



University of the Philippines Manila
The Health Sciences Center
COLLEGE OF NURSING



WHO Collaborating Center for Leadership in Nursing Development
Commission on Higher Education Center of Excellence
Sotejo Hall, Pedro Gil St., Ermita, Manila 1000

PROBLEM LIST AND SUPERVISORY PLAN

Name of Supervisor: [REDACTED]

Barangay/Municipality: Brgy. [REDACTED]/Gen. Emilio Aguinaldo

Name of Supervisee: [REDACTED]

PROBLEMS IDENTIFIED

- A. Failure to perform risk stratification correctly and accurately due to:**
 - 1. Inability to identify the following information needed for risk stratification
 - a. Presence or absence of diabetes
 - b. Age
 - c. Sex
 - d. Average systolic blood pressure⁹
 - e. Smoker or Non-smoker
 - 2. Inability to select the appropriate chart to use for risk stratification
 - 3. Inability to identify the appropriate risk of the client
 - 4. Inability to perform the appropriate health management and health teaching according to the risk stratification of the patient

- B. Failure to refer individuals to a higher-level health facility due to:**
 - 1. Inability to identify individuals needing referral based on the given criteria

- C. Failure to conduct health education properly and accurately due to:**
 - 1. Inadequate knowledge on the concept and importance of health teaching
 - 2. Inability to perform the steps of the health teaching process
 - 3. Lack of knowledge on the risk factors and its management
 - 4. Inability to use proper visual aids and health teaching materials.

SUPERVISORY PLAN

Problem Identified	Objective	Strategies/Activities	Time Frame	Indicators
<p>Failure to perform risk stratification correctly and accurately due to:</p> <ul style="list-style-type: none"> • Inability to identify the following information needed for risk stratification <ul style="list-style-type: none"> ➤ Presence or absence of diabetes ➤ Average systolic blood pressure • Inability to select the appropriate chart to use for risk stratification 	<ol style="list-style-type: none"> 1. Describe the nature and importance of Risk Stratification 2. Obtain correct information needed for risk stratification 	<ul style="list-style-type: none"> • Discuss the nature of PhilPEN Risk Stratification <ul style="list-style-type: none"> ➤ <i>Ito ay ginagamit upang malaman ang risk category ng pasyente.</i> • State the importance and purpose of performing Risk Stratification in line with PhilPEN Risk Assessment and Screening <ul style="list-style-type: none"> ➤ <i>Upang malaman ang tsansa ng isang indibidwal na magkaroon ng mga komplikasyon mula sa hypertension at diabetes. Ito ay ginagamit rin upang malaman ang mga rekomendasyon sa mga pasyente upang maiwasan ang pag-lala ng kanilang kondisyon o di kaya ay para ma-kontrol ito.</i> • Review steps on computing for the average systolic blood pressure <ul style="list-style-type: none"> ➤ Note that the systolic blood pressure is the first number or the number on top • Review the qualifications for the confirmation of whether the client has diabetes or not <ul style="list-style-type: none"> ➤ <i>Umiinom ng gamot para sa diabetes</i> ➤ <i>May fasting plasma glucose concentration na higit sa 126 mg/dL O</i> ➤ <i>Post-prandial (2 oras matapos kumain ng</i> 	<p>15 minutes for the discussion of the nature and importance of Risk Stratification</p> <p>35 minutes discussion on how Risk Stratification is done as well as needed components</p> <p>30 minutes demonstration and return-demonstration</p> <p>35 minutes to be given for answering exercises (most likely use of PhilPEN data)</p>	<ul style="list-style-type: none"> □ Correctly state the nature of PhilPEN Risk Stratification based on comprehension □ Correctly state the importance and purpose of performing Risk Stratification based on comprehension of information from the discussion □ Rechecks correctness of average systolic blood pressure value □ Enumerates the qualifications for confirmation of whether client has diabetes or not □ Enumerate ALL components for Risk Stratification □ Chooses correct chart apt for the condition of the

<ul style="list-style-type: none"> Inability to identify the appropriate risk of the client 	<p>3. Identify the PhilPEN Stratification level correctly</p>	<p><i>main meal) plasma glucose concentration na higit sa 200 mg/dL</i></p> <ul style="list-style-type: none"> Enumerate information and components needed for Risk Stratification <ul style="list-style-type: none"> <i>Kung ang pasyente ay mayroon o walang diabetes</i> <i>Sex o Kasarian</i> <i>Kung ang pasyente ay naninigarilyo o hindi (Ang taong tumigil na sa paninigarilyo ngunit hindi pa umaabot ng isang taon ang pagtigil ay itinuturing pa rin na naninigarilyo</i> <i>Edad</i> <i>Average na systolic blood pressure ng pasyente.</i> Discuss the risk assessment charts that may be used <ul style="list-style-type: none"> One with cholesterol reading <ul style="list-style-type: none"> Hypertension with Diabetes Hypertension without Diabetes One without cholesterol reading <ul style="list-style-type: none"> Hypertension with Diabetes Hypertension without Diabetes Discuss the different risk stratification levels with their corresponding color <ul style="list-style-type: none"> Green - <10% Yellow – 10 hanggang <20% Orange – 20 hanggang <30% Red – 30 hanggang <40% Deep Red - > o equal sa 40% Discuss the step-by-step procedure of 	<p>gathered from Risk Assessment and Screening sessions)</p>	<p>patient</p> <ul style="list-style-type: none"> Recognizes the label and percentage for each color Double-checks completeness and correctness of components collected Chooses the correct table based on sex Chooses the correct box
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<ul style="list-style-type: none"> Inability to perform the appropriate health management according to the risk stratification of the patient 	<p>4. Document the information correctly and properly</p>	<p>determining the risk level of the client noting the flow of getting to the appropriate risk classification</p> <ul style="list-style-type: none"> ➤ Choose the right chart ➤ Choose the correct table based on sex ➤ Choose the correct bigger box based on age ➤ Choose the correct cell/rectangle with a color based on systolic blood pressure <ul style="list-style-type: none"> • Demonstrate the proper use of the risk stratification charts • Have the client answer at least three correct examples on risk stratification in previously assessed Philpen forms <ul style="list-style-type: none"> • Locate where the risk stratification must be marked <ul style="list-style-type: none"> ➤ Lowest part of the form entitled "Risk Level" ➤ Tick the box corresponding to the risk level result • Discuss importance of health education as the main intervention 		<p>based on age</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chooses the correct cell/rectangle with a color where age and the average systolic blood pressure may be seen. <input type="checkbox"/> Checks correct box corresponding to result of Risk Stratification
<p>Failure to refer individuals to a higher-level health facility due to:</p> <ul style="list-style-type: none"> Inability to identify individuals needing referral based on the given criteria 	<p>1. Identify patient criteria for referral to higher facility</p>	<ul style="list-style-type: none"> • Discuss the following criteria that makes the patient should be immediately referred in a higher facility <ul style="list-style-type: none"> ➤ <i>Mga taong mas bata sa 40 taong gulang na may presyon higit pa sa 140 mmHg (systolic) o 90 mmHg (diastolic)</i> ➤ <i>Mayroong sakit sa puso, na-stroke nagkaroon ng Transient Ischemic Attack o TIA, mayroong diabetes, at may sakit sa bato.</i> ➤ <i>Pananakit ng dibdib o angina</i> ➤ <i>Lumalalang heart failure o pagpalya ng puso</i> 	<p>20 minutes for the discussion of the criteria of the patient to be referred on a higher facility</p> <p>35 minutes discussion on the referral and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Correctly determines whether one status of a patient is a criterion for immediate referral to a higher facility

	<p>2. Identify appropriate interventions based on the patient's risk stratification level</p>	<ul style="list-style-type: none"> ➤ <i>May presyon na mas mataas na 140/90mmHg (o 130/80mmHg para sa mga taong may diyabetis) kahit pa may iniinom na 2 hanggang 3 gamot.</i> ➤ <i>May mataas na lebel ng protina sa ihi o proteinuria</i> ➤ <i>Mga payat na taong mas bata sa 30 taong gulang na bagong kaso ng diyabetis o kaya bagong kaso na may urine ketone na 2+</i> ➤ <i>Diyabetis na may fasting blood glucose na higit sa 252 mg/dL (14mmol/L) kahit na ibinigay ang pinakamataas na dose ng metformin, meron o walang sulphonylurea</i> ➤ <i>Mga taong may diyabetis na may malubhang impeksyon o kaya may sugat sa paa (foot ulcer)</i> ➤ <i>Mga taong may diyabetis na kamakailan lamang ay nakarana ng paglabo ng paningin o kaya naman ay mga may diyabetis na hindi pa nagpapatingin ng mata sa doktor sa nakalipas na 2 taon.</i> <ul style="list-style-type: none"> ● Discuss and explain the referral and health management that should be done based on the determine risk stratification level <ul style="list-style-type: none"> ➤ <i>Kung ang risk level ay mas mababa sa 10%</i> <ul style="list-style-type: none"> □ <i>I-follow up ang pasyente sa susunod na 12 na buwan o isang taon</i> □ <i>Turuan ukol sa pagkain, pisikal na aktibidad, at pagtigil sa paninigarilyo</i> ➤ <i>Kung ang risk level ay 10% hanggang mababa sa 20%</i> <ul style="list-style-type: none"> □ <i>I-follow up ang pasyente tuwing tatlong buwan hanggang sa makamit ang target, pagkatapos ay gawin itong 6-9 na buwan</i> □ <i>Turuan ukol sa pagkain, pisikal na aktibidad,</i> 	<p>health management that should be done based on the determine risk stratification level</p> <p>20 minutes to be given to determine and answer at least three correct examples of referrals that should be done on the accomplished philpen forms.</p>	<ul style="list-style-type: none"> □ Correctly identifies the things that should be done on a patient having such a risk stratification level based on the previously accomplished PhilPEN forms.
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		<p style="text-align: center;"><i>at pagtigil sa paninigarilyo</i></p> <ul style="list-style-type: none"> ➤ <i>Kung ang risk level ay 20% hanggang sa mas mababa sa 30%</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I-follow up ang pasyente tuwing 3-6 na buwan</i> <input type="checkbox"/> <i>Turuan ukol sa pagkain, pisikal na aktibidad, at pagtigil sa paninigarilyo</i> <input type="checkbox"/> <i>Kung ang indibidwal ay walang palyang nagkakaroon ng BP na 140/90 mmHg o higit pa, magbigay ng isa sa mga low dose na gamot</i> ➤ <i>Kung ang risk level ay 30% o higit pa:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I-follow up ang pasyente tuwing tatlong buwan</i> <input type="checkbox"/> <i>Turuan ukol sa pagkain, pisikal na aktibidad, at pagtigil sa paninigarilyo</i> <input type="checkbox"/> <i>Magbigay ng Statin na gamot</i> <input type="checkbox"/> <i>Bigyan ng Thiazide, ACE inhibitor, beta-blocker o calcium channel blocker kung ang BP ay walang palya sa pagiging mataas.</i> ➤ <i>Kung ang pasyente ay may diyabetism, ang mga karagdagang aksyon ay:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I-follow up ang pasyente tuwing tatlong buwan</i> <input type="checkbox"/> <i>Magbigay ng payo sa paglilinis ng paa</i> <input type="checkbox"/> <i>Irefer na magpatingin ng mata tuwing dalawang tain</i> <input type="checkbox"/> <i>Kung mataas ang FBS, kahit sinusunod ang diabetic diet, magsimula sa pagbibigay ng Metformin</i> 		
Failure to conduct health education properly and	1. Discuss briefly the	<ul style="list-style-type: none"> • Discuss the concept and nature of health teaching 	30 minutes for	<input type="checkbox"/> Correctly state the concept

<p>accurately due to:</p> <ul style="list-style-type: none"> • Lack of/Inadequate knowledge on the concept and importance of health teaching • Inability to perform the steps of the health teaching process • Lack of/Inadequate knowledge on the risk factors and its management • Inability to use proper visual aids and health teaching materials. 	<p>concept of health teaching and the teaching process</p> <ol style="list-style-type: none"> 2. Discuss the importance of performing health teaching and the learning process 3. Determine the most appropriate teaching material to be used as part of the teaching process 	<p>and the teaching process</p> <ul style="list-style-type: none"> ➤ <i>Ang edukasyong pangkalusugan ay pagbibigay impormasyon lalo na sa mga salik na nakadudulot ng mga sakit tulad ng altagpresyon at diyabetis upang madagdagan ang kaalaman sa pagtaguyod ang kalusugan. Itinatalakay ng seksyon na ito ang iba't ibang mga konsepto, paraan, at proseso ng pagbibigay ng edukasyong pagkalusugan na gagabay sa mga barangay health workers (BHW) bilang mga tagapagturo.</i> • State the importance and purpose of performing health teaching in line with PhilPEN Risk Assessment and Screening <ul style="list-style-type: none"> ➤ <i>Nilalayan nitong matulungan ang mga tao na maintindihan kung paano maaapektuhan ng kanilang mga pag-uugali at pagkilos ang kanilang kalusugan at hinihimok nito ang ating mga pasyente gumawa ng pansariling desisyon sa pagpili ng mas malusog na uri ng pamumuhay sa halip na pilitin ang pagbabago.</i> • Discuss the important concepts needed to be take into consideration in performing health teaching <ul style="list-style-type: none"> ➤ <i>Ang mga katangian ng epektibong pagtuturo</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Laging handa</i> <input type="checkbox"/> <i>Positibo</i> <input type="checkbox"/> <i>Malikhain</i> <input type="checkbox"/> <i>Nakakaenganyo</i> <input type="checkbox"/> <i>Maintindihin</i> <input type="checkbox"/> <i>Magalang</i> <input type="checkbox"/> <i>May bukas na isip</i> ➤ <i>Pagtuturo na angkop sa edad ng mga kliyente</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Mga bata</i> <input type="checkbox"/> <i>Mga matatanda</i> 	<p>the discussion of the concept, nature, purpose and importance of health teaching and the teaching process</p> <p>30 minutes discussion on the concepts under health teaching</p>	<p>and nature of health teaching and the teaching process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correctly state the importance and purpose of performing health teaching in line with PhilPEN Risk Assessment and Screening <input type="checkbox"/> Explains briefly in her own words each concept under health teaching <input type="checkbox"/> Enumerate at least four characteristics of effective health teaching <input type="checkbox"/> Describe the difference of teaching between children and adult learners <input type="checkbox"/> Enumerate at least two coverage of teaching <input type="checkbox"/> Enumerate at least two
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	<p>4. Demonstrate correct health teaching procedures</p> <p>5. Discuss the risk factors of hypertension and Diabetes Mellitus and its proper management</p>	<ul style="list-style-type: none"> ➤ <i>Tatlong saklaw ng pagkatuturo</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Cognitive</i> <input type="checkbox"/> <i>Affective</i> <input type="checkbox"/> <i>Behavioral</i> ➤ <i>Tatlong istilo ng pagkatuto</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Visual Learners</i> <input type="checkbox"/> <i>Auditory Learners</i> <input type="checkbox"/> <i>Kinesthetic Learners</i> ➤ <i>Epektibong Pagbibigay ng Edukasyong Pangkalusugan</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Tamang lokasyon</i> <input type="checkbox"/> <i>Tamang gamit</i> <ul style="list-style-type: none"> ❖ <i>Flip chart</i> ❖ <i>Brochures</i> ❖ <i>Video</i> ❖ <i>Self</i> <input type="checkbox"/> <i>Epektibong Pagpapahayag</i> <ul style="list-style-type: none"> • Discuss and demonstrate the entire process of teaching <ul style="list-style-type: none"> ➤ <i>Pagtukoy sa pangangailangang pangkaalaman</i> ➤ <i>Paglista ng mga layunin kasama ang kliyente</i> ➤ <i>Paraan ng pagtuturo</i> ➤ <i>Ebalwasyon</i> ➤ <i>Dokumentasyon</i> • Provide examples in each process of teaching <ul style="list-style-type: none"> • Explain the significant information and details about Hypertension and Diabetes <ul style="list-style-type: none"> ➤ <i>Definition</i> ➤ <i>Symptoms</i> ➤ <i>Complications</i> 	<p>40 minutes discussion on the topic about the actual teaching process and providing examples in between of each step</p> <p>20 minutes discussion about the significant</p>	<p>styles of learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains briefly in her own words the things needed to be taken into consideration in providing effective health teaching <input type="checkbox"/> Discuss briefly each process of teaching <input type="checkbox"/> Demonstrate and provide correct examples in each step in the teaching process <input type="checkbox"/> Explain what hypertension and diabetes is in terms of at least five of the following:
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		<ul style="list-style-type: none"> ➤ <i>Normal levels</i> ➤ <i>Emergency signs</i> ➤ <i>Appropriate management specific for the condition</i> • Explain the different risk factors of hypertension and Diabetes Mellitus and its management <ul style="list-style-type: none"> ➤ <i>Nutrisyon</i> ➤ <i>Pisikal na Aktibidad</i> ➤ <i>Paninigarilyo</i> ➤ <i>Paginom ng alak</i> ➤ <i>Stress management</i> 	<p>information about hypertension and diabetes</p> <p>20 minutes discussion about the risk factors and its management of hypertension and diabetes</p> <p>20 minutes to be given to answer the sample exercises found at the back page of the module</p> <p>15 minutes to be given to perform and demonstrate health teaching with an actual resident of the community</p>	<ul style="list-style-type: none"> ○ Definition ○ Symptoms ○ Complications ○ Normal levels ○ Emergency signs ○ Appropriate management <input type="checkbox"/> Explain the risk factors of hypertension and diabetes and its management <input type="checkbox"/> Answer correctly the exercises prepared at the back of the module <input type="checkbox"/> Demonstrate properly health teaching with an actual resident of the community
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