

Nursing Care of the Client with Malnourishment

Learning Activity: Week 5

Overview:

Ensuring that our body's fluids and electrolytes are in balance is crucial for life and homeostasis. Homeostasis is defined as “the state of equilibrium in the internal environment of the body” (Lewis et al., 2014). Preventing and managing fluid and electrolyte imbalances is common for nurses in the all areas of practice. Nurses must understand the fundamental concepts of body fluid and electrolytes and be able to anticipate the potential for fluid and electrolyte imbalances. Additionally, nurses should be knowledgeable of the signs and symptoms, treatment, and prevention of each of these imbalances.

Malnutrition can be defined as an “excess, deficit, or imbalance in the essential components of a balanced diet” including both *undernutrition* and *over-nutrition* (Lewis, et al., 2014). Poor nutrition is a preventable risk factor for major chronic diseases and is often associated with other social determinants such as education, Aboriginal status, social exclusion, and income. In 2008/2009, 34% of Canadians aged 65 or older were found to be at nutritional risk (Stats Canada, 2015). In Canada, malnutrition is a common occurrence in acute care hospitals, which can be exacerbated during their hospital stay (Keller, et al., 2014). As well, malnutrition of clients can be associated with increased morbidity, mortality and patient readmission, increasing health care costs and effecting patients and their families. Malnutrition within the acute care setting has multifactorial causes, requiring collaboration of health care team members, and the need for early recognition and treatment.

Concepts:

- *Transition and Change*
- *Collaboration*
- *Accountability*

Learning Outcomes:

- Identify the related concepts of transition and change, collaboration, and accountability in relation to fluid and electrolyte imbalances and malnourishment
- Understand the Nursing care required to care for the various fluid and electrolyte imbalances
- Understand the nursing care required to care for a malnourished client

In Preparation:

1. Review your notes from HLSC 2650 on fluid and electrolytes

2. Read: Lewis, S., Heitkemper, M., Dirksen, S., Bucher, L. & Camera, I. (Eds.). (2014). *Medical-Surgical Nursing in Canada* (3rd Cdn ed.). Toronto: Elsevier Chapter 42: pages 1068 (start at “Nutrition related health conditions”) to 1076 (stop at “Types of specialized Nutrition Support”)
3. Rist, G., Miles, G. and Karimi,L. (2012). The presence of malnutrition in community-living older adults receiving home nursing services. *Nutrition and Dietetics*; 69: 46-50

1. What is the appropriateness of this research for nursing care?

2. Identify the implications for nursing practice:

How would our nursing assessment need to be altered?

What concepts are highlighted in regards to provision of nursing care?

What nursing diagnosis would be important here?

4. EVIDENCE BASED PRACTICE SYSTEMATIC REVIEW

5. CASE STUDY

Carrie Green, a 32-year old mother, is considering switching her entire family to a vegan diet as she believes it will make her 3-year old twin daughters healthier.

1. What nutritional concerns should you watch for?
2. How would you assess the family’s nutritional needs and monitor for such concerns?
3. What advice would you offer to Carrie to enhance her family's health while following a vegan diet?
4. Plan one day of meals for this family, indicating food servings for the twins that would meet their protein needs and respect the vegan food diet.

6. CASE BASED QUIZ

1. A malnourished patient with anemia and would benefit from which diet?
 - a. Legumes, organ meat, and dark green leafy vegetables
 - b. Nuts and seeds, fruits, and soy products
 - c. Vegetables, fish, and pasta
 - d. Grains, berries, and organic vegetables

2. A malnourished patient is on a lacto-ovo vegetarian diet. What type of foods can the patient eat?
 - a. Fish, milk, and poached eggs
 - b. Chicken, cheese, and grilled eggplant
 - c. Boiled eggs and chocolate milk
 - d. Oysters, yogurt, and turkey

3. A malnourished patient receiving dialysis should avoid what type of foods?
 - a. Canned soups, cold cut sandwiches, and Chinese take-out
 - b. Fresh fruits and vegetable, poultry, and beans
 - c. Steamed broccoli, broiled mackerel, and artificial sweeteners
 - d. Microwaved sweet potatoes, boiled cabbage, and artichokes

4. A malnourished patient has a stage 4 pressure ulcer on their sacral area. What type of foods would the patient most benefit from?
 - a. Dried beans, eggs, meats
 - b. Liver, spinach, corn
 - c. Oats, fruits, and vegetables
 - d. Peanuts, tomatoes, and cabbage

5. A malnourished patient is to be started on enteral feedings. What important step should the nurse take before the patient is started on enteral feedings?
 - a. Assess patient allergies to lactose
 - b. Assess the patient's understanding about enteral feedings
 - c. Evaluate the family's perception of the enteral feedings
 - d. Make sure the patient stays nothing by mouth while enteral feedings are being administered

In Classroom:

- Listen critically to the presentation on care of the client with fluid and electrolyte imbalances and care of the malnourished client
- Explore the concepts of collaboration, accountability, and decision making in regards to this type of client
- Participate in discussion of the article
- Participate in classroom activity

In Reflection:

- In clinical, examine your patients past nutritional state, their current nutritional needs and their future nutritional needs. Based on your client's age and stage of development, are their needs being met? What can you do as their nurse to ensure their nutritional needs are being met?

Blended Learning with Interactive Technology

- We will use the flipped classroom teaching approach using blended learning and interactive teaching technology. Review the MS power point notes, evidence-based reviews and research articles for your class preparation. We will review the evidence-based systematic reviews and peer reviewed research articles, case based multiple choice quizzes, case study scenarios, and learning activities available on the LMS and on the Open Education Access sites in the classroom learning.
- Follow the assessment and evaluation of learning in the course outline, demonstrate your creativity in the assignments and student-centred interactive learning activities. Class room assessment techniques will be used for an end of class feedback and to improve the teaching learning in the course.

- Please bring your digital devices like I-pad, Tablet, Laptop, Smart phone, or any electronic devices with an internet to access the textbooks, library and learning resources.

Moodle <https://moodle.tru.ca/login/index.php>

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Word press <https://challengesandinitiatives.trubox.ca/>

SPRINGERLANE

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