

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: HEALTH MAINTENANCE SKILLS

Code No: DSW 107 SEMESTER: 2

Program: DEVELOPMENTAL SERVICES WORKER

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Jan 7/93
Date



HEALTH MAINTENANCE SKILLS

DSW 107

Course Name

Code Number

TOTAL CREDIT HOURS: 60

PREREQUISITE(S):

I. PHILOSOPHY/GOALS:

This course is designed to prepare the student to give basic health care to developmentally handicapped clients. A basic understanding of human anatomy and related physiology will assist students in their overview of prevalent health care problems and in the approaches used for prevention and treatment of these problems.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon completion of this course, the student will:

1. demonstrate and carry out nursing care skills required to meet the basic needs of clients according to established performance criteria.
2. explain health care measures used in prevention, assessment and treatment of common health problems.

III. TOPICS TO BE COVERED:

1. Introduction to Health Care Facilities
2. Bedmaking
3. Cleanliness and Skin Care
4. Safety in the Home and Health Care Facility
5. Body Mechanics
6. Rehabilitation and Safety
7. Foods and Fluids
8. Bowel Elimination
9. Nervous System Disorders
10. Problems Affecting the Musculoskeletal System
11. Problems Affecting Ears and Eyes
12. How to Care for a Client with a Fever
13. Preventing Infection - Communicable Diseases
14. Problems Affecting the Cardiovascular System
15. Measurement of Vital Signs
16. Common Problems Affecting the Respiratory System
17. Problems of the Excretory System
18. The Dying Patient

Week/Date 1991	Theory 1 hr/wk	Biology 1 hr/wk	Skill Practise 1 hr/wk
1	Introduction to course Qualities of a DSW student. Ethical legal issues faced by the DSW	Introduction to course. The Cell	unoccupied bed handwashing
2	Care of a bedridden person. Cleanliness Prevention of decubitus ulcers.	Integumentary system (skin) Body organization	occupied bed handwashing
3	Importance of exercise & activity to prevent contractures and other health problems. Safety.	Skeletal system	Body mechanics Lifts/transfers How to protect your back. Positioning
4	The values of Nutrition & fluids in maintaining health of DSW & clients.	Muscular System	R.O.M. Tube feeding Hand
5 TEST #1	Questions on all of the above	Questions on all above and questions on skills refer to text and handouts	SKILLS TEST 1. unoccupied bed 2. positioning 3. R.O.M. Be prepared for all 3 but you will only do one.
6	Problems affecting the digestive system. Bowel elimination Nausea/vomiting	Digestive System	Enemas Suppositories Disimpaction Collecting a stool specimen
7	Parkinson Disease Alzheimer's Disease	Central nervous system. Peripheral nervous system.	Care of prosthetic devices
8	How to maintain healthy hearing and vision.	Sense organs.	How to take a fever down (tepid bath)

Week/Date 1991	Theory 1 hr/wk	Biology 1 hr/wk	Skill Practise 1 hr/wk
9 TEST #2	Questions on all above and skill questions	Questions on all above.	View filmstrips or videos (bed- bath) or class with lab teacher.
10	Communicable Diseases (STD handout)	Endocrine System Immune System	TEST Enemas Suppositories
11	Problems of circulatory system.	Circulatory System Unit 12	TPR BP
12	Problems of respiratory system.	Respiratory System	Isolation techniques Gowning Gloving Double bagging
13	Problems of respiratory system.	Reproductive System	Suctioning Postural drainage O ₂
14	Problems of urinary system Death & Dying	Urinary System	Collection of specimens Bed pans Urinals Texax catheter
15 TEST #3	Questions on all the above.	Questions on all above and skills.	SKILLS TEST TPR BP Gowning

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 1: INTRODUCTION TO HEALTH CARE FACILITIES

At the conclusion of this unit the DSW student will be able to:

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| <ol style="list-style-type: none">1. know the meaning of the following terms:
acute illness, chronic illness, health team,2. identify good health and personal hygiene practices.3. describe the qualities and characteristics of a successful Developmental Social Worker (DSW)4. describe how you feel the DSW should dress for work.5. describe the ethical behaviour of DSW.6. explain how the DSW can prevent negligent acts.7. define and give examples of:
false imprisonment, defamation, assault and battery.8. describe how DSW's can protect the client's right to privacy.9. describe how the DSW can work well with others and, how to plan and organize the work of the day.10. explain the purpose of communication among members of the health team.11. describe five rules for communicating effectively.12. explain the purpose, parts, and information contained in the client's record.13. describe the legal and ethical responsibilities of the DSW who has access to client records. | <ol style="list-style-type: none">1. Make brief notes on these objectives refer to text, page 1-322. Attend Lecture <p>Discuss how role of Nursing assistant is similar to that of the DSW.</p> <p>Review a client record from your field work institution.</p> |
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LEARNING ACTIVITIES

REQUIRED RESOURCES

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|--|--|
| 14. identify information which can be collected about a client using sight, hearing, touch and smell. | |
| 15. list the information which should always be included when reporting to the nurse (person in charge). | pages 23-39
and make brief
notes |
| 16. list the 15 basic rules DSW's should follow when recording. | |
| 17. identify clients' rights as outlined in the American Hospitals Association's Bill of Rights. | pages 46-48 |

UNITS 1 & 2: BEDMAKING

At the conclusion of these units the DSW student will be able to:

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|---|---|
| 1. identify when bed linens should be changed. | Read and make
brief notes |
| 2. identify the purposes of a plastic drawsheet and a cotton drawsheet. | |
| 3. demonstrate ability to handle linens following the rules of medical asepsis. | |
| 4. demonstrate the ability to make an open bed, an occupied bed. | Attend a
demonstration
and practise |
| 5. demonstrate the use of devices to support and maintain body in alignment | pg. 302-304 |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 2: CLEANLINESS AND SKIN CARE

At the conclusion of this unit the DSW student will be able to:

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|---|---|
| 1. define the following terms:
AM care, antiperspirant, aspiration,
bedsore, decubitus ulcer, deodorant,
Hs care, perineal care, oral hygiene,
manicure, pedicure, pressure sore. | Read and make brief notes following each objective. Information found on pages 179-219. |
| 2. explain the importance of cleanliness and skin care. | |
| 3. describe the routine care performed for clients before and after breakfast, after lunch and in the evenings. | Objective #3 - Prepare a routine for your placement client(s). see pages 180-187. |
| 4. explain the importance of oral hygiene and list the observations to report to the nurse (supervisor) about oral hygiene. | |
| 5. describe the general rules related to bathing clients and the observations your should make when bathing a client. Include description of skin care products used. | View Video Objectives #5,6 see pages 189-200. |
| 6. identify the safety precautions for clients taking bath baths, tub baths or showers. (State some general rules to be followed). | |
| 7. identify the purpose of a back massage. | Objectives #7-10 see pages 200-214. |
| 8. identify the purpose of perineal care. | |
| 9 explain the importance of hair care and shaving. | |
| 10. explain the importance of nail care and foot care. | |
| 11. identify the signs, symptoms and causes of decubiti. | Objectives #11-13 see pages 214-219. |
| 12. identify the pressure points of the body in the prone, supine, lateral, Fowlers and sitting positions. | |
| 13. describe how to prevent decubitus ulcers. | |
| 14. explain the importance of maintaining an individual's independence in ADL. | See handout |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNITS 1 & 2: SKILLS

At the conclusion of this unit the DSW student will be able to:

1. demonstrate ability to perform the following procedures:

Attend demonstration and practise
Read pages 178-219

- assisting the client to brush his/her teeth
- brushing the client's teeth; denture care
- providing mouth care for an unconscious client
- giving a complete bed bath, a partial bath
- assisting the client with a tub bath; a shower
- giving a back massage
- giving female/male perineal care
- brushing, combing & shampooing the client's hair
- shaving the male client
- giving nail and foot care
- positioning
 - high Fowler's
 - semi-Fowler's
 - Sims
 - lateral
 - supine
 - prone
 - in a chair
 - trochanter roll
 - use of foot board

pg. 148-149

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 3A: SAFETY IN THE HOME AND HEALTH CARE FACILITY

At the conclusion of this unit the DSW student will be able to:

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| 1. define the following terms:
hemaplegia, paraplegia, quadraplegia,
suffocation. | see page 97 |
| 2. explain seven reasons why people may be
unable to protect themselves. | Objectives #2-5
see pages 98-100. |
| 3. identify necessary safety precautions when
caring for infants and children. | |
| 4. identify the common safety hazards in
health care facilities. | Do so for
institution
you are in now |
| 5. identify the safety measures that prevent
accidents in the home. | Check your home
for these safety
measures |
| 6. explain why a client should be identified
before receiving care and how to accurately
identify a client. | Objective #6
see page 101
How do you
identify clients
in your placement |
| 7. a) describe the safety measures that prevent
falls in health care facilities. | Check your
institution for
these measures |
| b) explain the purpose of restraints and the
safety rules for use of restraints. | see pages 103-110
Check your |
| c) identify the information to be reported
when restraints are used. | institution for
these policies. |
| 8. Identify the common equipment-related
accidents and how they can be prevented. | |
| 9. Identify the accidents and errors that
need to be reported. | Read and make brief
notes p. 110-113 |
| 10. Describe the safety measures related to
fire prevention and the use of O ₂ . | |
| 11. Know what to do if there is a fire and
how to use a fire extinguisher. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 3B: BODY MECHANICS

At the conclusion of this unit the DSW student will be able to:

1. define the following terms: base of support
body alignment, body mechanics, dorsal
recumbent position, Fowler's position,
lateral position, supine position
posture sidelying position, sims' position,
log rolling, transfer belt, friction. Read and make brief
notes from text
p. 123-151.
2. explain the purpose and rules of using
good body mechanics.
3. identify comfort and safety measures for
lifting, turning, and moving clients in bed.
4. explain the purpose of a transfer belt.
5. identify the comfort and safety measures for
using a stretcher to transport a patient.
6. explain why good body alignment and position
changes are important for the patient
confined to bed.
7. identify the comfort and safety measures for
positioning patients in bed.
8. position patients in each of the five basic Practice in lab
positions in a chair.

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 3C: REHABILITATION & SAFETY

At the conclusion of this unit the DSW student will be able to:

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| 1. define the following terms activities of daily living, prosthesis, rehabilitation, suppository, abduction, adduction, atrophy contracture, dorsiflexion, extension rotation flexion, foot drop, hyperextension, internal rotation, plantar flexion, pronation, range-of-motion, supination. | Read and make brief notes page 392.
See handout pages 304-308 |
| 2. a) describe rehabilitation in terms of the whole person.

b) state a major goal of rehabilitation | Attend lecture page 393 |
| 3. define bed rest. | Objectives #3-5
pages 302-304 |
| 4. identify the complications of bed rest. | p. 310-314 |
| 5. explain how to prevent muscle atrophy and contractures. | |
| 6. list the uses of a trapeze. | |
| 7. identify the complications that need to be prevented for successful rehabilitation. | |
| 8. describe bowel and bladder training. | View F.S. Bowel and Bladder training pages 393, 245, 230 |
| 9. identify ways to help disabled individuals perform activities of daily living. | |
| 10. identify the psychological reactions a disabled person may experience during rehabilitation. | Objectives #10-12
see pages 394-396 |
| 11. describe the effects of a disability on a person's job status and how rehabilitation can help. | |
| 12. describe the responsibilities of a DSW in rehabilitation. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 3: SKILLS

At the conclusion of this unit the DSW student will be able to:

1. perform the following procedures: pages 127-144
 - a) positioning the client
 - raising the client's head and shoulders by locking arms with the client.
 - moving the client up in bed.
 - moving the client up in bed with assistance.
 - moving the client up in bed using a turning sheet.
 - turning the client toward you.
 - turning the client away from you.
 - log rolling the client.
 - helping the client sit on the side of the bed (dangle).
 - applying a transfer (gait) belt.
 - transferring the client to a chair or wheelchair.
 - transferring the client to a wheelchair (two assistants).
 - b) application of restraints Attend demonstration
 - be able to apply wrist, ankle, mitt, jacket, safety belt and elbow restraints
 - c) describe Range-of-Motion exercises Practice in lab
 - be able to perform range-of-motion exercises
 - d) describe four walking aides Demonstration and practice
 - e) demonstrate ability to help a falling person

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 4: FOODS AND FLUIDS

At the conclusion of this unit the DSW student will be able to:

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| 1. define the following terms:
anorexia, calorie, dysphagia,
dehydration, edema, gavage,
graduate, nutrient, nutrition. | Make brief notes
on the following
objectives: |
| 2. identify the foods in the
four basic food groups. | Objective #1,
pages 260, 261 |
| 3. explain the importance of protein,
carbohydrates and fats in the diet. | |
| 4. describe the functions of vitamins
and minerals. | |
| 5. identify the dietary sources of
vitamins and minerals. | Table 16-1
16-2
16-3
16-4 |
| 6. describe six factors that affect
eating and nutrition. | |
| 7. describe the special diets.
eg. diabetic, decreased sodium,
decreased fat. | |
| 8. describe normal adult fluid requirements
and the common causes of dehydration | Objectives #8-11,
pages 269-272 |
| 9. explain the responsibilities of DSW's
when forced fluids, restricted fluids
or NPO are ordered. | |
| 10. explain the purpose of intake and
output. | |
| 11. identify the foods that are counted
as fluid intake. | |
| 12. describe between meal nourishment. | |
| 13. explain how to measure intake and output. | See handout, <u>Measuring
Intake and Output</u> ,
page 275 |
| 14. explain importance of providing fresh
drinking water. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 4: SKILLS

At the conclusion of this unit the DSW student will be able to:

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| 1. describe tube feedings | Attend demonstration |
| 2. demonstrate ability to perform the following: <ul style="list-style-type: none">- feeding persons needing assistance with feeding- feed person with a gastric tube in place- getting the person ready for meals- serving meal trays | pg. 260-275 |

UNIT 5: BOWEL ELIMINATION

At the conclusion of this unit the DSW student will be able to:

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| 1. define the following objectives:
anal incontinence, chyme, colostomy, constipation, defecation, diarrhea, enema, fecal impaction, feces, flatulence, flatus, ileostomy, ostomy, peristalsis, stool, stoma. | Read and make brief notes following objectives p. 242-259 |
| 2. describe a normal stool and the normal pattern and frequency of bowel movements. | Objectives #2 & 3
pages 243-244 |
| 3. list observation about defecation that are reported to the supervisor. | |
| 4. identify the factors that affect bowel elimination. | page 245 |
| 5. describe the measures that promote comfort and safety during defecation. | |
| 6. explain why enemas are given. | Objectives #6-8
pages 245-247 |
| 7. describe the general rules for the administration of enemas (fleets). | |

LEARNING ACTIVITIES	REQUIRED RESOURCES
UNIT 5: BOWEL ELIMINATION CONTINUED . . .	
10. recognize signs and symptoms for common problems affecting the digestive system: diarrhea, constipation, vomiting.	Read handout "problems affecting the digestive system."
11. describe measures to assist persons with the above common digestive problems.	Make brief notes following objectives. page 244
12. state twelve points to note when you are caring for a person who is vomiting.	Attend lecture See Handout
13. describe how to care for a client with a colostomy or ileostomy.	page 253
UNIT 5: <u>SKILLS</u>	
At the conclusion of this unit the DSW student will be able to:	
1. demonstrate ability to perform: - giving a commercially prepared enema (fleet) - collecting a stool specimen	Attend demonstration pages 247-253 page 257
UNIT 6: <u>NERVOUS SYSTEM DISORDERS</u>	
At the conclusion of this unit the DSW student will be able to:	
1. list the six disorders that can affect the nervous system discussed in the text book.	Attend class
2. discuss each of the disorders under the following headings:	
a) definition of each disorder b) cause of each disorder c) signs and symptoms of the disorder d) care of the client with this disorder	

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 7: PROBLEMS AFFECTING THE MUSCULOSKELETAL SYSTEM

At the conclusion of this unit the DSW student will be able to:

Read pages 410-416

1. list the six disorders that affect the musculoskeletal system as discussed in the text book.
2. discuss the disorders of arthritis, Rheumatoid arthritis, osteoporosis, and loss of a limb under the following headings:
 - a) definition of each disorder
 - b) cause of each disorder
 - c) signs and symptoms of the disorder
 - d) care of person with the disorder

UNIT 8: PROBLEMS AFFECTING EARS AND EYES

At the conclusion of this unit the DSW student will be able to:

1. define the following terms: myopia, hyperopia, astigmatism, presbyopia strabismus, conjunctivitis, cerumen, acute otitis media, otosclerosis, cataract, glaucoma. Read and make brief notes from handout "Problems Affecting Eyes and Ears"
2. identify how acute eye disease can be diagnosed. page 27
3. identify what to teach the public for prevention of eye problems.
4. list seven danger signals indicating the need to see a doctor.
5. identify when eyes should be routinely examined.
6. describe how one can protect one's vision and hearing.
7. describe daily care of one's eyes and ears.
8. list disorders of the ears.
9. discuss the effects of hearing problems. Objectives #9 & 10
pages 420-422
10. examine effective ways of communicating with a deaf client.
11. discuss ways of meeting the special needs of the blind person. page 423

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNITS 7 & 8: SKILLS

At the conclusion of these units the DSW student will be able to:

Read handout -
"Procedures for
hearing aid care,
eye glass care,
brace care,
prosthetic device
care.

1. discuss the reasons for the use of braces.
2. discuss the care of the various parts of the brace.
3. discuss clothing to be worn under a body brace to aid in comfort of client.
4. discuss what to observe on client's body when removing brace.
5. discuss the care of a prosthetic limb.
6. discuss the care of a hearing aid stating ways to prevent damage.
7. know what to check hearing aid for if it is not working properly.
8. clean, store and apply client's glasses without damaging them and using proper equipment.

Objective #6
Read handout and
pages 421-422
Objectives #7 & 8
Read handout and
pages 423-424

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 9: HOW TO CARE FOR A CLIENT WITH A FEVER

At the conclusion of this unit the DSW student will be able to:

1. define the following terms: pyrexia, hyperpyrexia, hypothermia, fever, shivering, febrile convulsion, antipyretic, hypothalamus, tepid sponge bath.
2. identify the highest temperature at which a person can survive, the ceiling temperature.
3. identify symptoms during the onset of a fever; during the course of a fever.
4. describe ways to control a fever.
5. explain how a tepid bath decreases a fever.
6. explain why an antipyretic is given one hour before a tepid sponge bath.
7. list where a tepid sponge bath can be given.
8. identify temperature of water for tepid sponge bath and why it is gradually cooled.
9. explain where towels are placed during crib or bed tepid sponge bath.
10. explain when to change towels.
11. explain length of time to continue bath.
12. discuss a cold sponge bath.

Read and make brief notes following objectives. See handout "How to Care for a Client with a Fever"

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 10: PREVENTING INFECTION - COMMUNICABLE DISEASES

At the conclusion of this unit the DSW student will be able to:

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| 1. define the following terms:

asepsis, autoclave, carrier
clean technique, contamination
disinfection, germs host, infection
medical asepsis, microbe, micro-
organism, nonpathogen, normal flora,
pathogen, reservoir, spore, sterile,
sterilization. | Read and make brief notes following objectives page 115-121. Attend lecture |
| 2. explain the difference between nonpathogens, and pathogens. | Objectives #2-6 pages 116-117 |
| 3. identify six requirements needed by microorganisms to live and grow. | |
| 4. identify the signs and symptoms of an infection. | |
| 5. describe the six factors necessary for an infection to develop. | |
| 6. explain the difference between medical asepsis, disinfection and sterilization. | |
| 7. describe common practice of medical asepsis and two methods of disinfection. | Objectives #7-10 pages 118-121 |
| 8. know the rules of handwashing | Attend demonstration |
| 9. explain why reusable equipment is cleaned prior to disinfection or sterilization. | |
| 10. describe seven practices of medical asepsis. | page 177 |
| 11. explain the purpose of isolation and its effects on the patient. | pages 362-371 |
| 12. describe seven types of isolation and the general rules for maintaining isolation. | pages 364-365 |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 10: PREVENTING INFECTION - COMMUNICABLE DISEASES CONTINUED . . .

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| 13. name 5 communicable diseases that can be prevented by immunization. | Refer to handout "communicable diseases" for Objectives #13-16 |
| 14. cite the major dangers associated with German Measles. | |
| 15. identify the signs and symptoms of the following communicable diseases: rubella, rubeola, roseola, impetigo, scarlet fever, scabies, chicken pox, pediculosis, mumps. | |
| 16. describe interventions for above communicable diseases. | |
| 17. Define the following terms: bisexual, heterosexual, homosexual, impotence, menopause, sex, sexuality, transsexual, transvestite. | Read and make brief notes on following objectives. |
| 18. List the reasons why clients may become sexually aggressive. | |
| 19. Identify the ways in which you can deal with a sexually aggressive client. | |
| 20. Explain how sexually transmitted diseases are spread. | Attend lecture |
| 21. Describe the common sexually transmitted diseases. | |

UNIT 10: SKILLS

At the conclusion of this unit the DSW student will be able to:

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| 1. demonstrate ability to perform the following procedures: | Read pages 366-371 |
| - Gowning techniques | |
| - Wearing a face mask | Attend demonstration |
| - Double bagging - linens, equipment and garbage. Taking vital signs, serving foodtrays and collecting specimens. Handwashing after completion of care. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 11: PROBLEMS AFFECTING THE CARDIOVASCULAR SYSTEM

At the conclusion of this unit the DSW student will be able to:

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| 1. define: coronary occlusion, myocardial infarction, angina pectoris, congestive heart failure, endocarditis, hypertension, arteriosclerosis, thrombophlebitis, aneurysm. | pages 426-429 |
| 2. identify seven symptoms of heart problems. | Read handout "Problems Affecting Cardiovascular System" |
| 3. state measures to prevent heart problems. | |
| 4. identify the signs, symptoms, complications and treatment of hypertension. | |
| 5. explain ways to live after a coronary occlusion (heart attack). | page 429 |
| 6. describe symptoms, treatment, and care for a patient suffering from a myocardial infarction, angina pectoris. | Read and make brief notes from text and handout. |
| 7. describe cerebral vascular accident its signs and symptoms and required care. | p. 417 of text |
| | Handout "problems cardiovascular" |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 12: MEASUREMENT OF VITAL SIGNS

At the conclusion of this unit the DSW student will be able to:

1. define the following terms:

apical, radial pulse, blood pressure, body temperature, diastole, diastolic pressure, hypertension, hypotension, pulse, pulse deficit, pulse rate, respiration, sphygmomanometer, stethoscope, systole, systolic pressure, vital signs.

Read and make brief notes. p. 278

2. explain why vital signs are measured and ten factors that can affect vital signs.
3. identify the normal range of oral, rectal and axillary temperatures.
4. identify the sites for taking a pulse, ranges. List the normal pulse ranges of different age groups.
5. describe normal respirations.
6. know the normal ranges for adult blood pressures.
7. describe the practises that you should follow when measuring blood pressure.

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LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 12: SKILLS

At the conclusion of this unit the DSW student will be able to:

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| 1. be able to perform the following procedures. | Attend demonstrations |
| a) How to read a glass thermometer | pages 281-299 |
| b) How to use a glass thermometer | |
| c) Taking an oral temperature with a glass thermometer, electronic thermometer | |
| d) Taking a rectal temperature with a glass thermometer, electronic thermometer | |
| e) Taking an axillary temperature with glass and electronic thermometer | |
| f) How to use a stethoscope | |
| g) Taking a radial pulse | |
| h) Taking a apical pulse | |
| i) Counting respirations | |
| j) Measuring blood pressure | |

UNIT 13 & 14: COMMON PROBLEMS AFFECTING THE RESPIRATORY SYSTEM

At the conclusion of this unit the DSW student will be able to:

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| 1. define the following terms: rhinitis, laryngitis, croup, pharyngitis, tonsillitis sinusitis, epistaxis, bronchitis, pneumonia suctioning, postural drainage, allergies, antibody, allergen, allergic reaction, asthma | Make brief notes following objectives from hand out. "Common Problems Affecting Respiratory Problems" |
| 2. explain the signs and symptoms of the following respiratory problems: common cold, laryngisits, croup, phanyngitis, tonsillitis, sinusitis, epistaxis, bronchitis, pneumonia, asthma, allergies. | Attend lecture Text pages 425-426 |
| 3. describe interventions to assist with above problems. | |
| 4. explain the need for suctioning a person. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 13 & 14: SKILLS

1. explain the value of postural drainage.
2. demonstrate the ability to perform postural drainage.
3. demonstrate how to suction the nasopharynx (nose and throat)

Attend demonstration
demonstration
Practice in lab
Attend demonstration
Practice in lab

UNIT 15: PROBLEMS OF THE EXCRETORY SYSTEM

At the conclusion of this unit the DSW student will be able to:

1. define the following terms:
acetone, diabetes mellitus, dysuria, foley catheter, fracture pan, glucosuria, indwelling catheter, ketone body, micturation retention catheter, urinary incontinence, urination, voiding, neurogenic bladder, retention, suppression, onuria
2. identify the characteristics of normal urine.
3. identify the usual times for urination.
4. describe the general rules for maintaining normal urinary elimination.
5. list the observations to be made about urine.
6. describe the general rules for collecting urine specimens.
7. define the following terms:
cystitis, urethritis, pyelonephritis

Make brief notes
from text pages
pgs. 221-240

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 15: PROBLEMS OF THE EXCRETORY SYSTEM CONTINUED . . .

8. list causes of retention.
9. discuss ways to help a person with retention.
10. discuss ways to help with incontinence - skin care.
11. list signs of suppression.
12. describe what causes urinary tract infections (U.T.I.)
13. discuss why women are more prone to U.T.I.
14. what parts of the urinary system can be affected. State medical names.
15. discuss the causes of cystitis.
16. discuss the symptoms of cystitis.
17. discuss how to help a person with cystitis.

UNIT 15: SKILLS

At the conclusion of this unit the DSW student will be able to:

- | | |
|--|----------------------|
| 1. demonstrate the ability to give a person the bedpan. | Attend demonstration |
| 2. demonstrate the ability to give a male the urinal. | Read page 223-240 |
| 3. demonstrate the ability of helping a person to the commode. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 15: SKILLS CONTINUED . . .

4. demonstrate the ability to collect the following:
 - a) routine urine specimen
 - b) clean-catch urine specimen
 - c) a 24-hour urine specimen
 - d) a urine specimen from an infant or child
5. demonstrate the ability to strain urine

UNIT 16: THE DYING PATIENT

At the conclusion of this unit the DSW student will be able to:

- | | |
|--|--|
| 1. define the following terms: post mortem, reincarnation, rigor mortis, terminal illness. | Read and make brief notes following performance objectives |
| 2. describe terminal illness. | Use text and handout p. 467-476 |
| 3. identify two psychological forces that influence living and dying. | |
| 4. explain how religion influences attitudes about death. | Attend lecture |
| 5. describe the beliefs about death held by the different age groups. | |
| 6. describe the five stages of dying. | View film "National film board" |
| 7. describe how the dying patients psychological, social and spiritual needs can be met. | |
| 8. explain how you can help meet the physical needs of the dying patient. | |

LEARNING ACTIVITIES

REQUIRED RESOURCES

UNIT 16: THE DYING PATIENT CONTINUED . . .

9. describe the needs of the family during the dying process.
10. describe hospice care.
11. identify the signs of approaching death and signs of death.

STUDY GUIDE FOR SKILLS

When studying skills for written test know the following:

1. General Principles: safety (client & nurse), cleanliness, prevention of spreading infection, body mechanics (client & nurse).
2. Materials needed.
3. Recognize importance of washing your hands.
4. Know when to wash your hands in the procedure.
5. Recognize importance of identifying your client before doing a procedure for them.
6. How to organize your environment before starting the procedure - curtains, bed, chairs, etc.
7. Where client should be placed for procedure.
8. How to drape client to maintain dignity and privacy.
9. Actual steps of procedure.
10. How to leave client and environment at conclusion of procedure.
11. Information to chart or report at end of procedure.

V. **EVALUATION METHODS:** (includes assignments, attendance requirements, etc.)

Approximately 50% of this course will be theory-based. 50% will include teacher demonstration with students actively repeating these demonstrations. Film strips, lectures, pre-reading and practising will also be included.

Evaluation will include:

Test #1 Theory	15%
Test #2 Theory	15%
Test #3 Theory	20%
TOTAL	50%

Three skills tests each worth fifty marks for a total of 150 marks

TOTAL 50%

Each skill tested will be marked out of 50.
Pass is 80% of 50 = 35 Marks

A mark under 35 calls for a rewrite the following lab day. You enter that test with a mark of 45.

A mark under 35 on a rewrite calls for a rewrite at the end of term. You enter that test with a mark of 40.

Students are expected to practise these skills during the last hour of lab on Wednesday and on their own time. Labs are open during the evenings. Test days are not teaching days. You must perform the skill with no help from the teacher or classmates.

Grading System

A+	=	90	-	100%
A	=	80	-	89%
B	=	70	-	79%
C	=	60	-	69%

VI. **REQUIRED STUDENT RESOURCES:**

Mosby's Textbook for Nursing Assistants, 3rd ed., Sheila A. Sorrentino

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY
BOOK SECTION: (title, publisher, edition, date, library call
number)

VIII. SPECIAL NOTES:

Students with special needs (eg: visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.