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Breastfeeding difficulty Initial assessment

Midwifery & O.G. Nursing | Initial assessment

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Fictional educational example. Individualize using verified patient findings, authorized treatment and current local protocols. No real patient record or observed outcome is claimed.

Patient profile and history

26-year-old woman with a 5-day-old infant. Care stage: At the first supervised assessment.

Medical history: Fictional obstetric history: G1P1, five days after a term birth. Painful feeds and concern about intake prompted a mother-infant feeding assessment. No known drug allergy is reported in this fictional interview; this does not replace medicine-by-medicine verification in real care.

Surgical history: No previous major operation is reported in this fictional interview. Confirm procedure details, complications and any relevant devices when applying the exercise.

Personal and family assessment: The woman requests respectful explanation and involvement of her chosen support person with consent. Assess access to maternity follow-up, nutrition, transport and infant-care support.

Scenario: The patient or caregiver wants to know which concern needs attention first.

Clinical assessment

Subjective: Pain during feeds and worry that the baby is not taking enough milk.

Objective findings and required checks: Attachment, milk transfer, infant output and weight need direct assessment.

Physical examination and investigations: Observe a feed, assess nipples/breasts and infant hydration, output, weight and clinical stability.

Supply actual values, units, timing and trends during supervised application. Do not invent missing clinical data.

Clinical focus and pathophysiology

Breastfeeding difficulty: Suboptimal attachment or other maternal/infant factors can reduce effective transfer and cause pain.

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Medical / surgical management

Provide skilled feeding support, improve positioning/attachment and arrange prompt review of inadequate intake or maternal concerns.

Illustrative drug and treatment study

Medicine / treatment	Purpose	Nursing checks
Prescribed analgesic when appropriate	Relieve assessed maternal discomfort	Verify breastfeeding suitability
no routine drug to increase supply	Assess feeding and medical causes first	Use specialist advice for any medicine.

Treatment examples are not a prescription. Verify the authorized product, dose, route, timing, contraindications and current local product information.

Nursing process - ADPIE

Assessment

Pain during feeds and worry that the baby is not taking enough milk. Attachment, milk transfer, infant output and weight need direct assessment. The patient or caregiver wants to know which concern needs attention first.

Nursing diagnosis

Prioritize feeding difficulties affecting infant or caregiver well-being; pain interfering with rest or activity; emotional distress affecting participation in care; learning needs about the condition and care plan. Validate each concern against assessment. For an actual problem, link the problem, contributing factors and observed cues; for a risk problem, document the risk factors without invented symptoms.

Planning

After the first indicated intervention, at the documented review time: document a patient-specific baseline and measurable target. Agree short- and longer-term outcomes with the patient/caregiver; physiological safety takes priority over teaching and discharge tasks.

Implementation

Provide skilled feeding support, improve positioning/attachment and arrange prompt review of inadequate intake or maternal concerns. Establish the immediate clinical priorities and verify the baseline before assuming a diagnosis. Document care, prescribed treatment, consent and escalation.

Evaluation

Compare reassessment with each stated outcome. Mark met, partly met or not met using observed evidence, document the review time and revise the plan. This vignette provides no completed patient outcome.

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Nursing care plan

Nursing diagnoses use original clinical problem wording. They are not the licensed NANDA-I classification. Verify any formal label or code against your institution's licensed current edition; select actual or risk diagnoses only when supported by assessment.

Context task: Establish the immediate clinical priorities and verify the baseline before assuming a diagnosis.

Set individualized measurable targets and an exact review time. Select actual or risk statements only when supported by assessment.

Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
Ask: Ask about feed frequency, pain, infant behaviour and caregiver concerns. Assess: Observe an entire feed when possible and assess weight, output and clinical stability.	Feeding difficulties affecting infant or caregiver well-being. Possible factors: ineffective attachment, fatigue or a clinical feeding barrier. Validate against the patient's assessment.	Short-term: After the first indicated intervention, at the documented review time: A safe, supported feeding plan is demonstrated during the observation period. Longer-term: Before the clinically approved transition or agreed follow-up: Caregiver describes feeding cues, intake indicators and when to seek help.	1. Assess both infant stability and caregiver comfort before recommending changes. Rationale: Feeding difficulty can have medical as well as technique-related causes. 2. Support positioning and attachment or the prescribed alternative feeding method. Rationale: Individual support can improve comfort and effective milk transfer. 3. Arrange weight or feeding review and escalate poor intake or dehydration. Rationale: Follow-up helps identify inadequate intake early. 4. Provide skilled feeding support, improve positioning/attachment and arrange prompt review of inadequate intake or maternal concerns. Rationale: Suboptimal attachment or other maternal/infant factors can reduce effective transfer and cause pain. The condition-specific plan addresses the underlying problem while response is monitored.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.

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Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
Ask: Ask about pain site, onset, severity, quality and the patient's acceptable pain level. Assess: Observe guarding, expression and effect on movement; use an appropriate pain scale.	Pain interfering with rest or activity. Possible factors: tissue irritation, injury or the underlying condition. Validate against the patient's assessment.	Short-term: After the first indicated intervention, at the documented review time: Pain decreases toward the patient-agreed target after reassessment. Longer-term: Before the clinically approved transition or agreed follow-up: Uses agreed comfort strategies and explains when new or worsening pain needs review.	1. Assess pain and associated red flags before and after treatment. Rationale: Changing pain may signal a complication and helps evaluate relief. 2. Provide comfortable positioning, reassurance and appropriate non-drug measures. Rationale: Comfort measures can reduce distress and complement prescribed treatment. 3. Give prescribed analgesia and monitor sedation, breathing and other adverse effects. Rationale: Relief should improve function without creating medication-related harm.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.
Ask: Ask what worries the patient most and how they prefer to receive information. Assess: Observe distress, attention and ability to engage without making assumptions.	Emotional distress affecting participation in care. Possible factors: uncertainty, symptoms or unfamiliar treatment. Validate against the patient's assessment.	Short-term: After the first indicated intervention, at the documented review time: Identifies one immediate concern and participates in an agreed next step. Longer-term: Before the clinically approved transition or agreed follow-up: Describes helpful support and coping strategies before transition of care.	1. Listen without judgment and acknowledge specific concerns. Rationale: Feeling heard supports trust and therapeutic engagement. 2. Explain one step at a time and use teach-back with permission. Rationale: Manageable information reduces uncertainty and checks understanding. 3. Offer culturally appropriate support and refer when distress persists or safety concerns arise. Rationale: Additional support may be needed beyond bedside reassurance.	Record the baseline and reassessed finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.
Ask: Ask what the learner already knows and wants to	Learning needs about the condition and care plan. Possible	Short-term: After the first indicated intervention, at the	1. Assess language, literacy, hearing, vision and preferred learning method. Rationale: Accessible teaching improves	Record the baseline and reassessed

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Assessment: subjective / objective	Nursing diagnosis: original problem wording	Short- and longer-term goals	Nursing interventions with rationale	Evaluation
understand. Assess: Use teach-back or demonstration to identify specific gaps.	factors: new information, complex treatment or limited prior teaching. Validate against the patient's assessment.	documented review time: Explains the most important immediate action in their own words. Longer-term: Before the clinically approved transition or agreed follow-up: Demonstrates the agreed care skills and names follow-up and warning signs.	understanding. 2. Teach a few condition-specific points using plain language and demonstration. Rationale: Focused information is easier to retain and apply. 3. Use teach-back, correct misunderstandings and provide an accessible written plan. Rationale: Checking understanding supports safer self-management. 4. Teach feeding cues, signs of effective intake, expressing when advised and access to feeding support. Rationale: Condition-specific teaching connects the treatment plan to safe continuing care.	finding, the time and whether this goal is met, partly met or not met. If not met, reassess causes and revise or escalate. Do not record an unobserved improvement.

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Health education and continuing care

Teach feeding cues, signs of effective intake, expressing when advised and access to feeding support.

Transition only after clinical readiness is confirmed. Reconcile medicines, check access and caregiver support, and document who will review the patient and when.

Urgent warning signs

Infant lethargy/dehydration, fever, poor feeding or maternal systemic illness needs prompt clinical review.

Evaluation and conclusion

For each goal, document met, partly met or not met using observed evidence and the review time. Reassess and revise if progress is inadequate. Individual assessment, prioritized care and coordinated review guide this topic.

Quick Revision

- Suboptimal attachment or other maternal/infant factors can reduce effective transfer and cause pain.

- Priority concerns: Feeding difficulties affecting infant or caregiver well-being; Pain interfering with rest or activity; Emotional distress affecting participation in care; Learning needs about the condition and care plan.

- Infant lethargy/dehydration, fever, poor feeding or maternal systemic illness needs prompt clinical review.

- Teach feeding cues, signs of effective intake, expressing when advised and access to feeding support.

Exam / viva: Which finding changes the order of priorities, and what must be escalated immediately?

References

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