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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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Date: JANUARY, 1991 PREVIOUS OUTLINE DATED: JAN/90

APPROVED: *Denise Moss*  
Dean

*Jan 11/91*  
Date

HEALTH MAINTENANCE SKILLS

DSW 107

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Course Name

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Code Number

TOTAL CREDIT HOURS:

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	<b>SKILLS TEST</b> 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 <b>TEST #2</b>	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	<b>TEST</b> 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 <sub>2</sub>
14	Problems of urinary system Death & Dying	Urinary System	Collection of specimens Bed pans Urinals Texax catheter
15 <b>TEST #3</b>	Questions on all the above.	Questions on all above and skills.	<b>SKILLS TEST</b> TPR BP Gowning



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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<br>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:

- |  |                                     |
|--|-------------------------------------|
| 1. know the following words: bath blanket, drawsheet, mitered corner, plastic drawsheet. |                                     |
| 2. describe the difference between open, closed, occupied beds.                          | Read and make brief notes           |
| 3. identify when bed linens should be changed.   |                                     |
| 4. identify the purposes of a plastic drawsheet and a cotton drawsheet.                  |                                     |
| 5. demonstrate ability to handle linens following the rules of medical asepsis.          |                                     |
| 6. demonstrate the ability to make an open bed, an occupied bed.                         | Attend a demonstration and practise |
| 7. demonstrate the use of devices to support and maintain body in alignment              | pg. 302-304                         |

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**UNIT 2: CLEANLINESS AND SKIN CARE**

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

1. define the following terms:  
AM care, antiperspirant, aspiration, bed sore, decubitus ulcer, deodorant, Hs care, morning care, oral hygiene, pericare, preineal care, 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

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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

Attend demonstration and practise  
Read pages 178-219

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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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,  
friction, lateral position, log rolling,  
posture sidelying position, sims' position,  
supine position, transfer belt. 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  
positions in a chair.

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**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, plantor flexion, pronation, range-of-motion, supination. | Read and make brief notes page 392.<br>See handout pages 304-308 |
| 2. a) describe rehabilitation in terms of the whole person.<br><br>b) state a major goal of rehabilitation   | Attend lecture page 393  |
| 3. define bed rest.  | Objectives #3-5<br>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<br>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.  |  |

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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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  |                            |
| - be able to apply wrist, ankle, mitt, jacket, safety belt and elbow restraints | Attend demonstration       |
| c) describe Range-of-Motion exercises   |                            |
| - be able to perform range-of-motion exercises                                  | Practice in lab            |
| d) describe four walking aides  |                            |
| e) demonstrate ability to help a falling person                                 | Demonstration and practice |

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**UNIT 4: FOODS AND FLUIDS**

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

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

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**UNIT 4: SKILLS**

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

1. describe tube feedings
2. demonstrate ability to perform the following:
  - feeding persons needing assistance with feeding
  - feed person with a gastric tube in place
  - getting the person ready for meals
  - serving meal trays

Attend demonstration  
pg. 260-275

**UNIT 5: BOWEL ELIMINATION**

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

1. define the following objectives:  
anal incontinence, chyme, colostomy, constipation, defecation, diarrhea, enema, fecal impaction, feces, flatulence, flatus, ileostomy, ostomy, peristalsis, stool, stoma.
2. describe a normal stool and the normal pattern and frequency of bowel movements.
3. list observation about defecation that are reported to the supervisor.
4. identify the factors that affect bowel elimination.
5. describe the measures that promote comfort and safety during defecation.
6. explain why enemas are given.
7. know the common enema solutions.
8. describe the general rules for the administration of enemas.
9. explain the use of rectal tubes.

Read and make brief notes following objectives p. 242-259

Objectives #2 & 3  
pages 243-244

page 245

Objectives #6-8  
pages 245-247

page 251

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**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.<br>page 244      |
| 12. state twelve points to note when you are caring for a person who is vomiting.                                      | Attend lecture<br>See Handout                           |
| 13. describe how to care for a client with a colostomy or ileostomy.   | page 253  |

**UNIT 5: SKILLS**

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

- |  |   |
|--|---|
| 1. demonstrate ability to perform:<br>- giving a cleansing enema<br>- giving a commercially prepared enema<br>- using a rectal tube<br>- collecting a stool specimen | Attend demonstration<br>pages 247-253<br><br>page 257 |
|--|---|

**UNIT 6: NERVOUS SYSTEM DISORDERS**

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:<br><br>a) definition of each disorder<br>b) cause of each disorder<br>c) signs and symptoms of the disorder<br>d) care of the client with this disorder |              |

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**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 strabismiss, conjunctivitis, cerumen, acute otitis media, otosclerosis, cataract, glaucoma.
2. identify how acute eye disease can be dianosed.
3. identify what to teach the public to prevent eye problems.
4. list seven danger signals indicating the need to see a doctor.
5. identify when eyes should be routinely exmained.
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.
10. examine effective ways of communicating with a deaf client.
11. discuss ways of meeting the special needs of the blind person.

Read and make brief notes from handout "Problems Affecting Eyes and Ears"

page 27

Objectives #9 & 10  
pages 420-422

page 423

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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UNITS 7 & 8: SKILLS

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

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.

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

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

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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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, hypothalmus, 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"

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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**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:<br>asepsis, autoclave, carrier<br>clean technique, contamination<br>disinfection, germs host, infection<br>medical asepsis, microbe, micro-<br>organism, nonpathogen, normal flora,<br>pathogen, reservoir, spore, sterile,<br>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   |

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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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, hetersexual, 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 at completion of care. |                      |

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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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, hemophilia. | 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  |
| 8. discuss two types of blood disorders anemia hemophilia.   | Handout "problems cardiovascular"                       |

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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UNIT 12: MEASUREMENT OF VITAL SIGNS

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

1. define the following terms:

Read and make brief notes. p. 278

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.

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 differences between mercury and aneroid sphygmomanometer.
8. describe the practises that you should follow when measuring blood pressure.

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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**UNIT 12: SKILLS**

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

1. be able to perform the following procedures.
  - a) How to read a glass thermometer
  - 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

Attend demonstrations

pages 281-299

**UNIT 13 & 14: COMMON PROBLEMS AFFECTING THE RESPIRATORY SYSTEM**

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

1. define the following terms: rhinitis, laryngitis, croup, pharyngitis, tonsillitis, sinusitis, epistaxis, bronchitis, pneumonia suctioning, postural drainage, allergies, antibody, allergen, allergic reaction, antihistamine asthma
2. explain the signs and symptoms of the following respiratory problems: common cold, laryngitis, croup, pharyngitis, tonsillitis, sinusitis, epistaxis, bronchitis, pneumonia, asthma, allergies.
3. describe interventions to assist with above problems.
4. explain the need for suctioning a person.

Make brief notes following objectives from hand out.  
"Common Problems Affecting Respiratory Problems"

Attend lecture  
Text pages 425-426

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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**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, catheter, catheterization, 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. explain why catheters are used.
7. describe the rules for caring for a patient with a catheter and give catheter care.
8. describe two methods of bladder training.
9. describe the general rules for collecting urine specimens.
10. define the following terms:  
cystitis, urethritis, pyelonephritis

Make brief notes  
from text pages  
pgs. 221-240

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

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

- |  |             |
|--|-------------|
| 11. discuss ways to help a person with a neurogenic bladder.               | See handout |
| 12. list causes of retention.  |             |
| 13. discuss ways to help a person with retention.                          |             |
| 14. discuss ways to help with incontinence.                                |             |
| 15. list causes of suppression and anuria.                                 |             |
| 16. list other signs of suppression.                                       |             |
| 17. describe what causes urinary tract infections (U.T.I.)                 |             |
| 18. discuss why women are more prone to U.T.I.                             |             |
| 19. what parts of the urinary system can be affected. State medical names. |             |
| 20. discuss the causes of cystitis.  |             |
| 21. discuss the symptoms of cystitis.                                      |             |
| 22. 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.       |                      |
| 4. demonstrate ability to give catheter care to a female and a male. |                      |

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LEARNING ACTIVITIES	REQUIRED RESOURCES
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**UNIT 15: SKILLS CONTINUED . . .**

5. demonstrate ability to empty a urinary drainage bag.
6. 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
7. demonstrate the ability to test urine with
  - a) testape
  - b) clinitest
  - c) acetest
  - d) Keto-diastix
8. 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.
2. describe terminal illness.
3. identify two psychological forces that influence living and dying.
4. explain how religion influences attitudes about death.
5. describe the beliefs about death held by the different age groups.
6. describe the five stages of dying.
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.

Read and make brief notes following performance objectives

Use text and handout p. 467-476

Attend lecture

View film "National film board"

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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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%
	<b>TOTAL</b>	<b>50%</b>

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

**TOTAL 50%**

**Mark-Offs:**

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, 2nd ed., Sheila A. Sorrentino