

NURSING 101: FOUNDATIONS OF NURSING

UNIT II: THE CLINICAL UNIT – PART I – ASSESSMENT, DIAGNOSTIC STUDIES, & NURSING PROCESS:

CLINICAL OBJECTIVES

AT THE COMPLETION OF THE CLINICAL UNIT, THE STUDENT:

1. Discuss the purpose of a nursing assessment.
2. Discusses ideal environment for performing assessment of client's physical status.
3. Discusses methods to obtain subjective and objective data during client interview and physical assessment.
4. Performs assessment of the patient's physical status utilizing techniques of inspection, palpation, percussion and auscultation.
5. Summarizes physical and psychosocial assessment findings in a written format.
6. Explains the pathophysiology of normal and abnormal assessment findings.
7. Demonstrates an understanding of various types of client data.
8. Discusses the nursing responsibilities before, during, and after laboratory and diagnostic procedures.
9. Identifies the significance of common laboratory/diagnostic tests and applies that information to individualize patient care.
10. Identifies evidence-based practice/best practice standards related to physical assessment.
11. Demonstrates accountability during the assessment process.
12. Defines the nursing process.
13. Identifies the components of the nursing process.
14. Reviews the list of NANDA diagnoses.
15. Discusses frameworks used to organize assessment data.
16. Differentiates between nursing diagnosis and medical diagnosis.
17. Explains expected outcomes and the planning phase.
18. Describes the types of nursing interventions used to implement the nursing plan of care.
19. Discusses the evaluation phase as an end point and throughout the nursing process.
20. Identifies the components of evidence-based practice and the importance to nursing.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p>Unit II: The Clinical Unit Theory Hours- 0 Clinical Hours- 17</p> <p>I. Assessing the Patient’s Health Status</p> <p>A. Health Assessment</p> <ol style="list-style-type: none"> i. Terminology ii. Purpose of Assessment iii. Types of Assessment iv. Assessment Framework v. Data Collection <ol style="list-style-type: none"> 1. Obtaining Subjective Information <ol style="list-style-type: none"> a. Reason for Seeking Healthcare b. Health History c. Interview 2. Obtaining Objective Information <ol style="list-style-type: none"> a. Purpose b. Preparing Patient and Environment c. Positioning d. Exam Equipment e. Assessment Techniques <ol style="list-style-type: none"> i. Inspection ii. Palpation iii. Percussion iv. Auscultation vi. Implementation of Subjective and Objective Assessment Techniques <ol style="list-style-type: none"> 1. Review of Systems (subjective) 2. Assessment of Body Systems (subjective & objective) <ol style="list-style-type: none"> a. General Survey b. Integumentary c. Head 	<p>Lecture PowerPoint Discussion Handouts</p> <p>Visual-Based Learning: 5 Moments of Hand Hygiene Video</p> <p>Visual-Based Learning: Percussion Video</p> <p>Experiential Learning: Stethoscope Use and Application Demo</p> <p>Interactive Lecture: Incorporated questions with group discussion</p> <p>Interactive Lecture: In-class group discussion on subjective vs. objective data</p> <p>Visual-Based Learning: Braden Scale Video</p> <p>Visual-Based Learning: Pulmonary Assessment Video</p> <p>Visual-Based Learning: Cardiac Assessment Video</p>	<p>Assessment of assigned patients during clinical Interpretation of lab studies on assigned clinical patients Pre and Post Conferences Care Plans</p> <p>Assessment Documentation Form</p> <p>Assessment Vocabulary Handout</p> <p>OPQRST Mnemonic Handout</p> <p>Head to Toe Assessment Guide Handout</p> <p>Cardiac Assessment Guide Handout</p> <p>Pulmonary Assessment Guide Handout</p> <p>Visual-Based Learning: Faculty Demonstrated Skill Video on Head to Toe Assessment</p> <p>Class Prep: Worksheet questions based on ATI Health Assessment Videos and Modules</p>	<p>Clinical Evaluation— Assessment Lab</p> <p>Class Preparation</p>

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<ul style="list-style-type: none"> <ul style="list-style-type: none"> i. General ii. Eyes iii. Ears iv. Nose v. Mouth & Pharynx vi. Neck d. Respiratory e. Cardiac f. Peripheral Vascular g. Abdomen h. Urinary i. Musculoskeletal j. Neurological 3. Validating Data 4. Documentation B. Nursing Care of the Patient Undergoing Diagnostic Tests & Procedures <ul style="list-style-type: none"> i. The Nurse as a Facilitator for Diagnostic Testing <ul style="list-style-type: none"> 1. Patient Preparation <ul style="list-style-type: none"> a. Scheduling b. Teaching c. Informed Consent d. Physical Preparation e. Collection of Supplies 2. Responsibilities During Testing <ul style="list-style-type: none"> a. Assessment b. Support c. Positioning 3. Responsibilities After Testing <ul style="list-style-type: none"> a. Assessment b. Specimen Collection & Equipment c. Documentation d. Patient & Family Support 4. Using Data to Individualize Care 	<p>Visual-Based Learning: Abdominal Assessment Video</p> <p>Case Study Analysis: Client Assessment</p> <p>Game-Based Learning: Assessment Review Kahoot</p> <p>Experiential Learning: Performing Assessment on Student Partner</p> <p>Experiential Learning: Utilizing Simulation Lab to Identify Abnormal Assessment Findings</p>	<p>Visual-Based Learning: ATI Health Assess— “Introduction to Health Assessments, General Survey, Health History, Skin, & Head, Neck, and Neurological”</p> <p>Class Prep: EdPuzzle on Head to Toe Assessment</p> <p>Visual-Based Learning: ATI Health Assess— “Respiratory, Cardiovascular, Abdomen, Musculoskeletal, & Neurological”</p> <p>Class Prep-Ticket to Exit: Assessment Form</p>	

