RES 129T.01: Patient Care and Assessment

Robert W. Wafstet

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation
https://scholarworks.umt.edu/syllabi/10047
THE UNIVERSITY OF MONTANA-MISSOULA  
COLLEGE OF TECHNOLOGY  
RESPIRATORY CARE PROGRAM  

COURSE SYLLABUS

COURSE NUMBER AND TITLE:  RES 129T Patient Care and Assessment

DATE REVISED:  Fall, 2005

SEMESTER CREDITS:  3

CONTACT HOURS PER SEMESTER:
   Lecture hours per week:  3 
   Lab hours per week:  2

PREREQUISITE: Completion of Health Core requirements, acceptance into the Respiratory Care program or permission of instructor.

FACULTY:
Bob Wafstet
Robert.Wafstet@umontana.edu
243-7821 (office)
Office: Bldg. HB
Office Hours: TBA

RELATIONSHIP TO PROGRAM:
This program offers the students the opportunity to develop fundamental knowledge of nursing skills related to patient care. It provides the basics of patient assessment which is an integral part of any health profession program.

COURSE DESCRIPTION:
Introduction to nursing-related knowledge and skills with an emphasis on application of Microbiology to aseptic technique. Assessment of the respiratory system along with cardiopulmonary diagnostic and laboratory test interpretation are covered. Medical terminology is integrated throughout this course. Peer and instructor review of selected clinical competencies are studied in a laboratory setting.

STUDENT PERFORMANCE OUTCOMES:
Upon completion of the course the student will demonstrate:

1. Knowledge of universal precautions.
2. Proper hand washing, gowning, gloving, and masking techniques, as well as procedures for moving patients.
4. Knowledge of response of the body to infections.
5. Knowledge of sputum collection principles.
6. Knowledge of basic body mechanics and safety procedures in the hospital.
7. Knowledge and proper techniques for taking patient vital signs.
8. Knowledge and proper techniques of auscultation, percussion, and palpation.
9. Understanding of various disorders of body systems with related use of appropriated medical terminology, abbreviations, and descriptive terms.
10. Know why specific laboratory tests are run.
11. Understand the physiological process measured directly or indirectly be each test.
12. Understand the clinical implications of laboratory findings.
13. Know normal test values.
14. Understand what test results indicate.
15. Interpret blood gases.
16. Knowledge of sleep disorders and discuss assessment to be applied to clinical experience.
17. Have a basic understanding of X-ray interpretation.

METHODS OF INSTRUCTION:
Lecture, reference reading, demonstration, group discussion, and laboratory participation.

STUDENT ASSESSMENT METHODS AND GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams</td>
<td>75%</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Labs</td>
<td>10%</td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.36</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.33</td>
</tr>
<tr>
<td>D-</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Students in the Respiratory Care program must have a “B-” final grade in order to progress within the program. Test questions will be based on unit objectives. Unit objectives are to be used as study guides.

ATTENDANCE:
Class attendance is an integral part of this course. The test dates are included in this syllabus. Pop quizzes will be given randomly throughout the semester. Failure for the quizzes will result in zero being recorded and used in computing your average.

OTHER POLICIES:

Cell Phones/Pagers:
Due to an increasing number of students who own and use cell phones and pagers, it has become necessary to institute a policy regarding these tools during class times. As you are aware, these tools are distracting to an entire class. However, some students require them for business which
allows them to further their education. Please follow these guidelines:

1. If the cell phone/pager is not business or emergency related, please turn it off.
2. Use the vibrating option on your pager.
3. Do not listen to the messages in class. Leave class quietly.
4. **Cell phones and pagers must be turned off during exam and class presentations.**

**SEATING:**
Many classrooms have chairs to accommodate persons with disabilities. These chairs will display the international disability symbol and are assigned to a particular student. Please refrain from using these chairs or making adjustments to them unless the chair is assigned to you. If you think you may have the need for a specific chair, please contact Disability Student Services.

Thank you for your cooperation.

**TEST/QUIZ MAKEUP:**
Make-up exams and lab experiences will only be given under extreme circumstances and them only if: a) permission is granted *in advance* by the course instructor, or b) a written excuse is provided by a medical doctor. The burden of proof is on the student, so you must document and prove a justifiable absence. Not following this procedure prior to the exam will automatically result in zero score being recorded. Missed tests need to be made up within *one week* of the original date given. You are responsible for contacting the Academic Support center to schedule the make-up. Failure to do so will result in a **ZERO** grade for the missed test.

The faculty senate guidelines concerning the issuance of incomplete grades will be followed. Also attention to critical dates such as P/NP, drop, etc. is in the responsibility of the student. Students wishing to drop the class after the drop deadline will need a documented justifiable reason for doing so. Dropping the class for fear of bad grade or to protect a GPA are **not** justifiable reasons. The principles and policies embodied in the **Student Handbook Code** will be adhered to in this course.

It is the expectation that homework will be turned in when due. If you are not present, it is your responsibility to see that it is in my mailbox by 4:00 p.m. on the due date or a **ZERO** will be recorded and used in computing your average.

**REQUIRED TEXT:**

Egans Fundamentals of Respiratory Care, 8th ed.
Author: Wilkins, et al
Publisher: Mosby

Workbook for Egans Fundamentals of Respiratory Care
Author: Wilkins, et al
Publisher: Mosby

Clinical Assessment in Respiratory Care, 5th Edition
Author: Wilkins, et al
COURSE OUTLINE:

I. MEDICAL TERMINOLOGY AND ABBREVIATIONS

II. SPIROMETRY
   A. Lung Volumes
   B. Lung Capacities
   C. Flow Rates
   D. Significance
   E. Pulmonary Function Testing
   F. Principles of Measurement
   G. Interpretation of Test Results

III. SAFETY
   A. Basic Body Mechanics
   B. Patient Movement and Ambulation
   C. Electrical Safety
   D. Fire Hazards
   E. Safety Films

IV. PRINCIPLES OF INFECTION CONTROL
   A. Clinical Aspects of Microbiology
   B. Spread of Infection
   C. Infection Control Methods
      1. Universal Precautions
      2. Hand washing
      3. Gowning, Gloving, Masking
      4. Isolation
   D. Sputum Induction
   E. Consideration with the HIV Virus
V. **PATIENT VITAL SIGNS**
   A. Temperature  
   B. Pulse  
   C. Respirations  
   D. Blood Pressure  

VI. **PATIENT ASSESSMENT**
   A. Inspection  
   B. Palpation  
   C. Percussion  
   D. Auscultation  
   E. Physical Signs of Respiratory Disease  

VII. **LABORATORY TESTS**
   A. Liver  
   B. DWBC  
   C. Red blood cell evaluation  
   D. Glucose, Sed rate and chemistry panel  
   E. Renal  
   F. Arterial blood gases  

VIII. **X-RAY INTERPRETATION**
   A. Indicators  
   B. Evaluation  
   C. Treatment  

IX. **EKG’S**
   A. Cardiac cycle  
   B. Conduction system  
   C. Definition  
   D. Running an EKG  
   E. Reading EKG’s  

X. **ASSESSMENT OF SLEEP AND BREATHING**
   A. Symptoms of Sleep and Breathing  
   B. Assessment  
   C. Treatment  

XI. **ASSESSMENT OF THE GERIATRIC PATIENT**

XII. **ASSESSMENT OF THE HOME CARE PATIENT**

**WEEKLY PLAN:**
Lecture, demonstration, and lab experiences will revolve around the exam schedule.
INSTRUCTOR EXPECTATIONS:
Because the course has a great deal of new material, it is very important to study consistently. Some suggestions for better study are:

1. Read the unit objectives at the beginning of each chapter—find out what you are expected to learn.
2. Reading the material before class will help you understand the lecture.
3. Look up definitions to words you do not understand.
4. Attend every class and take notes but do not try to write down everything. Concentrate on concepts.
5. Review your notes as soon after class as possible make sure you can read them!
6. Study notes/material and compare with objectives.
7. Write workbook answers in your own words. This makes the material “yours.”
8. Study no more than one hour before taking a short break.
9. Relate information to prior learning/examples to develop a “picture” in your mind.
10. Ask instructor for clarification as needed during or after lecture.
11. Study regularly in a quiet place; set study hours and keep them.
13. See your instructor when you think you need help. Your instructor wants you to succeed and will have some ideas which should help.
14. Review for units exams and finals can be made easier by frequent review of chapter content reviews.
15. Be in class and don’t miss pop quizzes.