Pedialyte, Infalyte, or other balanced electrolyte solutions). **Refer to GE-TX**.
3. Discourage the use of caffeinated beverages because they are mild diuretics and may lead to increased loss of water and sodium.
4. Discourage the use of alcoholic beverages (including beer and wine coolers) as they actively dehydrate via enzymatic activity.
5. Explain that the fluid replacement via the intravenous route may be necessary if dehydration is severe or oral fluids are not tolerated.

SUP—Dietary Supplements

SUP-C COMPLICATIONS

OUTCOME: The patient and family will understand the implications for misuse of vitamin and mineral supplements, functional foods, nutritional oral supplements, and herbal use.

STANDARDS:

1. Explain that excessive intake of vitamins and/or minerals through supplementation or functional foods can cause adverse effects up to and including death.
   a. Explain that functional foods are foods that provide health benefits beyond basic nutrition and are adjunctive to a balanced diet.
   b. Explain that some vitamin and/or mineral supplements may interfere with medications and the need to consult a physician, pharmacist, or registered dietitian before starting any new supplement.
   c. Explain that mega doses of vitamins, minerals, or other supplements may have toxic effects.
   d. Discuss common and important signs/symptoms of toxicity as it relates to the patient’s supplement regimen
2. Explain that nutritional oral supplement is a liquid food formula that can be used to add or maintain the caloric level of an individual when unable to eat a usual diet during illness, infection, loss of appetite, or when snacks or meals are delayed or missed.
   a. Explain that nutritional oral supplements contain minimal to large amounts of vitamins and mineral.
   b. Explain that prolong use of some nutritional oral supplements when eating an adequate diet my result in weight gain.
   c. Discuss that diarrhea may be a side effect for some individuals.
   d. Consult a physician or registered dietitian for a specific formula to fit an individual’s nutritional needs.
3. Explain that use of some herbal remedies may seriously complicate some medical conditions and/or interfere with some prescribed or over the counter medications.
   a. Explain that herbal supplements and remedies in this country are not regulated by Food and Drug Administration and may not be pure and safe to use.
   b. Explain that despite the evidence of safety and efficacy of most traditional herbal remedies; a patient should notify their physician, pharmacist or registered dietitian before use.

SUP-FU FOLLOW-UP

OUTCOME: The patient and family will understand the importance of a follow-up plan and keeping appointments.

STANDARDS:

1. Emphasize the patient’s responsibilities in developing and following a supplementation plan and keeping follow-up appointments.
2. Discuss the procedure for making appointments.
3. Discuss any necessary preparation for lab test(s).

SUP-I INFORMATION

OUTCOME: The patient and family will understand the indication for use of supplements, fortified foods, nutritional oral supplements, and herbal remedies.

STANDARDS:

1. Explain the importance of vitamins, minerals, and other supplements in the normal functioning body.
2. Explain that certain disease states, conditional, or medication regimens may require the use of vitamin and/or mineral supplements.
3. Explain that there are 13 organic vitamins, four are fat-soluble and nine are water-soluble.
4. Explain that there are 22 inorganic essential minerals needed in the diet.
   a. Macro minerals include calcium, phosphorus, magnesium, potassium, sodium, chloride, and sulfur.
   b. Trace minerals include but are not limited to the following: iron, copper, selenium, fluoride, iodine, chromium, zinc, manganese, molybdenum, and colbalt.
   c. Food fortification and functional foods play a very important role in determining the type and supplementation that a patient will receive.
5. Explain that many plants contain biologically active chemicals known as phytochemicals that may have some disease-prevention properties.
6. Discuss that all these supplements including herbal remedies are very expensive and most insurance policies will not cover cost.
7. Explain that all current vitamins, supplements, and/or herbal use should be documented on the patient's medication list.

SUP-SCH SCHEDULE

OUTCOME: The patient and family will understand the importance of following the prescribed timing of supplements in regard to other food and medications.

STANDARDS:

1. Explain that the use of all vitamin/mineral or other types of supplements should be used only under the advice of a registered dietitian and a physician.
2. Explain that some supplements may require specific timing when taking other medications and/or supplements, i.e. calcium is better absorbed with a meal but should not be taken at the same time as iron supplements.
3. Review schedule with patient and family.

DV—Domestic Violence

DV-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

DV-DP DISEASE PROCESS

OUTCOME: Patient/family will understand that domestic violence is a primary, chronic, and preventable disease.

STANDARDS:

1. Discuss the patient/family member's abusive/violent disorder.
2. Discuss the patient's and family members' attitudes toward their dependency.
3. Explain co-dependency as it relates to domestic violence.
4. Identify risk factors and "red flag" behaviors related to domestic violence.
5. Discuss the role of alcohol and substance abuse as it relates to domestic violence.
6. Explain that the natural course of domestic violence is one of escalation and that without intervention it will not resolve.

DV-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

DV-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about domestic violence.

STANDARDS:

1. Provide patient/family with written patient information literature on domestic violence.
2. Discuss the content of patient information literature with the patient/family.

DV-P PREVENTION

OUTCOME: The patient/family will understand risk factors and behaviors that predispose to domestic violence and develop a plan to avoid relationships and situations which may result in domestic violence.

STANDARDS:

1. Explain predisposing risk factors for domestic violence, including a pathological need for control, alcohol and/or substance abuse, history of child abuse and/or domestic violence in the family of origin, etc.
2. Explain that environmental stressors, physiologic changes, and illnesses may precipitate violent behavior in persons who are predisposed to violent behaviors.
3. Discuss the progression of domestic violence from verbal/emotional abuse such as shouting and name-calling to physical violence such as shoving to injury and death.
4. Explain that the natural course of domestic violence is one of escalation and that without intervention it will not resolve.
5. Develop a plan of care to avoid violent relationships.

DV-PSY PSYCHOTHERAPY

OUTCOME: The patient will understand the goals and process of psychotherapy.

STANDARDS:

1. Emphasize that for the process of psychotherapy to be effective they must keep all their appointments. Emphasize the importance of openness and honesty with the therapist.
2. Explain to the patient that the therapist and the patient will jointly establish goals, ground rules, and duration of therapy.

DV-S SAFETY AND INJURY PREVENTION

OUTCOME: Patient, family members, and other victims will understand the pattern of domestic violence, make a plan to end the violence, develop a plan to insure safety of everyone in the environment of violence, and implement that plan as needed.

STANDARDS:

1. Be sure family members and other victims are aware of shelters and other support options available in their area. Make referrals as appropriate.
2. Review co-dependency. **Refer to DV-DP**.
3. Assist to develop a plan of action that will insure safety of all people in the environment of violence.

DV-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain the screening device to be used.
2. Explain why the screening is being performed.
3. Discuss how the results of the screening will be used.
4. Emphasize the importance of follow-up care.

DV-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in domestic violence.

STANDARDS:

1. Explain that uncontrolled stress often exacerbates domestic violence.
2. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use, all of which can increase the risk of domestic violence.
3. Emphasize the importance of seeking professional help as needed to reduce stress.
4. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
5. Provide referrals as appropriate.

DV-TX TREATMENT

OUTCOME: The patient/family will understand that domestic violence as a chronic disease will require long-term intervention which may include psychotherapy, medication, and support groups.

STANDARDS:

1. Review the nature of domestic violence as a primary, chronic, and treatable disease.
2. Explain that both patient and family need to acknowledge, admit, and request help.
3. Review treatment options available, including individual, family counseling, group advocacy, etc.

F

FP—Family Planning

FP-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient will have a basic understanding of anatomy and physiology and it relationship to reproduction.

STANDARDS:

1. Identify and explain the functions of the reproductive system.
2. Discuss the menstrual cycle.
3. Discuss conception vs. contraception.

FP-DIA DIAPHRAGM

OUTCOME: The patient will understand the safe and effective use of a diaphragm.

STANDARDS:

1. Discuss the method of insertion.
2. Emphasize the use of spermicide.
3. Discuss the amount of time the diaphragm must be left in place.
4. Emphasize that the diaphragm must be used each time intercourse takes place.
5. Emphasize that the diaphragm must be refitted if there is a 10 pound weight loss or gain, and after childbirth.

FP-DPO DEPOT MEDROXYPROGESTERONE INJECTIONS

OUTCOME: The patient will understand risks, benefits, side effects, and effectiveness of depot medroxyprogesterone injections.

STANDARDS:

1. Explain the method of action and effectiveness of depot medroxyprogesterone.
2. Discuss the method of administration and importance of receiving the medication on time (typically every 3 months).
3. Discuss the contraindications, risks, and side effects of the medication.

FP-EC EMERGENCY CONTRACEPTION (POST-COITAL)

OUTCOME: The patient/family will understand risks, benefits side effects, safety and effectiveness of Emergency Contraception.

STANDARDS:

1. Explain the methods of possible actions and effectiveness of Emergency Contraception.
2. Identify indications for use - a potential candidate is a reproductive-age woman who has had unprotected sexual intercourse within 72 hours of presenting herself for medical care, independent of the time of the menstrual cycle. Most common reasons for seeking the treatment are failure of a barrier method or failure to use any method.
3. Discuss the safety: there are no contraindications to EC pill due to the small overall hormone dose and the short duration of use. (Some studies excluded women from participating if they had an absolute contraindication to taking oral contraceptives). EC has no adverse affect on a fetus, if taken inadvertently. EC may be used during breastfeeding without effect on milk quantity or quality.
4. Review side effects, and management:
   a. Levonorgestal-only regimen: Nausea occurs in approximately 23 percent of women and vomiting occurs in about 6 percent, usually limited to the first three days after treatment.
   b. Combined estrogen-progestin (Yuzpe) regimen: Nausea and vomiting occur in about 43 and 16 percent, usually limited to the first three days after treatment.
   c. Both side effects can be minimized by the use of anti-emetic pre-treatment.
   d. A small number of women may experience irregular bleeding or spotting after taking ECs, this is not their menses. Most women will have their menstrual period within one week before or after the expected time.
   e. Breast tenderness can occur after EC treatment.

FP-FC FOAM AND CONDOMS

OUTCOME: The patient will have a basic understanding of the safe and effective use of foam and condoms.

STANDARDS:

1. Discuss proper use and application of foam and condoms.
2. Emphasize the importance of use each time intercourse takes place.
3. Emphasize why condoms must be applied before penetration.
4. Emphasize that male must withdraw before erection subsides.
5. Advise concomitant use of spermicidal foam as recommended by the medical provider.
6. Discuss use of spermicidal suppositories and intravaginal films.
7. Discuss that condoms provide possible protection against STIs.

FP-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

FP-IC IMPLANT CONTRACEPTION

OUTCOME: The patient will understand the safe and effective use of implantable contraceptives.

STANDARDS:

1. Discuss and review all birth control methods with the patient.
2. Explain the insertion procedure and mechanism of action including duration of effectiveness.
3. Discuss contraindications, risks, and side effects, including the possibility of pregnancy.
4. Stress the importance of yearly follow-up.

FP-IUD INTRAUTERINE DEVICE

OUTCOME: The patient will understand the safe and effective use of the IUD.

STANDARDS:

1. Explain why IUDs are more easily retained in multiparous vs. nulliparous women.
2. Explain how IUDs work.
3. Emphasize the importance of monthly string checks.
4. Emphasize the importance of reporting abnormal vaginal discharge, fever, or pain with intercourse.
5. Discuss contraindications to placement of IUDs.
6. Explain that the copper IUD's need periodic replacement.

NOTE: IUDs may be UNAVAILABLE from time to time due to medicolegal reasons.

FP-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about family planning.

STANDARDS:

1. Provide patient/family with written patient information literature on family planning.
2. Discuss the content of the patient information literature with the patient/family.

FP-MT METHODS

OUTCOME: The patient will receive information regarding the available methods of birth control.

STANDARDS:

1. Discuss the reliability of the various methods of birth control.
2. Discuss how each method is used in preventing pregnancy.
3. Discuss contraindications, benefits, and potential costs of each method.

FP-N NUTRITION

OUTCOME: The patient will understand the role of folic acid in the prevention of neural tube defects and the importance of a balanced diet.

STANDARDS:

1. Identify the amount of folic acid required.
2. Explain that to be maximally effective, folic acid should be given before conception.
3. Identify food sources and supplemental forms of folic acid.
4. Discuss the importance of a balanced diet.

FP-OC ORAL CONTRACEPTIVES

OUTCOME: The patient will understand the safe and effective use of oral contraceptives.

STANDARDS:

1. Explain how the "pill" inhibits ovulation.
2. Discuss the methods of taking oral contraceptives.
3. Discuss the contraindications, risks, and side effects.
4. Discuss the signs and symptoms of complications.
5. Specifically counsel on potential drug interactions, especially that antibiotics may make the contraceptive ineffective.

FP-ST STERILIZATION

OUTCOME: In order to make an informed decision about irreversible contraception, the patient will receive information about sterilization.

STANDARDS:

1. Explain tubal ligation vs. vasectomy. Emphasize that these are PERMANENT methods of contraception.
2. Explain laparoscopic (LEC) procedures: Anesthesia, CO2, incision, vaginal bleeding.
3. Explain vasectomy procedures.
4. Discuss the possible side effects and risks: Infection, pain, failure, and bleeding at incision site.
5. Explain that IHS and the state may have specific legal criteria that must be met in order to be eligible for sterilization.
6. Review availability of other methods that can prevent or delay pregnancy as an option to permanent sterilization.
7. Offer behavioral health follow-up as appropriate.

F—Fever

F-C COMPLICATIONS

OUTCOME: The patient/family will understand the common and important complications of fever.

STANDARDS:

1. Explain that most fevers are harmless and are the body's natural response to infection and that fever may even be helpful in fighting infection.
2. Explain that fevers below 107˚F (41.6˚C) do not typically cause any type of permanent damage. Explain that the brain's thermostat keeps untreated fever below this level.
3. Discuss that only about 5% of children who develop fever may have a brief seizure associated with the fever. Explain that this type of seizure is generally harmless and will usually go away as the child gets older. Seizures with fever in adults are not febrile seizures and may require further investigation.
4. Discuss the potentially fatal complications of fever in a child under 2 months of age. **Refer to NF.**

F-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the role of fever in illness.

STANDARDS:

1. Discuss that fever is a body temperature that is above normal. Discuss the parameters used by your institution to define significant fever, i.e., rectal or oral temperature >101˚F or >38˚C.
2. Discuss that fever is a symptom, not a disease.
3. Discuss that fever is the body's natural response to infection.
4. Explain that fever helps fight infections by turning on the body's immune system and impeding the spread of the infection.
5. Explain that the height of the fever does not necessarily correspond to the seriousness of the illness. Explain that a better indicator of seriousness of illness is how sick the child or adult acts.
6. Discuss that most fevers are caused by viral illnesses, some are caused by bacterial illnesses. Explain that viral illnesses do not respond to antibiotic therapy.

F-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction as appropriate.
6. Discuss proper disposal of associated medical supplies.

F-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up for fever.

STANDARDS:

1. Explain the importance of returning to the clinic or emergency room immediately if the patient should become more ill, become lethargic, look very sick or develop a purple rash.
2. Discuss that if the patient does not seem to be getting better after a few days of treatment the patient may need to be re-evaluated.
3. Discuss the need to return to the clinic or emergency room for fever that will not come down with antipyretics (i.e., acetaminophen, ibuprofen) or is over 105° F (40.5˚C).
4. Discuss the potentially fatal complications of fever in a child under 2 months of age. Explain that any child with a fever who is under 2 months of age should be seen by a physician immediately. **Refer to NF**.

F-HM HOME MANAGEMENT

OUTCOME: The patient/family will understand the home care techniques for responding to fever, as appropriate to this patient.

STANDARDS:

1. Explain that fever causes excess loss of body fluids because of sweating, increased heart rate and increased respiratory rate. Discuss the importance of extra fluids to replace this excess body fluid loss.
2. Explain that clothing should be kept to a minimum as most body heat is lost through the skin. Bundling will cause higher fever.
3. Discuss that sponging is not usually necessary to reduce fever.
   a. Explain that sponging without giving acetaminophen or ibuprofen may cause shivering and this may actually increase the fever.
   b. Instruct that if shivering occurs during sponging that the sponging should be discontinued to allow the fever reducing agent to work.
   c. Discuss that if sponging is done, only lukewarm water should be used. Since sponging works to lower the temperature by evaporation of water from the skin's surface, sponging is more effective than immersion.
   d. Explain that only water should be used for sponging.
4. Explain that the use of rubbing alcohol for sponging may cause the fumes to be breathed in and could cause coma.

F-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about fever.

STANDARDS:

1. Provide the patient/family with written patient information literature on fever.
2. Discuss the content of the patient information literature with the patient/family.
3. Explain the need for follow-up if the fever lasts for more than 3 days.

F-M MEDICATIONS

OUTCOME: The patient/family will understand the use of antipyretics in the control of fever.

STANDARDS:

1. Emphasize that aspirin (even baby aspirin) should NEVER be used to control fever in children under the age of 13 except under the direction of a physician.
2. Discuss the appropriate dose of acetaminophen for this patient. Discuss that acetaminophen may be given every 4-6 hours for the control of fever.
3. Discuss the appropriate dose of ibuprofen for this patient. Discuss that ibuprofen may be given every 6-8 hours for the control of fever.
4. As appropriate, discuss dosing of other fever reducing agents that may be used for this patient.
5. Discuss avoidance of combination products (i.e., antipyretics combined with decongestants) unless directed to do so by a provider.
6. Discuss the method for combining acetaminophen and ibuprofen for the control of fever if appropriate. (Alternate the two medicines, i.e., acetaminophen every 8 hours and ibuprofen every 8 hours, giving one then the other at 4 hour intervals.)

F-TE TESTS

OUTCOME: The patient/family will understand that testing is necessary to determine the etiology of the fever. They will also have an understanding of the potential adverse outcomes of the tests to be performed or the risks of not performing the recommended tests.

STANDARDS:

1. Discuss with the patient/family the test(s) to be performed. Discuss the procedure for performing the test(s) in terms that can be understood by the patient /family.
2. Explain the benefit of the test as well as the risk(s) involved in performing the test(s). Explain the risk(s) associated with not performing the recommended test(s).
3. Explain that obtaining the results of some tests routinely performed to determine the etiology of fever (cultures of various body fluids) can take several days.

FF—Formula Feeding

FF-FS FORMULA FEEDING SKILLS

OUTCOMES: The parents/family will understand the skills for successful formula feeding during a baby's first year.

STANDARDS:

1. Explain the importance of selecting an age appropriate nipple that is comfortable to baby's mouth to feed formula at a rate that the baby can manage.
2. Emphasize that the infant should be held at a proper angle during feeding and that bottles should never be propped.
3. Emphasize that choking may result from the baby being left unattended with a bottle propped.
4. Explain that choice between plastic and glass bottles is up to parents. Glass is easy to clean dries quickly, and holds temperature better than plastic.
5. Explain the types of formulas available that are best suitable for baby's needs. Most infants require iron fortified formulas for brain growth.
6. Explain that some manufactures say their formula is "closer to breastmilk." This only means that the protein, fat, and other ingredients are more like that in breastmilk, not that the other formulas have all the unique nutritional and beneficial qualities of breastmilk.
7. Explain that fussing, spitting up, pulling off the nipple, or baby not wanting to eat during or after feeding may not necessarily be a problem with formula intolerance.
8. Explain that frequent stomachaches or vomiting, cough, runny nose and wheezing, skin itching and rash are examples of formula intolerance or allergy.
9. Explain that all commercial infant formulas are sufficient for the first year of life and that a change of formula is not necessary.
10. Explain that a formula fed baby does not need a fluoride supplement unless the water used to prepare formula has less than 0.3 ppm of fluoride.

FF-I INFORMATION

OUTCOME: The parents/family will have a basic understanding of the characteristics associated with formula feeding.

STANDARDS:

1. Explain that breastmilk has some characteristics that cannot be duplicated by even the most sophisticated formula; however, formula feeding is a good substitute.
2. Explain the higher risk of childhood obesity and type 2 diabetes for babies that are not breastfed.
3. Explain the higher risk of diarrhea, ear infections, constipation, dental carries, and lung infections for babies that are not breastfed.
4. Explain the higher risk of post partum hemorrhage and breast/ovarian cancer for mothers that do not breast-feed.
5. Explain that an infant under 1 year of age may be harmed by feeding goat's or cow's milk.
6. Emphasize that nothing should be fed to an infant from a bottle except breastmilk or formula unless advised by a health care professional.
7. Explain resources, such as WIC, for formula feeding and types.

FF-L PATIENT INFORMATION LITERATURE

OUTCOME: The parent(s) and family will receive written information about formula feeding.

STANDARDS:

1. Provide the parent(s) and family with written information about formula feeding.
2. Discuss the content of the patient information literature with the parent(s) and family.

FF-ME MATERNAL ENGORGEMENT

OUTCOME: Parents/family will understand how to successfully transition through breast engorgement in postpartum period.

STANDARDS:

1. Explain that stimulation to breast, such as pumping or suckling will prolong engorgement beyond 48 hours.
2. Encourage mother to use breast binder or snug bra until swelling goes away.
3. Explain signs of breast infection, such as sudden fever/malaise and need for pursuing medical evaluation.
4. Explain current treatments for engorgement.

FF-NJ NEONATAL JAUNDICE

OBJECTIVE: The family will understand the importance of monitoring for jaundice and the complications of unrecognized jaundice.

STANDARDS:

1. Explain that jaundice is the yellow color seen in the skin of many newborns which is caused by build up of bilirubin in the blood.
2. Explain that everyone's blood contains bilirubin, which is removed by the liver and that before birth, the mother's liver does this for the baby. Explain that many babies develop jaundice in the first few days after birth because it takes a few days for the baby's liver to get better at removing bilirubin.
3. Explain that the yellow skin color caused by bilirubin usually appears first in the face then moves to the chest, abdomen, arms and legs as the bilirubin level increases. Explain that the whites of the eyes may also be yellow.
4. Explain that mild jaundice is harmless but high levels of bilirubin may cause brain damage.
5. Explain that this brain damage can be prevented by treatment of the jaundice before the bilirubin level gets too high. Discuss that treatment options may include medical phototherapy or exchange transfusion.
6. Emphasize that parents should watch closely for jaundice and seek medical attention if jaundice is noticed.
7. Explain that medical personnel can check the level of bilirubin in the blood by blood tests or occasionally by a skin test.
8. Explain that all bilirubin levels must be interpreted in light of the infant's age and that term infants and older infants can tolerate higher levels of bilirubin than preterm infants and younger infants.
9. Explain that jaundice is more common in breastfed infants especially when the infant is not nursing well. Encourage nursing the infant a minimum of 8-12 times a day for the first week of life to increase milk production and keep bilirubin levels down. Emphasize that breastmilk is the ideal food for infants.

FF-S SAFETY OUTCOMES

OUTCOME: Parents/family will understand of preparing and storing formula.

STANDARDS:

1. Emphasize that the infant should be held at a proper angle during feeding and that bottles should never be propped.
2. Emphasize that choking may result from the baby being left unattended with a bottle propped.
3. Explain that bottle liners must be discarded after each use.
4. Explain that babies during the first three months of age have low resistance to bacteria and boiling water for 5 minutes before mixing formula may be necessary if the purity of water is in question. This also applies to purified or distilled water. **Refer to PB-TX**.
5. Explain that boiling bottles and nipples for 5 minutes, washing with hot, soapy water, and/or using a dishwasher before use is also recommended.
6. Explain that following manufactures instructions for mixing formula is extremely important and also using recommended measuring cups and spoons.
7. Explain that bottles should be prepared one at a time or in small batches, label, cover, refrigerate, and use within 48 hours. Discard any unused formula after each feeding and then wash the bottle immediately.
8. Explain that warming a formula bottle is best done under running tap water. Do not use a microwave oven to warm formula bottles.
9. Explain that bottle nipples should be discarded when they are old, soft, cracked, or discolored.

FF-SF INTRODUCTION TO SOLID FOODS

OUTCOME: The parent/family will understand the appropriate ages to introduce various solid foods. (teach any or all of the following as appropriate to this infant/family)

STANDARDS:

1. Explain that infants should not routinely be fed foods other than breastmilk or formula prior to 4 months of age except under the advice of a healthcare provider.
2. Emphasize that, for some time after the introduction of solid foods, breastmilk/formula will still be the infant's primary source of nutrition.
3. Emphasize that foods should never be given from a bottle or infant feeder and must always be fed from a spoon.
4. Explain that infants may be fed cereal mixed with breastmilk or formula not sooner than 4 months of age. Rice cereal is generally the preferred first solid food. It is normal for an infant to take very small amounts of solid foods for several months. Discard any uneaten food after each meal.
5. Emphasize the need to wait 3-5 days between the addition of new foods to watch for adverse events from the foods.
6. Explain that pureed/or finely mashed vegetables and fruits should be started no earlier than 6 months of age.
7. Explain that some foods such as peanut butter, chocolate, eggs, strawberries, cow or goat milk and citrus should not be fed until the infant is one year of age due to the highly allergenic nature of these foods. Explain that honey and syrups may contain botulism toxin and should not be fed before one year of age.
8. Explain that infants 14-16 moths of age will have a decreased appetite and will become more picky eaters.
9. Emphasize that some foods are easy to choke on and should be avoided until 4 years of age, i.e., nuts, hard candies, gum, carrot sticks, meat on a bone, grapes, popcorn, hot dogs, unpeeled apples, slices of orange.
10. Discuss the importance of offering foods at the appropriate ages but do not insist that infants eat foods when they are not hungry:
    a. Baby knows how much to eat
    b. It is important to go along with the baby when they feel they have finished eating
    c. Some days babies eat a lot other days not as much
    d. No two babies eat the same
11. Explain how to assess readiness, an infant:
    a. who exhibits tongue thrusting is not ready to eat solids.

b. will give you cues to readiness when they open their mouths when they see something coming

c. will close lips over a spoon

d. will keep food in their mouth instead of spitting it out

e. will sit up alone without support

12. Explain that the body of knowledge regarding infant feedings has changed dramatically and advice from family/friends may no longer be appropriate; talk to your healthcare provider.

G

GB—Gallbladder

GB-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient will have a basic understanding of where the gallbladder is in the body and its function in digestion.

STANDARDS:

1. Discuss that the gallbladder is a small bag found under the liver.
2. Explain that the function of a normal gallbladder is to store bile, concentrate it by removing water and empty this concentrated bile into the intestine when fatty foods are eaten.
3. Explain that the gallbladder empties through the cystic duct into the common bile duct which then empties into the small intestine. Explain that the common bile duct also drains the liver and the pancreas.
4. Explain that the bile helps to digest the fat in the foods.

GB-C COMPLICATIONS

OUTCOME: The patient/family will understand the complications of untreated or progressed gallbladder disease. (Please choose from the following standards as they apply to this patient's specific disease process.)

STANDARDS:

1. Explain that if the amount of bile and other chemicals inside the gallbladder get out of balance gallstones can form. Most gallstones are cholesterol gallstones and form when too much cholesterol is secreted into the gallbladder from the liver.
2. Explain that gallstones usually don't cause a problem if they stay in the gallbladder. Approximately 80% of people with gallstones have no symptoms at all.
3. Explain that sometimes gallstones move into the ducts that drain the gallbladder and that this may lead to pain, infections, diseases of the liver, disease of the pancreas and may lead to gangrene or perforation of the gallbladder.
4. Empyema of the gallbladder (pus in the gallbladder) is a serious complication of acute cholecystitis and can result in death in about 25% of cases. Empyema is relatively rare, however, it does occur in about 2% of cases of acute cholecystitis.
5. Explain that patients with choledocholithiasis (stones in the common bile ducts) may get cholangitis (infection of the bile ducts). This is very serious and may be treated with antibiotics and may require surgery. Choledocholithiasis may also result in pancreatitis. **Refer to PC.**
6. Explain that risk of serious complications can be reduced by seeking prompt medical attention.

GB-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the causes and symptoms of his/her gallbladder disease. (Please choose from the following standards as they apply to this particular patient.)

STANDARDS:

1. Explain that gallstones (cholelithiasis) can cause problems when a gallstone gets lodged in either the cystic duct or the common bile duct. This can result in right upper quadrant abdominal pain, nausea, vomiting, heartburn and back pain.
2. Explain that gallstones in the common bile duct can also result in jaundice or pancreatitis. This condition is called choledocholithiasis.
3. Explain that biliary colic is a mild form of gallbladder disease and results in right upper quadrant abdominal pain several hours after eating a fatty meal. The pain is not relieved by changes in position, over-the-counter medications or passing gas. It will usually spontaneously resolve in 1-5 hours.
4. Explain that acute cholecystitis is similar to biliary colic but is more severe. It results from inflammation of the gallbladder. Infection is often present. The pain with cholecystitis is more severe and often patients complain of pain with breathing. This is a severe condition which can progress to perforation of the gallbladder or gangrene. Patients with acute cholesystitis should seek immediate medical attention.
5. Explain that chronic cholecystitis results from long term inflammation of the gallbladder with or without stones and results in scarring of the gallbladder. Patients with chronic cholecystitis will often have gas, nausea or abdominal discomfort after meals.
6. Explain that some drugs may induce gall bladder disease.
7. Explain that gallbladder disease is more common in the following groups of people:
   a. Women
   b. People over 40
   c. Women who have been pregnant (especially women with multiple pregnancies)
   d. People who are overweight
   e. People who eat large amounts of dairy products, animal fats and fried foods, i.e., high fat diet
   f. People who lose weight very rapidly
   g. People with a family history of gallbladder disease
   h. Native Americans (especially Pima Indians), Hispanics and people of Northern European descent
   i. People with sickle-cell anemia, cirrhosis, hypertriglyceridemia (especially with low HDL cholesterol),or diabetes.

GB-FU FOLLOW-UP

OUTCOME: The patient will understand the importance of fully participating in the treatment regimen and make a plan for appropriate follow-up.

STANDARDS:

1. Discuss the individual's responsibility in the management of gallbladder disease.
2. Review the treatment plan with the patient, emphasizing the importance for follow-up care.
3. Discuss the procedure for obtaining follow-up appointments.

GB-L LITERATURE

OUTCOME: The patient/family will receive written information about gallbladder disease.

STANDARDS:

1. Provide the patient/family with written patient information literature on gallbladder disease.
2. Discuss the content of patient information literature with the patient/family.

GB-M MEDICATIONS

OUTCOME: The patient/family will understand the medications to be used in the management of gallbladder disease.

STANDARDS:

1. Explain as indicated that some medications may be used to dissolve small gallstones.
2. Explain the regimen to be implemented in pain control as indicated.
3. Explain the medications to be used in this patient including the dosage, timing, proper use and storage of the medication, important and common side-effects of the medication including drug-drug and drug-food interactions.

GB-N NUTRITION

OUTCOME: The patient/family will understand ways diet relates to gallbladder disease.

STANDARDS:

1. Explain that a diet that is high in fat and simple sugars can contribute to the formation of gallstones.
2. Explain that rapid weight loss should be avoided as it may contribute to formation of gallstones. Encourage overweight persons to undertake a rational approach to weight loss that includes exercise and moderate dietary limitation under the consultation of a physician.

GB-P PREVENTION

OUTCOME: The patient/family will understand and make a plan for the prevention of gallbladder disease.

STANDARDS:

1. Explain that maintaining a normal body weight and avoiding fasts are keys to reducing the risk of gallstones.
2. Explain that a low fat diet will help prevent gallbladder disease.
3. Explain that regular vigorous exercise reduces the risk of gallbladder disease. Exercises that seem most helpful are brisk walking, jogging, and racquet sports.

GB-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management in gallbladder disease is specific to the disease process of this particular patient and may be multifaceted.
2. Explain that often antispasmodics may be helpful.
3. Explain that short term use of narcotics may be helpful in pain management.
4. Explain that other medications may be helpful to control the symptoms of nausea and vomiting.
5. Explain that administration of fluids may help with pain relief and resolution of symptoms.
6. **Refer to PM.**

GB-PRO PROCEDURES

OUTCOME: The patient/family will understand the proposed procedure(s) as well as risks, benefits and alternatives to the proposed procedure(s). **Refer to SPE.**

STANDARDS:

1. Explain the specific procedure to be performed including the risks and benefits both of doing the procedure and adverse events which might result from refusal of the procedure.
2. Discuss alternatives to the proposed procedure including expectant management, as appropriate.

GB-TE TESTS

OUTCOME: The patient/family will understand the proposed test(s) as well as risks, benefits and alternatives to the proposed test(s).

STANDARDS:

1. Explain the test to be performed including the potential benefit to the patient and any adverse effects of the test or adverse effects which might result from refusal of the test.
2. Explain the testing process to help the patient understand what he/she might experience during the test.
3. Explain any preparation the patient may need to do for the proposed test, i.e., NPO status.

GE—Gastroenteritis

GE-C COMPLICATIONS

OUTCOME: The patient/family will understand the possible complications of gastroenteritis and which patients are at high risk for complications.

STANDARDS:

1. Discuss the common or serious complications of gastroenteritis, such as:
   a. dehydration
   b. electrolyte imbalance
   c. need for hospitalization.
2. Explain that people with concurrent or chronic illness, the elderly, the very young, or people who have prolonged episodes of gastroenteritis are at higher risk for complications.

GE-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

GE-DP DISEASE PROCESS

OUTCOME: The patient will understand the causes and symptoms of gastroenteritis.

STANDARDS:

1. Explain that gastroenteritis is usually caused by a viral infection and will go away on its own.
2. Review the signs and symptoms of gastroenteritis such as:
   a. colicky abdominal pain
   b. fever which may be low grade or higher
   c. diarrhea
   d. nausea and/or vomiting.
3. Discuss the potential for dehydration and signs of dehydration:
   a. dry sticky mouth
   b. no tears when crying
   c. no urine output for 8 hours or more
   d. sunken fontanelle (in an infant)
   e. sunken appearing eyes
   f. others as appropriate.
4. Explain the need to seek immediate medical care if dehydration is suspected.

GE-FU FOLLOW-UP

OUTCOME: The patient will understand the importance of fully participating in treatment regimen and make a plan for appropriate follow-up.

STANDARDS:

1. Discuss the individual's responsibility in the management of gastroenteritis.
2. Review the treatment plan with the patient, emphasizing the importance of checking for signs of dehydration.
3. Discuss the procedure for obtaining follow-up appointments as appropriate.

GE-HM HOME MANAGEMENT

OUTCOME: The patient/family will understand the home management of gastroenteritis and make a plan for implementation.

STANDARDS:

1. Discuss the home management plan and methods for implementation of the plan.
2. Explain the importance of following a home management plan, i.e., fewer future infections, fewer emergency room visits, fewer hospitalizations and fewer complications, as well as a healthier life.
3. Explain the relationship between hygiene and infection control principles. Emphasize importance of hand washing.

GE-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about gastroenteritis.

STANDARDS:

1. Provide the patient/family with written information about gastroenteritis.
2. Discuss the content of patient information literature with the patient/family.

GE-M MEDICATIONS

OUTCOME: The patient /family will understand the limited role medications play in the management of gastroenteritis.

STANDARDS:

1. Explain that in most cases of gastroenteritis no medication is needed.
2. If medication is prescribed for nausea relief or diarrhea control, provide a brief description of how the medication works, what the common or problematic side-effects.
3. Explain that many medications prescribed for nausea or diarrhea may cause drowsiness and the patient should avoid activities such as driving or operating heavy machinery while using these medications.
4. Explain the importance of proper hydration even in the face of drowsiness.

GE-N NUTRITION

OUTCOME: The patient will understand ways to treat gastroenteritis by nutritional therapy.

STANDARDS:

1. Explain that in gastroenteritis the gastrointestinal tract is not working properly.
2. Explain that gastrointestinal rest is essential to quick recovery from gastroenteritis.
3. Explain that water and many other clear liquids are rapidly absorbed across the stomach wall and do not require that the gastrointestinal tract be working properly. (Oral electrolyte solutions are excellent clear fluids for all who will take them.)
4. Discourage the use of juices as many of them will make the diarrhea worse.
5. Discourage the use of caffeinated beverages as they are dehydrating.
6. Explain that clear liquids taken in small amounts and frequently will often result in resolution of the vomiting, i.e., 1 teaspoonful to 1 tablespoonful every 5-10 minutes.
7. Explain that it is usually appropriate to go to a high starch/low fat diet gradually.

GE-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient and may be multifaceted. **Refer to PM.**
2. Explain that short term use of narcotics may be helpful in pain management as appropriate.
3. Explain that other medications may be helpful to control the symptoms of pain, nausea and vomiting.
4. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
5. Explain non-pharmacologic measures that may be helpful with pain control.

GE-TE TESTS

OUTCOME: The patient /family will understand the conditions under which testing is necessary and the specific test(s) to be preformed, technique for collecting samples and the expected benefit of testing and any associated risks. The patient/family will also understand alternatives to testing and the potential or risks associated with the alternatives, i.e., risk of non-treatment.

STANDARDS:

1. Explain that tests may be necessary for prolonged gastroenteritis or gastroenteritis accompanied by diarrhea with blood or mucus. Discuss the procedure for collecting the sample, the benefit expected and any associated risks.
2. Explain the alternatives to the proposed test(s) and the risk/benefits ratio of the testing and alternatives including the risk of non-treatment.

GE-TX TREATMENT

OUTCOME: The patient/family will understand the treatment plan for gastroenteritis.

STANDARDS:

1. Explain that the major treatment for viral gastroenteritis is dietary modification.
2. Explain that if the gastroenteritis is caused by a bacterium, antibiotics may be prescribed.
3. Explain that if the patient fails attempts at oral rehydration, I.V. rehydration is frequently necessary.

GER—Gastroesophageal Reflux Disease

GER-DP DISEASE PROCESS

OUTCOME: The patient will understand the anatomy and pathophysiology of gastroesophageal reflux disease.

STANDARDS:

1. Explain the anatomy and physiology of the esophagus and stomach.
2. Explain the process of acid reflux into the esophagus.
3. Explain how and why stomach acid reflux into the esophagus causes pain and disease.
4. Explain long-term complications of untreated GERD including carcinoma of the esophagus.

GER-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

GER-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about gastroesophageal reflux disease.

STANDARDS:

1. Provide the patient/family with written patient information literature on gastroesophageal reflux disease.
2. Discuss the content of the patient information literature with the patient/family.

GER-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient and/or family will understand how to control GERD through lifestyle adaptation.

STANDARDS:

1. Emphasize the importance of tobacco cessation and decreased alcohol consumption.
2. Identify obesity as a major exacerbating factor in GERD. Discuss the importance of regular exercise and its role in obtaining and maintaining desirable weight.
3. Identify foods that may aggravate GERD.
4. Review the effect of timing of meals, i.e., no large meals before bedtime, more frequent light meals instead of few large meals.
5. Discuss physical control measures such as elevating the head of the bed.

GER-M MEDICATIONS

OUTCOMES: The patient/family will understand the medication, dosage and side effects that may occur. Patient/family will understand how the medication works to prevent the symptoms of GERD.

STANDARDS:

1. Review proper use, benefits, and common side effects of the medication..
2. Explain how the medication works to prevent the symptoms of GERD.
3. Explain that non-pharmacologic therapies in combination with medications will help reduce the symptoms of GERD.
4. Emphasize the importance of possible drug interactions with foods and over the counter medications.

GER-N NUTRITION

OUTCOME: The patient will understand the need for balanced nutrition and plan for the implementation of dietary modification as needed.

STANDARDS:

1. Review normal nutritional needs for optimal health.
2. Discuss current nutritional habits. Assist the patient in identifying unhealthy nutritional habits.
3. Discuss nutritional modifications as related to Gastroesophageal Reflux Disease.
4. Emphasize the importance of fully participating in the prescribed nutritional plan.

GER-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient and may be multifaceted. **Refer to PM.**
2. Explain that short term use of narcotics may be helpful in pain management as appropriate.
3. Explain that other medications may be helpful to control the symptoms of pain, nausea and vomiting.
4. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
5. Explain non-pharmacologic measures that may be helpful with pain control.

GER-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in gastroesophageal reflux disease.

STANDARDS:

1. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all of which can increase the risk of morbidity from gastroesophageal reflux disease.
2. Explain that effective stress management may help reduce the severity of gastroesophageal reflux disease, as well as help improve the health and well-being of the patient.
3. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
4. Provide referrals as appropriate.

GER-TE TESTS

OUTCOME: The patient/family will understand the tests to be performed.

STANDARDS:

1. Upper gastrointestinal barium studies.
2. Explain that the upper GI barium study is an x-ray to assess the degree and extent of the disease.
3. Explain that barium liquid will be swallowed and radiographs taken.
4. Discuss NPO status as indicated.
5. Discuss the test(s) for H. Pylori and how testing may assist in diagnosis and treatment.
6. Discuss as appropriate the procedure for EGD and the risks and benefits of performing this test. **Refer to SPE.**

GER-TX TREATMENT

OUTCOME: The patient and/or family will understand the medical and surgical treatments available for GERD.

STANDARDS:

1. Discuss the use, benefits, and common side effects of the patient's prescribed medications.
2. Discuss possible surgical interventions for GERD as appropriate.

GENE—Genetic Disorders

GENE-BH BEHAVIORAL AND SOCIAL HEALTH

OUTCOME: The patient/family will understanding the behavioral and social aspects of this genetic disorder.

STANDARDS:

1. Discuss that caring for special needs individuals may result in a variety of emotions and may require medical intervention or counseling.
2. Refer to community resources as appropriate.
3. Refer to a social worker for assistance with special programs.

GENE-C COMPLICATIONS

OUTCOME: The patient/family will understand complications which are more common with this genetic disorder than in the general population.

STANDARDS:

1. Discuss complications more common in persons with this genetic disorder (i.e., hypothyroidism, alantoaxial instability with Down syndrome.)

GENE-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction, as appropriate.
6. Discuss proper disposal of associated medical supplies.

GENE-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointment.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that follow-up appointments should be kept.

GENE-I INFORMATION

OUTCOME: The parents/family will understand the genetic disorder that has been diagnosed or is being considered.

STANDARDS:

1. Discuss the symptoms of the genetic disorder
2. Discuss the inheritance pattern of the genetic disorder, if known.
3. Explain implications for future pregnancies, as appropriate.
4. Refer to pre-pregnancy and/or genetic counseling, as available or appropriate.

GENE-L PATIENT INFORMATION LITERATURE

OUTCOME: The parents/family will receive written information about the genetic disorder.

STANDARDS:

1. Provide the parents/family with written information about the genetic disorder.
2. Discuss the content of the patient information literature with the parent(s)/family.

GENE- LA LIFESTYLE ADAPTATION

OUTCOME: The patient/family will understand lifestyle adaptations necessary to care for a person with a genetic disorder.

STANDARDS:

1. Discuss lifestyle adaptations specific to this genetic disorder.
2. Discuss the availability of special programs and explain that parent must be advocates for their child with special needs (i.e., Birth to 3, Head Start, special school programs)
3. Refer to community services, resources, or support groups, as available.

GENE-N NUTRITION

OUTCOME: The patient/family will understand the special nutritional needs of persons with this genetic disorder.

STANDARDS:

1. Discuss nutritional needs of persons with this genetic disorder (i.e., some genetic disorders cause failure to thrive while others may cause obesity).
2. Refer to a registered dietitian.

GENE-P PREVENTION

OUTCOME: The parents/family will understand any preventive measures for future occurrences of a genetic disorder, as appropriate.

STANDARDS

1. Discuss factors that influence the occurrence of genetic disorders (i.e., older maternal age predisposes to Down syndrome).
2. Discuss genetic counseling options especially with families with previous occurrences of genetic disorders.

GENE-PA PARENTING

OUTCOME: The parent will understand the special parenting challenges of this genetic disorder.

STANDARDS:

1. Discuss that many genetic disorders render the patient incapable of independent life and that the parents will need to plan for long term care of the patient.
    a. Discuss that many of these patients will require parenting well beyond 18 years of life.
    b. Discuss that the parents should plan early for an alternative care plan in the event of death of the parents (i.e., designating a guardian, setting up trust funds)
    c. Discuss the need for consistent parenting especially in children with special needs.
    d. Discuss the need for respite care (alternative caregivers) to allow for time for the parent to have time for him/herself.

GENE-PT PHYSICAL THERAPY

OUTCOME: The patient/family will understand the role that physical/occupational/speech therapies play in the functional ability of persons with genetic disorders.

STANDARDS:

1. Discuss physical/occupational/speech therapies as appropriate to this patient.
2. Refer as appropriate.

GENE-S SAFETY AND INJURY PREVENTION

OUTCOME: The patient/family will understand safety issues specific to this genetic disorder.

STANDARDS:

1. Discuss that some genetic disorders result in lower IQs and that this often makes the patient more vulnerable to many personal safety hazards including sexual abuse/assault.
2. Discuss safety and injury prevention issues as related to this genetic disorder.

GENE-SM STRESS MANAGEMENT

OUTCOME: The patient/family will understand the role of stress management in the treatment of genetic disorders.

STANDARDS:

1. Discuss that uncontrolled stress may increase alcohol and other drug use and interfere with treatment.
2. Emphasize the importance of seeking professional help as needed to reduce stress.
3. Discuss the various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. Becoming aware of your own reactions to stress
   b. Recognizing and accepting your limits
   c. Talking with people you trust about your worries or problems
   d. Setting realistic and meaningful goals
   e. Getting enough sleep
   f. Making healthy food choices
   g. Regular physical activity
   h. Taking vacations
   i. Practicing meditation
   j. Self-hypnosis
   k. Using positive imagery
   l. Practicing relaxation methods such as deep breathing or progressive muscular relaxation
   m. Spiritual or cultural activities.
4. Provide referrals as appropriate

GENE- TE TESTS

OUTCOME: The patient/ family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered. Test may be performed to rule out other disease processes.
2. Explain the necessity, benefits and risks of the test to be performed, as appropriate, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test, including appropriate collection.
5. Explain the meaning of the test results, as appropriate.

H

HEAT—Heatstroke

HEAT-C COMPLICATIONS

OUTCOME: The patient and/or family will understand the consequences of heat stroke and the complications associated with heatstroke.

STANDARDS:

1. Explain that the body tissues and cells breakdown (denaturization of enzymes, destabilization of cells and breakdown of metabolic pathways) when the body's temperature increases above 105.8˚ F (41˚ C).
2. Discuss the complications of multisystem failure and the risks of morbidity and mortality that can occur as a result of heatstroke.
3. Discuss the possibility of circulatory collapse, which may precede permanent brain damage or death.

HEAT-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

HEAT-DP DISEASE PROCESS

OUTCOME: The patient and/or family will understand how heat stroke occurs and the signs and symptoms of heatstroke.

STANDARDS:

1. Discuss the two different categories of heatstroke: exertional and non-exertional.
2. Discuss signs and symptoms of heatstroke with the patient:
   a. headache
   b. vertigo
   c. fatigue
   d. decreased sweating
   e. skin warm to touch
   f. flushing
   g. increased heart rate
   h. increased respiratory rate.
3. Discuss the pathophysiology of heat stoke: inadequacy or failure of the heat loss mechanism.
4. Discuss warning signs of heat stroke: headache, weakness, and sudden loss of consciousness.
5. Discuss with the patient that heatstroke is an emergency.
6. Explain that some disease states or conditions may predispose to heat stroke, i.e., diabetes, anhydrosis or previous episodes of heat stroke.
7. Explain that environmental conditions such as high humidity, extremely high temperatures can predispose to heat stroke.
8. Discuss that tight clothing or spandex or rubber clothing can predispose to heat stroke.

HEAT-EX EXERCISE

OUTCOME: The patient and/or family will understand how heatstroke can be influenced by exercise.

STANDARDS:

1. Discuss with patient/family how exercising in a warm environment, excessive exercising and prolonged exercise and exertion can lead to heatstroke.
2. Discuss the importance of frequent hydration and rest when exercising in a warm environment.

HEAT-FU FOLLOW-UP

OUTCOME: The patient and/or family will understand the seriousness of heatstroke and the importance of follow up care.

STANDARDS:

1. Discuss the importance of follow up appointments after a heat stroke to determine if there is any permanent or ongoing damage.
2. Discuss the importance of keeping follow up appointments.
3. Discuss the procedures for obtaining follow up appointments.

HEAT-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient and/or family will receive written information about heatstroke, and important preventive measures.

STANDARDS:

1. Provide patient/family with written information on heatstroke and prevention of heatstroke.
2. Discuss the content of heatstroke written information with the patient/family.

HEAT-M MEDICATIONS

OUTCOME: The patient/family will understand the use of medications in the emergency room to manage heatstroke.

STANDARDS:

1. Discuss with the patient that pharmacological therapy may not be required.
2. Discuss with the patient that signs/symptoms such as dysrhythmia and shivering may occur as a complication of heatstroke and may require medication therapy.
3. Discuss with the patient that once they leave the hospital they may require medications that will treat the complications that have occurred from the heatstroke.
4. Discuss with the patient the importance of following the instructions in regards to their medications.
5. Discuss the common and important side effects and drug interactions of the medications prescribed.

HEAT-N NUTRITION

OUTCOME: The patient/family will understand the importance of adequate hydration and that water is the beverage of choice.

STANDARDS:

1. Explain that water is the beverage that best hydrates the body.
2. Discuss that caffeinated beverages and alcohol are especially dangerous and may predispose to dehydration and heat stroke.

HEAT-P PREVENTION

OUTCOME: The patient/family will understand ways to prevent heatstroke.

STANDARDS:

1. Discuss that it is easier to prevent heat stroke than to treat it.
2. Discuss with the patient/family that the majority of heat stroke cases are preventable by avoiding extremely hot/humid environments, inadequately ventilated spaces, inadequate fluid intake and heavy clothing in warm conditions.
3. Discuss with the patient/family ways to prevent heatstroke when heat exposure cannot be avoided; reducing or eliminating strenuous activities, staying adequately hydrated, frequently taking showers, wearing light weight clothing and avoiding direct sunlight.
4. Discuss that up to a liter an hour may be required to prevent dehydration and predispose to heat stroke.
5. Discuss with the patient the most likely time of year to develop heatstroke: summer.
6. Discuss with patient the risk factors such as increased age, debility, low fluid intake, excessive exercise, alcohol and drug use, chronic disease, living conditions with no air-conditioning, travel to warmer climates, and prolonged outdoor activities.

HEAT-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

HEAT-TX TREATMENT

OUTCOME: The patient and/or family will understand the management and treatment of heatstrokes.

STANDARDS:

1. Discuss the importance of seeking emergency care if heatstroke is suspected.
2. Discuss the importance of slowly decreasing the temperature of the person.
3. Discuss the management of heatstroke in the emergency department; protection of airway, intravenous administration of fluids, monitoring of temperature, decreasing of temperature, and monitoring of cardiorespiratory status.
4. Discuss the goal of treatment with the patient; prevention of further heat loss, decrease in the core body temperature, and management and prevention of complications.
5. Discuss with the patient/family the importance of seeking emergency help as soon as possible in the incidence of a heatstroke.
6. Discuss the probability that the person experiencing a heatstroke may be admitted to an intensive care unit for extensive monitoring.

HEP—Hepatitis A,B,C

HEP-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family/caregiver will understand the basic function of the liver and its relationship to hepatitis.

STANDARDS:

1. Briefly identify and explain the function of the liver.
2. Discuss the liver's role in detoxifying and cleansing the body.
3. Explain the word "hepatitis" means inflammation of the liver.
4. Explain that common viral infections that affect the liver include Hepatitis A, Hepatitis B, and Hepatitis C.

HEP-C COMPLICATIONS

OUTCOME: The patient , family & caregiver will understand the long term consequences of viral infections with HAV, HBV, and HCV. The patient will learn how to protect the liver from further harm.

STANDARDS:

1. Explain that most persons who get HCV carry the virus the rest of their lives and most of these have some liver damage. Some may develop cirrhosis (scarring) of the liver or liver failure.
2. Discuss ways to care for the liver:
   a. Avoid alcoholic beverages
   b. Inform your provider of all the medications, even over the counter and herbals medication
   c. Have regular doctor visits
   d. Get vaccinated against Hepatitis A and B.
3. Explain that the most common symptom with long term hepatitis C is extreme tiredness.

HEP-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

HEP-DPA DISEASE PROCESS HEPATITIS A

OUTCOME: The patient/family or caregiver will understand that hep A is an inflammation of the liver caused by hepatitis A virus (HAV).

STANDARDS:

1. Explain that the symptoms of HAV infection will usually last for about 3 weeks.
2. Discuss that the patient's symptoms may include fever, nausea, vomiting, jaundice, diarrhea, fatigue, abdominal pain, dark urine and appetite loss.
3. Emphasize that other symptoms such as respiratory symptoms, rash and joint pain may also develop.
4. Explain to the patient/family that in the early stages of infection the virus is easily transmitted to others by contact with body fluids and excrements (usually fecal/oral route).
5. Explain that in children the disease is usually mild and may even be asymptomatic.

HEP-DPB DISEASE PROCESS- HEPATITIS B

OUTCOME: The patient, family or caregiver will understand that hepatitis B is an inflammation of the liver caused by infection with Hepatitis B virus (HBV).

STANDARDS:

1. Review the transmission modes, known risk groups and child exposure.
2. Discuss the symptoms of acute HBV: nausea, vomiting, jaundice, rash, abdominal pain, malaise, fever may be absent or mild.
3. Discuss that following acute infection with HBV one may become a carrier, resolve the disease, or develop chronic Hepatitis B.
4. Discuss the symptoms of chronic HBV: including malaise, anorexia, weight loss, fatigue, cirrhosis and predisposition to liver cancer.
5. Explain that HBV is a blood born pathogen and is spread by contact with contaminated blood or other body fluids. The most common ways to get it are through unprotected sex, sharing needles, sharing personal items, or by perinatal transmission.

HEP-DPC DISEASE PROCESS HEPATITIS C

OUTCOME: The patient, family or caregiver will understand that hepatitis C is a liver disease caused by infection with Hepatitis C virus (HCV) which is found in the blood of persons with the disease. Formerly called non-A, non-B is the most common chronic blood borne viral infection.

STANDARDS:

1. Explain that Hepatitis C is an infection transmitted primarily by blood. 85% of persons infected with HCV cannot clear the infection and the virus continues to multiply in the body. As a result, chronic infection occurs and may be contagious.
2. Discuss the primary risk factors associated with HCV, i.e., sharing needles when injecting drugs and exposure to blood in the health care setting. Sexual transmission may occur but is low. Blood transfusion associated cases are now rare.
3. Discuss the signs and symptoms of HCV: jaundice, fatigue, abdominal pain, loss of appetite, and bouts of nausea and vomiting. (1 in 10 people will have symptoms when initially infected).
4. Differentiate between acute and chronic infection. Note that it could be years before person with chronic infection may experience symptoms serious enough to prompt seeking medical care. Consequences may appear 10-20 years after infection.
5. Discuss that chronic HCV may result in cirrhosis and/or liver cancer.

HEP-FU FOLLOW-UP

OUTCOME: The patient/family/caregiver will understand the need for keeping appointments for medical follow-up and immunization as appropriate.

STANDARDS:

1. Explain that persons with hepatitis C may need to consider immunization against Hepatitis A and B to prevent further liver damage.
2. Discuss the importance of follow-up care.
3. Encourage the patient to keep follow-up appointments.
4. Refer to community resources as appropriate.

HEP-L LITERATURE

OUTCOME: The patient/family or caregiver will receive written information about hepatitis, vaccine information or preventive measures.

STANDARDS:

1. Provide patient/family with written information on hepatitis, vaccine information and/or preventive/protective measures.
2. Discuss protective and risk reduction measures and provide written information.

HEP-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will understand the lifestyle adaptations necessary for healing and performance of daily living activities.

STANDARDS:

1. Review lifestyle areas that may require adaptations such as:
   a. sexual activity
   b. traveling
   c. avoiding alcohol use and illegal drug use
   d. avoid intake of foods that may be at high risk for transmission of Hepatitis A.

HEP-M MEDICATION

OUTCOME: Patient/Family with understand medications to manage hepatitis.

STANDARDS:

1. Review the proper use, benefits and common side effects of the prescribed medication.
2. Emphasize the importance of adhering to medication regimen.
3. Emphasize the importance of possible drug interactions with foods, drugs, herbals, oral nutritional supplements, over the counter medications, as appropriate.

HEP-N NUTRITION

OUTCOME: The patient/family will understand the importance of a nutritionally balanced diet in the treatment of the disease. They will be able to identify foods and a meal plan that will promote the healing process if applicable.

STANDARDS:

1. Discuss current nutritional habits and needs. Address anorexia and weight loss as appropriate.
2. Emphasize the necessary component, water, in a healthy diet.
3. Review the patient's prescribed diet if applicable.
4. Refer to registered dietician or other local resources as indicated.

HEP-P PREVENTION

OUTCOME: The patient/family/caregiver will understand the modes of transmission, ways to prevent acquiring the virus.

STANDARDS:

1. The best way to prevent exposure to virus is by careful hand washing. Review standard precautions for use by child care workers, health care workers, corrections officers and food service workers.
2. Discuss immunization against Hepatitis A and B as methods of prevention.
3. Explain that there is no vaccine for prevention of hepatitis C.
4. Discuss the use of immunoglobulin against Hep A and B for post exposure prophylaxis.
5. Explain that hepatitis A is generally spread by fecal - oral route. Careful hand washing is paramount.
6. Explain that hepatitis B and C are spread by blood contact. Standard precautions are paramount. Do not share personal items such as toothbrushes, razors, or needles.
7. Hepatitis B can be spread by sexual transmission. Adequate protective barriers are important.
8. Persons with hepatitis should not donate plasma, blood, sperm or organs as this may spread the virus to others.

HEP-TE TESTS

OUTCOME: The patient/family or caregiver will understand the importance of testing.

STANDARDS:

1. Discuss the need for testing if you think you have been exposed to hepatitis A, B, or C.
2. Explain that if you test positive, further testing may be necessary.

HEP-TX TREATMENT

OUTCOME: The patient/family or caregiver will understand treatment for Hepatitis A, B or C.

STANDARDS:

1. Explain that some antiviral medications may be helpful in the treatment of hepatitis.
2. Discuss current treatment options.
3. Discuss the importance of protecting the liver from further harm by not drinking alcohol, getting vaccinated against hepatitis A and B.
4. Advise against starting any new prescription or over the counter medication, herbal products, and oral nutritional supplements without first discussing hepatitis status with the provider.
5. Emphasize the importance of rest and proper nutrition in recovery from hepatitis.

HIV—Human Immunodeficiency Virus

HIV-C COMPLICATIONS

OUTCOME: The patient and/or family will understand the effects and consequences possible as a result of HIV/AIDS, failure to manage this disease state/condition, or as a result of treatment.

STANDARDS:

1. Discuss the common or significant complications associated with HIV/AIDS:
   a. Bacterial infections;
   b. Viral infections;
   c. Fungal infections;
   d. Parasitic infections;
   e. Cancers.
2. Discuss common or significant complications which may be prevented by full participation with the treatment regimen.
3. Discuss common or significant complications that may result from treatment(s).

HIV-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient’s condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

HIV-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the risk factors, methods of transmission and prevention of HIV (Human Immunodeficiency Virus) and the progression from HIV positive status to AIDS (acquired immunodeficiency syndrome).

STANDARDS:

1. Explain the methods of HIV transmissions, i.e., semen, blood and blood product transfusions, needle sharing, accidental needle sticks, vaginal fluids, mother to infant, and in rare cases, organ or tissue transplants and unsterilized dental or surgical equipment.
2. Explain that HIV is a virus and there is no current vaccine to prevent its occurrence.
3. Explain that the human immunodeficiency virus attacks the immune system resulting in increased susceptibility to infections and cancers.
4. Explain the difference between HIV infection and AIDS. Explain that it is currently believed that all HIV infections will progress to AIDS. Early treatment and strict participation may slow the progression from HIV infection to AIDS.
5. Some symptoms of AIDS may be unusual or more frequent infections that are especially difficult to treat.
6. Explain the current knowledge about the progression of HIV and AIDS.

HIV-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction as appropriate.
6. Discuss proper disposal of associated medical supplies.
7. For inpatients, explain that the various alarms are to alert the medical personnel of the patient's status and/or the function of the equipment.
8. Emphasize the importance of not tampering with any medical device.

HIV-FU FOLLOW-UP

OUTCOME: The patient/family/caregiver will understand the importance of follow-up and testing as appropriate and will formulate a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care with referral resources and assistance from HIV case managers.
2. Discuss the procedure for accessing health care resources for HIV positive patients.
3. Discuss importance of follow-up appointments and follow-up testing as appropriate for this patient if initial or repeat HIV tests are negative.
4. Refer as appropriate to community resources.

HIV-HM HOME MANAGEMENT

OUTCOME: The patient/family will understand how to manage HIV/AIDS at home.

STANDARDS:

1. Discuss the risks and benefits of the use of over the counter medications for symptom relief.
2. Discuss the use of alternative therapies or complementary medicinals that may be useful in symptom relief.
3. Help the patient/family identify appropriate resources for managing HIV/AIDS at home.

HIV-HY HYGIENE

OUTCOME: The patient will recognize good personal hygiene as an important component of preventing complications.

STANDARDS:

1. Discuss hygiene as part of a positive self image.
2. Review bathing and daily dental hygiene habits, i.e., don't share razors and toothbrushes.
3. Discuss the importance of hand washing in infection control.
4. If using IV drugs, discuss the importance and implications of not sharing needles; discuss the proper disposal of used needles.
5. Discuss the importance and implications of preventing unprotected sexual activity:
    a. Use a new latex or polyurethane condom every time you have vaginal or anal sex. Condoms other than latex or polyurethane are not effective in the prevention of HIV.;
    b. During oral sex use a condom, dental dam or plastic wrap;
    c. If you use sexual devices, don't share them;
    d. Don't share razor blades or tooth brushes
6. Discuss any hygiene habits that are specifically pertinent to this disease state or condition.

HIV-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family/caregiver will receive written information about HIV and other sexually transmitted infections (STIs).

STANDARDS:

1. Provide the patient/family with written patient information literature on HIV and/or other sexually transmitted infections.
2. Discuss the content of patient information literature with the patient/family.
3. Caution the patient that information found on the Internet is not necessarily screened for accuracy and may not be correct. Emphasize the importance of using reliable sources of information.

HIV-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will strive to make the lifestyle adaptations necessary to prevent complications of the disease state or condition or to improve mental or physical health.

STANDARDS:

1. Review lifestyle aspects/changes that the patient has control over - diet, exercise, safety and injury prevention, avoidance of high risk behaviors, and full participation with treatment plan:
   a. Follow safer sex practices
   b. Tell your sexual partner(s) that you have HIV
   c. If your partner is pregnant, tell her you have HIV
   d. Tell others who need to know, i.e., family, friends, health providers
   e. Don't share needles or syringes
   f. Don't donate blood or organs
   g. If you are pregnant, get medical care right away
2. Emphasize that an important component in the prevention or treatment of disease is the patient's adaptation to a healthier, lower risk lifestyle.
3. Emphasize the importance of not smoking, using illegal drugs, or alcohol as these further weaken your body.
4. Review the community resources available to assist the patient in making lifestyle changes. Refer as appropriate.

HIV-M MEDICATIONS

OUTCOME: The patient/family will understand the goal of drug therapy and be able to demonstrate and explain use of the prescribed regimen.

STANDARDS:

1. Discuss proper use, benefits, common side effects, and common interactions of prescribed medications. Review signs of possible toxicity and appropriate follow-up as indicated.
2. Emphasize the importance of fully participating with the prescribed medication regimen.
3. Discuss the mechanism of action as needed.
4. Emphasize the importance of consulting with a health care provider prior to initiating any new medications, including over-the-counter medications.
5. Emphasize the importance of providing a list of all current medications, including non-prescription, complementary medicine or traditional remedies, to the provider.

HIV-N NUTRITION

OUTCOME: The patient will understand the need for balanced nutrition and plan for the implementation of dietary modification if needed.

STANDARDS:

1. Discuss the fact that wasting syndrome is a serious, yet common, complication that can be prevented or minimized by maximizing nutrition.
2. Review nutritional needs for optimal health when living with HIV/AIDS. The patient/family will understand that fighting an infection (HIV) requires maximizing dietary intake.
3. Discuss current nutritional habits. Assist the patient in identifying health promoting nutritional habits.
4. Discuss nutritional modifications as related to the specific disease state/condition, especially in regards to fluid, protein and calories.
5. Emphasize the importance of fully participating in the prescribed nutritional plan.
6. Emphasize the importance of food safety.
7. Discuss nutrition supplements, i.e., vitamin and mineral supplements, antioxidants, complementary supplements.

HIV-P PREVENTION

OUTCOME: The patient will develop a healthy behavior plan, which will prevent/reduce exposure to HIV infections.

STANDARDS:

1. List circumstances/behaviors that increase the risk of HIV infection:
   a. IV drug use and sharing needles.
   b. Multiple sexual partners.
   c. Unprotected sex, i.e., sex without latex or polyurethane condoms or other protective agents, dental dams, plastic wrap.
   d. Anal intercourse
   e. Breastfeeding by an HIV infected mother
   f. Being born to an HIV infected mother
   g. Presence or history of another sexually transmitted infections
   h. Victims of rape
   i. Involvement in a abusive relationship.
2. Describe behavior changes which prevent/reduce transmission of HIV virus.
3. Discuss/demonstrate proper application of condom with model if available. Discuss proper lubricant type. (No oil based lubricants.)
4. Describe how alcohol/substance use can impair judgment and reduce ability to use protective measures.
5. Explain ways to reduce exposure to infected persons.
6. Explain that the best way to prevent exposure to HIV is to abstain from risky sexual behavior and from recreational drug use.

HIV-PN PRENATAL

OUTCOME: The patient/family will understand risk factors for HIV (mother and child) and offer referral for testing.

STANDARDS:

1. Discuss risk factors for HIV (mother and child).
2. Offer referral for HIV testing.
3. Explain that early detection, early treatment and full participation with the medication regimen as well as maintaining a healthy lifestyle will often result in a better quality of life and slower progression of the disease and may have beneficial effects upon the delivery and longevity of the child.

HIV-S SAFETY

OUTCOME - The patient/family/caregiver will understand principles of planning and living within a safe environment.

STANDARDS:

1. Explain that opportunistic infections are a major cause of death.
2. Discuss the need to prevent opportunistic infections through creating and living within a safe environment.
3. Assist the patient/family/caregiver in identifying ways to adapt the home to improve safety and prevent injury, illness and disease transmission appropriate to the patient's age, disease state and condition.
4. Identify which community resources promote a safe living environment.

HIV-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in HIV/AIDS.

STANDARDS:

1. Explain that uncontrolled stress can contribute to a suppressed immune response and increased complications from HIV/AIDS.
2. Explain that effective stress management may help to reduce the adverse consequences of HIV/AIDS, as well as improve the patient's health and well-being.
3. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance abuse, all which can increase the risk of morbidity and mortality from HIV/AIDS.
4. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
5. Discuss suggestions for dealing with the emotional toll of living with HIV/AIDS:
   a. Learn all you can about HIV/AIDS;
   b. Be proactive, take an active role in your treatment;
   c. Maintain a strong support system;
   d. Take time to make important decisions concerning your future;
   e. Come to terms with your illness.
6. Provide referrals as appropriate.

HIV-TE TESTS

OUTCOME: The patient/family will understand the reason for testing, the expected outcome and whether the test will be confidential or anonymous.

STANDARDS:

1. Explain that early detection, early treatment and full participation with the medication regimen as well as maintaining a healthy lifestyle will often result in a better quality of life and slower progression of the disease.
2. Explain that identification of all partners is necessary to facilitate the treatment of those persons and limit further spread of the infection.
3. Explain that if you receive a diagnosis of HIV/AIDS, your doctor will use a test to help predict the probable progression of your disease. This test measures the amount of virus in your blood and aids in determining your course of treatment.
4. Emphasize the importance of using only approved test kits for HIV (as of November 2004 is the Home Access HIV test marketed by Home Access Health).

HIV-TX TREATMENT

OUTCOME: The patient/family will understand the importance of a comprehensive treatment plan.

STANDARDS:

1. Explain that according to current guidelines, treatment should focus on achieving the maximum suppression of symptoms for as long as possible. This aggressive approach is known as high active antiretroviral therapy (HAART). The aim of HAART is to reduce the amount of virus in your blood to very low levels, although this doesn’t mean the virus is gone.
2. Emphasize and discuss the importance of a comprehensive treatment plan, which includes health and risk assessment, common lab tests, disease staging, prophylaxis therapy, immunizations, social and insurance needs, plus follow up.
3. Discuss the process for developing a comprehensive treatment plan.
4. Help the patient/family identify the appropriate resources for developing a comprehensive treatment plan.
5. Explain that identification of all partners is necessary to facilitate the treatment of those persons and limit further spread of the infection.

HTN—Hypertension

HTN-C COMPLICATIONS

OUTCOME: The patient will understand the complications of uncontrolled hypertension.

STANDARDS:

1. Explain that arteriosclerosis and atherosclerosis impede blood flow through the circulatory system.
2. Explain that heart attacks may result from the heart having to work harder to pump blood through congested and hardened arteries.
3. Explain that blindness may result from injured blood vessels in the eye.
4. Explain that strokes may result from ruptures of injured blood vessels in the brain.
5. Explain that circulatory complications eventually impair the ability of the kidneys to filter out toxins.

HTN-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

HTN-DP DISEASE PROCESS

OUTCOME: The patient will understand hypertension and summarize its causes.

STANDARDS:

1. Explain the difference between systolic and diastolic pressure. Define the normal ranges.
2. Review causative factors:
   a. Lifestyle Factors: Obesity, high sodium intake, high fat and cholesterol intake, lack of regular exercise
   b. Special Conditions: Pregnancy, oral contraceptives
   c. Disease States: Diabetes, hyperthyroidism
   d. Personal Factors: Family history, sex, race.
3. Discuss that most hypertension is asymptomatic, but some patients may experience headache, dizziness, faintness, nosebleed, or ringing in the ears and any of these symptoms should prompt immediate re-evaluation by a physician.

HTN-EQ EQUIPMENT

OUTCOME: The patient/family will receive information on the use of home blood pressure monitors.

STANDARDS:

1. Provide the patient/family with information on the use of the specific home blood pressure monitor.
2. Discuss the use of blood pressure monitoring equipment in public places, i.e., stores.
3. Discuss when to contact a health care provider for a blood pressure value which is outside the patient’s personal guidelines.

HTN-EX EXERCISE

OUTCOME: The patient/family will understand the role of increased physical activity in this patient's disease process and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Explain how regular exercise helps to reduce high blood pressure and maintain normal blood pressure.
2. Discuss activity allowances and expectations (heavy lifting may predispose to complications).
3. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
4. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
5. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
6. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
7. Discuss medical clearance issues for physical activity.

HTN-FU FOLLOW-UP

OUTCOME: The patient participates in the treatment plan and understands the importance of full participation .

STANDARDS:

1. Discuss the individual's responsibility in the management of hypertension.
2. Encourage regular blood pressure and weight checks.
3. Review treatment plan with the patient, emphasizing the need to keep appointments, take medication as directed, make indicated lifestyle changes, and control co-morbid conditions.

HTN-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about hypertension.

STANDARDS:

1. Provide the patient/family with written patient information literature on hypertension.
2. Discuss the content of the patient information literature with the patient/family.

HTN-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will understand the lifestyle adjustments necessary to maintain control of blood pressure and develop a plan to modify his/her risk factors.

STANDARDS:

1. Emphasize the importance of weight control.
2. Discuss the importance of a program of regular exercise.
3. Discuss the relationship of stress to hypertension. Suggest ways of reducing stress—napping, meditation, exercise and "just relaxing."
4. Explain that use of tobacco, either smoking or use of smokeless tobacco, can worsen hypertension and increase the risk of complications.

HTN-M MEDICATIONS

OUTCOME: If on medication, the patient will verbally summarize their medication regimen and the importance of full participation with therapy.

STANDARDS:

1. Review proper use, benefits and common side effects of prescribed medications.
2. Explain the importance of avoiding over-the-counter medications without checking with a physician.

HTN-N NUTRITION

OUTCOME: The patient will verbally summarize methods for control of blood pressure through weight control and diet modification.

STANDARDS:

1. Explain the role of salt intake in hypertension and ways to decrease salt intake:
   a. Remove the salt shaker from the table
   b. Taste food before salting
   c. Discuss other seasonings
   d. Read food labels to determine sodium content.
2. Discuss caffeine and its role in hypertension.
3. Discuss the importance of weight loss in controlling hypertension**. Refer to WL-N.**
4. Encourage adequate intake of fruits, vegetables, water and fiber.

HTN-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in hypertension.

STANDARDS:

1. Explain that uncontrolled stress can worsen hypertension and increase risk factors of cardiovascular disease.
2. Explain that uncontrolled stress can interfere with the treatment of hypertension.
3. Explain that effective stress management may reduce the adverse consequences of hypertension, as well as help improve the health and well-being of the patient.
4. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all which can increase the risk of morbidity and mortality from hypertension.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

HTN-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

HTH—Hyperthyroidism

HTH-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family will have a basic understanding of the anatomy and physiology of the pituitary-thyroid axis.

STANDARDS:

1. Explain the normal location, function, and feedback mechanism of the pituitary-thyroid axis (heart rate, muscle strength, bowel function, fat metabolism, energy level, hair growth, and mood).
2. Discuss the changes to the thyroid gland and the body's metabolic state as a result of hypothyroidism.
3. Discuss the impact of these changes on the patient's health and well-being.

HTH-C COMPLICATIONS

OUTCOME: The patient/family will understand the effects and consequences possible as a result of hyperthyroidism, failure to manage hyperthyroidism, or as a result of treatment.

STANDARDS:

1. Discuss the significant complications associated with hyperthyroidism (atrial fibrillation, heart failure, angina, myocardial infarction, osteoporosis, depression, personality changes, proptosis).
2. Explain that taking medications as prescribed may prevent most or all significant complications.
3. Discuss common or significant complications which may result from treatment, i.e., subsequent hypothyroidism and the need to take lifelong medication.

HTH-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pathophysiology of hyperthyroidism.

STANDARDS:

1. Explain that hyperthyroidism occurs when the amount of thyroid hormone in the blood is too high. It affects over 2½ million Americans. More women have this problem than men.
2. Explain that hyperthyroidism leads to an overall increase in a person's metabolism, which can cause a number of problems.
3. Review the patient-specific cause and expected course of hyperthyroidism, i.e., "increased production" due to hypersecretory state (i.e., Grave's disease, toxic nodule, toxic multinodular goiter, or overproduction of TSH from pituitary), "leakage" of stored hormone due to thyroid damage (as in thyroiditis), or too much supplement.
4. Review the symptoms of hyperthyroidism:
   - a. feelings of excessive warmth and sweating
   - b. palpitations
   - c. tremors
   - d. weight loss despite having an increased appetite
   - e. more frequent bowel movements
   - f. weakness
   - g. limited endurance
   - h. difficulty concentrating
   - i. memory impairment
   - j. nervousness
   - k. tiredness
   - l. difficulty sleeping
   - m. depression
   - n. personality changes
   - o. enlarged thyroid—usually nontender.

HTH-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of regular follow-up and will make a plan to obtain and keep appropriate follow-up appointments.

STANDARDS:

1. Discuss the individual's responsibility in the management of hyperthyroidism.
2. Review treatment plan with the patient, emphasizing the need for keeping appointments, fully participating with medication therapy, returning for appropriate follow-up, lab tests, and appointments.
3. Review the symptoms, which should be reported and evaluated (both symptoms of hyperthyroidism and hypothyroidism).
4. Assist the patient in obtaining a follow-up appointment as necessary.

HTH-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about hyperthyroidism.

STANDARDS:

1. Provide the patient/family with written patient information literature on hyperthyroidism.
2. Discuss the content of the patient information literature with the patient/family.

HTH-M MEDICATIONS

OUTCOME: The patient/family will understand the importance of following a prescribed medication regimen.

STANDARDS:

1. Review proper use, benefits, and common side effects of the medication.
2. Emphasize the importance of maintaining strict participation in the medication regimen and monitoring schedule.
3. Explain the signs and symptoms of too much or too little medication.
4. Explain the implications that medications have on current or potential pregnancy.
5. Discuss that some medications may have an adverse effect on the disease state, i.e., amiodarone, iodine.

HTH-N NUTRITION

OUTCOME: The patient/family will understand the nutritional needs of the patient with hyperthyroidism.

STANDARDS:

1. Review current nutritional status of patient and the use of dietary supplements.
2. Explain the importance of preventing or treating the complications associated with the patient's high metabolic rate, including bone demineralization.
3. Discuss that supplementation of the diet may be necessary for the following: vitamins A and C, B complex (esp. Thiamin, riboflavin, B6 and B12).
4. Discuss fluid requirements with the patient/family. This should be 3-4 liters per day unless contraindicated by cardiac or renal problems.
5. Discuss the need to avoid alcohol as it may cause hypoglycemia and diuresis.
6. Refer to a registered dietician as appropriate.

HTH-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain the screening device to be used.
2. Explain why the screening is being performed.
3. Discuss how the results of the screening will be used.
4. Emphasize the importance of follow-up care.

HTH-TE TESTS

OUTCOME: The patient/family will understand the tests to be performed, the risk(s)/benefit(s) of the test(s) and the risk of refusal of the test(s).

STANDARDS:

1. Explain the test ordered (i.e., TSH, T3, T4, nuclear scan, ultrasound).
2. Explain the necessity, benefits, and risks of the test to be performed and how it relates to the course of treatment. Discuss the risks of non-performance of the testing.

HTH-TX TREATMENTS

OUTCOME: The patient/family will understand the possible treatments that may be performed based on the test results.

STANDARDS:

1. List the patient-specific possible therapies that might be utilized to treat hyperthyroidism (beta-blocker, anti-thyroid drugs, radioactive iodine, surgery).
2. Briefly explain each of the possible applicable treatments.
3. Explain that the patient and medical team will make the treatment decision after reviewing the results of diagnostic tests.
4. Explain the implications that treatment would have on current or potential pregnancy.

LTH—Hypothyroidism

LTH-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family will have a basic understanding of the anatomy and physiology of the pituitary-thyroid axis.

STANDARDS:

1. Explain the normal location, function, and feedback mechanism of the pituitary-thyroid axis (heart rate, muscle strength, bowel function, fat metabolism, energy level, hair growth, and mood).
2. Discuss the changes to the thyroid gland and the body's metabolic state as a result of hypothyroidism.
3. Discuss the impact of these changes on the patient's health and well-being.

LTH-C COMPLICATIONS

OUTCOME: The patient/family will understand the effects and consequences possible as a result of hypothyroidism, failure to manage hypothyroidism, or as a result of treatment.

STANDARDS:

1. Discuss the significant complications associated with hypothyroidism (depression, excessive weight gain, high blood pressure, high cholesterol levels).
2. Discuss that full participation with the treatment regimen may prevent most or all significant complications.
3. Discuss common or significant complications which may result from treatment, i.e., jitteriness, heart racing, headaches. Consistently taking medications at the appropriate dose will minimize these complications.

LTH-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pathophysiology of hypothyroidism.

STANDARDS:

1. Explain that hypothyroidism occurs when the amount of thyroid hormone in the blood is too low. It affects almost 5% of the population. It is more common in women and in elderly persons.
2. Explain that hypothyroidism leads to an overall decrease in a person's metabolism, which can cause a number of problems.
3. Review the patient-specific cause and expected course of hypothyroidism. In most cases hypothyroidism is a permanent condition that requires life-long treatment with natural thyroid supplement.
4. Review the symptoms of hypothyroidism, which include feelings of:
   a. fatigue
   b. lack of motivation
   c. sleepiness
   d. weight gain
   e. feelings of being constantly cold
   f. constipation
   g. dry skin
   h. hair loss
   i. muscle cramps and muscle weakness
   j. high blood pressure and high cholesterol levels
   k. depression
   l. slowed speech
   m. poor memory
   n. feelings of "being in a fog."

LTH-EX EXERCISE

OUTCOME: The patient/family will understand the relationship between physical activity and hypothyroidism and develop a plan to achieve an appropriate level of activity.

STANDARDS:

1. Explain the normal benefits of a regular exercise program to health and well-being.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.
7. Discuss that in hypothyroidism, severe muscle weakness may occur and exercise tolerance is impaired. Explain that exercise is important not only for weight control, but also to reestablish muscle tone and fitness. In general, intense aerobic exercise should only be attempted after thyroid hormone levels have returned to normal. However, the patient can begin walking and modest weight-bearing exercise as treatment is initiated.

LTH-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of making and keeping follow-up appointments and will make a plan to obtain and keep appropriate follow-up appointments.

STANDARDS:

1. Discuss the individual's responsibility in the management of hypothyroidism.
2. Review the treatment plan with the patient, emphasizing the need for keeping appointments, fully participating with medication therapy, returning for appropriate follow-up, lab tests, and appointments.
3. Review the symptoms, which should be reported and evaluated (both symptoms of hyperthyroidism and hypothyroidism).
4. Assist the patient in making follow-up appointments as appropriate.

LTH-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about hypothyroidism.

STANDARDS:

1. Provide the patient/family with written patient information literature on hypothyroidism.
2. Discuss the content of the patient information literature with the patient/family.

LTH-LA LIFESTYLE ADAPTATIONS

OUTCOMES: The patient/family will understand the lifestyle adaptations necessary to maintain optimal health.

STANDARDS:

1. Emphasize that weight gain, high blood pressure, and high cholesterol levels are associated with hypothyroidism.
2. Explain that although most hypothyroid individuals will lose weight after they begin taking a thyroid supplement, significant weight loss will usually require attention to healthy eating habits and exercise. Individuals should avoid setting unrealistic goals.

LTH-M MEDICATIONS

OUTCOME: The patient/family will understand the importance of following a prescribed medication regimen.

STANDARDS:

1. Review proper use, benefits, and common side effects of the medication.
2. Emphasize the importance of maintaining full participation in the medication regimen and monitoring schedule.
3. Explain the signs and symptoms of too much or too little medication.
4. Explain the implications that medications have on current or potential pregnancy.
5. Discuss drug/drug and drug/food interactions as appropriate.
6. Discuss that some medications may have an adverse effect on the disease state, i.e., amiodarone, iodine.

LTH-N NUTRITION

OUTCOME: The patient/family will understand the need for balanced nutrition and plan for the implementation of dietary modification.

STANDARDS:

1. Review normal nutritional needs for optimal health.
2. Discuss current nutritional habits. Assist the patient in identifying unhealthy nutritional habits.
3. Discuss the need for the correct combination of nutrients and vitamins, as well as the need for a low-fat diet without excessive calories.
4. Explain that the following foods must be limited: cabbage, brussel sprouts, kale, cauliflower, asparagus, broccoli, soy beans, lettuce, peas, spinach, turnip greens and watercress as these foods may increase the risk of developing a goiter.
5. Explain that the long term use of soy protein products may be contraindicated.
6. Encourage the use of iodized salt if indicated.
7. Refer to registered dietician.

LTH-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain the screening device to be used.
2. Explain why the screening is being performed.
3. Discuss how the results of the screening will be used.
4. Emphasize the importance of follow-up care.

LTH-TE TESTS

OUTCOME: The patient/family will understand the tests to be performed.

STANDARDS:

1. Explain the test ordered, i.e., TSH, T3, T4, nuclear scan, ultrasound, blood counts.
2. Explain the necessity, benefits, and risks of the test to be performed and how it relates to the course of treatment. Discuss the risks/benefits of non-testing.

I

IM—Immunizations

IM-DEF DEFICIENCY

OUTCOME: The patient/family will understand the importance of fully participating with schedule of prescribed immunizations for protection from vaccine preventable disease.

STANDARDS:

1. Identify reasons for deficiency and provide education as indicated.
2. Explain that deficiency of immunization(s) may cause serious health problems.
3. Discuss diseases that have been eradicated due to immunizations.
4. Discuss the patient's particular immunization deficiency.
5. Review complications that could occur if infection develops.

IM-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of receiving immunizations on schedule.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

IM-I IMMUNIZATION INFORMATION

OUTCOME: Patient/family will understand the indication for and benefit of immunization, common and important side effects of vaccination, and post immunization care.

STANDARDS:

1. Explain the indication for immunization including the disease which is to be prevented by immunization.
2. Explain the contraindications of administering the vaccine.
3. Discuss appropriate vaccine sites.
4. Explain the important and common side effects of immunizations to be administered.
5. Explain post-immunization care including dose of antipyretics if needed and what to do if serious side effects are observed.
6. Explain how family members can assist with comforting immunized persons during and after vaccine administration, as culturally appropriate.

IM-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about immunizations.

STANDARDS:

1. Provide the patient/family with written patient information literature on immunizations.
2. Discuss the content of the patient information literature with the patient/family.

IM-P PREVENTION

OUTCOME: The patient/family will understand communicability and measures to control vaccine preventable disease for children and adults.

STANDARDS:

1. Explain that vaccines are available against certain infections or diseases.
2. Explain that certain infections can be eliminated or avoided through immunizations.
3. Provide information on types of vaccines available for children and adults.
4. Explain that good hand hygiene, use of tissues and waste receptacles and avoiding touching eyes, nose, and mouth are also important measures in the control of some disease transmission.

IM-SCH SCHEDULE

OUTCOME: The patient/family will understand the importance of fully participating with a schedule of prescribed immunizations for protection from vaccine preventable diseases.

STANDARDS:

1. Explain that some vaccines are prescribed to be given in series, within certain time frames and may not be counted if given too early and may need to be repeated.
2. Explain that some vaccines are required by law.
3. Provide schedules on types of vaccines for children and adults.

IGT—Impaired Glucose Tolerance

Refer to PDM—Prediabetes.

FLU—Influenza

FLU-C COMPLICATIONS

OUTCOME: The patient/family will understand the common and important complications of the flu.

STANDARDS:

1. Discuss that one of the most common complications of the flu is pneumonia and may lead to hospitalization.
2. Explain that the flu causes many deaths in the United States every year.
3. Discuss groups who are at higher risk for complications from the flu such as the elderly and infants. Also discuss that persons with chronic diseases such as pulmonary disease, cardiac disease, renal disease, cancer and diabetes are at higher risk for complications from the flu.
4. Discuss the importance of not giving aspirin or products containing aspirin to children (under 16 years of age) with the flu as it may induce a potentially fatal complication of the flu called Reye Syndrome.

FLU-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the basic pathophysiology of influenza infection.

STANDARDS:

1. Discuss that the flu is caused by an influenza virus and that antibiotics are not helpful in treating the flu.
2. Explain that the flu virus changes every year so that having had the flu in a previous year will not necessarily make one immune to flu this year.
3. Discuss that the most common symptoms of the flu are muscle aches, head ache, fever, malaise, non-productive cough, and fatigue.
4. Explain that the flu is spread from person to person by inhalation of small particle aerosols, by direct contact or by contact with objects that have recently been contaminated by secretions from someone who has the flu.

FLU-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss signs and symptoms that would indicate worsening of the disease and prompt a follow-up visit.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize the importance of keeping follow-up appointments.

FLU-IM IMMUNIZATION

OUTCOME: The patient/family will understand the role that immunization plays in preventing influenza. (Discuss the following as appropriate to this patient and situation.)

STANDARDS:

1. Discuss that the vaccine for the flu is formulated for the viruses that are predicted to be most prevalent this year.
2. Discuss that the currently available injected flu vaccines are killed virus vaccines and cannot cause the flu. (Please refer to current information on this year's flu vaccine.)
3. Discuss that there is a live attenuated intranasal vaccine available. This vaccine may protect individuals not only from the flu strains in the vaccine but also other flu strains. It may also decrease the incidence of colds and ear infections.
4. Discuss that persons who have a history of Guillain-Barre Syndrome, egg hypersensitivity or hypersensitivity to any flu vaccine component should probably not get the flu vaccine unless ordered by a physician.
5. Discuss that current injectable flu vaccines are not licensed for use in individuals under the age of 6 months and that the intranasal flu vaccine is licensed for use in individuals between the ages of 5-49 years.
6. Discuss that persons at high risk for complications from influenza are recommended to receive the flu vaccine every year.
7. Discuss the common and important complications of flu vaccine.

FLU-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about influenza.

STANDARDS:

1. Provide the patient/family with written patient information literature on influenza.
2. Discuss the content of the patient information literature with the patient/family.

FLU-M MEDICATIONS

OUTCOME: The patient/family will understand the role of medications used to reduce flu symptoms and/or duration. (discuss the following as appropriate).

STANDARDS:

1. Discuss treatment of symptoms with OTC medications including decongestants, cough suppressants, antipyretics, analgesics, antihistamines.
2. If appropriate, discuss that aspirin should not be used in patients that are under 16 years of age due to risk of Reye's syndrome.
3. Discuss the use of antiviral treatment for influenza and that therapy must be started within 48 hours.
4. Review the proper use, benefits and common side effects of prescribed medications.
5. Explain the importance of completing the full course of antiviral therapy, as prescribed, to prevent antibiotic resistance and to facilitate complete recovery.
6. Explain the importance of adhering to the medication schedule.
7. Discuss that zinc, Echinacea and vitamin C over the counter products for viral infections have not proven to be effective.
8. Explain that antibiotics are not used for viral illnesses because they are not effective on viruses:
   a. Antibiotics used for viral infections can cause antibiotic resistance
   b. Antibiotics can also cause side effects, allergic reactions, and increased cost with no benefit to treating the viral illness.

FLU-N NUTRITION

OUTCOME: The patient/family will understand how nutrition may impact the management of influenza.

STANDARDS:

1. Explain that influenza causes increased fluid losses and that extra fluid intake is usually required.
2. Explain that chicken soup may actually be helpful because it provides extra fluid, potassium and sodium.
3. Explain that small frequent meals or sips of fluid may be better tolerated than larger meals.
4. Discuss that vomiting may be present:
   a. Liquids or food will be better tolerated if the stomach is allowed to "rest" for 30 minutes to one hour before attempts to consume other fluids or foods.
      i. Small frequent intake of fluids will be better tolerated.
      ii. 5 to 15 cc's of clear fluid every 5 to 10 minutes until 8 hours have passed without vomiting is one effective strategy.

FLU-P PREVENTION

OUTCOME: The patient/family will understand communicability and measures to prevent the flu.

STANDARDS:

1. Discuss that influenza is a vaccine preventable disease. **Refer to FLU-IM.**
2. Emphasize the importance of receiving influenza vaccine every year as the virus that causes the flu changes every year.
3. Discuss that careful hand washing can help to prevent the spread of influenza.
4. Discuss that avoiding crowded places can decrease chances of getting influenza.
5. Discuss the importance of covering one's mouth and nose when coughing or sneezing and proper disposal of tissues.
6. Explain that influenza can be spread by fomites (i.e., contaminated objects such as telephone receivers), and that common use of disinfectant cleaners may reduce this spread.

L

LAB—Laboratory

LAB-DRAW PHLEBOTOMY

OUTCOME: The patient/family will understand the phlebotomy procedure.

STANDARDS:

1. Discuss the method of phlebotomy to be used for this lab draw.
2. Discuss common and important side effects or consequences of phlebotomy.

LAB-FU FOLLOW-UP

OUTCOME: The patient/family will understand the conditions that would require follow-up and how to obtain follow-up.

STANDARDS:

1. Discuss the findings that will signify a serious complication or condition.
2. Discuss the procedure for obtaining follow-up appointments.

LAB-L LITERATURE

OUTCOME: The patient/family will receive written information about the disease process or condition.

STANDARDS:

1. Provide patient/family with written patient information on the disease state or condition.
2. Discuss the content of patient information literature with the patient/family.

LAB-S SAFETY

OUTCOME: Explain the procedure used to protect the patient and staff.

STANDARDS:

1. Discuss the use of personal protective equipment (i.e., gloves) and their role in preventing transmission of disease to the patient and the staff.
2. Discuss that needles and other lab draw equipment are single patient use and will be discarded after this draw.
3. Discuss the procedure for accidental needle-stick of the patient or the staff as appropriate.

LAB-TE TESTS

OUTCOME: The patient/family will understand the test to be performed.

STANDARDS:

1. Explain the test that has been ordered.
2. Explain the necessity, benefits, and risks of the test to be performed. Refer to the primary provider as necessary.
3. Explain any necessary preparation for the test, i.e., fasting.
4. Explain the procedure for obtaining test results.
5. If the patient will obtain the specimen explain the procedure for properly obtaining the specimen and the storage of the specimen until it is returned to the lab.

PB—Lead Exposure/Lead Toxicity

PB-C COMPLICATIONS

OUTCOME: The patient/family will understand the common and important complications of lead exposure and lead toxicity.

STANDARDS:

1. Discuss the effects of lead on neurobehavioral systems as per current medical understanding. (As of 5-2003 it is thought that even low levels of lead exposure, i.e., less than 10Fg/dl can result in subtle neurobehavioral changes such as hyperactivity, lower IQ levels and poor school performance.)
2. Explain that older children and adults with high bone lead levels may exhibit aggressive behavior and antisocial behaviors.
3. As appropriate, discuss the effects of long term high levels of lead exposure. These may include vomiting, abdominal pain, constipation, ataxia, seizures, papilledema, impaired consciousness and eventually coma. The latter of these symptoms are associated with acute lead encephalopathy.

PB-DP DISEASE PROCESS

OUTCOME: The patient/family will understand how humans are exposed to lead and the effects of lead on humans.

STANDARDS:

1. Discuss that lead is most often introduced to humans via hand-to-mouth activity of young children, either as ingested dirt, dust licked off surfaces (including toys) and ingested paint chips. Less commonly lead may be ingested from water flow through lead pipes or brass fixtures, or from food served or prepared in ceramic bowls which have a lead glaze.
2. Discuss that the nutritional status of the individual impacts the amount of lead that is absorbed, i.e., lead ingested on an empty stomach is more likely to be absorbed than if the stomach is full. Calcium and iron may decrease lead absorption by direct competition for binding sites. Iron and/or calcium deficiency are likely to cause an individual to have enhanced lead absorption.
3. Explain that lead interrupts several chemical systems in the body and can lead to toxic levels of other chemicals in addition to the lead. Lead directly interferes with neurotransmitter release in the brain and may directly affect the developmental structure of the brain in utero and in the first few years of life. This latter effect may be an irreversible effect.

PB-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of regular follow-up and will strive to keep scheduled appointments.

STANDARDS:

1. Discuss the importance of regular follow-up care and routine screening for high risk populations.
2. Refer to PHN or community resources as appropriate.

PB-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about lead exposure and lead toxicity.

STANDARDS:

1. Provide the patient/family with written patient information literature on decreasing lead exposure, lead toxicity, and or lead abatement programs.
2. Discuss the content of the patient information literature with the patient/family.

PB-N NUTRITION

OUTCOME: The patient/family will understand the importance of proper nutrition in prevention and treatment of lead toxicity.

STANDARDS:

1. Discuss that the nutritional status of the individual impacts the amount of lead that is absorbed, i.e., lead ingested on an empty stomach is more likely to be absorbed than if the stomach is full. Discuss that calcium and iron may decrease lead absorption by direct competition for binding sites.
2. Discuss that iron and/or calcium deficiency are likely to cause an individual to have enhanced lead absorption.
3. Refer to the registered dietician and/or physician if a calcium or iron deficiency is present or suspected.

PB-P PREVENTION

OUTCOME: The patient/family will understand mechanisms to prevent or limit exposure to lead.

STANDARDS:

1. Review nutritional mechanisms to decrease lead absorption. **Refer to PB-N**.
2. Discuss mechanisms to decrease lead exposure:
   a. Wash your hands before you eat.
   b. Take your shoes off at the door to avoid tracking in possibly contaminated dust.
   c. Consult the health department before remodeling homes built before 1978.
   d. Avoid eating dirt or paint chips.
   e. Avoid eating out of pottery which may have been glazed with a lead-based glaze.
   f. Avoid home remedies, especially from foreign lands such as Asia or Mexico. (Azarcon, greta, rueda all may contain lead.)
   g. Avoid eating candies, syrups or vanilla manufactured in Mexico or South America.
   h. Avoid crayons not manufactured in the United States.
   i. Avoid mini-blinds which do not have a label indicating that they are lead-free.
3. Explain the importance of removing lead from clothing, shoes and your body if you work in an industry where lead exposure is likely.

PB-SCR SCREENING

OUTCOME: The patient/family will understand the importance of routine screening for high risk populations and who is at highest risk for lead exposure.

STANDARDS:

1. Discuss that the following persons are at highest risk for lead exposure:
   a. Live in or regularly visit a house or day care built before 1950 (especially if there is chipping or peeling paint.)
   b. Live in or regularly visit a house built before 1978 that has been recently remodeled (in the last 6 months.)
   c. Engage in frequent hand-to-mouth activity
   d. Have iron deficiency or anemia
   e. Live with an adult with a job or hobby that involves exposure to lead
      i. Pottery or stained glass
      ii. Bridge construction
      iii. Battery recycling
      iv. Paint and body work on cars or equipment
      v. Furniture manufacturing
      vi. Bullet or fishing weight casting
   f. Have siblings or playmates that have or have had lead poisoning
   g. Live in an area that is known to be contaminated with lead.
2. Discuss the importance of routine screening for all persons in high risk populations.
   a. Routine screening is typically performed at 6 months of age, one year of age and annually through 6 years of age (when hand-to-mouth activity generally decreases):
      i. In older children with mental retardation who may have prolonged hand-to-mouth activity
      ii. In pregnancy
      iii. When deemed appropriate by a healthcare provider
      iv. If requested by a patient or caregiver.

PB-TE TESTS

OUTCOME: The patient/family will understand the type of lead testing to be done and the implication this has for future testing or treatment.

STANDARDS:

1. Explain that lead testing can be done utilizing a variety of specimens.
2. Explain the test to be performed as well as alternative testing mechanisms as appropriate:
   a. Capillary blood testing - usually a screening method and will need to be confirmed with venous blood analysis if the level is greater than 10Fg/dl
   b. Venous blood testing - used as a confirmatory test upon which future testing or treatment will be based
   c. Urinary lead levels - usually used during chelation therapy to determine the response to therapy
   d. Hair lead levels - unreliable secondary to likelihood of contamination or lack of standardized interpretation tools.
   e. Discuss as appropriate the CDC's recommendation for follow-up testing and/or treatment based on venous blood lead levels.
   f. 10-19Fg/dl repeat venous level in 3 months, try to identify sources of lead exposure.
   g. 20-44Fg/dl repeat venous level in 1 week to one month, try to identify sources of lead exposure and remove child from the environment or source from child's environment.
   h. 45-59Fg/dl repeat venous lead level in 48 hours, try to identify sources of lead exposure and remove child from the environment or source from child's environment. Consult toxicologist for possible chelation therapy.
   i. 60-69Fg/dl repeat venous lead level in 24 hours, try to identify sources of lead exposure and remove child from the environment or source from child's environment. Consult toxicologist for possible chelation therapy.
   j. 70Fg/dl repeat venous lead level immediately, try to identify sources of lead exposure and remove child from the environment or source from child's environment. Consult toxicologist for possible chelation therapy.

PB-TX TREATMENTS

OUTCOME: The patient/family will understand the possible treatments that may be performed based on the test results.

STANDARDS:

1. **Refer to PB-TE**.
2. Discuss the role of proper nutrition in treatment of lead exposure and lead toxicity. **Refer to PB-N.**
3. Discuss as appropriate that children with blood lead level $45Fg/dl are often candidates for chelation therapy.
4. Explain that chelation therapy for persons with lead encephalopathy can be life-saving.
5. Discuss as appropriate that chelation for persons without lead encephalopathy may prevent symptom progression and further toxicity.
6. Discuss the agent to be used for chelation in persons who are to undergo chelation. Discuss the risks and benefits of treatment.
7. Explain that the treatment decision will be made by the patient and medical team after reviewing the results of diagnostic tests.

M

DEP—Major Depression

DEP-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient’s condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

DEP-DP DISEASE PROCESS

OUTCOME: The patient and/or family will understand the psychological and physiological causes of major depression.

STANDARDS:

1. Discuss the common symptoms of major depression with the patient and/or family:
   a. Persistent sadness lasting longer than two weeks
   b. Loss of interest in usual activities
   c. Weight loss or gain
   d. Sleep disturbances
   e. Energy loss
   f. Fatigue
   g. Hyperactive or slowed behavior
   h. Decreased or slowed sexual drive
   i. Feelings of worthlessness
   j. Difficulty concentrating or making decisions
   k. Recurrent suicidal thoughts. **Refer to SB**.
   l. Memory loss
2. Assure the patient and/or family that prognosis is usually good, with appropriate treatment.
3. Stress that many episodes of depression are not preventable. Treatment, including medications and psychiatric intervention, may prevent recurrences.
4. Discuss that antidepressant drug therapy combined with psychotherapy appears to have better results than either therapy alone.

DEP-EX EXERCISE

OUTCOME: The patient/family will understand the role of increased physical activity in this patient's disease process and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Explain that moderate exercise may increase energy, improve circulation, enhance sleep, and reduce stress and depression.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.

DEP-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of treatment plan full participation and regular follow-up.

STANDARDS:

1. Discuss the patient's responsibility in managing major depression.
2. Review the treatment plan with the patient/family, emphasizing the need for keeping appointments and adhering to medication regimens.
3. Instruct the patient/family to contact a mental health professional or other medical personnel if persistent thoughts of suicide occur.
4. Explain the process for making follow-up appointments.

DEP-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about major depression.

STANDARDS:

1. Provide the patient/family with written patient education literature on major depression.
2. Discuss the content of the patient education literature with the patient/family.

DEP-M MEDICATIONS

OUTCOME: The patient/family will understand the proper use of antidepressant medication.

STANDARDS:

1. Review the mechanism of action of the prescribed medication.
2. Discuss proper use, benefits and common side effects of prescribed medications.
3. Explain that some medications may have long-term effects that require regular monitoring and follow-up.
4. Discourage the use of alcohol and recreational drugs.
5. Explain that it may be six weeks before the antidepressant medication takes effect.
6. Explain that drug therapy may include one or a combination of tricyclic antidepressants, monoamine oxidase inhibitors and serotonin re-take uptake blockers or psychotropic medications that work by other mechanisms.
7. Discuss the risks associated with the medications especially in overdoseage. All medications should be stored in a safe place in child-resistant containers.
8. Discuss drug/drug and drug/food interactions as applicable.

DEP-PSY PSYCHOTHERAPY

OUTCOME: The patient/family will understand the goals and process of psychotherapy.

STANDARDS:

1. Emphasize that for the process of psychotherapy to be effective the patient must keep all appointments.
2. Emphasize the importance of openness and honesty with the therapist.
3. Explain to the patient that the therapist and the patient will establish goals, ground rules, and duration of therapy.

DEP-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain the screening device to be used.
2. Explain why the screening is being performed.
3. Discuss how the results of the screening will be used.
4. Emphasize the importance of follow-up care.

DEP-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in major depression.

STANDARDS:

1. Explain that uncontrolled stress is linked with the onset of major depression and contributes to more severe symptoms of depression.
2. Explain that uncontrolled stress can interfere with the treatment of major depression.
3. Explain that effective stress management may reduce the severity of symptoms the patient experiences, as well as help improve the health and well-being of the patient.
4. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all which can increase the severity of the depression and increase risk of suicidal behaviors.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

DEP-WL WELLNESS

OUTCOME: The patient/family will understand some of the factors which contribute to a balanced and healthy lifestyle.

STANDARDS:

1. Explain that a healthy diet is an important component of emotional health.
2. Emphasize the importance of stress reduction and exercise in emotional health.
3. Refer the patient/family to support groups as appropriate.

MPS—Menopause

MPS-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family will have a basic understanding of the anatomy and physiology of the female reproductive system and the changes associated with menopause.

STANDARDS:

1. Explain the normal anatomy and physiology of the female reproductive system.
2. Explain that hormones produced by the ovaries have wide ranging effects that involve not only the uterus and ovaries but also the brain, skin, blood vessels, heart, bones, breasts, and the urinary system.
3. Explain that menopause is a normal part of life and involves changes in levels of many hormones as well as physical and emotional changes.

MPS-C COMPLICATIONS

OUTCOME: The patient/family will understand some of the potential changes associated with menopause.

STANDARDS:

1. Discuss the changes that may occur with menopause and the impact of these changes on the patient's health. Explain how complications/symptoms of menopause are related to decreased estrogen and other hormones.
   a. Loss of bone density leading to osteoporosis may include oral cavity changes
   b. Increased cardiovascular risks
   c. Loss of fertility
   d. Vasomotor symptoms, hot flashes
   e. Mood changes (Irritability, anxiety, mood swings, depression, agitation, changes in libido) and sleep disturbances
   f. Urogenital symptoms: atrophy, thinning, dryness, vulvar itching/irritation, loss of vaginal elasticity, pain/discomfort with sexual activity, frequent urination, urinary urgency, stress incontinence, pelvic relaxation
   g. Mild concentration and memory impairment
   h. Ocular changes (dryness, burning, pressure, sensitivity to light, blurred vision, increased lacrimation)
   i. Weight gain, palpitations, skin changes, joint pain, and headache
   j. Hair changes

MPS-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

MPS-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the changes that may occur with menopause.

STANDARDS:

1. Discuss menopause as the end of menstruation and fertility usually defined by no menstruation for 12 months. Explain that menopause may be caused by medical interventions, such as surgery, chemotherapy, or pelvic radiation but more commonly menopause occurs as a result of a normal developmental process.
2. Explain that in the United States menopause typically occurs between 45-55 years of age but may occur earlier or later. The whole process may take several months or years.
3. Discuss common manifestations of menopause:
   a. Vasomotor: hotflashes may include irritability, anxiety, sleeplessness, and agitation
   b. Urogenital: atrophy, thinning, dryness, and loss of elasticity.
4. Discuss the different classifications of menopause:
   a. Age 45-55 with hot flashes and irregular menses assume perimenopausal
   b. Age 45-55 with hot flashes and no menses for 6 months assume menopausal
   c. Age < 45 with hot flashes but regular menses or irregular menses but no hot flashes could be early menopause further investigation may be indicated
   d. Age 40-50 Menopausal symptoms still on oral contraceptives possibly menopause further investigation may be indicated.
5. Discuss how menopause relates to altered hormone production. As appropriate discuss the current understanding of medications/herbals/etc. in the treatment of menopausal changes.

MPS-EX EXERCISE

OUTCOME: The patient/family will understand the relationship between exercise and the changes of menopause and will develop a plan to achieve an appropriate activity level.

STANDARDS:

1. Explain the benefits of regular exercise. Consult a physician or health care provider before beginning an exercise program.
2. Explain the particular relevance of exercise to menopausal changes such as weight gain, depression, and decreased bone density.
3. Review activity recommendations including:
   a. Weight bearing exercise (e.g. walking, dancing, bowling, tennis, basketball, volleyball, soccer, using hand weights)
   b. Exercise involving many muscle groups
   c. Repetitive use of muscle groups to maintain or preserve bone mass
   d. Importance of sustained exercise for 30 minutes at least five times per week.
4. Assist patient/family in developing an appropriate physical activity plan.
5. Refer to community resources as appropriate.

MPS-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss procedure for obtaining follow-up appointments.
3. Emphasize importance of keeping appointments.

MPS-L LITERATURE

OUTCOME: The patient/family will receive written information about menopause.

STANDARDS:

1. Provide the patient/family with written patient information literature on menopause.
2. Discuss the content of the patient information literature with the patient/family.

MPS-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will understand that certain behaviors reduce the risk of complications that may be associated with menopausal changes.

STANDARDS:

1. Discuss behaviors which promote good health and reduce the risk of potential complications associated with menopausal changes, i.e., osteoporosis and cardiovascular disease including:
   a. Avoidance of tobacco, excessive caffeine, and other drugs of abuse
   b. Regular weight bearing exercise to reduce the risk of osteoporosis and regular aerobic exercise to reduce the risk of cardiovascular disease
   c. Stress reduction
   d. Balanced diet low in fat and rich in calcium and Vitamin D
   e. Maintaining a healthy weight.
3. Advise the patient of potential triggers for hot flashes and avoidance of triggers:
   a. Stress and anxiety
   b. Spicy foods
   c. Caffeine
   d. Hot drinks
   e. Alcoholic beverages
   f. Hot environment.
4. Discuss the current recommendations for breast exams including mammography. Refer the patient to a physician for the most current information.

MPS-M MEDICATIONS

OUTCOME: The patient/family will understand the role of medications in the treatment of menopausal changes and complications including benefits and risks of treatment.

STANDARDS:

1. Review the medication(s) with the patient. Reinforce the importance of knowing the drug, dose and dosing interval of medications.
2. Review common side effects, signs of toxicity, and drug interactions of the medications. Review common and important drug/drug, drug/food reactions.
3. Emphasize participation in the medication plan and explain how effective use of medications may reduce complications.

MPS-N NUTRITION

OUTCOME: The patient/family will understand the importance of healthy food choices and plan for dietary modifications as needed.

STANDARDS:

1. Discuss changes of menopause that may be addressed by dietary modifications including:
   a. Weight gain
   b. Cardiovascular changes
   c. Decreased bone density.
2. Discuss optimal nutrition
   a. Appropriate caloric intake in response to metabolic changes associated with aging
   b. Maintain adequate intake of calcium and vitamin D through diet and supplements as needed.
3. Refer to registered dietician, physician or pharmacist as appropriate discuss other dietary modifications or supplements/herbals.

MPS-PRO PROCEDURES

OUTCOME: The patient/family will understand the proposed procedure, including indications, complications, and alternatives, as well as possible results of not having the procedure performed.

STANDARDS:

1. Discuss the indications, risks, and benefits for the proposed procedures such as pap smears, mammograms, and endometrial monitoring (transvaginal ultrasound, endometrial biopsy).
2. Explain the process and what to expect before, during, and after the procedure.
3. Discuss pain management as appropriate.
4. Emphasize the importance of fully participating in post-procedure recommendations and follow-up.
5. Discuss procedure findings and implications as appropriate.

MPS-S SAFETY AND INJURY PREVENTION

OUTCOME: The patient/family will understand principles of injury prevention associated with osteoporosis.

STANDARDS:

1. Discuss ways to reduce risk of falls. Adapt home safety to prevent injury including removing throw rugs, install bars in the tubs and showers, secure electrical cords. **Refer to OS and FALL.**
2. Identify community resources that promote safety and injury prevention.
3. Provide information regarding key concepts for emergencies.

MPS-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in menopausal symptoms.

STANDARDS:

1. Explain that uncontrolled stress may cause increased symptoms of menopause.
2. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as inappropriate eating, all which can compromise overall health.
3. Emphasize the importance of seeking professional help as needed to reduce stress.
4. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
5. Provide referrals as appropriate.

MPS-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

MSX—Metabolic Syndrome

MSX-C COMPLICATIONS

OUTCOME: The patient will understand the complications associated with metabolic syndrome.

STANDARDS:

1. Explain that metabolic syndrome is a precursor to cardiovascular disease and diabetes.
2. Explain that arteriosclerosis and atherosclerosis impede blood flow through the circulatory system.
3. Explain that heart attacks may result from the heart having to work harder to pump blood through congested and hardened arteries.
4. Explain that good control of blood sugar can reverse or prevent progression of pre-diabetes.
5. Explain that strokes may result due to injured blood vessels in the neck or brain.
6. Explain that blindness may result from injured blood vessels in the eye.
7. Explain that leg pain may result due to injured blood vessels in the legs.

MSX-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

MSX-DP DISEASE PROCESS

OUTCOME: The patient will have a basic understanding of the pathophysiology of the metabolic syndrome.

STANDARDS

1. Explain that metabolic syndrome is a combination of dyslipidemia, hypertension and pre-diabetes (insulin resistance).
2. Review the risk factors and causative factors of dyslipidemia, hypertension and pre-diabetes.
3. .Discuss HDL, non-HDL, LDL and triglycerides. Define normal ranges.
4. Explain the difference between systolic and diastolic pressure. Define normal ranges.
5. Discuss the role of insulin resistance**.** Define normal ranges.

MSX –EQ EQUIPMENT

OUTCOME: The patient will receive information on the use of home blood pressure monitors and pedometers.

STANDARDS:

1. Provide the patient with information on the use of specific home blood pressure monitors and pedometers.
2. Discuss the use of blood pressure monitoring equipment in public places, i.e., such as stores.
3. Discuss correct way to record blood pressure and pedometer activity in a logbook and bring to clinic visits.
4. Discuss when to contact a healthcare provider for a blood pressure value which is outside the patient's personal guidelines.
5. Discuss the proper use and care of medical equipment.
6. Discuss signs of equipment malfunction and proper action in case of malfunction.

MSX-EX EXERCISE

OUTCOMES: The patient will understand the relationship of exercise to normal lipids, blood pressure and blood sugar. The patient will develop a physical activity plan.

STANDARDS:

1. Explain that consistent daily physical activity and improve dyslipidemia, blood pressure, blood sugar.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.

MSX-FU FOLLOW-UP

OUTCOMES: The patient will understand the importance of follow-up. The patient will develop a plan to make and keep appointments.

STANDARDS:

1. Emphasize the patient's responsibility in developing and following a treatment plan and keeping follow-up appointments.
2. Discuss the procedure for making appointments.
3. Discuss any necessary preparation for lab test(s).

MSX-L PATIENT INFORMATION LITERATURE

OUTCOMES: The patient will receive written information about metabolic syndrome.

STANDARDS:

1. Provide the patient with written information about metabolic syndrome.
2. Discuss the content of the patient information literature with the patient.

MSX-LA LIFESTYLE ADAPTATIONS

OUTCOMES: The patient will understand the lifestyle adaptations necessary to prevent or delay the progression of metabolic syndrome and develop a realistic plan to accomplish this.

STANDARDS:

1. Emphasize that healthy food choices and regular physical activity are the critical components in improving metabolic syndrome and preventing the progression to diabetes and cardiovascular disease.
2. Discuss the importance of tobacco cessation. Make referral to tobacco cessation programs if available.
3. Discuss the relationship of stress to metabolic syndrome and suggest ways to reduce stress. Refer to stress reduction program as appropriate.
4. Assist the patient to develop a self care plan.

MSX-M MEDICATIONS

OUTCOMES: The patient/family will understand their medication(s), regimen and the importance of fully participating in therapy.

STANDARDS:

1. Review proper use, benefits and common side effects of the prescribed medications.
2. Discuss any drug-drug or drug-food interactions with this medication as appropriate.
3. Review clinical effects and onset of action expected with these medications.
4. Review recommended monitoring laboratory tests which may be ordered.
5. Explain importance of avoiding over-the-counter medications without checking with a physician and/or pharmacist.
6. Discuss common and important signs of toxicity and/or adverse reactions and what to do if the patient/family suspects a reaction.

MSX-N NUTRITION

OUTCOMES: The patient will understand the importance of nutritional management in the improvement of metabolic syndrome.

STANDARDS:

1. Refer to registered dietician as appropriate.
2. Emphasize that nutritional management includes meal planning, making healthy food choices, appropriate serving sizes and food preparation.
3. Review the food pyramid and its role in meal planning.
4. Explain how to read nutrition information labels. Emphasize the importance of noting the serving size – the serving size may not be the same as the container size.
5. Discuss the merits of various food preparation methods.
6. Describe appropriate portion size and emphasize its importance.
7. Discuss the importance of decreasing total fat intake and using healthier fats sparingly.
8. Explain that excessive salt intake may play a role in hypertension and discuss ways to decrease salt intake.

MSX-P PREVENTION

OUTCOME: The patient will understand ways to prevent cardiovascular disease and diabetes.

STANDARDS:

1. Explain that consuming a diet low in fat and cholesterol, controlling weight and exercising may help prevent complications from metabolic syndrome or progression to cardiovascular disease and diabetes.
2. Emphasize the importance of regular blood sugar, blood pressure, and lipid screening. Discuss current recommendations for screening and/or monitoring.
3. Explain that the metabolic syndrome tends to run in families and that the patient's family members should be evaluated by a physician or other health care provider.

MSX-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in metabolic syndrome.

STANDARDS:

1. Explain that uncontrolled stress can cause increased release of stress hormones which can contribute to insulin resistance, dyslipidemia, obesity and hypertension. This can lead to increased morbidity and mortality from all disease processes included in metabolic syndrome.
2. Explain that uncontrolled stress can interfere with the treatment of metabolic syndrome.
3. Explain that effective stress management may reduce the adverse consequences of metabolic syndrome, as well as help improve the health and well-being of the patient.
4. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all which can increase the risk of morbidity and mortality from metabolic syndrome.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

MSX-TE TESTS

OUTCOMES: The patient will understand the test(s) to be performed including indications and its impact on further care.

STANDARDS:

1. Explain the test(s) ordered, i.e., FBS , A1C, Lipids.
2. Explain any necessary preparation prior to the test(s).
3. Explain the indications, risks and benefits of the test(s), including risks of not having the test(s) performed.
4. Explain the meaning of the test results in relation to what “normal” results are, as appropriate.
5. Explain the test as it relates to planning the course of treatment.

N

NF—Neonatal Fever

NF-C COMPLICATIONS

OUTCOME: The parent/family will understand the potential complications of neonatal fever.

STANDARDS:

1. Explain that neonatal fever may be the result of bacterial infection and that this may result in death, neurologic sequella, or physical deformity, as appropriate.
2. Discuss the need to have a neonate with fever evaluated immediately to decrease the risk of these complications.

NF-DP DISEASE PROCESS

OUTCOME: The parent/family will understand the possible etiologies of neonatal fever and why neonatal fever is so potentially devastating.

STANDARDS:

1. Explain that in the first 60 days of life an infant’s immune system is not as competent at fighting infection as it is later in life. Explain that neonates are often unable to contain an infection in a certain body system and that the infection can become overwhelming and wide-spread in a very short period of time.
2. Explain that an infection, especially a bacterial infection can be fatal to a neonate.
3. Explain that fever can be a signal of many different things, among them, infections with various bacteria or viruses.
4. Discuss the need to have a neonate with fever evaluated immediately to decrease the risk of complications from neonatal infection.

NF-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction as appropriate.
6. Discuss proper disposal of associated medical supplies.
7. For inpatients, explain that the various alarms are to alert the medical personnel of the patient's status and/or the function of the equipment.
8. Emphasize the importance of not tampering with any medical device.

NF-FU FOLLOW-UP

OUTCOME: The parent/family will understand the importance of follow-up care for a neonate who has had fever and the procedure for obtaining follow-up care.

STANDARDS:

1. Explain that it is especially important to follow-up neonatal fever if the fever has been treated by outpatient management and that this follow-up should continue until the physician or provider has declared that the risk from the fever has past.
2. Explain that follow-up of neonatal fever that has been treated as an inpatient is important to assure that the infant has been fully treated and is recovering from the disease process that caused the fever.
3. Explain the process for making follow-up appointments and assist the parent/family as necessary in obtaining follow-up care.

NF-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about neonatal fever.

STANDARDS:

1. Provide patient/family with written patient information literature on the neonatal fever.
2. Discuss the content of patient information literature with the patient/family.

NF-M MEDICATIONS

OUTCOME: The parent/family will understand that the use of antibiotics is necessary in the treatment of neonatal fever until determination has been made that bacterial infection is not the causative agent of the fever.

STANDARDS:

1. Explain that because bacterial infections in neonates can be fatal extra caution is in order and many providers will give antibiotics before the causative agent has been identified. This is done to protect the neonate (with his/her incompletely developed immune system) from the potentially devastating consequences of bacterial infection.
2. Discuss the common and important side effects of the medications to be used.
3. Discuss drug/drug or drug/food interactions as appropriate.

NF-P PREVENTION

OUTCOME: The parent/family will understand that neonatal fever can often be prevented and the measures to take to prevent the neonate from becoming infected.

STANDARDS:

1. Explain that because an infant in the first 60 days of life has a less competent immune system it is important to protect him/her from germs (bacteria/viruses).
2. Explain that bacteria and viruses are usually passed from one human to another.
3. Explain that it is important to keep the neonate out of public places for the first 60 days of life to decrease his/her exposure to other humans. (Public places or any place one can reasonably anticipate seeing more than 4 or 5 people, i.e., such as grocery stores, department stores, ball games, school functions, restaurants.)
4. Explain that hand washing at home is an effective way to prevent the spread of bacteria and viruses in the home.
5. Explain that family members who become ill should avoid contact with the neonate if at all possible. (The possible exception to this being the nursing mother who is providing for the infant, antibodies to her illness through breastmilk.)
6. Explain that breastfeeding improves the neonates immune system by the passing of antibodies to the infant in the mother's milk.

NF-TE TESTS

OUTCOME: The parent/family will understand that testing is necessary to determine the etiology of the fever. They will also have an understanding of the potential adverse outcomes of the tests to be performed or the risks of not performing the recommended tests.

STANDARDS:

1. Discuss with the parent/family the test(s) to be performed. Discuss the procedure for performing the test(s) in terms that can be understood by the parent/family.
2. Explain the benefit of the test as well as the risk(s) involved in performing the test(s). Explain the risk(s) associated with not performing the recommended test(s).
3. Explain that obtaining the results of some tests routinely performed to determine the etiology of neonatal fever (cultures of various body fluids) can take several days.

NJ—Neonatal Jaundice

NJ-C COMPLICATIONS

OUTCOME: The family will understand the common or serious complications of neonatal jaundice.

STANDARDS:

1. Explain that the most common complication of neonatal jaundice is lethargy resulting in decreased feeding followed by increased dehydration and worsening jaundice.
2. Explain that the most serious complication of neonatal jaundice is acute bilirubin encephalopathy and kernicterus.
3. Emphasize the importance of watching for jaundice and seeking medical care if jaundice is noticed to prevent complications.
4. Discuss complications associate with treatment of neonatal jaundice:
   a. Eye damage from phototherapy lights
   b. Dehydration
   c. Blood born pathogens from exchange transfusions
   d. Delay in the bonding process
   e. Complicates breastfeeding

NJ-DP DISEASE PROCESS

OUTCOME: The family will understand the basic pathophysiology of neonatal jaundice.

STANDARDS:

1. Explain that over ½ of newborns develop some degree of jaundice.
2. Explain that neonatal jaundice is characterized by yellow discoloration of the skin and in some cases the whites of the eyes.
3. Explain that the yellow discoloration is caused by a chemical in the blood called bilirubin which is a breakdown product of red blood cells.
4. Discuss that everyone is breaking down red blood cells and producing new ones constantly.
5. Explain that in-utero the bilirubin is broken down by the mother's liver but the most common reason for neonatal jaundice is immaturity of the newborn's liver enzymes which are unable to break down the bilirubin fast enough to prevent jaundice.
6. Discuss other less common reasons for jaundice as appropriate:
   a. Maternal antibodies against the newborn's blood resulting in hemolysis
   b. Extensive bruising or cephalohematoma secondary to the birth process
   c. Dehydration or excessive weight loss after birth
   d. Prematurity
   e. G6PD deficiency resulting in hemolysis
   f. Other hemolytic processes
7. Explain, as appropriate, that some individuals are at higher for development of jaundice:
   a. Persons whose sibling required phototherapy
   b. Infants less than 38 weeks gestation
   c. Breastfed infants, especially when there is difficulty initiating breastfeeding
   d. Macrosomic infants of gestational diabetic mothers
   e. Infants with significant weight loss
   f. Infants born to mothers >25 years of age
   g. Male infants

NJ-P PREVENTION

OUTCOME: The family will understand the measures that may prevent jaundice or complications from jaundice.

STANDARDS:

1. Explain that breastfeeding 8-12 times per day will help to prevent jaundice or significant complications from jaundice.
2. Emphasize the importance of watching for jaundice and seeking medical care if jaundice is noticed to prevent complications.
3. Emphasize that the evaluation of blood bilirubin levels as soon as jaundice is identified can help reduce complications by initiating therapy when indicated.
4. Explain that interventions such as medical phototherapy or exchange transfusions can decrease the incidence of complications such as acute bilirubin encephalopathy and kernicterus.

NJ-TE TESTS

OUTCOME: The family will understand the test(s) to be performed including indications and its impact on further care.

STANDARDS:

1. Explain that there are two ways to test for bilirubin levels:
   a. blood bilirubin levels (more accurate)
   b. Transcutaneous bilirubinometer
2. Emphasize that visual estimation of bilirubin levels leads to errors.
3. Explain that numerous blood draw may be necessary as following levels bilirubin levels and other lab tests closely is necessary to avoid complications.

NJ-TX TREATMENT

OUTCOME: The family will understand the treatment plan.

STANDARDS:

1. Discuss that exposing the infants to sunlight is no longer recommended to lower bilirubin levels due to the risks of exposure.
2. Explain that medical phototherapy lowers bilirubin levels by breaking down bilirubin through the skin.
3. Explain that exchange transfusion may be necessary for dangerously high bilirubin levels or if acute bilirubin encephalopathy is identified.

O

OBS—Obesity

OBS-C COMPLICATIONS

OUTCOME: The patient will be able to name at least 2 complications of obesity.

STANDARDS:

1. Emphasize that obesity is the single most important risk factor in Diabetes Mellitus Type 2.
2. Explain how obesity increases the risk for heart disease, infertility, cholelithiasis, musculoskeletal problems, and surgical complications.

OBS-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient’s condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

OBS-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the process underlying obesity and will be able to relate this process to changes necessary to attain improved health.

STANDARDS:

1. Relate obesity to health outcomes.
2. Emphasize the relationship among obesity, caloric intake, and exercise.
3. Explain that some people have a genetic predisposition to obesity which will require increased persistence to maintain health.

OBS-EX EXERCISE

OUTCOME: The patient will understand the relationship of physical activity in maintaining a healthy body weight, and will strive to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Stress the fact that exercise is a must in any weight loss program.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.

OBS-FU FOLLOW-UP

OUTCOME: The patient will understand that improved health requires a lifelong commitment to lifestyle adaptations which will assist with control of obesity.

STANDARDS:

1. Discuss the individual's responsibility in the management of obesity.
2. Review the patient's plan for lifestyle modification, emphasizing the need for keeping appointments, adhering to dietary modifications and increasing activity levels.
3. Encourage regular weight and blood pressure checks.
4. Reassess exercise and activity levels every 3-6 months.

OBS-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about obesity.

STANDARDS:

1. Provide the patient/family with written patient information literature on obesity.
2. Discuss the content of the patient information literature with the patient/family.

OBS-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will understand the importance of making lifestyle adaptations to attain a healthier body habitus.

STANDARDS:

1. Review dietary modifications and restrictions. Refer to the standards for OBS-N.
2. Emphasize the benefits of regular exercise. **Refer to WL-EX.**
3. Discuss the importance of good hygiene since additional body fat increases perspiration.
4. Discuss the pros and cons of alternate weight loss options, i.e., fad diets, surgery, medications.

OBS-M MEDICATION

OUTCOME: The patient/family will understand that weight loss medications can have side effects or drug interactions and the importance of discussing any over-the-counter or prescription weight loss medications with the health care provider prior to initiating said medication(s).

STANDARDS:

1. Explain the potentially serious adverse effects of the specific interactions of the medication with other drugs (including OTC medications and traditional or herbal medicines).
2. Specifically discuss adverse effects of this medication when combined with specific foods.
3. Emphasize the importance of informing the provider (i.e., physician, pharmacist, nurse) of any drug interaction(s) that have occurred in the past.
4. Discuss the risk/benefit ratio of the medication(s) that are being considered.

OBS-N NUTRITION

OUTCOME: The patient will identify dysfunctional eating patterns and plan adaptations in eating which will promote weight loss and improved health.

STANDARDS:

1. Assess current eating patterns. Identify helpful and harmful components of the patient's diet.
2. Emphasize the importance of regular meal times and of eliminating snack foods, fatty foods, fatty red meats, reducing sodium consumption and adding more fresh fruits, fresh vegetables and fiber to the diet.
3. Emphasize the necessary component — water — in a healthy diet. Reduce the use of colas, coffee, and alcohol.
4. Review which community resources exist to assist with diet modification and weight control. Refer to dietitian as appropriate.
5. Anticipate psychological or social stressors which may lead to over-consumption. Teach the patient to splurge by plan, not by impulse.
6. Teach person(s) responsible for food purchase and preparation techniques for avoiding fats and simple carbohydrates in meal plans.

OBS-P PREVENTION

OUTCOME: The patient/family will understand the importance of attaining and maintaining a healthy body weight throughout the life span.

STANDARDS:

1. Emphasize that obesity often begins at conception. Discuss the roles of maternal obesity, gestational diabetes, and overfeeding of infants.
2. Encourage a physically active lifestyle. **Refer to WL-EX**.
3. **Refer to WL-N and OBS-C.**
4. Identify cultural, familial, and personal perceptions of body image and their relationship to obesity and health.

OBS-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in obesity.

STANDARDS:

1. Explain that uncontrolled stress is linked with an increased incidence of obesity, which increases the patient's risk of cardiovascular disease, diabetes mellitus, stroke, etc.
2. Explain that uncontrolled stress can interfere with the treatment of obesity.
3. Explain that effective stress management may reduce the complications associated with obesity, as well as help improve the patient's self esteem, health, and well-being.
4. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all of which can increase the risk of morbidity and mortality from obesity.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

OBS-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

OS—Osteoporosis

OS-C COMPLICATIONS

OUTCOME: The patient/family will understand the complications of untreated or advanced osteoporosis.

STANDARDS:

1. Explain that the most common complication of untreated or advanced osteoporosis is fracture.
2. Explain that spinal compression fractures are common and result in back pain and the typical "buffalo hump" often seen in elderly patients.
3. Explain that fractures of the long bones including fractures of the hip are common and may be debilitating.
4. Explain that pain (especially early morning low back pain) may be a symptom of osteoporosis even in the absence of demonstrable fractures. This can be mistaken for arthritis.
5. Explain that osteoporosis may cause tooth loss secondary to gingival bone loss. Stress the importance of good oral hygiene.

OS-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient’s condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

OS-DP DISEASE PROCESS

OUTCOME: The patient will understand some of the causes and symptoms of osteoporosis.

STANDARDS:

1. Explain that humans reach their peak bone mass at about 30. After age 30 progressive bone loss typically occurs.
2. Explain that bone loss may be slowed by consistent daily exercise and appropriate calcium intake. **Refer to OS-N.**
3. Explain that medication, calcium supplementation and hormonal replacement therapies may be helpful in selected cases.
4. State that progressive bone loss may result in fractures and/or pain. **Refer to OS-C.**
5. Discuss risk factors for earlier onset or more severe osteoporosis, such as petite frame, sedentary lifestyle, smoking, inadequate calcium intake, caffeine intake.
6. Discuss the current state of understanding about the role of estrogen and other hormones as they relate to osteoporosis.

OS-EQ EQUIPMENT

OUTCOME: The patient/family will understand and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction, as appropriate.
6. Discuss proper disposal of associated medical supplies.

OS-EX EXERCISE

OUTCOME: The patient/family will understand the importance of weight bearing exercise in delaying bone loss and will make a plan for reasonable exercise.

STANDARDS:

1. Explain that exercise decreases bone loss by repetitive use of muscle groups. This repetitive use of muscles causes stress on the bones resulting in build-up of bone mass.
2. Explain that exercises involving weight bearing and many muscle groups are more beneficial than non weight bearing exercises. Some examples of weight bearing exercises are walking, dancing, bowling, tennis, basketball, volleyball, soccer, and for elderly patients using hand-held weights.
3. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
4. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
5. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
6. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
7. Discuss medical clearance issues for physical activity.

OS-FU FOLLOW-UP

OUTCOME: The patient will understand the importance of full participation in the treatment regimen and make a plan for appropriate follow-up.

STANDARDS:

1. Discuss the individual's responsibility in the management of osteoporosis.
2. Review the treatment plan with the patient, emphasizing the importance for follow-up care.
3. Discuss the procedure for obtaining follow-up appointments.

OS-HM HOME MANAGEMENT

OUTCOME: The patient/family will understand the home management plan needed to maintain function and optimal health.

STANDARDS:

1. Review the lifestyle areas that may require adaptation, i.e., diet, exercise.
2. Stress the importance of a calcium rich diet, regular weight-bearing exercise, decreased stress, not smoking, reduced alcohol intake and estrogen replacement therapy as appropriate.
3. Explain to the patient/family members the importance of body mechanics and proper lifting techniques to avoid injury.
4. Assist family/patient to identify ways to adapt the home to improve safety and prevent injury, i.e., remove throw rugs, install bars in tubs and showers, secure electrical cords.

OS-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about osteoporosis.

STANDARDS:

1. Provide the patient/family with written patient information literature on osteoporosis.
2. Discuss the content of the patient information literature with the patient/family.

OS-M MEDICATION

OUTCOME: The patient/family will understand the medications to be used in the management of osteoporosis.

STANDARDS:

1. Discuss the current knowledge about the correct amount of calcium intake for a patient of this age. Discuss ways of obtaining calcium, i.e., supplements, dietary intake, calcium based antacids.
   a. As of 5/2000 the following are believed to be the correct calcium needs for various age groups:
      i. 7-9 years old 700 mg
      ii. 10-12 years old 1000-1400 mg
      iii. 13-16 years old 1200-1400 mg
      iv. 19-49 years old 1000 mg
      v. 50+ years old 1000-1500 mg
2. Explain that Vitamin D improves calcium absorption.
3. Discuss ways to get vitamin D, i.e., supplementation, sunlight exposure. (As of 5/2000, the correct amount of Vitamin D thought to be needed is 400 IU per day.).
4. Discuss the use of estrogen to prevent osteoporosis if appropriate. Discuss potential adverse effects of estrogen as well as the potential benefit.
5. Discuss the use of SERMS (Selective Estrogen Receptor Modifiers) in the prevention and sometimes regression of osteoporosis. Discuss common and important side-effects of the medications.
6. Discuss other medications sometimes used in the treatment of osteoporosis, e.g. Calcitonin, and biphosphonates as appropriate.
7. Discuss the medications to be prescribed for the patient, the proper use, storage, dosage, important and common side-effects.
8. Discuss medications which may increase the risk for osteoporosis, i.e., thiazide diuretics, magnesium, steroid medications.

OS-N NUTRITION

OUTCOME: The patient/family will understand some ways to treat osteoporosis by nutritional therapy.

STANDARDS:

1. Discuss that appropriate intake of calcium will reduce the risk of developing osteoporosis and therefore reduce the risk of fracture.
2. Discuss foods high in calcium like all dairy products, some greens like turnip greens, kale, broccoli, collard greens and mustard greens, fish with bones like sardines and salmon and calcium fortified foods, juices and beverages.
3. Discuss that greens are not as good a source of calcium as thy do not contain Vitamin D which is essential to good absorption of calcium.
4. Explain that some greens, like spinach, beet greens and rhubarb, contain a substance (oxalate) which inhibits the absorption of calcium and are not a good source of calcium even though they do contain calcium.
5. Explain that dairy products are an excellent source of calcium and that the fat content of milk has nothing to do with the calcium content.
6. Explain that the body requires a balance of phosphorus and calcium. Carbonated beverages contain an excess of phosphorus and may result in an overall loss of calcium from the body.
7. Explain that caffeine, sodium and excessive amount of protein may result in calcium loss for the body.

OS-P PREVENTION

OUTCOME: The patient/family will understand and make a plan for the prevention of osteoporosis.

STANDARDS:

1. Explain that peak bone mass is achieved by age 30. A higher peak bone mass will result in a higher starting place when bone mass begins to decrease after age 30.
2. Explain how regular exercise increases bone mass thereby reducing the risk of osteoporosis. Regular exercise after age 30 will decrease the rate of bone loss and in some cases may reverse bone loss.
3. Explain that daily intake of calcium will help prevent bone loss and if adequate calcium intake is accomplished in childhood and adolescence there will be a larger peak bone mass.
4. Explain the current knowledge about appropriate intake of calcium for various age levels.
5. Assist the patient/family in development of a plan to prevent osteoporosis.

OS-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient and may be multifaceted. **Refer to PM.**
2. Explain that short term use of narcotics may be helpful in pain management for selected patients.
3. Explain that other medications may be helpful to control the symptoms of pain.
4. Explain non-pharmacologic measures that may help with pain control.

OS-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

OS-TX TREATMENT

OUTCOME: The patient will understand the treatment plan.

STANDARDS:

1. Explain that the major treatment for osteoporosis is physical activity and appropriate intake of calcium and Vitamin D.
2. Explain that some patients will require other medications in addition to the above mentioned treatment. **Refer to OS-M.**

P

PM—Pain Management

PM-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family will understand that the perception of pain is highly complex and individualized.

STANDARDS:

1. Explain that pain normally acts as the body's warning signal of tissue injury. This warning signal notifies the body to withdraw from the stimulus.
2. Discuss the difference between the body's physiological response to pain and the person's perception of the event.
3. Explain that tissue damage causes the release of chemicals which result in the sensation of pain. Most pain medications work by blocking these chemicals.
4. Explain that touch type signals (i.e., rubbing, stroking, touching) may block the brain's reception of pain signals.

PM-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient’s condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

PM-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pain symptoms, type (i.e., chronic, acute, malignant) and the causes of the patient's pain if known.

STANDARDS:

1. Explain that the patient is the primary source of information about the pain's location, quality, intensity, onset, precipitating or aggravating factors and the measures that bring relief.
2. Emphasize the importance of communicating information about the pain to the provider.
3. Discuss that the patient's presentation of symptoms is a unique combination of the type of pain, individual experiences and sociocultural adaptive responses.
4. Explain that pain tolerance varies greatly from person to person and in the same individual under different circumstances.
5. Explain that it is very rare for patients to become addicted to drugs administered for the relief of acute pain.

PM-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction as appropriate.
6. Discuss proper disposal of associated medical supplies.
7. For inpatients, explain that the various alarms are to alert the medical personnel of the patient’s status and/or the function of the equipment.
8. Emphasize the importance of not tampering with any medical device.

PM-EX EXERCISE

OUTCOME: The patient/family will understand the role of increased physical activity in this patient's disease process and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Explain that moderate exercise may increase energy, improve circulation, enhance sleep, and reduce stress and depression, and relieve some types of pain.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.

PM-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

PM-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about the patient's specific disease process, pain management issues, support groups or community resources as appropriate.

STANDARDS:

1. Provide patient/family with written patient information literature.
2. Discuss the content of the patient information literature with the patient/family.

PM-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will understand the lifestyle changes necessary to optimize performance of everyday activities and promote healing.

STANDARDS:

1. Explain that treatment of pain is very individualized, i.e., medication, rest, exercise, and disease-specific treatment modalities.
2. Explain that exercise and social involvement (i.e., familial, traditional, cultural) may decrease the subjective sense of pain and the depression and anger often associated with pain.
3. Review lifestyle areas that may require adaptations (i.e., diet, physical activity, sexual activity, bladder/bowel habits, role changes, communication skills and interpersonal relationships). Discuss lifestyle changes in relation to disease progression. Review activity limitation as appropriate.
4. Discuss techniques that may reduce stress and depression such as meditation and biofeedback as appropriate.
5. Refer to community resources as appropriate**. Refer to WL**.

PM-M MEDICATION

OUTCOME: The patient/family will verbally summarize the medication regimen and the importance of full participation with therapy.

STANDARDS:

1. Review proper use, benefits and common side effects of prescribed medications.
2. Emphasize that excess sedation and euphoria are not goals of palliative pharmacologic therapy.
3. Explain that chronic pain is usually irreversible and often progressive.
4. Discuss patient/family concerns about addiction. Explain the difference between psychological addiction and physical dependence upon prescribed pain medications. Reinforce that addiction is psychological dependence on a drug; and is not equivalent to tolerance or physical dependence.
5. Explain that insomnia and depression are often significant problems for chronic pain patients. Emphasize the importance of developing a plan with the provider to address these issues as appropriate.
6. Explain that spiritual pain is a reality and cannot be relieved with medications.
7. Discuss the importance of full participation with the medication regimen in order to assure optimal comfort levels. For example, round-the-clock dosing of pain medication is more effective in the treatment of chronic pain than medications that are taken after the pain recurs.
8. Discuss the use of adjunctive medication, if indicated, to control analgesic side effects, i.e., anti-emetics, laxatives, antacids.
9. **Refer to M.**

PM-N NUTRITION

OUTCOME: The patient/family will understand the importance of a nutritionally balanced diet in the treatment of their pain and specific disease process. They will be able to identify foods and meal plans that will promote the healing process if applicable.

STANDARDS:

1. Assess current nutritional habits and needs.
2. Emphasize the necessary component - WATER - in a healthy diet.
3. Explain that constipation is a common side-effect of opiates. Dietary measures such as increased water, increased fiber, increased fruit juices and decreased intake of milk products may be helpful. Other control measures should be discussed with the provider prior to initiation.
4. Review the patient's prescribed diet, if applicable. Refer to dietitian or other local resources as indicated.

PM-P PREVENTION

OUTCOME: The patient and/or family will understand the source of pain in relation to the appropriate disease process. They will make a plan to avoid the precipitating factors, minimize disease progression, promote healing; and/or maximize coping strategies.

STANDARDS:

1. Discuss importance of fully participating in treatment plan for an acute injury to reduce the risk of residual chronic pain.
2. Discuss good body mechanics in order to reduce risk of musculoskeletal injuries.

PM-PSY PSYCHOTHERAPY

OUTCOME: The patient/family will understand that grief reactions are common with chronic pain and that depression may be seen and that treatments are available for these problems.

STANDARDS:

1. Discuss symptoms of grief reaction, i.e., vigilance, trouble concentrating, hyperattentiveness, insomnia, distractibility.
2. Explain that the patient/family may need additional support, sympathy, time, attention, compassion and communication.
3. Explain that if anti-depressant drugs are prescribed by the provider, full participation with the treatment regimen is important to maximize the effectiveness of the treatment.
4. Refer to community resources as appropriate, i.e., bio-feedback, yoga, healing touch, herbal medicine, laughter, humor, traditional healer, guided imagery, massage, acupuncture, acupressure.
5. Explain that many mechanisms for dealing with grief and depression are available, i.e., support groups, individual therapy, family counseling, spiritual counseling. Refer as appropriate.

PM-TE TESTS

OUTCOME: The patient/family will understand the tests to be performed.

STANDARDS:

1. Explain the test ordered, i.e., EMG, CT scan, ultrasound.
2. Explain the necessity, benefits and risks of the test to be performed and how it relates to the course of treatment.
3. Discuss any necessary preparation for the test(s).

PM-TX TREATMENT

OUTCOME: The patient/family will understand the possible treatments that may be available based on the specific disease process, test results, and individual preferences.

STANDARDS:

1. Discuss with the patient/family the possible appropriate noninvasive pain relief measures, i.e., TENS units, heat, cold, massage.
2. Discuss with the patient/family the possible alternative pain relief measures, when appropriate, i.e., meditation, imagery, acupuncture, healing touch, traditional healer, hypnosis.
3. Discuss with the patient/family the possible appropriate pharmacologic pain relief measures. **Refer to PM-M**.
4. Discuss with the patient/family the possible appropriate procedural or operative pain management techniques, i.e., nerve block, intrathecal narcotics, local anesthesia.
5. Emphasize the importance of the patient/family's active involvement in the development of a treatment plan.

PNL—Perinatal Loss

PNL-C COMPLICATIONS

OUTCOME: Patients will know that the most serious complications of perinatal loss are infection, hemorrhage, and possible decrease in fertility.

STANDARDS:

1. Instruct patient on the signs and symptoms of postpartum complications, i.e., hemorrhage, infections, and the possibility of decreased fertility.
2. Explain that a common complication of perinatal loss is depression and that this is usually treatable.
3. Explain that marital difficulties are common after perinatal loss. Encourage open discussion and family counseling or support groups as appropriate.

PNL-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

PNL-DP DISEASE PROCESS

OUTCOME: The patient and significant others(s) will understand the type of perinatal loss they had, i.e., miscarriage, ectopic pregnancy, intrauterine death or stillbirth.

STANDARDS:

1. Explain that perinatal loss is common and is most often not a result of actions or lack of actions of the mother.
2. Explain to the patient and significant others what type of perinatal loss the patient had, i.e., miscarriage, stillbirth.
3. Explain to the patient and significant others what the course of the medical treatment will be, i.e., incomplete miscarriage, dilation and curettage, stillbirth induction of labor and vaginal delivery.
4. If appropriate, explain the cause for perinatal loss if one can be identified.
5. If possible explain the implications of this loss on future pregnancies.

PNL-FU FOLLOW UP

OUTCOME: Patient/family will understand the treatment plan and the importance of making and keeping follow-up appointments.

STANDARDS:

1. Instruct patient/family when to return for follow up visits.
2. Instruct patient/family to call or return immediately to the hospital or clinic for any signs of complication.
3. Refer for family planning as appropriate.

PNL-GP GRIEVING PROCESS

OUTCOME: The patient and significant other(s) will understand the grieving process, signs, and symptoms as it pertains to miscarriage, ectopic pregnancy, stillbirth or neonatal death.

STANDARDS:

1. Discuss that culture plays an important role in the grieving process. (Before any teaching/counseling is initiated a discussion with the patient and significant other(s) will be done to ascertain any cultural beliefs and or taboos associated with death and the grieving process. Cultural preferences should be honored.)
2. Explain that grief is a personal process and patients and significant others(s) may have different reactions to the loss. Offer grief information and different options to assist their grieving process.
3. Discuss the grieving process as it relates to perinatal loss.
4. Explain that it is normal to grieve over the loss of the baby, and that everyone may grieve differently, and that different reactions are normal.
5. Explain that anniversary reactions, increased grief during trigger events (i.e., pregnancy of a friend or family member, holidays) are normal.
6. Discuss the various options available to help with the grieving process.
7. As appropriate, encourage viewing of the infant/fetus, picture taking and naming of the infant/fetus.

PNL-L LITERATURE

OUTCOME: The patient/family will receive written patient information literature on perinatal loss and/or related issues.

STANDARDS:

1. Provide the patient/family with written patient information literature on perinatal loss and/or related issues.
2. Discuss the content of the patient information literature with the patient/family.

PNL-M MEDICATIONS

OUTCOME: Patient/family will understand her medication regimen.

STANDARDS:

1. Instruct patient on her discharge medication(s) and the indications and length of therapy for the medication(s).
2. Review the proper use, benefits and common side effects of the medication(s).
3. Emphasize the importance of maintaining full participation in the medication regimen.
4. Discuss common and important drug interactions with foods, drugs and over the counter medications.
5. Encourage continued use of prenatal vitamins as appropriate.

PNL-N NUTRITION

OUTCOME: Patient will understand the need for a balanced diet or special diet as indicated by her medical condition.

STANDARDS:

1. Instruct patient on diet prior to discharge.
2. Encourage patient to continue taking prenatal vitamins or multi vitamin with folic acid.
3. Refer as appropriate to registered dietician or other resources as available.

PNL-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the pain management plan.

STANDARDS:

1. Discuss pain relieving and/or pain management techniques.
2. Patient will be instructed on pain medication available to her and encourage to ask for the medication as needed to relieve her pain.
3. Discuss that pain associated with perinatal loss can be physical, emotional and spiritual. Different techniques may be required to address each type of pain.
4. Discuss non-pharmacologic, traditional or spiritual techniques to address emotional and spiritual needs.

PNL-SM STRESS MANAGEMENT

OUTCOMES: The family member will understand the role of stress management in perinatal loss.

STANDARDS:

1. Explain that perinatal loss may lead to uncontrolled stress, which can contribute to physical illness, emotional distress, and early mortality of the family member.
2. Explain that effective stress management may enable the family member to deal with their loss, as well as help improve their health and well-being.
3. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all which can increase the risk of depression or suicidal behaviors.
4. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
5. Provide referrals as appropriate.

PNL-TX TREATMENT

OUTCOME: The patient/family will understand the treatment necessary as a result of the perinatal loss if any.

STANDARDS:

1. Explain to the patient and significant others the course of the medical treatment, i.e., dilation and curettage, induction of labor and vaginal delivery, laparoscopy or open abdominal surgery.
2. Discuss issues related to sexual activity and family planning, as appropriate.

PP—Postpartum

PP-C COMPLICATIONS

OUTCOME: The patient /family will understand how to identify and prevent complications of the postpartum period.

STANDARDS:

1. Stress that the postpartum patient should seek medical care immediately for excessive bleeding, increasing abdominal pain, cough or chest pain, fever, leg pain, or feeling of depression.
2. Discuss the etiology of blood clots, bleeding, and infection in the postpartum period.
3. Discuss that some bleeding is normal immediately after delivery. Excessive bleeding (or hemorrhage) occurs most often after long labors, multiple births, or when the uterus has become infected.
4. Explain how women who delivered vaginally may have pain in the perineum, whether or not there were stitches. These tender tissues may have stretched and feel swollen, bruised and sore.
5. Explain that sometimes an incision called an episiotomy is made during delivery to keep the vagina from tearing. Explain that sitz baths, cold packs or warm water applied to the area can help avoid infection, promote healing, and reduce tenderness.
6. Discuss the more common complications of pregnancy and delivery (i.e., stretch marks, hemorrhoids, constipation, urge or stress urinary or fecal incontinence, hair loss, dyspareunia as appropriate).
7. Advise that fatigue and headaches are common.
8. **Refer to BF.**
9. **Refer to PDEP.**

PP-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

PP-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.
4. Provide contact information for questions regarding mother and infant care.

PP-I INFORMATION

OUTCOME: The patient will understand postpartum changes.

STANDARDS:

1. Discuss the physical changes: lochia, after-pains, breast engorgement (breastfeeding or not), weight loss, hair loss, and fatigue.
2. Discuss the common postpartum emotional changes. Encourage the patient to share her feelings with her partner, family, PHN or behavioral health professional.
3. Discuss the changes in interpersonal relationships and family dynamics. Identify stressors that can occur with a new family member in the household. Encourage the patient to "take time for herself and ask for help"
4. Explain that infant sleep patterns differ from adult sleep patterns. Encourage the mother to sleep when the infant sleeps.
5. Emphasize the importance of parent-child bonding.
6. Discuss the importance of a healthy lifestyle. **Refer to WL.**
7. Discuss options for contraception. **Refer to FP.**

PP-INF INFANT CARE

OUTCOME: The patient/family will understand the basic principles of newborn care.

STANDARDS

1. Explain the supplies necessary for care of a newborn.
2. Discuss diapering, bathing, cord care, burping, skin care, and feeding.
3. Explain that not smoking in the home or car and placing on the infant on its side or back for sleep reduces the incidence of SIDS. **Refer to SIDS.**
4. Explain the proper use and installation of infant car seats.
5. Discuss circumcision care as applicable.
6. Explain that all infants sneeze. Discuss that nasal secretions are common and not do not necessarily mean that anything is wrong. Discuss the procedure for using a nasal suction bulb.
7. Explain that babies frequently have rashes which may be normal. Emphasize that it is recommended to check with your healthcare provider.
8. Emphasize that a temperature greater than 101F taken rectally is an emergency and should prompt immediate medical attention. This may be a sign of a life threatening condition.

PP KE KEGEL EXERCISE

OUTCOME: The patient will understand how to use Kegel exercises to prevent urinary stress incontinence.

STANDARDS:

1. Review the basic pelvic floor anatomy.
2. Define stress incontinence and discuss its causes.
3. Teach Kegel exercises. Encourage frequent practice of Kegel exercises.

PP-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about postpartum issues.

STANDARDS:

1. Provide the patient/family with written patient information literature on postpartum issue.
2. Discuss the content of the patient information literature with the patient/family.

PP-NJ NEONATAL JAUNDICE

OBJECTIVE: The family will understand the importance of monitoring for jaundice and the complications of unrecognized jaundice.

STANDARDS:

1. Explain that jaundice is the yellow color seen in the skin of many newborns which is caused by build up of bilirubin in the blood.
2. Explain that everyone's blood contains bilirubin, which is removed by the liver and that before birth, the mother's liver does this for the baby. Explain that many babies develop jaundice in the first few days after birth because it takes a few days for the baby's liver to get better at removing bilirubin.
3. Explain that the yellow skin color caused by bilirubin usually appears first in the face then moves to the chest, abdomen, arms and legs as the bilirubin level increases. Explain that the whites of the eyes may also be yellow.
4. Explain that mild jaundice is harmless but high levels of bilirubin may cause brain damage.
5. Explain that this brain damage can be prevented by treatment of the jaundice before the bilirubin level gets too high. Discuss that treatment options may include medical phototherapy or exchange transfusion.
6. Emphasize that parents should watch closely for jaundice and seek medical attention if jaundice is noticed.
7. Explain that medical personnel can check the level of bilirubin in the blood by blood tests or occasionally by a skin test.
8. Explain that all bilirubin levels must be interpreted in light of the infant's age and that term infants and older infants can tolerate higher levels of bilirubin than preterm infants and younger infants.
9. Explain that jaundice is more common in breastfed infants especially when the infant is not nursing well. Encourage nursing the infant a minimum of 8-12 times a day for the first week of life to increase milk production and keep bilirubin levels down. Emphasize that breastmilk is the ideal food for infants.

PP- M MEDICATIONS

OUTCOMES: The patient/family will understand the type of medication being prescribed, dosage and administration of the medication.

STANDARDS:

1. Review proper use, benefits, and common side effects of the medication.
2. Emphasize the importance of taking medications as prescribed.
3. Instruct patient on proper administration of the drug.
4. Explain the proper storage of the medication.
5. Discuss potentially adverse interactions with other drugs (i.e., OTC medications, traditional/herbal medications) and the adverse effects of this medication when combined with certain foods.
6. Emphasize the importance of checking with a medical provider prior to starting any prescription, OTC, or herbal/traditional treatments.

PP-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand some methods for treating the pain which may be associated with the postpartum period.

STANDARDS:

1. Discuss as applicable the proper use of any medications which have been prescribed, to include proper use of PCA pump, etc.
2. Explain that increasing pain should prompt a visit or call to the patient's provider.
3. Discuss non-pharmacologic measures which may provide pain relief, sitz bath, massage, change of activity.

PP-SF INTRODUCTION OF THE INFANT TO SOLID FOODS

OUTCOME: The parent/family will understand the appropriate ages to introduce various solid foods. (teach any or all of the following as appropriate to this infant/family)

STANDARDS:

1. Explain that infants should not routinely be fed foods other than breastmilk or formula prior to 4 months of age except under the advice of a healthcare provider.
2. Emphasize that, for some time after the introduction of solid foods, breastmilk/formula will still be the infant's primary source of nutrition.
3. Emphasize that foods should never be given from a bottle or infant feeder and must always be fed from a spoon.
4. Explain that infants may be fed cereal mixed with breastmilk or formula not sooner than 4 months of age. Rice cereal is generally the preferred first solid food. It is normal for an infant to take very small amounts of solid foods for several months. Discard any uneaten food after each meal.
5. Emphasize the need to wait 3-5 days between the addition of new foods to watch for adverse events from the foods.
6. Explain that pureed/or finely mashed vegetables and fruits should be started no earlier than 6 months of age.
7. Explain that some foods such as peanut butter, chocolate, eggs, strawberries, cow or goat milk and citrus should not be fed until the infant is one year of age due to the highly allergenic nature of these foods. Explain that honey and syrups may contain botulism toxin and should not be fed before one year of age.
8. Explain that infants 14-16 moths of age will have a decreased appetite and will become more picky eaters.
9. Emphasize that some foods are easy to choke on and should be avoided until 4 years of age, i.e., nuts, hard candies, gum, carrot sticks, meat on a bone, grapes, popcorn, hot dogs, unpeeled apples, slices of orange.
10. Discuss the importance of offering foods at the appropriate ages but do not insist that infants eat foods when they are not hungry:
    a. Baby knows how much to eat
    b. It is important to go along with the baby when they feel they have finished eating
    c. Some days babies eat a lot other days not as much
    d. No two babies eat the same
11. Explain how to assess readiness, an infant:
    a. who exhibits tongue thrusting is not ready to eat solids.

  b. will give you cues to readiness when they open their mouths when they see something coming
  c. will close lips over a spoon
  d. will keep food in their mouth instead of spitting it out
  e. will sit up alone without support

12. Explain that the body of knowledge regarding infant feedings has changed dramatically and advice from family/friends may no longer be appropriate; talk to your healthcare provider.

PP-WC WOUND CARE

OUTCOME: The patient/family will understand the necessity and procedure for proper wound care. As appropriate they will demonstrate the necessary wound care techniques.

STANDARDS:

1. Explain the reasons to care appropriately for the wound (i.e., decreased infection rate, improved healing).
2. .Explain the correct procedure for caring for this patient's wound.
3. Explain signs or symptoms that should prompt immediate follow-up, i.e., increasing redness, purulent discharge, fever, increased swelling/pain.
4. Detail the supplies necessary for the care of this wound (if any) and how/where they might be obtained.
5. Emphasize the importance of follow-up.

PDEP—Postpartum Depression

PDEP-DP DISEASE PROCESS

OUTCOME: The patient/family will understand postpartum depression and its symptoms.

STANDARDS:

1. Explain that postpartum depression is a type of mood disorder, a biological illness caused by changes in brain chemistry, and is not the mother's fault or the result of a weak or unstable personality. It is a medical illness which professional treatment can help.
2. Explain that postpartum depression occurs in up to 80% of women who give birth, and that it is treatable.
3. Review some of the biological, psychological/social factors related to the development of postpartum depression:
   a. Biological: Sudden drop in hormones after birth and/or changes in prolactin levels.
   b. Psychological/social: Stressful life events such as financial problems, housing problems, lack of family interaction and support, new mothers facing new roles, lack of sleep, increased responsibility, single mothering, and/or marital problems.
   c. Family or personal history of depression or mood disorders with or without pregnancy.
4. Discuss that postpartum depression is often not recognized by the mother or family. Emphasize the importance of discussing mood/behavior changes with a health care provider.
5. Describe the varying degrees of postpartum depression that may occur- Postpartum Blues, Postpartum Depression, and Postpartum Psychosis:
   a. **PP Blues**: Occurs first three days after birth lasting to a few weeks - tearfulness, irritability, mood swings, nervousness, feelings of vulnerability, trouble sleeping, loss of appetite, lack of confidence, and feeling overwhelmed.
   b. **PP Depression**: Occurs within first 3-6 months up to a year after birth - sadness, loss of interest in normal activities, inappropriate guilt, anxiety, fatigue, impaired concentration/ memory, over concern for baby or non at all, inability to cope, despondency/despair, thoughts of suicide, hopelessness, panic attacks (numbness, tingling in limbs, chest pain, hyperventilation, heart palpitations), feeling "like I'm going crazy", bizarre or strange thoughts.

c. **PP Psychosis:** Rarest and most severe form occurring in only 0.1% of women who have given birth – Extreme confusion, incoherence, rapid speech or mania, refusal to eat, suspiciousness, irrational statements, agitation, hallucinations, or inability to stop an activity.

6. Explain that sometimes only a professional, through test interpretation, obtaining an appropriate history, and physical examination may be able to differentiate the degree of depression. Discuss the current knowledge of postpartum depression.
7. Emphasize that postpartum depression is reversible with early intervention and appropriate treatment. Refer as appropriate.

PDEP-FU FOLLOW-UP

OUTCOME: The patient/family will participate in the treatment plan and understand the importance of full participation with medications and observations.

STANDARDS:

1. Emphasize the importance of keeping appointments for postpartum, well child and postpartum depression care.
2. Review treatment plan with the patient/family. Discuss the procedure for obtaining follow-up care, the importance of taking medications as prescribed, and how to recognize any functional impairments (as evidenced by the avoidance of family or friends, an inability to attend to hygiene, or an inability to care adequately for the infant). Explain that patients with coexisting with substance abuse may need more rapid referral.
3. Explain that if the patient has considered a plan to act on suicidal thoughts or has thoughts about harming her infant, this is a medical emergency and hospitalization may be necessary. Discuss the procedure for obtaining urgent and rapid referrals.

PDEP-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about Postpartum Depression.

STANDARDS:

1. Provide patient/family with written information on Postpartum Depression.
2. Discuss the content of patient information literature with the patient/family.

PDEP-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will understand the lifestyle adaptations necessary to decrease the risk for postpartum depression and maintain optimal health.

STANDARDS:

1. Advise that the patient may be able to decrease the risk for postpartum depression by preparing during the pregnancy for the changes in lifestyle that motherhood will bring.
2. Emphasize lifestyle adaptations that will help speed recovery from postpartum depression:
   a. Over-sleeping may be a symptom of depression but has also been shown to increase depressed feelings. Discourage remaining in bed or sleeping more than 8-hours a day.
   b. Advise that natural light and exercise have an antidepressant effect. Encourage the patient to exercise, for example take a walk out of doors for at least ½-hour between 11 AM and 2 PM to take care of the need for bright light and exercise.
   c. Emphasize the importance of TOTALLY abstaining from alcohol and recreational drugs. Alcohol and street drugs both induce depression and prevent antidepressants from working effectively. Advise your provider of all medications, drugs herbals and supplements you are taking to minimize this effect.
   a. Encourage the patient/family to accept the recommended help and assistance of others. There is no shame in asking for or accepting help.

PDEP-M MEDICATIONS

OUTCOME: The patient/family will understand the goal of medication therapy and plan to follow the prescribed medication regimen.

STANDARDS:

1. Review the patient's medications. Reinforce the importance of knowing the drug, dose and the time interval of medications.
2. Review common side effects, signs of toxicity. Discuss what actions to take if a significant side effect or signs of toxicity occurs.
3. Emphasize the importance fully participating in the medication regimen. Explain that many medications for postpartum depression do not exert an immediate effect and must be used regularly to be effective.
4. Briefly explain the mechanism of action of the patient's medication as appropriate.
5. Discuss any significant drug/drug or food/drug interactions, including interaction with alcohol.
6. Explain that the patient's wish to breast-feed can be respected. The transfer of medication to the baby can be minimized by the mother breastfeeding before she takes her pills. Although many depression medications are excreted in breastmilk, no cases of deleterious effects have been noted in infants to date. Refer the patient to a physician or pharmacist who is knowledgeable in the use of medications during breastfeeding for more specific information.

PDEP-N NUTRITION

OUTCOME: The patient/family will understand how diet relates to postpartum depression.

STANDARDS:

1. Assess current nutritional habits.
2. Review the relationship between diet and depression.
3. Explain that even marginal deficiencies in the diet will negatively affect the nervous system, mood and breastfeeding. A daily multivitamin and mineral supplement may be recommended to help ensure an adequate intake.
4. Assist in developing an appropriate diet plan. Refer to dietitian or other local resources as available. Stress the importance of eating on a regular schedule and eating a variety of foods.

PDEP-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in postpartum depression.

STANDARDS:

1. Explain that uncontrolled stress is attributed to an increase in severity of the symptoms of postpartum depression.
2. Explain that uncontrolled stress can interfere with the treatment of postpartum depression.
3. Explain that effective stress management may help reduce the severity of the symptoms of depression, as well as help improve the health and well-being of the patient.
4. Emphasize the importance of seeking professional help as needed to reduce stress.
5. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all of which can increase the severity of the depression or the risk of suicidal/homicidal behaviors.
6. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. recruiting other family members or friends to help with child care
   d. talking with people you trust about your worries or problems
   e. setting realistic goals
   f. getting enough sleep (e.g., sleeping when the baby sleeps if possible)
   g. maintaining a reasonable diet
   h. exercising regularly
   i. taking vacations
   j. practicing meditation
   k. self-hypnosis
   l. using positive imagery
   m. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   n. spiritual or cultural activities
7. Provide referrals as appropriate.

PDEP-TX TREATMENT

OUTCOME: The patient/family will understand the possible treatments that may be available based on the specific disease process, test results, severity of symptoms, the preferences of the patient, and the response to treatment during previous episodes.

STANDARDS:

1. Assist the patient/family in understanding that postpartum depression may require long-term intervention which may include psychotherapy, medication, support groups or electro-convulsive therapy.
2. Review the nature of postpartum depression as a treatable condition.
3. Explain that both the patient AND family may need to participate in the treatment to help understand the symptoms and cope with the increased stress on the family.
4. Assist the family in the realization that left untreated, postpartum depression can have significant negative effects on the baby that can persist into adulthood. It is therefore very important to identify and treat postpartum depression as early as possible.
5. Urge the family/patient to find someone to stay with and assist the patient at all times. Family and friends may offer support, reassurance, hope, and validation of the new mother's abilities.
6. Explain that treatment may begin at any point, even prior to pregnancy depending on the circumstance.

PDM—Prediabetes

PDM-C COMPLICATIONS

OUTCOME: The patient/family/caregiver will understand common or serious complications of abnormal fasting blood glucose level.

STANDARDS:

1. Explain that fasting blood glucose levels above 100 mg/dL but less than 126 mg/dL and 2 hour post prandial between 140-200 mg/dL are diagnostic of prediabetes and that prediabetes may progress to Type 2 Diabetes.
2. Emphasize that optimal control of blood sugar can reverse or prevent progression of PDM.
3. Emphasize that optimal control of blood sugar can reduce the risk of complications.
4. State that PDM is a disease that needs to be monitored for progression and complications. Routine examinations are essential.
5. Discuss higher risk factors of PDM, i.e., heart attack, stroke. **Refer to CVA, CAD, DM and PVD.**
6. Discuss complications that can occur if PDM develops into Diabetes, i.e., heart disease, stroke, eye problems, kidney damage.

PDM-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pathophysiology and symptoms of PDM.

STANDARDS:

1. Briefly describe the pathophysiology of PDM.
2. Discuss the role of insulin resistance in PDM and Type 2 DM.
3. Describe risk factors for development and progression of PDM, i.e., including: family history, obesity, sedentary lifestyle, previous history of gestational diabetes, history of high blood pressure, high triglycerides.
4. Emphasize that PDM is a reversible, controllable condition, which requires permanent lifestyle alterations and continuous attention and medical care. **Refer to PDM-LA**.

PDM-EX EXERCISE

OUTCOME: The patient/family will understand the role of physical activity in reducing insulin resistance and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Explain that increased physical activity will reduce the body's resistance to insulin.
2. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
3. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
4. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
5. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
6. Discuss medical clearance issues for physical activity.

PDM-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up in preventing the progression of PDM . The patient/family will develop a plan to make and keep follow-up appointments.

STANDARDS:

1. Emphasize the importance of early intervention to prevent the progression of PDM to Type 2 Diabetes.
2. Discuss the procedure for making appointments.
3. Discuss any necessary preparation for lab test(s). **Refer to PDM-TE**.

PDM-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about PDM.

STANDARDS:

1. Provide the patient/family with written patient information on PDM.
2. Discuss the content of the patient information with the patient/family.

PDM-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family/caregiver will understand the lifestyle adaptations necessary to prevent or delay the progression of PDM and develop a realistic plan to accomplish this.

STANDARDS:

1. Emphasize that nutrition and exercise are the critical components in improving impaired glucose tolerance.
2. Emphasize that the complications (i.e., heart attack, stroke) result from the higher than normal blood sugar levels and that the goal of management is to keep blood sugar as near to normal as possible.

PDM-N NUTRITION

OUTCOME: The patient/family will understand the importance of nutritional management in the control of PDM and develop a plan to meet nutritional goals.

STANDARDS:

1. Emphasize that nutritional management includes meal planning, careful shopping, appropriate food preparation and intake.
2. Review the food pyramid and its role in meal planning. Refer to registered dietician or to other local resources as appropriate.
3. Emphasize the importance of reading food labels. Instruct the patient/family as necessary.
4. Discuss the merits of various food preparation methods, i.e., broiling or baking is preferred over frying, avoid gravies and sauces, rinsing or blotting excess grease.
5. Emphasize the importance of portion control (appropriate serving sizes).
6. Emphasize that extra caution or planning is required when eating out, using USDA commodities, or going to special events since these foods are usually high in fat and sugar and serving sizes are often inappropriately large.
7. Emphasize that carbohydrates (such as whole grains) and low-fat proteins are preferred and that sugars and fats should be limited.
8. Emphasize the importance of family involvement and early intervention.

PDM-P PREVENTION

OUTCOME: The patient/family will understand major risk factors for development of PDM and will develop a plan for risk reduction.

STANDARDS:

1. Discuss the risk factors for PDM and Type 2 DM, i.e., obesity, sedentary lifestyle.
2. Explain that following an appropriate meal plan and increasing activity levels will reduce the risk of progression of PDM to Type 2 Diabetes.
3. Emphasize the importance of regular screening. Discuss current recommendations for screening.

PDM-TE TESTS

OUTCOME: The patient/family will understand the test to be performed and the reasons for the testing.

STANDARDS:

1. Explain the test(s) ordered, i.e., FBS, $HgbA_{1C}$, Fasting Lipid Profile.
2. Explain any necessary preparation prior to the test(s).
3. Explain the indications, risks and benefits of the test(s).
4. Explain the meaning of test results in relation to what "normal" results are.
5. Explain the test as it relates to planning the course of treatment.

PN—Prenatal

PN-1T FIRST TRIMESTER

OUTCOME: The first trimester patient will understand the progression of pregnancy as related to fetal growth and development and changes in her body.

STANDARDS:

1. Explain the reproductive cycle. Identify and explain the functions of: the ovaries, ova, fallopian tubes, uterus cervix, placenta and vagina as it relates to pregnancy.
2. Discuss fetal growth and development during the first trimester.
3. Emphasize the importance of regular prenatal care, rest, prescribed vitamins, iron and good nutrition.
4. Explain the need for adequate folate intake before pregnancy and throughout the first trimester to help prevent fetal neural tube defects.
5. Emphasize the importance of complete abstinence from alcohol, tobacco, and other drugs. Point out that use of drugs and/or alcohol during pregnancy can result in birth defects or other complications. Evaluate the patient's use of substances and refer for treatment as appropriate. **Refer to AOD.**
6. Teach the patient to inform all health care providers of pregnancy prior to obtaining treatment, i.e., x-rays, medications.
7. Discuss the importance of good personal and dental hygiene as it relates to good health and positive self-image. **Refer to WL-HY.**
8. Discuss the dangers of fetal overheating in relation to hot baths, jacuzzis, sweat lodges, heating pads, etc.
9. Discuss relief measures for the discomforts of pregnancy.
10. Discuss sex during pregnancy. Encourage the patient to ask questions.
11. Emphasize the patient's responsibilities to herself and her growing child. Discuss the dangers of exposure to infectious diseases, i.e., measles, toxoplasmosis, STIs, parvovirus.
12. Emphasize the importance and encourage enrollment in prepared childbirth and parenting classes.

PN-2T SECOND TRIMESTER

OUTCOME: The patient/family will understand the progression of pregnancy as related to fetal growth and development and changes in the body.

STANDARDS:

1. Discuss fetal growth and development in the second trimester.
2. Discuss changes in the mother's body during the second trimester. Discuss exercise, rest, and relief measures for second trimester discomforts of pregnancy.
3. Encourage breastfeeding vs. bottle-feeding. Emphasize the advantages of breastfeeding for both mother and baby. **Refer to BF**.
4. Identify risks and warning signs for preterm labor (i.e., bleeding, cramping, unexplained abdominal pain).

PN-3T THIRD TRIMESTER

OUTCOME: The patient/family will understand the progression of pregnancy as related to fetal growth and development and changes in the body.

STANDARDS:

1. Discuss changes in the mother's body during the third trimester. Discuss exercise, rest, and relief measures for third trimester discomforts of pregnancy.
2. Discuss the anatomy and physiology of lactation and care of the breasts and nipples **Refer to BF.**
3. Discuss sex during the late stages of pregnancy and early postpartum period. Discuss methods of contraception. Emphasize the importance of partner participation in family planning.
4. Discuss the signs of impending labor. Discuss those events that require immediate attention e g., ruptured membranes, bleeding, fever. Emphasize the importance of knowing "when you are in labor" and when to seek medical attention.
5. Discuss the three stages of labor. Discuss the possibility of a C-section.
6. Review breathing exercises for labor. If feasible, refer the patient for childbirth education classes.
7. Discuss hospital admission routines e.g. fetal monitoring, IVs, induction.
8. Explain that a bacteria called *Group B strep* may be dangerous to the baby and explain your institutions screening procedure.
9. **Refer to CB-PRO**.

PN-PTL PRE-TERM LABOR

OUTCOME: The patient/family will understand and identify risks and warning signs of pre-term labor.

STANDARDS

1. Explain that preterm labor may not feel the same as term labor.
2. Emphasize the importance of seeking immediate medical attention for any abnormal feelings especially if they occur at regular interval (i.e., bleeding, cramping, backache, unexplained abdominal pain).
3. Explain that early medical intervention may prevent preterm birth.
4. Explain that the healthcare provider may prescribe bedrest.

PN-ADM ADMISSION

OUTCOME: The prenatal patient/family will understand the hospital admission process for delivery.

STANDARDS:

1. Discuss preparations for preadmission, as appropriate:
   a. What paper work to do in advance.
   b. When to come to the hospital.
   c. What to bring to the hospital.
   d. Where to go for admission. This may include a hospital tour.
   e. What to expect on admission.

PN-AOD ALCOHOL AND OTHER DRUGS

OUTCOME: The patient/family will understand the disease process of chemical dependency/substance abuse and its relationship to fetal development and develop motivation for change.

STANDARDS:

1. Emphasize the importance of complete abstinence from alcohol, inhalants, other drugs and tobacco. Point out that use of alcohol, inhalants and other drugs during pregnancy are associated with birth defects or other complications. Evaluate the patient's use of substances and refer for treatment as appropriate. **Refer to AOD.**
2. Administer CAGE or other screening instrument.
3. Discuss that alcohol use during pregnancy is directly associated with an identifiable syndrome in the child. This syndrome can cause developmental delay, hyperactivity, emotional and behavioral problems, mental retardation, learning disabilities, and decreased ability to function independently as an adult. This syndrome has been called fetal alcohol syndrome, fetal alcohol effect and pervasive developmental delay.
4. Review treatment options available.
5. Refer to community resources as available or appropriate.

PN-BH BEHAVIORAL HEALTH

OUTCOME: The patient/family will understand some of the mental and emotional changes that may take place during and after pregnancy.

STANDARDS:

1. Discuss that pregnancy is a state of hormonal flux and may result in rapid and unpredictable mood swings.
2. Discuss any pre-existing mental or emotional health conditions in the patient or the patient's family.
3. Explain that although some emotional changes may be normal, others may require medication and/or other forms of treatment.
4. Discuss the signs and symptoms of post-partum depression. **Refer to PDEP**.
5. Refer to mental health or other resources as appropriate.

PN-C COMPLICATIONS

OUTCOME: The patient/family will understand the potential complications of pregnancy and the appropriate action to take.

STANDARDS:

1. Discuss the symptoms of pre-term labor. Emphasize the importance of immediate evaluation by a physician if you think you may have pre-term labor. Explain that immediate treatment may decrease the risk of neonatal death or lost pregnancy. Discuss that even with appropriate treatment pre-term labor may have a catastrophic outcome.
2. Explain that any bleeding as heavy as a period should prompt an immediate evaluation by a physician. Explain that this bleeding may be an early sigh of miscarriage. Explain that immediate evaluation by a physician may in some cases reduce the risk of neonatal death or lost pregnancy.
3. Explain that decreased fetal movement should prompt an immediate evaluation in labor and delivery or in another appropriate setting.
4. Emphasize to the patient that pregnancy induced hypertension may be asymptomatic or may be accompanied by warning signs (persistent swelling, persistent headaches, visual changes, decreased fetal movement, sudden weight gain, nausea and vomiting in the third trimester). Stress that immediate medical attention should be sought if warning signs occur. **Refer to PN-PIH.**

PN-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

PN-DC DENTAL CARIES

OUTCOME: The patient/family will understand how maternal oral hygiene and diet affect dental conditions in the mother and infant.

STANDARDS:

1. Explain that tooth decay (dental caries) is partially caused by bacteria in the mouth.
2. Explain that this bacteria can be transmitted from the mother to the infant.
3. Emphasize the importance of never putting bottle nipples, pacifiers, or any feeding utensils in any mouth except the infant's mouth.
4. Emphasize the importance of the prenatal patient having a dental exam and treating dental caries before the birth of the infant.
5. Discuss proper oral hygiene. **Refer to DC-P**.
6. Discuss the importance of early oral hygiene for the infant—even before eruption of the primary teeth.
7. Discuss the necessity of adequate calcium in the diet of prenatal patients to prevent calcium loss from bones and teeth.

PN-DV DOMESTIC VIOLENCE

OUTCOME: Patient/family will understand that domestic violence is a primary, chronic, and preventable disease.

STANDARDS:

1. Discuss the patient/family members' abusive/violent disorder.
2. Discuss the patient's and other family members' attitudes toward their dependency.
3. Explain co-dependency as it relates to domestic violence.
4. Identify risk factors and "red flag" behaviors related to domestic violence.
5. Discuss the role of alcohol and substance abuse as it relates to domestic violence.
6. Explain that the natural course of domestic violence is one of escalation and that without intervention it will not resolve.
7. Be sure family members and other victims are aware of shelters and other support options available in their area. Make referrals as appropriate.
8. Assist to develop a plan of action which will insure safety of all people in the environment of violence.

PN-EX EXERCISE

OUTCOME: The patient will understand the role of physical activity during pregnancy.

STANDARDS:

1. Discuss the benefits of prenatal exercise.
2. Review the basic recommendations of an exercise program during pregnancy.
3. Explain that hormonal changes during pregnancy result in increased elasticity of tendons and may increase the risk of joint injuries.
4. Explain that, in general, a pregnant patient can maintain her previous level of physical activity but should contact her provider for specific instructions.
5. Discuss any physical activities that are contraindicated in this patient.
6. Review the exercise programs available in the community that would be appropriate for this patient.

PN-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

PN-GD GROWTH AND DEVELOPMENT

OUTCOME: The parent(s)/family will understand the unborn infant's growth and development.

STANDARDS

1. Explain conception process, implantation, and cell division, as appropriate.
2. Discuss the functions of the placenta, the amniotic sac, and umbilical cord, as appropriate.
3. Give a basic overview of the unborn infant's growth and development.

PN-GDM GESTATIONAL DIABETES

OUTCOME: The patient/family will understand diabetes or carbohydrate intolerance during pregnancy and establish a plan for control.

STANDARDS:

1. Emphasize management of blood sugar.
2. Discuss careful monitoring and tracking of blood sugar.
3. Emphasize the need for an individualized meal plan by a registered dietitian.
4. Discuss that GDM increases the risk for developing Type 2 Diabetes.
5. Discuss the effect of gestational diabetes on the infant (hypoglycemia in the early neonatal period, respiratory distress, complications of delivery, increased incidence of obesity and future development of Type 2 diabetes.).
6. Explain that development of gestational diabetes in this pregnancy places the patient (mother) at high risk for development of gestational diabetes in the future pregnancies and emphasize that prenatal care for future pregnancies should begin prior to conception.
7. Explain that blood sugar control may be more difficult to obtain in the third trimester due to hormonal changes that elevate blood sugars and insulin may be needed even if it was not needed before.
8. Emphasize the need for follow-up care in the post partum period to monitor blood sugars as recommended.

PN-GEN GENETIC TESTING

OUTCOME: The patient/family will understand that some diseases or conditions are inherited and that testing may be recommended in certain circumstances.

STANDARDS:

1. Explain to the patient/family that some diseases or birth defects can be detected during pregnancy.
2. Explain that not all patients are at equal risk for these conditions.
3. Explain the tests that may be performed (i.e., ultrasound, blood tests, amniocentesis). Discuss the timing of tests as appropriate.
4. Administer the screening questionnaire that is standard for your institution (for example the ACOG antepartum genetic screening questionnaire.
5. Refer appropriate patients to a physician or other provider for further evaluation.

PN-HIV HUMAN IMMUNODEFICIENCY VIRUS

OUTCOME: The patient/family will understand risk factors for HIV (mother and child) and offer referral for testing.

STANDARDS:

1. Discuss risk factors for HIV (mother and child).
2. Offer referral for HIV testing.
3. Explain that early detection, early treatment and full participation with the medication regimen as well as maintaining a healthy lifestyle will often result in a better quality of life and slower progression of the disease and may have beneficial effects upon the delivery and longevity of the child.

PN-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about prenatal issue.

STANDARDS:

1. Provide the patient/family with written patient information literature on prenatal issue.
2. Discuss the content of the patient information literature with the patient/family.

PN - M MEDICATIONS

OUTCOMES: The patient/family will understand the type of medication being prescribed, dosage and administration of the medication.

STANDARDS:

1. Review proper use, benefits, and common side effects of the medication.
2. Emphasize the importance of taking medications as prescribed.
3. Instruct patient on proper administration of the drug.
4. Explain the proper storage of the medication.
5. Discuss potentially adverse interactions with other drugs (i.e., OTC medications, traditional/herbal medications) and the adverse effects of this medication when combined with certain foods.
6. Emphasize the importance of checking with a medical provider prior to starting any prescription, OTC, or herbal/traditional treatments.

PN-NJ NEONATAL JAUNDICE

OBJECTIVE: The family will understand the importance of monitoring for jaundice and the complications of unrecognized jaundice.

STANDARDS:

1. Explain that jaundice is the yellow color seen in the skin of many newborns which is caused by build up of bilirubin in the blood.
2. Explain that everyone's blood contains bilirubin, which is removed by the liver and that before birth, the mother's liver does this for the baby. Explain that many babies develop jaundice in the first few days after birth because it takes a few days for the baby's liver to get better at removing bilirubin.
3. Explain that the yellow skin color caused by bilirubin usually appears first in the face then moves to the chest, abdomen, arms and legs as the bilirubin level increases. Explain that the whites of the eyes may also be yellow.
4. Explain that mild jaundice is harmless but high levels of bilirubin may cause brain damage.
5. Explain that this brain damage can be prevented by treatment of the jaundice before the bilirubin level gets too high. Discuss that treatment options may include medical phototherapy or exchange transfusion.
6. Emphasize that parents should watch closely for jaundice and seek medical attention if jaundice is noticed.
7. Explain that medical personnel can check the level of bilirubin in the blood by blood tests or occasionally by a skin test.
8. Explain that all bilirubin levels must be interpreted in light of the infant's age and that term infants and older infants can tolerate higher levels of bilirubin than preterm infants and younger infants.
9. Explain that jaundice is more common in breastfed infants especially when the infant is not nursing well. Encourage nursing the infant a minimum of 8-12 times a day for the first week of life to increase milk production and keep bilirubin levels down. Emphasize that breastmilk is the ideal food for infants.

PN-N NUTRITION

OUTCOME: The patient/family will understand the role of nutrition in pregnancy as related to maternal health, fetal growth, and development.

STANDARDS:

1. Explain the purpose of appropriate weight gain in pregnancy.
2. Explain the actions to correct constipation, nausea, vomiting or pica.
3. Encourage adequate calcium intake and calcium sources (i.e., milk and milk products, calcium supplements). **Refer to OS-N** for other sources of calcium.
4. Explain the benefits of healthy eating habits.
5. Explain that certain types of fish should be limited due to the risk of contamination (i.e., salmon, mackerel, tuna, sword fish)
6. Explain that breastfeeding in the postpartum period may result in a more rapid return to pre-pregnancy weight.
7. Encourage a limited intake of artificial sweeteners and other foods or beverages sweetened by these products.
8. Encourage liberal intake of water.
9. Discuss supplemental food programs (i.e., WIC, food distribution/commodity programs, food stamps).
10. Refer patients with GDM to a registered dietitian for an individualized meal plan.

PN-PIH PREGNANCY INDUCED HYPERTENSION AND PRE-ECLAMPSIA

OUTCOME: The patient/family will understand the risk, symptoms, and treatment of pregnancy-induced hypertension and preeclampsia.

STANDARDS:

1. Explain the difference between systolic and diastolic blood pressure. Define normal ranges for the individual.
2. Review predisposing factors for hypertension (i.e., obesity, high sodium intake, high fat and cholesterol intake, lack of exercise).
3. Discuss the special condition of pregnancy as a contributing factor to hypertension - either by worsening existing hypertension of by new onset of preeclampsia.
4. Emphasize to the patient that pregnancy-induced hypertension may be asymptomatic or may be accompanied by warning signs (persistent swelling, persistent headaches, visual changes, decreased fetal movement, sudden weight gain, nausea and vomiting in the third trimester.) Stress that medical attention should be sought if warning signs occur.
5. Discuss complications and increased perinatal risk, i.e., maternal convulsions with attendant risk of maternal and/or fetal brain injury, premature birth.
6. Discuss that the healthcare provider may prescribe bedrest.

PN-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand some techniques for reducing the pains and discomforts which are sometimes associated with pregnancy.

STANDARDS:

1. Explain that headaches, abdominal pain, back pain, and certain other pains are common and expected in pregnancy.
2. Discuss types of pain which should prompt an immediate medical evaluation, i.e., pains which come and go at regular intervals, pain associated with bleeding, pain which is unrelieved by conservative measures.
3. Discuss measures which may relieve pain, i.e., warm bath, change of activity, massage.
4. Explain that most pain medications should not be used in pregnancy, but that the patient’s provider can recommend and/or prescribe pain medication if necessary.

PN-S SAFETY AND INJURY PREVENTION

OUTCOME: The patient/family will understand safety measures specific to pregnancy.

STANDARDS:

1. Discuss the regular use of seat belts and children's car seats, obeying the speed limit. Explain that seatbelts clearly save lives and should be worn by all persons including pregnant women.
2. Discuss that seatbelts should be worn low on the hips and the shoulder belt should lie above the pregnant abdomen.
3. Review the dangers inherent in the use of wood-burning stoves, "charcoal pans", kerosene heaters, and other open flames.
4. Review the safe use of electricity and gas.
5. Discuss the proper disposal of waste, including sharps and hazardous materials.
6. Review the proper handling, storage and preparation of food.
7. Review the importance of uncontaminated water sources. Discuss the importance of purifying any suspect water by boiling or chemical purification.
8. Identify which community resources promote safety and injury prevention. Provide information regarding key contacts for emergencies, i.e., 911, Poison Control, hospital ER, police.
9. Discuss the dangers of fetal overheating in relation to hot baths, jacuzzis, sweat lodges, heating pads, etc.

PN-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain the screening device to be used.
2. Explain why the screening is being performed.
3. Discuss how the results of the screening will be used.
4. Emphasize the importance of follow-up care.

PN-SF INTRODUCTION OF THE INFANT TO SOLID FOODS

OUTCOME: The parent/family will understand the appropriate ages to introduce various solid foods. (teach any or all of the following as appropriate to this infant/family)

STANDARDS:

1. Explain that infants should not routinely be fed foods other than breastmilk or formula prior to 4 months of age except under the advice of a healthcare provider.
2. Emphasize that, for some time after the introduction of solid foods, breastmilk/formula will still be the infant's primary source of nutrition.
3. Emphasize that foods should never be given from a bottle or infant feeder and must always be fed from a spoon.
4. Explain that infants may be fed cereal mixed with breastmilk or formula not sooner than 4 months of age. Rice cereal is generally the preferred first solid food. It is normal for an infant to take very small amounts of solid foods for several months. Discard any uneaten food after each meal.
5. Emphasize the need to wait 3-5 days between the addition of new foods to watch for adverse events from the foods.
6. Explain that pureed/or finely mashed vegetables and fruits should be started no earlier than 6 months of age.
7. Explain that some foods such as peanut butter, chocolate, eggs, strawberries, cow or goat milk and citrus should not be fed until the infant is one year of age due to the highly allergenic nature of these foods. Explain that honey and syrups may contain botulism toxin and should not be fed before one year of age.
8. Explain that infants 14-16 moths of age will have a decreased appetite and will become more picky eaters.
9. Emphasize that some foods are easy to choke on and should be avoided until 4 years of age, i.e., nuts, hard candies, gum, carrot sticks, meat on a bone, grapes, popcorn, hot dogs, unpeeled apples, slices of orange.
10. Discuss the importance of offering foods at the appropriate ages but do not insist that infants eat foods when they are not hungry:
    a. Baby knows how much to eat
    b. It is important to go along with the baby when they feel they have finished eating
    c. Some days babies eat a lot other days not as much
    d. No two babies eat the same
11. Explain how to assess readiness, an infant:
    a. who exhibits tongue thrusting is not ready to eat solids.

b. will give you cues to readiness when they open their mouths when they see something coming

c. will close lips over a spoon

d. will keep food in their mouth instead of spitting it out

e. will sit up alone without support

12. Explain that the body of knowledge regarding infant feedings has changed dramatically and advice from family/friends may no longer be appropriate; talk to your healthcare provider.

PN-SHS SECOND-HAND SMOKE

OUTCOME: The patient and/or family will understand the adverse health consequences associated with exposure to second-hand tobacco smoke, and discuss methods for limiting exposure of nonsmokers to tobacco smoke.

STANDARDS:

1. Define “passive smoking”, ways in which exposure occurs:
   a. smoldering cigarette, cigar, or pipe
   b. smoke that is exhaled from active smoker
   c. smoke residue on clothing, upholstery, carpets or walls
2. Discuss harmful substances in smoke
   a. nicotine
   b. benzene
   c. carbon monoxide
   d. many other carcinogens (cancer causing substances)
3. Explain the increased risk of illness in children and adults when exposed to cigarette smoke either directly or via second-hand smoke, i.e., increased colds, asthma, ear infections, pneumonia, lung cancer.
4. Emphasize that the infants who live in the homes where people smoke in the house are three times more likely to die of SIDS than infants who live in a home where no one smokes in the house.
5. Explain that cigarette smoke gets trapped in carpets, upholstery, and clothing and still increases the risk of illness even if the child is not in the room at the time that the smoking occurs.
6. Discuss factors that increase level of exposure to second-hand smoke and preventive methods for minimizing this exposure such as smoking outside and wearing a smock which is removed prior to returning to the house.
7. Encourage smoking cessation or at least never smoking in the home or car.

PN-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in overall health and well-being.

STANDARDS:

1. Explain that uncontrolled stress may cause release of stress hormones which interfere with general health and well-being.
2. Explain that effective stress management may help the patient have a more positive experience with pregnancy and childbirth.
3. Discuss that stress may exacerbate adverse health behaviors such as tobacco, alcohol or other substance use as well as inappropriate eating all of which have been shown to have an adverse effect on the developing baby.
4. Emphasize the importance of seeking professional help as needed to reduce stress.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

PN-SOC SOCIAL HEALTH

OUTCOME: The patient/family will understand social services available.

STANDARDS:

1. Discuss the patient's living situation including access to adequate housing, electricity, refrigeration, sanitation, running water, and adequate and nutritional foods.
2. Discuss the patient's access to transportation. Refer to community resources as available.
3. Discuss the patient's eligibility for state, federal or tribal resource programs, i.e., WIC, state Medicaid, food stamps, commodities, housing assistance. Emphasize that IHS and/or ITU programs may not be able to meet all of the patient's needs therefore she should apply for all programs for which she may be eligible.
4. Discuss adoption, abortion, miscarriage, as appropriate.
5. Refer to Community Resources, Behavioral Health, and/or Social Services as appropriate.

PN-STI SEXUALLY TRANSMITTED INFECTIONS

OUTCOME: The patient and partner will understand risk factors, transmission, symptoms and complications of causative agent(s).

STANDARDS

1. Discuss specific STIs.
2. Explain how STIs are transmitted, i.e., semen, vaginal fluids, blood, mother to infant during pregnancy or child birth, or breastfeeding.
3. Explain how STIs cannot be transmitted, i.e., casual contact, toilet seats, eating utensils, coughing.
4. Explain that there are no vaccines against STIs and that there is no immunity to STIs. List curable and incurable STIs. Stress the importance of early treatment.
5. Explain that infection is dependent upon behavior, not on race, age, or social status.
6. Describe how the mother/fetus is affected.
7. List symptoms of disease and how long it may take for symptoms to appear.
8. List complications that may result if disease is not treated including complications in the unborn child.
9. Review the actions to take when exposed to an STI.

PN-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain any necessary preparation for the test.
3. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
4. Explain how the test relates to the course of treatment.
5. Explain the meaning of the test results, as appropriate.

PN-TO TOBACCO

OUTCOME: The patient/family will understand the dangers of tobacco or nicotine use during pregnancy and make a plan for immediate smoking cessation.

STANDARDS:

1. Review the current factual information regarding tobacco use. Explain that tobacco use in any form is dangerous.
2. Discuss the dangers of tobacco use during pregnancy:
   a. Low birth weight infants
   b. Intrauterine growth retardation
   c. Nicotine withdrawal in the newborn
   d. Increased incidence of asthma and pneumonia in the child
   e. Spontaneous abortion or miscarriage
   f. Placental insufficiency
   g. Explain nicotine addiction.
3. Discuss the common problems associated with tobacco use and the long term effects of continued use of tobacco, i.e., COPD, cardiovascular disease, numerous kinds of cancers including lung cancer.
4. Review the effects of tobacco use on all family members- financial burden, second-hand smoke, greater risk of fire and premature death of a parent or bread winner.
5. Explain dependency and co-dependency.
6. Discuss that smoking is a serious threat to health. Encourage tobacco cessation. **Refer to TO**.

PN-VBAC VAGINAL BIRTH AFTER CESAREAN SECTION

OUTCOME: The patient and labor partner/coach will understand that VBAC is possible, as well as the processes, risks, and benefits associated with VBAC.

STANDARDS

1. Explain that there is a high success rate of VBAC.
2. Explain the importance of having prior medical records to determine whether the patient is a candidate for VBAC.
3. Discuss that there is a faster recovery after VBAC than a repeat C-section.
4. Explain that close monitoring of the labor process will be necessary and that if complications arise a C-section may be necessary.
5. Explain that significant risks from VBAC include uterine rupture, failure to progress in labor, and C-section.

R

XRAY—Radiology/Nuclear Medicine

XRAY-C COMPLICATIONS

OUTCOME: The patient/family will understand the common and important complications that may result from this procedure.

STANDARDS

1. Explain that some patients may have adverse reactions to contrast media or other medications used during radiographic/nuclear medicine procedures.
2. Discuss common and important complications as they apply to the procedure to be performed.
3. Discuss the procedure that will be undertaken if adverse events occur.

XRAY-FU FOLLOW-UP

OUTCOME: The patient/family will understand the conditions that would require follow-up and how to obtain follow-up.

STANDARDS:

1. Discuss the findings that will signify a serious complication or condition.
2. Discuss the procedure for obtaining follow-up appointments.

XRAY-L LITERATURE

OUTCOME: The patient/family will receive written information about the disease process or condition.

STANDARDS:

1. Provide patient/family with written patient information on the disease state or condition.
2. Discuss the content of patient information literature with the patient/family.

XRAY-M MEDICATIONS

OUTCOME: The patient/family will understand the goal of medication therapy as it relates to the procedure to be performed.

STANDARDS:

1. Discuss the proper use, benefits, common side effects, and common interactions of prescribed medications. Review signs of possible toxicity and appropriate follow-up as indicated.
2. Emphasize the importance of full participation with medication regimen.
3. Discuss the mechanism of action as needed.
4. Emphasize the importance of consulting with a health care provider prior to initiating any new medications, including over-the-counter medications.
5. Emphasize the importance of providing a list of all current medications, including non-prescription or traditional remedies, to the provider.

XRAY-PRO PROCEDURE

OUTCOME: The patient/family will understand the radiographic/nuclear medicine procedure to be performed.

STANDARDS:

1. Discuss the method of the radiographic/nuclear medicine procedure that has been ordered.
2. Discuss the indications, risks, and benefits for the proposed procedure.
3. Explain the process and what to expect after the procedure.
4. Explain the necessary preparation, i.e., bowel prep, diet instructions, bathing.
5. Discuss pain management as appropriate.
6. Emphasize post-procedure management and follow-up.

XRAY-S SAFETY

OUTCOME: Explain the procedure used to protect the patient and staff.

STANDARDS:

1. Discuss the use of personal protective equipment (i.e., lead shields, gloves) and their role in preventing transmission of disease or unnecessary radiation exposure.
2. Demonstrate the proper use of equipment to be used.
3. Discuss as appropriate that needles and other infusion equipment are single patient use and will be discarded.
4. Discuss the procedure for accidental needle-stick of the patient or the staff as appropriate.

XRAY-TE TESTS

OUTCOME: The patient/family will understand the test to be performed.

STANDARDS:

1. Explain the test that has been ordered.
2. Explain the necessity, benefits, and risks of the test to be performed. Refer to the primary provider as necessary.
3. Explain any necessary preparation for the test, i.e., fasting.
4. Explain the procedure for obtaining test results.

S

SZ—Seizure Disorder

SZ-C COMPLICATIONS

OUTCOME: The patient/family will understand the potential complications of the patient's seizure disorder.

STANDARDS:

1. Explain some of the complications that may occur during a seizure, i.e., anoxia from airway occlusion by the tongue or by vomitus, traumatic injury, potential for automobile accident.
2. Explain that uncontrolled seizures may result in progressive brain injury.

SZ-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

SZ-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the pathophysiology of seizure disorders.

STANDARDS:

1. Explain that seizures are usually paroxysmal events associated with abnormal electrical discharges of the neurons of the brain.
2. Explain that at least 50% of seizure disorders are idiopathic. No cause can be found and the patient has no other neurologic abnormalities.
3. Discuss the patient's specific type of seizure disorder if known.
4. Explain that following a seizure it is usual for a patient to have a period of increased sleepiness (postictal phase).

SZ-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of regular follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of regular follow-up care in the prevention of complications and adjustment of medications.
2. Encourage full participation in the treatment plan. Discuss the patient/family responsibility in the management of seizure disorder.
3. Discuss the mechanism for obtaining follow-up appointments.

SZ-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about seizure disorders.

STANDARDS:

1. Provide the patient/family with written patient information literature about seizure disorders.
2. Discuss the content of the patient information literature with the patient/family.

SZ-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will understand the impact of a seizure disorder on the patient/family's lifestyle and make a plan for needed adaptations.

STANDARDS:

1. Explain the importance of full participation with therapy to reduce seizure risk.
2. A normal lifestyle should be encouraged. Explain the particular risks of driving and participation in sports or other potentially hazardous activities if the seizure disorder is poorly controlled.
3. Emphasize a common sense attitude toward the patient's illness. Emphasis should be placed on independence and preventing invalidism.
4. Teach the patient's family how to care for the patient during a seizure, i.e.:
   a. Avoid restraining the patient during a seizure
   b. Help the patient to a lying position, loosen any tight clothing, and place something flat and soft such as a pillow under his/her head
   c. Clear the area of hard objects
   d. Avoid forcing anything into the patient's mouth
   e. Avoid using tongue blades or spoons as this may lacerate the patient's mouth, lips or tongue or displace teeth, and may precipitate respiratory distress.
   f. Turn the patient's head to the side to provide an open airway
   g. Reassure the patient after the seizure subsides, orienting him/her to time and place and informing him/her about the seizure.
5. Encourage the patient to get enough sleep as excessive fatigue may precipitate a seizure.
6. Discourage use of alcohol and street drugs as these may precipitate seizures.
7. Encourage the patient to learn to control stress, i.e., relaxation techniques.
8. Discuss the need to avoid photic stimulation such as strobe lights, emergency vehicle lights, light from some ceiling fans or any intermittent repeating light source.
9. Instruct that pregnancy or hormone replacement therapy may lower a person's seizure threshold.
10. Inform the family to keep track of duration, frequency and quality of seizure. Bring this log to the health care provider on follow-up.
11. Refer to community resources as appropriate.

SZ-M MEDICATIONS

OUTCOME: The patient/family will understand the goal of drug therapy and be able to demonstrate and explain the use of prescribed medication.

STANDARDS:

1. Explain the importance of full participation with the prescribed medication schedule. Review the patient's medications. Reinforce the importance of knowing the drug dose and dosing intervals.
2. Review common and important side effects, signs of toxicity, and drug/drug, and drug/food interactions. Review signs of toxicity that should prompt immediate evaluation. Of note there is an interaction between most seizure medications and birth control pills that may make the contraceptive less reliable.
3. Explain the importance of having anticonvulsant blood levels checked at regular intervals even if seizures are under control as applicable.
4. Explain how consistent use of anticonvulsant medications as prescribed can facilitate a more active lifestyle by improved seizure control.
5. Emphasize the importance of notifying the health care provider if the patient is not taking the medication as prescribed.
6. Advise women of childbearing age to inform their health care provider prior to becoming pregnant or as soon as pregnancy is expected as many anticonvulsant medications may be teratogenic.

SZ-S SAFETY AND INJURY PREVENTION

OUTCOME: The patient/family will understand the necessary measures to undertake to avoid injury of the patient or others.

STANDARDS:

1. Teach the patient’s family how to care for the patient during a seizure, i.e.:
   a. Avoid restraining the patient during a seizure
   b. Help the patient to a lying position, loosen any tight clothing, and place something flat and soft such as a pillow under his/her head.
   c. Clear the area of hard objects
   d. Avoid forcing anything into the patient’s mouth
   e. Avoid using tongue blades or spoons as this may lacerate the patient’s mouth, lips or tongue or displace teeth, and may precipitate respiratory distress.
   f. Turn the patient’s head to the side to provide an open airway
   g. Reassure the patient after the seizure subsides, orienting him/her to time and place and informing him/her about the seizure.
2. Explain the particular risks of driving and participation in sports or other potentially hazardous activities if the seizure disorder is poorly controlled.

SZ-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in seizure disorders.

STANDARDS:

1. Explain that uncontrolled stress is linked with an increased frequency of seizures.
2. Explain that effective stress management may reduce the occurrence of seizures, as well as help improve the patient's health and well-being.
3. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use, all of which can increase the risk of morbidity and mortality of seizure disorders.
4. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
5. Provide referrals as appropriate.

SZ-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

SARS—Severe Acute Respiratory Syndrome

SARS-C COMPLICATIONS

OUTCOME: The patient/family will understand the potential consequences of exposure to and/or infection with the SARS virus.

STANDARDS:

1. Discuss with the patient/family the common or significant complications that may occur after infection with the SARS virus.
2. Discuss common or significant complications which may be prevented by full participation with the treatment regimen.
3. Discuss common or significant complications which may result from treatment(s).

SARS-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pathophysiology, symptoms and prognosis of infection with the SARS virus.

STANDARDS:

1. Explain that SARS is a respiratory illness that is caused by a new virus, (called the SARS virus); the SARS virus is similar to the coronavirus, which is a frequent cause of the common cold. Explain that the SARS virus was discovered after February 1, 2003 so infections prior to this date are unlikely to have been diagnosed as SARS.
2. Explain that symptoms usually start two to seven days after exposure to SARS. Explain that the SARS virus may spread through face-to-face contact, airborne spread, contact with contaminated stool, or possibly environmental factors.
3. Discuss the current information regarding causative factors and pathophysiology of infection with the SARS virus.
4. Discuss the signs/symptoms and usual progression of SARS. Explain that infection with SARS begins with a fever of 100.5 degrees Fahrenheit or higher with or without rigors, which may be accompanied by other nonspecific symptoms such as fatigue, headache, and myalgias. After three to seven days, respiratory symptoms such as a nonproductive cough and dyspnea may begin. This may progress to respiratory failure and require artificial means of ventilation, i.e., intubation and/or mechanical ventilation.
5. Explain that some cases may be very severe and result in death while others may result in less severe cases similar to the common cold. Discuss that some groups, such as the elderly, persons with diabetes, pulmonary disease or other chronic illnesses, are at increased risk of severe disease.

SARS-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

SARS-HM HOME MANAGEMENT

OUTCOME - The patient/family will understand the necessity of home management of their disease as appropriate and make a plan for implementation.

STANDARDS:

1. Discuss the home management plan and methods for implementation of the plan.
2. Explain the importance of following a home management plan, i.e., prevention of the spread of the SARS virus. **Refer to SARS–LA**.
3. Explain the use and care of any necessary home medical equipment.

SARS-HY HYGIENE

OUTCOME: The patient will recognize good personal hygiene as an aspect of wellness.

STANDARDS:

1. Discuss the importance of personal hygiene to prevent the spread of the SARS virus.
2. Emphasize the importance of hand washing to prevent the spread of SARS.
3. Explain that utensils, towels, and bedding should not be shared without proper washing.

SARS-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about the disease process or condition.

STANDARDS:

1. Provide patient/family with written patient information on the disease state or condition.
2. Discuss the content of patient information literature with the patient/family.

SARS-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will understand the lifestyle adaptations that may be necessary to prevent the spread of the of the SARS virus to others or to improve physical health.

STANDARDS:

1. Discuss the importance of good hygiene and avoidance of high risk behaviors.
2. Discuss the current recommendations regarding quarantine or other methods to reduce the spread of SARS virus.
3. Review the community resources available to assist the patient in making lifestyle changes. Refer as appropriate.

SARS-M MEDICATIONS

OUTCOME - The patient/family will understand the goal of drug therapy and be able to demonstrate and explain use of the prescribed regimen.

STANDARDS:

1. Explain that there are currently no medications (treatment or vaccine) to treat infection with the SARS virus. Some medications may help to alleviate the symptoms or prevent complications associated with the infection.
2. Discuss proper use, benefits, common side effects, and common interactions of prescribed medications. Review signs of possible toxicity and appropriate follow-up as indicated.
3. Emphasize the importance of full participation with medication regimen.
4. Discuss the mechanism of action as needed.
5. Emphasize the importance of consulting with a health care provider prior to initiate any new medications, including over-the-counter medications.
6. Emphasize the importance of providing a list of all current medications, including non-prescription or traditional remedies, to the provider.

SARS-P PREVENTION

OUTCOME - The patient/family will understand that healthy lifestyle behaviors can reduce the risk of developing diseases, conditions, or complications.

STANDARDS:

1. Discuss activities that decrease the risk for contracting the SARS virus such as avoidance of people exposed to the SARS virus or who have SARS and following CDC travel advisories. It is not known whether wearing a surgical mask prevents the spread or contracting of the SARS virus.
2. Discuss the importance of good hygiene and avoidance of high risk behavior.
3. Explain that the SARS virus can be contracted more than once.

SARS-TE TESTS

OUTCOME - The patient/family will understand the test(s) to be performed including indications and its impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed and how it relates to the course of treatment.
3. Explain any necessary preparation for the test, i.e., fasting.
4. Explain the meaning of test results.
5. Explain the implications of refusal of testing.

SARS-TX TREATMENT

OUTCOME - The patient/family will understand the possible treatments that may be available for SARS.

STANDARDS:

1. Explain that the treatment plan will be made by the patient and medical team after reviewing available options.
2. Discuss the treatment plan including lifestyle adaptations, pharmacologic, surgical, and psychosocial aspects of the treatment plan.
3. Discuss the importance of adhering to the treatment plan, including scheduled follow-up.
4. Refer to community resources as appropriate.

STD—Sexually Transmitted Disease

Refer to **STI—Sexually Transmitted Infections**.

STI—Sexually Transmitted Infections

STI-C COMPLICATIONS

OUTCOME: The patient/family/partner will understand the common and important complications of sexually transmitted infections.

STANDARDS:

1. Explain that the most common complication of untreated or progressed STI is pelvic inflammatory disease, infertility, and/or sterility.
2. Explain that some STIs if left untreated can progress to disability, disfigurement, and/or death.
3. Discuss that having one sexually transmitted infection greatly increases a person's risk of having a second sexually transmitted infection.
4. Explain the importance of HIV testing.
5. Discuss that some sexually transmitted infection can be life-long or fatal.
6. Discuss the potential for harm to a fetus from the sexually transmitted infection or its treatment.

STI-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

STI-FU FOLLOW-UP

OUTCOME: The patient/family/partner will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

STI-I INFORMATION

OUTCOME: The patient/family/partner will understand risk factors, transmission, symptoms and complications of causative agent(s).

STANDARDS

1. Discuss specific STI.
2. Explain the importance of partner(s) notification in the treatment and prevention of the spread of infection.
3. Explain how STIs are transmitted, i.e., semen, vaginal fluids, blood, mother to infant during pregnancy, child birth, breastfeeding, skin-to-skin contact.
4. Explain how STIs cannot be transmitted, i.e., casual contact, toilet seats, eating utensils, coughing.
5. Explain that there are no vaccines against STIs and that there is no immunity to STIs. List curable and incurable STIs. Stress the importance of early treatment.
6. Explain that infection is dependent upon behavior, not on race, age, or social status.
7. Describe how the body is affected.
8. List symptoms of infection and how long it may take for symptoms to appear.
9. List complications that may result if infection is not treated.
10. Review the actions to take when exposed to an STI.

STI-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family/partner will receive written information about sexually transmitted infections.

STANDARDS:

1. Provide the patient/family with written patient information literature on sexually transmitted infections.
2. Discuss the content of the patient information literature with the patient/family.

STI-M MEDICATION

OUTCOME: The patient/family/partner will understand the goal of drug therapy and be able to demonstrate and explain use of the prescribed regimen.

STANDARDS:

1. Discuss proper use, benefits, common side effects, and common interactions of prescribed medications. Review signs of possible toxicity and appropriate follow-up as indicated. Explain that medications may cure bacterial STIs but typically provide only symptomatic relief for viral STIs.
2. Emphasize the importance of full participation with medication regimen.
3. Discuss the mechanism of action as needed.
4. Emphasize the importance of consulting with a health care provider prior to initiating any new medications, including over-the-counter medications. Emphasize the importance of informing the provider of any allergies or the potential for pregnancy.
5. Emphasize the importance of providing a list of all current medications, including non-prescription, complementary medicine or traditional remedies, to the provider.
6. Explain that in most cases, the patient's partner(s) will need to be treated. Describe the treatment regimen as appropriate.

STI-P PREVENTION

OUTCOME: The patient/family/partner will plan behavior patterns which will prevent STI infections.

STANDARDS:

1. List behaviors that eliminate or decrease risk of infection, i.e., use of latex condoms, use of spermicide with condom, monogamy, abstinence, not injecting drugs. Non-latex condoms, while not as effective as latex, are recommended when latex sensitivity is an issue.
2. Describe behavior changes which prevent transmission of STIs.
3. Discuss proper application of a condom.
4. Describe type of lubricant to use with condom, i.e., water-based gels, such as K-Y, Astroglide, Foreplay.
5. Describe how alcohol/substance use and/or abuse can affect ability to use preventive measures.

STI-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in sexually transmitted infections.

STANDARDS:

1. Explain that uncontrolled stress is linked with an increased recurrence of symptomatic outbreaks with many sexually transmitted infections, such as genital herpes and human papilloma virus.
2. Explain that effective stress management may help reduce the frequency of outbreaks, as well as help improve the patient's health and well-being.
3. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals in small attainable increments
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation or prayer
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
4. Provide referrals as appropriate.

STI-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed including indications and its impact on further care.

STANDARDS:

1. Explain the test ordered and any special preparatory information, such as first morning void versus not voiding prior to test.
2. Explain the necessity, benefits and risks of the test to be performed and how it relates to the course of treatment.
3. Explain the meaning of test results.

STI-TX TREATMENT

OUTCOME: Patient and partner will understand their treatment plan.

STANDARDS:

1. Emphasize the importance of early detection and treatment.
2. Stress the importance of treatment of the partner to prevent re-infection and spread of the infection.
3. Discuss the patient's specific treatment plan.
4. Discuss the importance of routine follow-up and testing as appropriate.

SWI—Skin and Wound Infections

SWI-C COMPLICATIONS

OUTCOME: The patient/family will understand the complications associated with skin and wound infections.

STANDARDS:

1. Review with the patient/family the symptoms of a generalized infection, i.e., high fever spreading redness, red streaking, increased tenderness, changes in mental status, decreased urine output.
2. Review with the patient/family the effects of uncontrolled skin or wound infections (i.e., cellulitis) or generalized infection, i.e., loss of limb, need for facsiotomy and skin grafting, multi-organ failure, death.
3. Inform patient/family that scarring and/or tissue discoloration may develop after healing of the wound.
4. Emphasis the importance of early treatment to prevent complications.

SWI-DP DISEASE PROCESS

OUTCOME: The patient/family will understand cause and risk factors associated with skin and wound infections.

STANDARDS:

1. Review the current information regarding the causes and risk factors of skin and wound infections.
2. Explain how breaks in the skin can allow bacteria to enter the body.
3. Discuss importance of daily hygiene and skin inspection.
4. Explain that minor wounds should be kept clean and treated early to prevent serious skin or wound infections.
5. Explain, as appropriate, that the use of immunosuppressive or corticosteroid medication may increase the risk for skin and wound infections.
6. Explain, as appropriate, that elevated blood sugar increases the risk of serious skin and wound infections and impedes healing.
7. Review, as appropriate, peripheral vascular disease and/or ischemic ulcers as appropriate. **Refer to PVD.**
8. Discuss with the patient/family the pathophysiologic process of an inflammatory response.

SWI-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction as appropriate.
6. Discuss proper disposal of associated medical supplies.
7. For inpatients, explain that the various alarms are to alert the medical personnel of the patient's status and/or the function of the equipment.
8. Emphasize the importance of not tampering with any medical device.

SWI-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointment.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that follow-up appointments should be kept.
4. Explain signs or symptoms that would prompt immediate follow-up, i.e., redness, purulent discharge, fever, increased swelling or pain.

SWI-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about skin and wound infections.

STANDARDS:

1. Provide patient/family with written patient information literature.
2. Discuss the content of the patient information literature with the patient/family.

SWI-M MEDICATION

OUTCOME: The patient/family will understand the importance of full participation with the prescribed medication regimen.

STANDARDS:

1. Discuss reason for specific medication in treatment of this patient's infection.
2. Review directions for use and duration of therapy.
3. Discuss expected benefits of therapy as well as the important and common side effects. Discuss side effects that should prompt a return visit.
4. Discuss importance of full participation with medication regimen and how completion of an antibiotic course will help prevent the development of antibiotic resistance.
5. Emphasize the importance of follow-up.

SWI-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient and may be multifaceted. **Refer to PM.**
2. Explain that short term use of narcotics may be helpful in pain management as appropriate.
3. Explain that other medications may be helpful to control the symptoms of pain.
4. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
5. Discuss non-pharmacologic measures that may be helpful with pain control.

SWI-P PREVENTION

OUTCOME: The patient/family will understand the appropriate measures to prevent skin and wound infections.

STANDARDS:

1. Discuss avoidance of skin damage by wearing appropriate protective equipment (i.e., proper footwear, long sleeves, long pants, gloves), as appropriate.
2. Explain importance of good general hygiene and cleaning any breaks in the skin and observing for infections. **Refer to WL-HY**.
3. Review importance of maintaining good general health and controlling chronic medical conditions, especially glycemic control in diabetes. **Refer to DM-FTC.**

SWI-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

SWI-WC WOUND CARE

OUTCOME: The patient/family will understand the necessity and procedure for proper wound care and infection control measures. As appropriate they will demonstrate the necessary wound care techniques.

STANDARDS:

1. Explain the reasons to care appropriately for the wound, i.e., decreased infection rate, improved healing.
2. Explain the correct procedure for caring for this patient's wound.
3. Detail the supplies necessary for care of this wound (if any) and how/where they might be obtained
4. Emphasize the proper methods for disposal of used supplies.
5. Emphasize the importance of follow-up.
6. Discuss any special recommendations or instructions particular to the patient's wound.

SIDS—Sudden Infant Death Syndrome

SIDS-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

SIDS-I INFORMATION

OUTCOME: Parents/Family will understand what SIDS is and factors that are associated with increased risk of SIDS.

STANDARDS:

1. Explain that SIDS stands for Sudden Infant Death Syndrome. It is the sudden and unexplained death of a baby under 1 year of age. Most SIDS deaths happen between 2 and 4 months of age, occur during colder months, and more likely to be boys than girls.
2. Explain that because many SIDS babies are found in their cribs, some people call SIDS "crib death." But, cribs do not cause SIDS.
3. Explain that the cause of SIDS remains unknown. SIDS is unique, because, by definition its major presenting symptom is unexplained death. The diagnosis is based entirely on what is not found. SIDS is, in other words, a diagnosis of exclusion.
4. Emphasize that although the incidence of SIDS is on the decline in the US, the rate of SIDS highest among Native Americans and Alaska Natives.
5. Explain that several important factors are associated with an increased risk of SIDS. These factors are prone (stomach) and side infant sleeping positions, exposure of infants to cigarette smoke and potentially hazardous sleeping environments.

SIDS-L PATIENT INFORMATION LITERATURE

OUTCOME: The parent(s) and family will receive written information about Sudden Infant Death Syndrome.

STANDARDS:

1. Provide the parent(s) and family with written information about SIDS.
2. Discuss the content of the patient information literature with the parent(s) and family.

SIDS-P PREVENTION

OUTCOME: The parents and/or family will understand the factors associated with an increased risk of SIDS and how to lower the risk of SIDS and prevent problems.

STANDARDS

1. Explain that placing your baby on his or her back to sleep, even for naps, is the safest sleep position for a healthy baby and has been proven to reduce the risk of SIDS. "Back is best" from a SIDS risk-reduction point of view. There is no evidence of increased risk of choking or other problems associated with healthy infants sleeping on their backs.
2. Explain that the stomach sleeping position is associated with the highest risk of SIDS. Side lying position falls in between and babies who sleep on their sides can roll onto their stomach and have an increased risk of SIDS.
3. Explain that when a baby sleeps only in the back position, some flattening of the back of the head may occur. Flat spots on the back of the head are not harmful or associated with any permanent effects on head size and go away a few months after the baby learns to sit up.
4. Discuss that specialists recommend changing the baby's head position during sleep to minimize the effects on head shape. One way to do this is to alternate the head of the bed to the foot of the bed on alternate nights. That is, place the baby's head on different ends of the bed on different nights with the face always facing the inside of the room.
5. Explain that "tummy time" is important. An infant can safely be placed on his or her tummy when he/she is awake and someone is watching. This is important for infant development and will help make neck and shoulder muscles stronger.
6. Explain that there is no evidence that infant home monitoring can prevent SIDS. Physicians may recommend monitors in some special circumstances.
7. Discuss that the greatest majority of infants dying of SIDS are apparently healthy infants who do not meet the criteria for home monitoring.
8. Discuss that other sleep behaviors are associated with a higher than average rate of SIDS deaths; (co-sleeping, fluffy materials in the bed with the infant, waterbed sleeping, sleeping in the same bed with other persons, overheating during sleep.
9. Discuss that alcohol use in the first trimester of pregnancy is associated with increased risk of SIDS death.
10. Explain that infants who sleep in homes where smoking occurs inside the home are at a greatly increased risk of dying of SIDS compared to infants who sleep in homes where no one ever smokes in the home.
11. Encourage the client to be receptive to home visits by public health nurses as this has been associated with a lower risk of SIDS deaths.

SIDS-S SAFETY AND INJURY PREVENTION

OUTCOME: The parents/family will understand that even though there is no way to know which babies might die of SIDS, there are some measures that can be taken to make their baby safer.

STANDARDS:

1. Discuss that placing a baby to sleep on soft mattresses, sofa cushions, waterbeds, sheepskins, or other soft surfaces can increase the risk of SIDS, possibly by increasing the risk of carbon dioxide rebreathing (asphyxiation).
2. Emphasize firm bedding, Discourage the use of pillows, loose bedding, crib bumpers, fluffy blankets and stuffed toys in the baby's sleep area. Make sure baby's face and head stays uncovered during sleep.
3. Discuss potential hazards of overheating. Don't let baby get too warm during sleep. Babies should be lightly dressed and covered with a sheet or thin blanket, and the room temperature should be comfortable. The current recommendation is for no more than two layers of clothing during sleep.
4. Discuss that there are hidden hazards in letting babies sleep on adult beds, including falls, suffocation, and getting trapped between the bed and wall, the head board, and foot board. Beds are not designed to meet safety standards for infants and carry risk of accidental entrapment and suffocation.
5. Explain that it is currently believed that the safest place for an infant to sleep is in a crib with a firm mattress. Sleeping alone, with no other person in the bed is recommended. Infants sleeping in adult beds are at increase risk of suffocation.

SIDS-SHS SECOND-HAND SMOKE

OUTCOME: The patient and/or family will understand the adverse health consequences associated with exposure to second-hand tobacco smoke, and discuss methods for limiting babies' exposure to tobacco smoke.

STANDARDS:

1. Define "passive smoking", ways in which exposure occurs:
   a. smoldering cigarette, cigar or pipe
   b. smoke that is exhaled from active smoker
   c. smoke residue on clothing, upholstery, carpets, or walls.
2. Discuss harmful substances in smoke
   a. nicotine
   b. benzene
   c. carbon monoxide
   d. many other carcinogens (cancer causing substances).
3. Discuss that tobacco smoke increases the risk of SIDS and it appears to be related to the "dose" of passive-smoke exposure - - the greater the exposure to smoke both before and after birth, the higher the risk of SIDS.
4. Explain that smoking anywhere in the home may increase the risk, so just going into another room to smoke is not sufficient. Smoke gets trapped in carpets, upholstery, and clothing. Parents should keep the baby in a smoke-free environment.
5. Discuss factors that increase level of exposure to second-hand smoke and preventive methods for minimizing this exposure.
6. Encourage and offer smoking cessation or at least never smoking in the home or car.
7. **Refer to TO**.

SB—Suicidal Behavior

SB-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

SB-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

SB-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about suicidal behavior.

STANDARDS:

1. Provide the patient/family with written patient information literature on suicidal behavior.
2. Discuss the content of patient information literature with the patient/family.

SB-PSY PSYCHOTHERAPY

OUTCOME: The patient will understand the goals and process of such therapy.

STANDARDS:

1. Emphasize that for the process of psychotherapy to be effective the patient must keep all appointments. Emphasize the importance of openness and honesty with the therapist.
2. Explain to the patient/family that the therapist and the patient will jointly establish goals, ground rules, and duration of therapy.

SB-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain the screening device to be used.
2. Explain why the screening is being performed.
3. Discuss how the results of the screening will be used.
4. Emphasize the importance of follow-up care.

SB-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in suicidal behaviors.

STANDARDS:

1. Explain that uncontrolled stress is linked with the onset of major depression and contributes to more severe symptoms of depression.
2. Explain that uncontrolled stress can interfere with the treatment of suicidal behaviors.
3. Explain that effective stress management may reduce the severity of symptoms the patient experiences, as well as help improve the health and well-being of the patient.
4. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all of which can increase the severity of the depression and increase risk of suicidal behaviors.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

SB-TX TREATMENT

OUTCOME: The patient/family will have a basic understanding of the short and long term goals and expected result of treatment.

STANDARDS:

1. Reassure the patient. Reinforce the fact that the patient is not alone and that he/she can be helped.
2. Discuss options for treatment, both short-term and long-term.
3. Discuss that there may be an initial crisis stabilization period followed by a longer period of psychotherapy and lifestyle adjustments.

SB-WL WELLNESS

OUTCOME: The patient/family will understand some of the factors which contribute to a balanced and healthy lifestyle.

STANDARDS:

1. Explain that a healthy diet is an important component of behavioral and emotional health. **Refer to WL-N.**
2. Emphasize the importance of stress reduction and exercise in behavioral and emotional health.
3. Explain that behavior and emotional problems often result from unhealthy patterns of social interaction. Help to identify supportive social networks.
4. Emphasize that use of alcohol and/or other drugs of abuse can be extremely harmful to behavioral and emotional health. **Refer to AOD.**
5. Emphasize that behavioral and emotional problems often co-exist with domestic violence. Encourage the patient to use local resources as appropriate. **Refer to DV.**
6. Explain other ways the patient can help him/herself feel better:
   a. Talk to someone you trust.
   b. Try to figure out the cause of your worries.
   c. Understanding your feelings will help you see other ways for dealing with your anger or depression.
   d. Write down a list of good things you have done. Remember them and even read the list out loud to yourself when you feel bad.
   e. Do not keep to yourself; being with other people that support and encourage you as much as possible.
   f. **In an emergency or during a crisis call 9-1-1** or other emergency access numbers or crisis hotlines.

SUN—Sun Exposure

SUN-C COMPLICATIONS

OUTCOME: The patient/family will understand the complications associated with excessive sun exposure.

STANDARDS

1. Explain that UVB causes sunburn and plays a significant role in superficial skin cancers called basal cell carcinomas and squamous cell carcinomas.
2. Discuss the 4 ABCD warning signs of malignant melanoma:
   a. Asymmetry – one half of the mole or lesion differs from the other half
   b. Border – The border of the mole or lesion is irregular, scalloped or underlined
   c. Color – Color varies from one area to another within the mole or lesion
   d. Diameter – The mole or lesion is larger than 6mm across – about the size of a pencil eraser
3. Explain that sunburns before the age of 18 are more likely to cause skin cancers later on in life.
4. Explain that excessive sun exposure causes premature aging of the skin.
5. Explain that dehydration and pain are common complications of sunburn.
6. Explain that secondary infections may result from sunburns that blister and peel.

SUN-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the pathophysiology of overexposure to the sun or other UV radiation/light.

STANDARDS:

1. Explain that the two types of ultraviolet radiation – ultraviolet A (UVA) and ultraviolet B (UVB) – have an effect on your skin and can impair your skin's DNA repair system which may contribute to cancer.
2. Explain that UVA usually causes the leathery, sagging, brown-spotted skin of those who spend a lot of time in the sun. UVA can also penetrate window glass, including car windows. Tanning beds are a source of high doses of UVA.
3. Explain that sunburn is the result of overexposure to the sun's ultraviolet (UV) radiation. Repeated exposure to UV radiation both tans and damages your skin. The signs and symptoms of sunburn usually appear within a few hours of exposure, bringing pain, redness, swelling and occasional blistering. Because sun burn often affects a large area of your skin, sunburn can cause headache, fever and fatigue.
4. Explain that the first step is to determine the degree and the extent of damage to body tissues. Damage from the sun is usually limited to first and second degree burns:
   a. First-degree burns are those in which only the outer layer of skin (epidermis) is burned. The skin is usually red, with swelling and pain sometimes present. The outer layer of skin hasn't been burned through. Treat a first degree burn as a minor burn unless it involves substantial portions of the hands, feet, face, or other large areas of the body.
   b. Second-degree burns are when the first layer of skin has been burned through and the second layer of skin (dermis) also is burned. Blisters develop and the skin takes on an intensely reddened, splotchy appearance. Second-degree burns produce severe pain and swelling.

SUN-I INFORMATION

OUTCOME: Parents/Family will understand sunburns; and the factors that are associated with increased risk of sunburn.

STANDARDS:

1. Explain that the UV content of sunlight varies. It's greater at higher elevations because it is unfiltered by clouds or haze. But reflected UV light also comes from snow, sand, water and other highly reflective surfaces and can burn as severely as direct sunlight. You can also get sunburn on a cloudy day
2. Explain that protection from the sun is very important in the prevention of skin cancer. Protective steps should begin in early childhood. Regular, proper use of broad-spectrum sunscreens such as those that offer protection from both UVA and UVB radiation is the key in preventing sunburn, sun damage and skin cancer.
3. Explain that regardless of skin pigmentation, all people are at risk for sun damage to their skin and should wear sunscreen.

SUN-L PATIENT INFORMATION LITERATURE

OUTCOME: The parent(s) and family will receive written information appropriate to the type and degree of the sunburn.

STANDARDS:

1. Provide written information about first and second-degree burns that are the result of over-exposure to the sun.
2. Discuss the content of the patient information literature.

SUN-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will understand the lifestyle adaptations necessary to prevent complications of sunburn.

STANDARDS:

1. Review lifestyle aspects/changes that the patient has control over, such as:
   a. Consistent use of a sunscreen each and every day
   b. Discuss the importance of infants, children and youth using a sunscreen. Explain that sunburns before the age of 18 are more likely to cause skin cancers later on in life.
   c. Avoid the use of tanning beds
   d. Limit outdoor exposure to early morning or late afternoon. Sunlight is strongest from 11am-2pm.
   e. Wear appropriate clothing to cover the body, i.e., long sleeved shirts and wide brimmed hats.

SUN-P PREVENTION

OUTCOME: The patient/family will understand the factors associated with an increased risk of sunburns and how to lower the risk of sunburn and prevent complications.

STANDARDS

1. Explain that protection from the sun is very important in the prevention of skin cancer. Protective steps should begin in early childhood. Regular, proper use of broad-spectrum sunscreens such as those that offer protection from both UVA and UVB radiation is the key in preventing sunburn, sun damage and skin cancer.
2. Explain that when purchasing sunscreens, it is important to check the label to ensure that the product is a broad spectrum sunscreen offering both UVA and UVB protection. Sunscreen advertisements such as total sunblock, waterproof, all-day protection and deep-tanning are mis-leading as they do not necessarily offer both UVA and UVB protection. Read sunscreen labels carefully for UVA and UVB protection.
3. Explain that the Sun Protection Factor (SPF) ratings are based on how much longer someone may be protected from sunburn than he or she is if no sunscreen were applied. For example, if you normally burn in 20 minutes, a product with SPF 15 may allow you to stay out in the sun 15 times longer, if properly applied. The minimum level of SPF purchased should be SPF 15.
4. Explain that most people use sunscreens too sparingly. A liberal application is 1 ounce – two tablespoons full – to cover exposed parts of the body.
5. Explain that the timing of sunscreen application is also important. To have the best effect, sunscreens need to be applied 30 minutes before any outdoor activities– not after you go out.
6. Explain that because of sweating, swimming and toweling off, sunscreen should be reapplied throughout the day. Even water-resistant sunscreens need to be reapplied every 90 minutes.
7. Discuss the need to avoid using tanning beds. There is no such thing as a safe tan. Tanning beds aren't safe, and they may cause skin cancer. While tanning salons may advertise that they use only UVA light, research doesn't support VUA being "good" and UVB – as being "bad." Both UVA and UVB may increase the risk of skin cancer or melanoma.
8. Explain that if a tan is desired, consider use of one of the many "bronzers" available at cosmetic counters. Patients using "bronzers" must be reminded that they must still use a sunscreen over their "bronzer" as bronzers usually do not contain sunscreens.
9. Discuss ways in which the patient can protect themselves from the sun regardless of whether you are in the sun for work or play.
10. Explain that regardless of skin pigmentation, all people are at risk for sun damage to their skin and should wear sunscreen.

SUN-S SAFETY AND INJURY PREVENTION

OUTCOME: The patient will understand that precautions should be taken every day to avoid over exposure to UVA and UVB sunlight.

STANDARDS:

1. Discuss the consistent use of a sunscreen each and every day.
2. Discuss the added importance of infants, children and youth using a sunscreen.
3. Remind patient/family to avoid the use of tanning beds.
4. Emphasize outdoor exposure during the 11am-2pm time period should be limited.

SUN-TX TREATMENT

OUTCOME: The patient/family will understand the importance of treating the discomforts of sunburn and when to seek appropriate medical care.

STANDARDS:

1. Explain that exposure to large areas of the skin can result in headache, fever, fatigue, and dehydration.
2. Explain that if you have a sunburn:
   a. Take a cool bath or shower
   b. Apply an aloe vera lotion several times a day
   c. Leave blisters intact to speed healing and avoid infection. If they burst, apply an antibacterial ointment on the open areas and cover with a sterile gauze bandage.
3. Explain, if needed, for discomfort take a mild over-the-counter analgesic.
4. Encourage consumption of water or other non-caffeinated beverages.
5. Explain that severe sunburn may require and benefit from medical attention.
6. Encourage the patient to be smart about sun exposure:
   a. wear a broad-brimmed hat and light-colored clothing that covers your exposed skin
   b. use a broad-spectrum sunscreen
   c. limit outdoor sports and other activities to the early morning or late afternoon whenever possible.
   d. wear UVA and UVB rated sunglasses
7. Explain that the use of alcohol and other drugs may impair sound judgment when participating in outdoor activities. Caution should be exercised in combining the use of alcohol and other drugs with outdoor activities.
8. Refer to **BURN**.

SPE—Surgical Procedures and Endoscopy

SPE-C COMPLICATIONS

OUTCOME: The patient/family will understand the common and important complications of the proposed procedure.

STANDARDS:

1. Discuss the common and important complications of the proposed procedure.
2. Discuss alternatives to the proposed procedure.

SPE-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient’s condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

SPE-EQ EQUIPMENT

OUTCOME: The patient/family will have an understanding and demonstrate (when appropriate) the proper use and care of equipment.

STANDARDS:

1. Discuss the indications for and benefits of the prescribed medical equipment.
2. Discuss types and features of the medical equipment as appropriate.
3. Discuss and/or demonstrate proper use, care, and cleaning of medical equipment.
4. Participate in a return demonstration by the patient/family.
5. Discuss signs of equipment malfunction and proper action in case of malfunction as appropriate.
6. Discuss proper disposal of associated medical supplies.
7. For inpatients, explain that the various alarms are to alert the medical personnel of the patient's status and/or the function of the equipment.
8. Emphasize the importance of not tampering with any medical device.

SPE-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to make and keep follow-up appointments.

STANDARDS:

1. Emphasize the importance of follow-up care.
2. Explain the procedure for obtaining appointments.

SPE-IS INCENTIVE SPIROMETRY

OUTCOME: The patient will understand the reason for use of the incentive spirometer and demonstrate appropriate use.

STANDARDS:

1. Explain that regular and appropriate use of the incentive spirometer according to instructions reduces the risk of respiratory complications including pneumonia.
2. Explain that the optimal body position for incentive spirometry is semi-Fowler's position which allows for free movement of the diaphragm.
3. Instruct the patient to exhale normally and evenly inhale maximally through the spirometer mouthpiece.
4. Encourage the patient to hold the maximal inspiration for a minimum of three seconds to allow for redistribution of gas and opening of atelectatic areas.
5. Instruct the patient to exhale slowly and breathe normally between maneuvers.
6. Instruct the patient to repeat this maneuver as frequently as prescribed.

SPE-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about the surgical procedure or endoscopy.

STANDARDS:

1. Provide the patient/family with written patient information literature on the surgical procedure or endoscopy.
2. Discuss the content of the patient information literature with the patient/family.

SPE-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient and may be multifaceted. **Refer to PM.**
2. Explain that short term use of narcotics may be helpful in pain management as appropriate.
3. Explain that other medications may be helpful to control the symptoms of pain.
4. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
5. Discuss non-pharmacologic measures that may be helpful with pain control.

SPE-PO POSTOPERATIVE

OUTCOME: Patient and/or family will be knowledgeable about the post-operative course and home management as appropriate.

STANDARDS:

1. Review post-op routine.
2. Discuss symptoms of complications.
3. Review plan for pain management.
4. Discuss home management plan in detail, including signs or symptoms which should prompt re-evaluation.
5. Emphasize the importance of full participation with the plan for follow-up care.

SPE-PR PREOPERATIVE

OUTCOME: Patient/family will be prepared for surgery or other procedure.

STANDARDS:

1. Explain pre-operative preparation, i.e., bathing, bowel preps, diet instructions.
2. Explain the proposed surgery or other procedure, including anatomy and physiology, alteration in function, risks, benefits, etc.
3. Discuss common or potentially serious complications.
4. Explain the usual pre-operative routine for the patient's procedure.
5. Discuss what to expect after the procedure.
6. Discuss pain management.

SPE-PRO PROCEDURES

OUTCOME: The patient/family will understand the proposed procedure, including indications, complications and alternatives, as well as possible results of non-treatment.

STANDARDS:

1. Discuss the indications, risks, benefits, and common and important complications of the proposed procedure. Discuss the possible results of non-treatment.
2. Explain the process and what to expect after the procedure.
3. Explain the necessary preparation, i.e., bowel preps, diet instructions, bathing.

SPE-TCB TURN, COUGH, DEEP BREATH

OUTCOME: The patient/family will understand why it is important to turn, cough and deep breath and the patient will be able to demonstrate appropriate deep breathing and coughing.

STANDARDS:

1. Explain that it is important to frequently (every 1 to 2 hours) turn, cough and breath deeply to prevent complications such as pneumonia after a surgical procedure. Explain that turning prevents stasis of secretions and breathing deeply and coughing helps to mobilize and clear secretions and keep small airways open.
2. Describe appropriate deep breathing and coughing (take a large breath and hold it for 3 – 5 seconds, exhale and cough shortly 2 to 3 times).
3. Demonstrate appropriate splinting techniques (e.g., using a pillow held tightly to the abdomen over the surgical site).
4. Have the patient return a demonstration of appropriate deep breathing, coughing, and splinting.

SPE-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

SPE-WC WOUND CARE

OUTCOME: The patient/family will understand the necessity and procedure for proper wound care. As appropriate they will demonstrate the necessary wound care techniques.

STANDARDS:

1. Explain the reasons to care appropriately for the wound, i.e., decreased infection rate, improved healing.
2. Explain the correct procedure for caring for this patient's wound.
3. Explain signs or symptoms that should prompt immediate follow-up, i.e., increasing redness, purulent discharge, fever, increased swelling/pain.
4. Detail the supplies necessary for the care of this wound (if any) and how/where they might be obtained.
5. Emphasize the importance of follow-up.

T

TO—Tobacco Use

It is important to screen tobacco use and to record the responses appropriately in the Health Factors. Listed below are the definitions for tobacco use:

- Non-Tobacco Use – *Never* used *any* tobacco products
- Current Smoker – Smokes. Ask number of cigarettes/packs smoked per day
- Current Smokeless – Uses smokeless. Ask number of Cans/plugs per day
- Cessation Smoker – Former smoker, now quit. Document Quit Date ______
- Cessation Smokeless – Former smokeless user, now quit. Document Quit date____
- Previous Smoker – Smoker who smoked for ____years. Now Quit.
- Previous Smokeless – Smokeless user for ___ years. Now Quit.
- Non-Smoker but smoker in home, i.e., exposed to second hand smoke
- Environmental Exposure – Works in environment (casino, Bingo) with exposure to smoke.
- Ceremonial/Traditional use of tobacco

TO-C COMPLICATIONS

OUTCOME: The patient/family will understand how to avoid the slow progression of disease and disability resulting from tobacco use.

STANDARDS:

1. Discuss the common problems associated with tobacco use and the long term effects of continued use of tobacco, i.e., COPD, cardiovascular disease, numerous kinds of cancers including lung cancer.
2. Review the effects of tobacco use on all family members- financial burden, second-hand smoke, asthma, greater risk of fire, early death of a bread-winner.
3. Discuss the possible implications of tobacco use on newborns, infants and children, as well as being a possible link to SIDS.

TO-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

TO-DP DISEASE PROCESS

OUTCOME: The patient/family will understand the slow progression of disease and disability associated with tobacco use.

STANDARDS:

1. Review the current factual information regarding tobacco use. Explain that tobacco use in any form is dangerous.
2. Explain nicotine addiction.
3. Explain dependency and co-dependency.

TO-EX EXERCISE

OUTCOME: The patient/family will understand the role of increased physical activity in this patient's disease process and will make a plan to increase regular activity by an agreed-upon amount.

STANDARDS:

1. Explain that the goal is at least 150 minutes of physical activity a week, for example, walking:
   a. 30 minutes 5 days per week
   b. 15 minutes bouts 2 times a day 5 days per week
   c. 10 minutes bouts 3 times a day 5 days per week
2. Encourage the patient to increase the intensity of the activity as he/she becomes more fit.
3. Assist the patient in developing a personal exercise plan. **Refer to WL-EX.**
4. Discuss obstacles to a personal exercise plan and solutions to those obstacles.
5. Discuss medical clearance issues for physical activity.

TO-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

TO-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about tobacco use or cessation of use.

STANDARDS:

1. Provide the patient/family with written patient information literature on tobacco use or cessation of use.
2. Discuss the content of the patient information literature with the patient/family.

TO-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient/family will see tobacco abstinence as a way of life.

STANDARDS:

1. Discuss the patient's use/abuse of tobacco.
2. Discuss tips for stress relief and healthy "replacement habits".
3. Discuss the difference between recreational use of tobacco versus traditional or ceremonial use of tobacco.

TO-M MEDICATIONS

OUTCOME: If applicable, the patient/family will understand the importance of fully participating with a prescribed medication regimen.

STANDARDS:

1. Review the proper use, benefits and common side effects of the prescribed medication.
2. Briefly review the mechanism of action of the medication if appropriate.
3. Explain that medications can help only if the patient is ready to quit and that medications work best in conjunction with counseling and lifestyle-modification education.
4. Explain that some medications may not work right away but will require a few days to a few weeks to take effect.
5. Emphasize that there may be dangers in using medications in conjunction with smoking and that some medications may be addictive, so it is important to have a dose-tapering regimen and keep to it.

TO-QT QUIT

OUTCOME: The patient/family will understand that smoking is a serious threat to their health, that they have been advised by health professionals to quit, and how participation in a support program may prevent relapse.

STANDARDS:

1. Discuss the importance of quitting tobacco use now and completely.
2. Establish a quit date and plan of care.
3. Review the treatment and support options available to the patient/family.
4. Review the value of close F/U and support during the first months of cessation.

TO-RTC READINESS TO CHANGE

OUTCOME: The patient/family will understand

STANDARDS

RTC 1 The patient has no interest in making the recommended change. Precontemplation (Ready in more than 6mos)

RTC 2 The patient has begun to show interest in making the recommended change. Contemplation (Ready in 1-6 mo)

RTC 3 The patient is beginning to make preparations to make the change. Preparation (Ready in 30 days or less)

RTC 4 The patient is actively making a change. Action (Quitting 0-6mo)

RTC 5 The patient has continued to Maintenance (quit for at least 6 months or more)

TO-SCR SCREENING

OUTCOME: The patient/family will understand the screening device.

STANDARDS

1. Explain why the screening is being performed.
2. Discuss how the results of the screening will be used.
3. Emphasize the importance of follow-up care.

TO-SHS SECOND-HAND SMOKE

OUTCOME: Provide the patient and/or family with an understanding of the adverse health consequences associated with exposure to second-hand tobacco smoke, and discuss methods for limiting exposure of nonsmokers to tobacco smoke.

STANDARDS:

1. Define “passive smoking”, ways in which exposure occurs:
   a. smoldering cigarette, cigar, or pipe
   b. smoke that is exhaled from active smoker
   c. smoke residue on clothing, upholstery, carpets or walls.
2. Discuss harmful substances in smoke
   a. nicotine
   b. benzene
   c. carbon monoxide
   d. many other carcinogens (cancer causing substances).
3. Explain the increased risk of illness in people who are exposed to cigarette smoke either directly or via second-hand smoke. Explain that this risk is even higher for people with pulmonary diseases like COPD or asthma.
4. Explain that cigarette smoke gets trapped in carpets, upholstery, and clothing and still increases the risk of illness even if the patient is not in the room at the time that the smoking occurs.
5. Discuss factors that increase level of exposure to second-hand smoke and preventive methods for minimizing this exposure.
6. Discuss not smoking around infants and children, including in the home and in the car. Second hand smoke increases the risk of SIDS. Encourage smoking cessation.

TO-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in tobacco abuse and its effect on tobacco cessation.

STANDARDS:

1. Discuss that uncontrolled stress may increase tobacco use and interfere with tobacco cessation.
2. Explain that uncontrolled stress can interfere with the treatment of tobacco addiction.
3. Discuss that uncontrolled stress may exacerbate adverse health behaviors such as increased alcohol or other substance use, all of which can increase tobacco use and interfere with tobacco cessation.
4. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
5. Provide referrals as appropriate.

U

UTI—Urinary Tract Infection

UTI-AP ANATOMY AND PHYSIOLOGY

OUTCOME: The patient/family will understand basic anatomy and physiology as it relates to UTIs.

STANDARDS:

1. Discuss the basic anatomy and physiology of the urinary tract as it relates to UTIs. As appropriate, discuss the difference between male and female anatomy.
2. As appropriate, discuss the role of foreskin in recurrent UTIs.

UTI-DP DISEASE PROCESS

OUTCOME: The patient/family will have a basic understanding of the pathophysiology and symptoms of a urinary tract infection.

STANDARDS:

1. Discuss the basic anatomy and physiology of the urinary tract.
2. Discuss factors that increase the risk for developing a urinary tract infection, i.e., bladder outlet obstruction, hygiene factors, pelvic relaxation.
3. Discuss some signs and symptoms of urinary tract infection, i.e., dysuria, frequency, nocturia.

UTI-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care, including test of cure as appropriate.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

UTI-HY HYGIENE

OUTCOME: The patient/family will understand how personal hygiene affects acquiring UTIs and prevention of UTIs.

STANDARDS:

1. Review the aspects of good personal hygiene as it relates to prevention of UTIs:
   a. Wipe only from anterior to posterior (front to back).
   b. Avoid bubble baths.
   c. Keep the perineal region clean.
2. Discuss the role of foreskin hygiene as appropriate.
3. Discuss, as appropriate, the role of sexual intercourse in acquiring UTIs.

UTI-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about urinary tract infections.

STANDARDS:

1. Provide patient/family with written patient information literature.
2. Discuss the content of the patient information literature with the patient/family.

UTI-M MEDICATION

OUTCOME: The patient/family will understand their medication regimen and the importance of full participation with therapy.

STANDARDS:

1. Review proper use, benefits and common side effects of prescribed medications. **Refer to M**.
3. Discuss importance of full participation with the medication regimen in order to promote healing and assure optimal comfort levels.
4. Discuss the importance of completing the entire course of antibiotics to decrease the risk of development of resistant organisms.
5. Inform patient/family that kidney damage is irreversible and special care needs to be taken to reduce the risk of recurrent infections.

UTI-N NUTRITION

OUTCOME: The patient/family will understand the importance of a nutritionally balanced diet as related to UTIs.

STANDARDS:

1. Assess current nutritional habits and needs.
2. Emphasize the necessary component - WATER - in a healthy diet. Decrease consumption of colas and caffeinated beverages.

UTI-P PREVENTION

OUTCOME: The patient/family will understand precipitating factors for UTIs and will make a plan to minimize recurrence.

STANDARDS:

1. Discuss importance of fully participating in treatment plan.
2. Discuss the role of good hygiene in reducing the risk of UTIs.
3. Discuss the role of prophylactic medications in reduction of future UTIs as indicated.
4. Discuss other lifestyle factors that may help prevent UTIs, i.e., frequent urination, void after sexual intercourse, monogamy, drink plenty of water, eliminate bubble baths.

UTI-PM PAIN MANAGEMENT

OUTCOME: The patient/family will understand the plan for pain management.

STANDARDS:

1. Explain that pain management is specific to the disease process of this particular diagnosis and patient and may be multifaceted. **Refer to PM.**
2. Explain that medications may be helpful to control the symptoms of pain, nausea and vomiting as applicable.
3. Explain that administration of fluids may be helpful with pain relief and resolution of symptoms.
4. Explain non-pharmacologic measures that may be helpful with pain control.

UTI-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in sexually transmitted infections.

STANDARDS:

1. Explain that uncontrolled stress is linked with an increased recurrence of symptomatic outbreaks with many sexually transmitted infections, such as genital herpes and human papilloma virus.
2. Explain that effective stress management may help reduce the frequency of outbreaks, as well as help improve the patient's health and well-being.
3. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals in small attainable increments
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation or prayer
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
4. Provide referrals as appropriate.

UTI-TE TESTS

OUTCOME: The patient/family will have basic understanding of the tests to be performed including indications, risks, benefits and consequences of non-intervention.

STANDARDS:

1. Explain the test ordered including indication(s), risks, benefits, information to be obtained and consequences of non-intervention.
2. Explain that the treatment decision will be made by the patient and medical team after reviewing the results of the diagnostic tests.
3. Explain any preparation that must be done prior to testing, i.e., NPO, have a full bladder, void prior to test.

W

WL—Wellness

WL-ADL ACTIVITIES OF DAILY LIVING

OUTCOME: The patient/family will understand how the patient's ability to perform activities of daily living (ADLs) impact the care plan including in-home and out-of-home care.

STANDARDS:

1. Define activities of daily living (ADLs) (i.e., the everyday activities involved in personal care such as feeding, dressing, bathing, moving from a bed to a chair (also called transferring), toileting and walking) and discuss how the patient's ability to perform ADLs affects their ability to live independently
2. Assist the patient/family in assessing the patient's ability to perform activities of daily living.
3. Provide the appropriate information and referrals for services needed to increase, maintain, and/or assist with activities of daily living.

WL-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

WL-EX EXERCISE

OUTCOME: The patient will relate exercise and/or physical fitness to health promotion and disease prevention.

STANDARDS:

1. Review the benefits of regular exercise.
2. Discuss the three types of exercise: aerobic, flexibility, and endurance.
3. Review the basic recommendations of any exercise program:
4. If any chronic health problems exist, consult with a health care provider.
5. Start out slowly.
6. Exercise a minimum of three times a week.
7. Review the exercise programs available in the community.

WL-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up care and develop a plan to make appointments as appropriate.

STANDARDS:

1. Emphasize the importance of follow-up care.
2. Review the procedure for obtaining follow-up care.
3. Emphasize the importance of keeping appointments.

WL-HY HYGIENE

OUTCOME: The patient will recognize personal routine hygiene as an important part of wellness.

STANDARDS:

1. Review bathing habits, paying special attention to face, pubic hair area and feet. Discuss hygiene as part of a positive self image.
2. Review the importance of daily dental hygiene, with attention to brushing and flossing.
3. Discuss the importance of hand-washing in infection control especially in relationship to food preparation/consumption, child care and toilet use.
4. Discuss the importance of covering the mouth when coughing or sneezing.
5. Review the risks of exposing immunocompromised and high-risk persons (infants and elderly) to communicable diseases.

WL-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about wellness.

STANDARDS:

1. Provide the patient/family written information about wellness.
2. Discuss the content of the written information with the patient/family.

WL-LA LIFESTYLE ADAPTATIONS

OUTCOME: The patient will be able to explain at least one lifestyle change necessary to improve mental or physical health.

STANDARDS:

1. Review the concept that health or wellness refers to the whole person (mind, body and spirit) and is a positive state of health which results from appropriate habits and lifestyle.
2. Review lifestyle aspects/changes that the patient has control over - diet, exercise, safety and injury prevention, and avoidance of high risk behaviors (e.g. smoking, alcohol and substance abuse, sex with multiple partners).
3. Discuss wellness as an individual responsibility to:
   a. Learn how to be healthy.
   b. Be willing to change.
   c. Practice new knowledge.
   d. Get help when necessary.
4. Review the community resources available for help in achieving behavior changes.

WL-N NUTRITION

OUTCOME: The patient will relate diet to health promotion and disease prevention.

STANDARDS:

1. Assess current nutritional habits.
2. Discuss the importance of the food pyramid.
3. Review the relationship of calories to energy balance and body weight.
4. Emphasize the importance of limiting snack foods, fatty foods, red meats, reducing sodium consumption and adding more fresh fruits, fresh vegetables, and fiber to the diet.
5. Emphasize the necessary component —WATER— in a healthy diet. Reduce the use of colas, coffee and alcohol.
6. Review which community resources exist to assist with diet modification and weight control.
7. Stress the importance of being a smart shopper.

WL-S SAFETY AND INJURY PREVENTION

OUTCOME: The patient will be able to identify at least one way to reduce injury risk.

STANDARDS:

1. Discuss the importance of vehicle safety:
   a. regular use of seat belts and children's car seats, obeying the speed limit, and avoiding the use of alcohol while in a vehicle.
   b. wear personal protective equipment when operating recreational vehicles (i.e., boats, snow mobiles, sea dos, ATVs, skateboards, bicycles.), and horses.
   c. **never** leave children unattended in a vehicle.
   d. never ride on the hood, bumper, or in the cargo compartment of any vehicle.
2. Discuss the importance of poisoning prevention:
   a. Discuss poison prevention: i.e., proper storage and safe use of medicines, cleaners, auto products, paints.
   b. Discuss current recommendations for use of ipecac syrup.
   c. Discuss common poisonous plants.
3. Discuss the importance of fire safety and burn prevention:
   a. Review the dangers inherent in the use of wood-burning stoves, "charcoal pans", kerosene heaters, and other open flames.
   b. Encourage the use and proper maintenance of smoke detectors, carbon monoxide detectors, and fire suppression systems.
   c. Encourage routine practices of fire escape plans, chimney cleaning, and fireworks safety.
   d. Review the safe use of electricity and natural gas.
   e. Encourage hot water heater no hotter than 120 degrees Fahrenheit to avoid scalding.
   f. Cook on the backburners of the stove and turn panhandles toward the back of the stove.
   g. Avoid the use of kerosene or gasoline when burning debris piles.
4. Discuss the proper handling, storage, and disposal of hazardous items and materials:
   a. firearms and other potentially hazardous tools.
   b. waste, including sharps and hazardous materials.
   c. Chemicals, including antifreeze

   d. lead based materials, i.e., pre-1970 paint, pottery, smelting, pre-1993 window blinds, solder, old plumbing
   e. never store hazardous chemicals in food containers
5. Discuss the importance of water safety:
   a. Never swim alone
   b. Never leave a child unattended in a bathtub, swimming pool, lake, river, or other water source.
   c. Always close toilets, mop buckets, and other water containers to avoid toddler drowning.
6. Discuss the importance of food and drinking water safety:
   a. proper handling, storage, and preparation of food, i.e., original preparation, reheating to a proper temperature (165°F).
   b. importance of uncontaminated water sources. Discuss the importance of purifying any suspect water by boiling or chemical purification.
   c. prevention of botulism, salmonella, shigella, giardia, listeria, E-coli, etc.
7. Identify which community resources promote safety and injury prevention. Provide information regarding key contacts for emergencies, e.g., 911, Poison Control, hospital ER, police.

WL-SCR SCREENING

OUTCOME: The patient/family will understand the proposed screening test including indications.

STANDARDS:

1. Discuss the indication, risks, and benefits for the proposed screening test, i.e., guaiac, blood pressure, hearing, vision, development, mental health.
2. Explain the process and what to expect after the test.
3. Emphasize the importance of follow-up care.

WL-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in overall health and well-being.

STANDARDS:

1. Explain that uncontrolled stress may cause release of stress hormones which interfere with general health and well-being.
2. Explain that effective stress management may help prevent progression of many disease states, as well as help improve the patient's health and well-being.
3. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all of which can increase the risk of morbidity and mortality from many disease states.
4. Emphasize the importance of seeking professional help as needed to reduce stress.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

WL-SX SEXUALITY

OUTCOME: The patient will understand how sexuality relates to wellness.

STANDARDS:

1. Review sexuality as an integral part of emotional and physical health.
2. Discuss how sexual feelings play a part in each person's personal identity.
3. Discuss sexual feelings as an important part of interpersonal relationships.
4. Discuss how sexuality varies with gender, age, life-stage, and relationship status.
5. Explain the preventive measures for STIs (**refer to STI-P**), including abstinence and monogamy.
6. Review the community resources available for sexual counseling or examination.

WL-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, including indications and impact on further care.

STANDARDS:

1. Explain the test ordered.
2. Explain the necessity, benefits and risks of the test to be performed, as applicable, including possible complications that may result from not having the test performed.
3. Explain how the test relates to the course of treatment.
4. Explain any necessary preparation for the test.
5. Explain the meaning of the test results, as appropriate.

WH—Women's Health

WH-AP ANATOMY AND PHYSIOLOGY

OUTCOMES: The patient/family will have a basic understanding of the female breast, reproductive system and genitalia.

STANDARDS:

1. Explain the normal anatomy and physiology of the breast. Discuss the areola, nipple, ducts and glands.
2. Explain the normal anatomy and physiology of the female reproductive system. Identify the functions of the ovaries, ova, fallopian tubes, uterus, cervix and vagina.
3. Explain the normal anatomy and physiology of the female genitalia. Identify the labia, vagina, and perineal area.

WH-BE BREAST EXAM

OUTCOME: The patient will understand the importance of monthly breast self-examination, annual clinical breast exam, and mammograms as appropriate.

STANDARDS:

1. Discuss breast anatomy and the normal changes that occur with pregnancy, menstruation and age.
2. Explain that fibrocystic changes of the breast are a normal finding and become more common with increasing age. Explain that fibrocystic changes may be exacerbated by intake of caffeine.
3. Emphasize the importance of monthly examination in early detection of breast cancer. Survival rates are markedly higher when cancer is detected and treated early.
4. Teach breast self-exam. Have the patient give a return demonstration.
5. Discuss indications for mammography and current recommendations for screening mammograms. Patients who have first degree relatives (mother, sister or daughter) with breast cancer are at higher risk and are encouraged to follow a risk-specific mammogram schedule.
6. Discuss the importance of routine annual clinical examination.

WH-CUL CULTURAL/SPIRITUAL ASPECTS OF HEALTH

OUTCOME: The patient/family will understand the impact and influences cultural and spiritual traditions, practices, and beliefs have on health and wellness.

STANDARDS:

1. Explain that the outcome of disease processes may be influenced by choices related to health and lifestyles, i.e., diet, exercise, sleep, stress management, hygiene, full participation to the medical plan. (Stoic Fatalism)
2. Discuss the potential role of cultural/spiritual traditions, practices and beliefs in achieving and maintaining health and wellness.
3. Explain that traditional medicines/treatments should be reviewed with the health care provider to determine if there are interactions with prescribed treatment.
4. Explain that the medical treatment plan must be followed as prescribed to be effective and that some medications/treatments take time to demonstrate effectiveness.
5. Discuss that traditions, such as sweat lodges may affect some conditions in detrimental ways. Healing customs or using a traditional healer may have a positive effect on the patient's condition.
6. Refer to clergy services, traditional healers, or other culturally appropriate resources.

WH-FU FOLLOW-UP

OUTCOME: The patient/family will understand the importance of follow-up and make a plan to keep follow-up appointments.

STANDARDS:

1. Discuss the importance of follow-up care.
2. Discuss the procedure for obtaining follow-up appointments.
3. Emphasize that appointments should be kept.

WH-HY HYGIENE

OUTCOME: The patient will recognize good personal hygiene as an aspect of wellness.

STANDARDS:

1. Review aspects of good personal hygiene such as regular bathing, paying special attention to perineal area. Review the importance of wiping front to back to prevent bacterial contamination of the vagina and urethra.
2. **Refer to WL-HY**.

WH-KE KEGEL EXERCISE

OUTCOME: The patient will understand how to use Kegel exercises to prevent urinary stress incontinence and improve pelvic muscle tone.

STANDARDS:

1. Review the basic pelvic floor anatomy.
2. Define stress incontinence and discuss its causes.
3. Teach Kegel exercises. Encourage frequent practice of Kegel exercises.

WH-L PATIENT INFORMATION LITERATURE

OUTCOME: The patient/family will receive written information about women's health.

STANDARDS:

1. Provide the patient/family written information about women's health.
2. Discuss the content of the written information with the patient/family.

WH-MP MENOPAUSE

OUTCOME: The patient/family will understand the etiology, symptomatology, and relief measures of menopause.

STANDARDS:

1. Explain that around age 45-55 the normal decline in the levels of estrogen and progesterone signals the start of menopause, the permanent cessation of ovulation and menstruation which results in eventual infertility.
2. Review how fluctuating hormone levels may result in the following physical and emotional symptoms: "hot flashes" (dilation of the blood vessels), headaches, dizziness, tachycardia, breast tenderness, fluid retention, decreased vaginal lubrication, unpredictable mood changes, sleep disturbances, fears about changing sexuality, anxiety and depression. These symptoms are troublesome in approximately 20 percent of menopausal women.
3. Review relief measures which include hormone replacement therapy, vaginal lubricants, reducing salt and caffeine, staying active, and seeking psychological support as necessary.
4. Explain that pregnancy is still a risk and that contraception should be used until there has been no menses for 12 consecutive months.

WH-MS MENSES

OUTCOME: The patient will understand the menstrual cycle.

STANDARDS:

1. Discuss comfort measures for dysmenorrhea.
2. Discuss the importance of good menstrual hygiene. Discuss the use and frequent changing of tampons and napkins. Discourage use of super absorbent tampons.
3. Explain that exercise and sex need not be curtailed during menses but that additional hygiene measures should be taken.
4. Explain that it is normal for menstrual cycles to be irregular for several years after menarche.

WH-N NUTRITION

OUTCOME: The patient will relate diet to health promotion and disease prevention.

STANDARDS:

1. Assess current nutritional habits.
2. Discuss the importance of the food pyramid.
3. Review the relationship of calories to energy balance and body weight.
4. Emphasize the importance of limiting snack foods, fatty foods, red meats, reducing sodium consumption and adding more fresh fruits, fresh vegetables, and fiber to the diet. Emphasize that there is a special need for adequate calcium in the diet. **Refer to OS.**
5. Emphasize the necessary component —WATER— in a healthy diet. Reduce the use of colas, coffee and alcohol.
6. Review which community resources exist to assist with diet modification and weight control.
7. Stress the importance of being a smart shopper.

WH-OS OSTEOPOROSIS

OUTCOME: The patient will understand the etiology, symptomatology, prevention and treatment of osteoporosis.

STANDARDS:

1. Discuss the causes of osteoporosis including loss of bone density secondary to reduced estrogen levels and low intake of calcium.
2. Emphasize the importance of prevention. Explain that peak bone density occurs about age 30 and that without intervention, progressive bone loss is typical.
3. Review the risk factors: Low dietary intake of calcium, sedentary lifestyle, familial history, smoking, stress, age over 40, gender, race, stature, and calcium binding medications such as laxatives, antacids, and steroids.
4. Emphasize that treatment is limited to preventing osteoporosis and/or slowing the progression of the disease. It is very important to prevent osteoporosis by a calcium-rich diet, regular weight-bearing exercise, decreased stress, not smoking, reduced alcohol intake, and estrogen replacement as appropriate.
5. Discuss the sequelae including stooped shoulders, loss of height, back, neck and hip pain, and susceptibility to fractures.

WH-PAP PAP SMEAR

OUTCOME: The patient will understand the importance of routine Pap testing after onset of sexual activity or 18 years of age, whichever comes first.

STANDARDS:

1. Explain that the purpose of the Pap test is to screen for precancerous conditions.
2. Emphasize that precancerous conditions of the cervix are highly treatable.
3. Emphasize the importance of routine Pap tests. Encourage the patient to associate the Pap routine with an important date such as her birthday.
4. If this is other than an annual Pap test, explain the reason(s) for the test and the follow-up recommended. Discuss the results of the original test as appropriate.

WH-PMS PREMENSTRUAL SYNDROME

OUTCOME: The patient/family will understand the symptoms and relief measures for Premenstrual Syndrome (PMS).

STANDARDS:

1. Discuss Premenstrual Syndrome. Explain that it is a combination of physical and emotional symptoms resulting from fluctuations in the levels of estrogen and progesterone that occur 5-10 days before the onset of the menstrual period.
2. Review relief measures which include: physical activity, limiting intake of fat and salt, increasing water intake to 8 glasses daily, no limitation of sexual activity, supplemental vitamin B6 or calcium. Diuretics may help relieve some of the symptoms of PMS.

WH-PRO PROCEDURES

OUTCOME: The patient/family will understand the proposed procedure including indications.

STANDARDS:

1. Discuss the indication, risks, and benefits for the proposed procedure.
2. Explain the process and what to expect after the procedure.
3. Emphasize the importance of follow-up care.

WH-RS REPRODUCTIVE SYSTEM

OUTCOME: The patient/family will understand the normal anatomy and physiology of the female reproductive system.

STANDARDS:

1. Review the reproductive anatomy and discuss the reproductive cycle.
2. Discuss the importance of good hygiene.
3. Explain that sexually transmitted infections can impair fertility. **Refer to STI**.
4. Because the risk of cervical cancer is increased by early sexual activity and multiple partners, encourage abstinence or monogamy as appropriate.

WH-SM STRESS MANAGEMENT

OUTCOMES: The patient will understand the role of stress management in overall health and well-being.

STANDARDS:

1. Explain that uncontrolled stress may cause release of stress hormones which interfere with general health and well-being.
2. Explain that effective stress management may help prevent progression of many disease states, as well as help improve the patient's health and well-being.
3. Discuss that stress may exacerbate adverse health behaviors such as increased tobacco, alcohol or other substance use as well as overeating, all of which can increase the risk of morbidity and mortality from many disease states.
4. Emphasize the importance of seeking professional help as needed to reduce stress.
5. Discuss various stress management strategies which may help maintain a healthy lifestyle. Examples may include:
   a. becoming aware of your own reactions to stress
   b. recognizing and accepting your limits
   c. talking with people you trust about your worries or problems
   d. setting realistic goals
   e. getting enough sleep
   f. maintaining a reasonable diet
   g. exercising regularly
   h. taking vacations
   i. practicing meditation
   j. self-hypnosis
   k. using positive imagery
   l. practicing physical relaxation methods such as deep breathing or progressive muscular relaxation
   m. spiritual or cultural activities
6. Provide referrals as appropriate.

WH-STI SEXUALLY TRANSMITTED INFECTIONS (REFER TO CODES FOR STI)

WH-TE TESTS

OUTCOME: The patient/family will understand the test(s) to be performed, the potential risks, expected benefits, and the risks of non-testing.

STANDARDS:

1. Explain test(s) that have been ordered.
2. Explain the necessity, benefits, and risks of test(s) to be performed. Explain any potential risk of refusal of recommended test(s).
3. Inform patient of any advance preparation required for the test(s).