

Cedarville University
Department of Nursing

NSG 3020
Provider of Nursing Care III
Fall 2004

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Course Coordinator
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Provider of Nursing Care III
Cedarville University
Fall Semester 2004

COURSE NUMBER: NSG 3020
CREDIT HOURS: 2 semester hours
PREREQUISITE: NSG 2020 Provider of Nursing Care II

FACULTY:

Mark Klimek, RN, MSN Course Coordinator	Ext 7719
Karen Callan, RN, BSN	Ext 7706
Linda Cave, RN, MS	Ext 7718
Sharon Christman, RN, PhD	Ext 7580
Suzanne Lefever, RN, BSN	Ext 3295

COURSE DESCRIPTION:

Focus on development of systematic approaches to assessing the health balance of individuals. Includes elements of a health history, performing physical examination, analysis and categorizing of physical response patterns, and communicating findings in appropriate terminology. Students learn principles and develop technical skills for providing nursing care in various settings, including medication administration and providing perioperative care.

COURSE OBJECTIVES:

Upon completion of this course, the student:

Godly Living

Living a life approved by God and acknowledging God in all things. Growing to be like Christ in faith, moral excellence, knowledge, self-control, perseverance, godliness, kindness, and love. (II Peter 1:5-9)

1. Relates Cedarville University Department of Nursing Philosophy and Conceptual Framework to the process of data collection. (EPO 1.1)
2. Treats all individuals with dignity and respect. (EPO 1.2)

Care

The demonstration of actions and behaviors performed with/or on the behalf

of another to meet needs within/or across the human dimensions: physical, emotional, social, intellectual, spiritual. Professional care is a learned process using psychomotor, cognitive, and affective skills directed at demonstrating empathetic concern for and attention to meeting the needs of individuals, families, and groups.

3. Applies knowledge from the bible, the art and science of nursing, the biological and behavioral sciences, and the humanities to data collection and selected technical skills. (EPO 2.1)
4. Identifies normal physical responses of adults as a basis for determining individual resources and demands. (EPO 2.2)
5. Safely performs selected psychomotor skills in the delivery of nursing care. (EPO 2.2)

Culture

The shared set of values, beliefs, norms, role expectations, and social structures that produce a patterned common way of life.

6. Identifies cultural considerations related to data collection and the performance of psychomotor skills. (EPO 3.1)
7. Discusses the use of physical assessment skills in traditional and expanding nursing roles. (EPO 3.3)

Information Management

The God-given ability of humans to manipulate thoughts and ideas, and experience God's creation through cognition.

8. Differentiates between normal and abnormal findings obtained during data collection. (EPO 4.1)
9. Clusters assessment data to show accurate diagnostic relationships. (EPO 4.1)
10. Demonstrates basic skills and data collections as a basis for assessing client status. (EPO 4.2)
11. Uses technology for the purpose of data collection and performance of selected psychomotor skills. (EPO 4.6)
12. Utilizes interview principles to obtain health assessment data. (EPO 4.7)
13. Communicates assessment findings using appropriate medical terminology. (EPO 4.7)

CLASS SCHEDULE:

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	Day	Time	Location
CLASS Aug. 27 and Oct. 18 through Dec. 10	Fridays	11:00-12:50	DMC 153
SKILLS LABS Aug. 30-Oct. 8			
NIR Group	Wednesday	8:00-9:50 am	Barrett Clinical Lab
CMS Group	Wednesday	11:00-12:50	Barrett Clinical Lab
PHN Group	Friday	8:00-9:50 am	Barrett Clinical Lab
MWH Group	Friday	11:00-12:50	Barrett Clinical Lab

COURSE REQUIREMENTS:

1. Passing average on examinations and quizzes. (75% or above)
2. Passing grade on core section of final exam. (75% or above)
3. Passing course grade average (75% or above). Progression in the Nursing major requires a grade of C- (75%) or higher.
4. Passing performance in carrying out clinical assignments.
5. Receiving a passing grade on all skills performance validations.
6. Adherence to course and Department of Nursing policies.
7. Professional behavior, class/skills lab/clinical attendance, punctuality, preparation, respect for others.
8. Meeting all course objectives.
9. Mandatory Lab Practice documentation before skills validation.

TEACHING STRATEGIES:

The teaching methods used in this course to achieve the objectives include lecture/discussion; small group seminars and discussions; study guides; independent study using A-V media and computer-assisted instructions; patient care assignments; written assignments; and skills lab practice. It is assumed that the students will take responsibility for their own learning by preparing **IN ADVANCE** for all classroom and clinical experience and by completing all assignments.

EVALUATION:

1. Skills Study guides 10%
2. Health Assessment Final Exam and quizzes 10%
 - Health History
 - Heart
 - Lung
 - Abdomen
 - Eye and Ear
3. Dosage Calculation Quiz 5%
4. Biblical character quality paper 5%
5. Teaching/learning Plan 10%
6. Final Exam 60%

GRADING SCALE:

A	95-100	D+	73-74
A-	93-94	D	69-72
B+	91-92	D-	66-68
B	87-90	F	65 or lower
B-	85-86		
C+	82-84		
C	78-81		
C-	75-77		

TEXTBOOKS:

The Bible

Lewis, S.M., Heitcamper, M.M., and Dirksen, S.R. (2004) Medical-Surgical Nursing. 6th ed. Mosby: St. Louis.

Lewis, S.M. et al (2004). Virtual clinical excursions, 6th ed. Mosby: St. Louis.

Lindeman, C.A. & McAthie, M. (1999) Fundamentals of Contemporary Nursing Practice. W.B. Saunders Company: Philadelphia.

Johnson, M., Meridean, M., and Moorhead, S., Eds. (2000) Nursing Outcomes Classifications, 2nd ed. St. Louis: Mosby.

McClosky, J. & Bulechek, G. Eds. (2000). Nursing interventions classifications, 3rd ed. St. Louis: Mosby.

NANDA. (2001). NANDA nursing diagnosis: Definitions and classification, Philadelphia:NANDA.

Pagana, K.D., & Pagana, T.J., (2003). Diagnostic and laboratory test reference, 6th ed. St. Louis: Mosby.

Perry, A. & Potter, P. (2004). Clinical nursing skills and techniques, 5th ed. St. Louis: Mosby

Recent drug handbook (Springhouse publication recommended).

Silvestri, L. (2003). Comprehensive review for NCLEX-RN, 2nd or 3rd ed. Philadelphia: Saunders.

COURSE POLICIES:

Attendance - class/skills lab/clinical attendance will be expected in order to achieve the course objectives.

Tardiness - Tardiness to class or clinical experiences represents unprofessional behavior and may hinder achievement of course objectives.

Late Papers - Papers are expected at assigned times. Late papers will receive five percent deduction per day (including weekend days).

Exams - All students are expected to take examinations as scheduled. Make-up exams will only be allowed because of illness or major family crisis, and may be in any form determined by the course coordinator. Make-ups will be permitted **ONLY with PRIOR** consent of the course coordinator.

Clinical Absences - There are **NO** excused clinical **or** skills lab absences.

Summer Physical Assessment - All summer work must be completed **prior** to validation of physical assessment skills. Validation of physical assessment skills must be completed **before** a student is admitted to the clinical component of the course. No student will be admitted to clinical experiences without documented proficiency in physical examination techniques.

Required skills practice - Prior to validating required skills students must

document on the official practice cards that they have practiced each skill the required number of times. A student who comes to validate a skill without the practice cards being signed by lab faculty will not be permitted to validate. A **“fail”** will be entered for that skill. Passing **all** skill validations is required to pass the course and progress in the nursing major.

DATE / TIME	TOPIC	ASSIGNMENT
Lab:	Skills Validation: Health Assessment	See Health Assessment video: Demonstration Practice assessment with partner Health Assessment Validation
	Exam: Health Assessment	Exam must be completed by Friday, August 27 at 10 AM
Class: Friday August 27 11:00-12:50		Intro to Provider of Care 3 Mandatory Clinical Orientation Dosage Calculation Quiz (Bring calculator to class)
Labs: Sept. 1 & 3	Medication Administration	Lindeman et al: pp 346-374 pp 382-391 Perry, pp 436-501
Labs: Sept. 8 & 10	Injections	Perry pp 504-534
Labs: Sept. 15 & 17	Catheterization Enema Specimen Collection	Perry, pp 706-732; 747- 755; 1148-1206
Labs: Sept. 24 & 29	Dressing Change Wound Care Hot & Cold Treatments	Perry, pp 1004-1091
Labs: Oct 1 & Oct. 6	IV Maintenance	Lindeman et al: pp 374-382 Perry, pp 587-616
Labs:	NG and G-Tube Feedings	Perry, pp 665-681

Oct. 8 & 13		
October 14 -15	No class or labs	
October 22	Teaching/Learning	
October 29	Documentation	
November 5	Documentation	
November 12	Peri-Op	Lewis et al: pp 360 - 375
November 19	Peri-Op	Lewis et al: pp 377 - 391
November 26	No class: Thanksgiving Break	
December 3	Peri-Op	Lewis et al: pp 393 - 413
December 10	Spirituality/Grief	
December 16	Final exam 3 -5 or another time as designated by faculty.	Covers ALL material including physical assessment information from summer work.

PHYSICAL ASSESSMENT

LAB PRACTICE GUIDE

With a partner, practice the following skills in the order given:

- I. Introduce self to client
- II. General appearance (14 cues) - state only the following
 1. Age
 2. Gender
 3. Race
 4. Apparent state of health
 5. State of awareness
 6. Dress, grooming, personal hygiene
 7. Posture & gait

- IV. Assessment of eyes, ears, nose, mouth & skin
 - A. Inspect eye & pupillary reaction to light
 - B. Inspect external ears
 - C. Inspect nose and mouth (with light and tongue blade where appropriate)
 - D. Inspect and palpate skin
 1. Color
 2. Texture & moisture
 3. Turgor
 4. Skin lesions
 - E. Check for capillary refill

- II. Assessment of the lungs and thorax
 - A. Inspect:
 1. Symmetry
 2. Chest movement
 3. Respiratory rhythm & rate
 - B. Percuss for resonance
 1. Posterior lung fields only
 - D. Auscultate breath sounds. Be certain to state the locations and lobes you are auscultating. State the sounds you hear at each location. (Vesc, bronch, etc)

- III. Assessment of the heart
 - A. Inspect:
 1. Look for the PMI

 - B. Auscultation of the heart
 1. Locate the five anatomical landmarks and state the valve examined at each site

2. Perform a systematic heart auscultation - state which is louder S1 or S2 at each site
3. Listen for any sounds between S1 and S2

VI. Assessment of Circulation

- A. Locate the site for auscultation of the apical pulse
- B. Palpate the carotid, radial, femoral, popliteal, posterior tibial & dorsalis pedis pulses.

VII. Assessment of the abdomen

- A. Inspect for
 1. Peristalsis
 2. Pulsations
- B. Auscultate for bowel sounds with the diaphragm and vascular sounds with bell.
- C. Percuss for tympany X 4 quadrants
- D. Palpate both light and deep X 4 quadrants

VIII. Describe how you would teach breast assessment

IX. Conclude your examination

GUIDELINES FOR BIBLICAL CHARACTER QUALITY PAPER

A. Purpose

The purpose of this written assignment is to assist the student in defining and applying the Biblical character quality of perseverance (patience) as it is presented in II Peter 1:6.

B. Format

Use APA format

Length - approximately 3 - 5 pages, excluding the title page and reference page.

C. Required references

The Bible - indicate translation used

Vine's Expository Dictionary

Commentary

D. Content

1. Definition

A. Give the common meaning of the word *perseverance* as it is defined in an English Dictionary.

B. Using *Vine's* as a reference, give the Greek word that is translated *perseverance (patience)* in II Peter 1:6.

C. Give the root meaning of the Greek word.

D. What is the opposite of perseverance? Or, what it is NOT.

E. Describe major obstacles to perseverance.

2. Describe examples of perseverance:

A. Old testament example (select an OT character that demonstrated perseverance and describe how he/she did so).

B. New Testament example.

C. Example from your own life.

3. Application

A. The Bible says we are to "apply all diligence" in adding perseverance to our lives (II Peter 1:5). Identify and define the Greek word that is translated *diligence* in the passage, and use it to explain **HOW** we are to grow in perseverance.

B. II Peter 1:8-10 These verses explain **WHY** we are to grow in all these qualities. Summarize the reason in your own words.

C. "I will persevere in _____." To fill in this blank, choose something that you believe would please God...some Biblical command to obey, some reflection of His character...and

Describe how you will give evidence of persevering in it. (Example: trust, patience, kindness, faithfulness - also Bible reading and Bible memory.)

NOTE: *Vine's Expository Dictionary* uses the King James version, so you will need to look up the word "patience" as used in the KJV of II Peter 1:5-8

