

# NURS FPX 6025 Assessment 3

## Practicum and Scholarly Article

In this comprehensive assessment, I reflect on my practicum experience as a nurse informaticist in a cancer centre and discuss the impact of diabetes self-management education on patient outcomes based on a peer-reviewed article. Completing the required NURS FPX 6025 Assessment 3 Practicum and Scholarly Article, practicum hours further validates my readiness for future nursing endeavours.

## Summary of Evidence-Based Journal Article

As a nurse informaticist, I recently read a peer-reviewed article titled "Effectiveness of diabetes self-management education (DSME) in type 2 diabetes mellitus (T2DM) patients: Systematic literature review by (Ernawati et al., 2021)" In the healthcare system, effective patient education and self-management are integral components of diabetes care. This review article explores the latest evidence-based strategies to enhance patient education and self-management practices in diabetes care. The article highlights the importance of customized educational interventions that address the diverse needs of individuals with diabetes. It emphasizes the role of healthcare professionals, particularly nurses, in providing comprehensive education on disease management, medication adherence, lifestyle modifications, and self-monitoring techniques. Evidence suggests that structured educational programs, delivered in individual and group settings, can significantly improve patient outcomes and reduce healthcare utilization (Kumah et al., 2021). The review identifies several innovative patient education and self-management support approaches, including technology-based interventions such as mobile applications, telehealth platforms, and wearable devices.

These digital tools offer personalized support, facilitate remote monitoring, and promote active engagement in self-care activities, empowering patients to control their health (Choi, 2023). The article emphasizes the importance of interdisciplinary collaboration in diabetes care, involving healthcare professionals from various specialities to provide holistic patient support. Collaborative care models, incorporating input from nurses, dietitians, pharmacists, and behavioural health specialists, have shown promising results in improving patient outcomes and enhancing self-management skills (Reist et al., 2022). By leveraging evidence-based interventions, embracing innovative technologies, and promoting interdisciplinary collaboration, healthcare providers can empower individuals with diabetes to achieve better health outcomes and enhance their quality of life.

## **Discussion on Article with a Peer Importance of NURS FPX 6025 Assessment 3**

In our discussion of the peer-reviewed article by Ernawati et al. (2021), titled “Effectiveness of Diabetes Self-Management Education (DSME) in Type 2 Diabetes Mellitus (T2DM) Patients: Systematic Literature Review,” my peer and I researched the effectiveness of diabetes self-management education (DSME) in improving outcomes for individuals with type 2 diabetes mellitus (T2DM).

The systematic literature review synthesized evidence from various studies evaluating the impact of DSME programs on T2DM patients. We explored how DSME interventions encompassed education on dietary modifications, physical activity, blood glucose monitoring, medication management, and psychosocial support. The article highlighted the positive effects of DSME in improving glycemic control, reducing diabetes-related complications, enhancing quality of life, and promoting self-efficacy among T2DM patients.

Through our discussion, we gained new insights into the importance of tailored and culturally sensitive DSME programs in addressing the diverse needs of T2DM patients. We discussed how personalized education, delivered by interdisciplinary teams including nurses, dietitians, and diabetes educators, can empower individuals to make informed lifestyle choices and adhere to treatment regimens. NURS FPX 6025 Assessment 3, Additionally, we explored the role of technology-enabled interventions, such as mobile apps and telehealth platforms, in delivering DSME content remotely and increasing patient accessibility.

Our conversation highlighted the implications of the findings from the article for our NURS FPX 6025 Assessment 3 practicum speciality in diabetes care. We reflected on the importance of incorporating evidence-based DSME interventions into our practice to effectively support T2DM patients in effectively self-managing their condition. By facilitating access to comprehensive education and support resources, we can empower patients to adopt healthy behaviours, improve disease outcomes, and enhance their overall well-being.

## **Reflection on NURS FPX 6025 Assessment 3 Practicum Experience Including Accomplishments and Challenges**

During my practicum experience, I encountered a range of accomplishments and challenges that contributed to my professional growth as a nursing practitioner. One significant accomplishment was the opportunity to apply theoretical knowledge to real-world clinical scenarios, enhancing my clinical skills in patient assessment, medication administration, and wound care management. Additionally, actively participating in patient education sessions on

diabetes management was particularly rewarding as it allowed me to impact patient outcomes positively through education and support. However, along with these accomplishments, I faced challenges such as navigating complex patient cases and balancing multiple responsibilities within limited time frames. These challenges provided invaluable learning opportunities, promoting resilience and adaptability in overcoming obstacles. Reflecting on accomplishments and challenges, I recognize the importance of experiential learning in refining my nursing practice. Moving forward, I am committed to continuing my professional development, leveraging the lessons learned from my NURS FPX 6025 Assessment 3 practicum experience to deliver high-quality, patient-centred care and contribute positively to health outcomes in diverse clinical settings.

## Completion of Hours

I am delighted to confirm that I have completed the necessary hours for my practicum as a nurse informaticist at a diabetic centre. Throughout this duration, NURS FPX 6025 Assessment 3, I effectively utilized the theoretical knowledge and practical skills acquired during my academic studies in real-world scenarios. This hands-on experience has afforded me a comprehensive insight into the pivotal role of nurse informaticists in elevating patient outcomes and optimizing healthcare provision. I appreciate the opportunity to partake in this opportunity, and the competencies I have developed will be instrumental in shaping my future endeavours within the nursing profession.

## Conclusion

Through this reflection, I have gained valuable insights into the multifaceted nature of nursing practice, from informatics to patient education. The skills and knowledge acquired during my practicum will be a solid foundation for my future career as a nurse.

## References

Choi, S. (2023). Personal health tracking: A paradigm shift in the self-care models in nursing. *JMIR Nursing*, 6(1), e50991.

<https://doi.org/10.2196/50991>

Ernawati, U., Wihastuti, T. A., & Utami, Y. W. (2021). Effectiveness of diabetes self-management education (DSME) in type 2 diabetes mellitus (T2DM) patients: Systematic literature review. *Journal of Public Health Research*, 10(2), 198–202.

<https://doi.org/10.4081/jphr.2021.2240>

Kumah, E., Abuosi, A. A., Ankomah, S. E., & Anaba, C. (2021). Self-management education program: The case of glycemic control of type 2 diabetes. *Oman Medical Journal*, 36(1), 225–227.

<https://doi.org/10.5001/omj.2021.01>

Reist, C., Petiwala, I., Latimer, J., Raffaelli, S. B., Chiang, M., Eisenberg, D., & Campbell, S. (2022). Collaborative mental health care: A narrative review. *Medicine*, 101(52).

<https://doi.org/10.1097/md.00000000000032554>