

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. Identifies the components and importance of evidence-based practice as it relates to nursing interventions.
20. Discusses the evaluation phase as an end point and throughout the nursing process.

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p>Unit II: The Clinical Unit - Part I Theory Hours- 0 Clinical Hours- 18</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. Data Collection <ol style="list-style-type: none"> 1. Database & Process of Data Collection 2. Types of Data <ol style="list-style-type: none"> a. Subjective Data <ol style="list-style-type: none"> i. Interview ii. Health History b. Objective Data <ol style="list-style-type: none"> i. Environment & Equipment ii. Techniques <ol style="list-style-type: none"> 1. Inspection 2. Palpation 3. Percussion 4. Auscultation v. 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 & Neck d. Respiratory e. Cardiac f. Peripheral Vascular 	<p>Interactive Lecture: Incorporated questions with group discussion</p> <p>Interactive Lecture: In-class group discussion on subjective vs. objective data</p> <p>Experiential Learning: Stethoscope Use and Application Demo</p> <p>Experiential Learning: Performing Assessment on Student Partner</p> <p>Experiential Learning: Utilizing Simulation Lab to Identify Abnormal Assessment Findings</p> <p>Experiential Learning: ATI Health Assess Head-to-Toe Assessment</p> <p>Case Study Analysis: Client Assessment</p>	<p>Visual-Based Learning: ATI Health Assess— “Introduction to Health Assessments, General Survey, Health History, Skin, Head, Neck, and Neurological, Respiratory, Cardiovascular, Abdomen, Musculoskeletal, & Neurological”</p> <p>Class Prep: Worksheet questions based on ATI Health Assessment Videos and Modules</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>Class Prep: EdPuzzle on Head-to-Toe Assessment</p>	<p>Class Preparation</p> <p>Clinical</p>

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<ul style="list-style-type: none"> b. Subjective vs Objective 2. Organize Data 3. Validate Data 4. Document and Interpret Data <ul style="list-style-type: none"> a. Cues vs Inferences C. Diagnosing/Analysis <ul style="list-style-type: none"> i. Definition ii. The Diagnostic Process <ul style="list-style-type: none"> 1. Medical vs Nursing Diagnosis 2. Developing a NANDA Diagnosis <ul style="list-style-type: none"> a. Actual/Problem Focused NANDA b. Risk NANDA c. Health Promotion NANDA 3. Tips for Writing NANDA 4. Collaborative Problems D. Planning <ul style="list-style-type: none"> i. Prioritization <ul style="list-style-type: none"> 1. Frameworks for prioritization ii. Develop patient goals/Expected Outcomes <ul style="list-style-type: none"> 1. Criteria/Components of EOs iii. Planning Nursing Interventions <ul style="list-style-type: none"> 1. Role of evidence-based practice in Nis 2. Types of Interventions <ul style="list-style-type: none"> a. Independent/Nurse-Prescribed <ul style="list-style-type: none"> i. Interpersonal ii. Technical iii. Cognitive b. Provider-Initiated/Dependent c. Collaborative iv. Implementing <ul style="list-style-type: none"> 1. Definition 2. Rationale for Nursing 3. Delegation/Documentation 	<p>Collaborative Learning: Rewrite NANDA diagnoses</p> <p>Collaborative Learning: NI group activity</p> <p>Case Study Analysis: Shared Pairs</p>	<p>Class Preparation: Nursing Process – ATI Application Questions</p>	

CONTENT/ HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
v. Evaluation 1. Process of Evaluation			Unit 2 Part 1 Quiz Unit 2 Part 1 Exam Assessment Evaluation