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Difficulty swallowing with possible aspiration Enteral feeding safety

Nursing Foundation | Focused diagnosis-based template

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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.

Clinical assessment

Subjective: Feels dependent on the tube and asks how feeding safety is checked.

Objective findings and required checks: Tube and prescribed feeding plan present; placement confirmation and tolerance must be reviewed.

Physical examination and investigations: Verify approved placement confirmation before use, prescribed feed, fluid balance and metabolic monitoring.

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

Clinical focus and pathophysiology

Enteral feeding safety: Enteral access supports nutrition when oral intake is insufficient or unsafe but carries aspiration and tube-related risks.

Medical / surgical management

Use the local tube-placement safety pathway, appropriate position, prescribed feeding schedule and tube-care plan.

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Illustrative drug and treatment study

Medicine / treatment	Purpose	Nursing checks
Prescribed enteral formula	Provide individualized nutrition	Monitor tolerance and metabolic changes
tube-administered medicines	Deliver only suitable formulations	Confirm pharmacy advice and flushing instructions; do not crush unsuitable tablets.

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

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Focused nursing-problem template

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 coughing with meals, choking and voice changes. Assess: Observe secretion handling and follow a validated swallowing-screen pathway.	Difficulty swallowing with possible aspiration. Possible factors: impaired swallowing coordination or reduced airway protection. Validate against the patient's assessment.	Short-term: At the next patient-specific reassessment: Airway remains protected while an appropriate feeding plan is established. Longer-term: Before the clinically approved transition or agreed follow-up: Patient or caregiver follows the assessed swallowing and feeding plan.	1. Withhold oral intake when safety is uncertain and request the appropriate swallowing assessment. Rationale: Unassessed oral intake may cause aspiration. 2. Use only the assessed posture, texture and assistance plan. Rationale: Individual recommendations improve swallowing safety. 3. Maintain oral care and monitor respiratory changes. Rationale: Oral hygiene and early recognition reduce consequences of aspiration. 4. Use the local tube-placement safety pathway, appropriate position, prescribed feeding schedule and tube-care plan. Rationale: Enteral access supports nutrition when oral intake is insufficient or unsafe but carries aspiration and tube-related risks. 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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Apply this template

Complete with verified data: assessment cues; supported actual problem or risk; measurable outcome and review time; selected authorized interventions and rationale; observed response and next action.

Subjective / objective cues: _____

Patient-specific target and review time: _____

Evaluation evidence and next action: _____

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Health education and continuing care

Teach tube handling only within the agreed caregiver plan and report displacement or intolerance immediately.

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

Stop use and urgently assess suspected displacement, respiratory distress, severe abdominal symptoms or aspiration.

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

- Enteral access supports nutrition when oral intake is insufficient or unsafe but carries aspiration and tube-related risks.

- Priority concerns: Difficulty swallowing with possible aspiration.

- Stop use and urgently assess suspected displacement, respiratory distress, severe abdominal symptoms or aspiration.

- Teach tube handling only within the agreed caregiver plan and report displacement or intolerance immediately.

Exam / viva: What assessment evidence supports this problem, and what measurable result would demonstrate improvement?

References

Nursing Fundamentals, 2e - Ernstmeyer & Christman (editors), Open RN / WisTech Open, 2024
https://wtcs.pressbooks.pub/nursingfundamentals/

Nursing Pharmacology, 2e - Ernstmeyer & Christman (editors), Open RN / WisTech Open, 2023
https://wtcs.pressbooks.pub/pharmacology2e/

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https://www.indiannursingcouncil.org/gazette-notification

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