



Western Technical College

10543102 Nursing Skills

Course Outcome Summary

Course Information

Description	This course focuses on development of evidence-based clinical skills and physical assessment across the lifespan. Content includes mathematical calculations and conversions related to clinical skills blood pressure assessment, aseptic technique, wound care, oxygen administration, tracheotomy care, suctioning, management of enteral tubes, basic medication administration, glucose testing, enemas, ostomy care, and catheterization. In addition the course includes techniques related to obtaining a health history and basic physical assessment skills using a body systems approach.
Career Cluster	Health Science
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	108

Textbooks

Calculate with Confidence. 8th Edition. Copyright 2022. Morris, Deborah Gray. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-69695-1. Required. (This book is part of a Western bundle package.)

Fundamentals of Nursing – with Access. 11th Edition. Copyright 2023. Potter, Patricia A., Anne Griffin Perry, Patricia Stockert, and Amy Hall. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-81034-0. Required. (This book is part of a Western bundle package.)

HESI Package (Dosage Calculation Online, Practice and Proctored Assessment Unlimited, HESI Case Studies, EAQ for NCLEX, 3 Day Review Course). Publisher: Elsevier Science. Required.

Learner Supplies

Nursing Skills Kit (MFG #AKNS1-WWTC-3). Concordance Healthcare Solutions. **ISBN-13:** 878-0-003-18798-5. Required.

Blood Pressure Cuff. **Vendor:** eCampus <https://westernnc.ecampus.com>. Optional.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Increase Self-Awareness
3. Live Responsibly: Foster Accountability
4. Refine Professionalism: Improve Critical Thinking
5. Refine Professionalism: Practice Effective Communication

High Impact Practices

1. Learning Community: these courses are designed to enhance your learning experience in which a cohort of peers complete two or more courses that are linked through projects, themes, or program emphasis.

Program Outcomes

1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing
2. Communicate comprehensive information using multiple sources in nursing practice
3. Integrate theoretical knowledge to support decision making
4. Integrate the nursing process into patient care across diverse populations
5. Function as a healthcare team member to provide safe and effective care

Course Competencies

1. Use aseptic technique

Assessment Strategies

- 1.1. in an oral, written or performance assessment
- 1.2. Written Objective Test

Criteria

Your performance will be successful when you:

- 1.1. wash hands at appropriate times
- 1.2. use standard precautions
- 1.3. use category specific precautions
- 1.4. maintain a sterile field and equipment
- 1.5. apply sterile gloves
- 1.6. dispose of contaminated wastes appropriately

Learning Objectives

- 1.a. Describe the appropriate steps to take in the event of significant exposure to body fluids.
- 1.b. Describe the principles of standard precautions.
- 1.c. Differentiate between medical and surgical asepsis.
- 1.d. Identify situations in which you would use clean versus sterile gloves/technique.

- 1.e. Indicate techniques to maintain medical and surgical asepsis.
- 1.f. Compare and contrast different forms of transmission-based precautions.
- 1.g. Describe characteristics of a sterile field.
- 1.h. Describe the procedure you would follow if sterile technique has been broken.
- 1.i. Demonstrate skill with handwashing, applying personal protective equipment; managing equipment for isolated patients; and maintaining a sterile field.

2. Perform mathematical calculations related to clinical practice

Assessment Strategies

- 2.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 2.1. calculations include the use of decimals, fractions, percentages, ratios and/or proportions
- 2.2. solutions convert between the metric and household systems
- 2.3. calculation is accurate
- 2.4. solutions include appropriate units
- 2.5. solutions satisfy all essential conditions of the problem
- 2.6. calculations are completed efficiently

Learning Objectives

- 2.a. Apply basic math skills (adding, subtracting, multiplying, and dividing) in calculating medication dosages.
- 2.b. Utilize decimals, fractions, percentages, ratios, and/or proportions when performing calculations.
- 2.c. Convert measurements between metric and household systems.
- 2.d. Complete all essential components of medication calculation correctly and efficiently including identification of appropriate units of measurement.

3. Provide wound care

Assessment Strategies

- 3.1. in an oral, written or performance assessment
- 3.2. Skill Demonstration

Criteria

Your performance will be successful when you:

- 3.1. adapt procedures to reflect variations across the lifespan
- 3.2. use aseptic technique
- 3.3. verify medical order
- 3.4. assemble necessary supplies
- 3.5. explain procedure to patient
- 3.6. obtain culture specimen according to designated procedure/checklist
- 3.7. cleanse or irrigate wound according to designated procedure/checklist
- 3.8. assess tissue condition and drainage
- 3.9. apply a variety of dressings according to designated procedure/checklist
- 3.10. recognize and report significant deviations in wounds
- 3.11. document actions and observations

Learning Objectives

- 3.a. Define wound debridement and its place in wound care management.
- 3.b. Demonstrate skill in assessing wound condition and wound drainage.
- 3.c. Demonstrate skill with techniques for removal, application of a wound dressing (surgical asepsis, "no touch"), and wound culture.
- 3.d. Compare and contrast types of products and dressings indicated for use in wound management, including application and maintenance.
- 3.e. Describe pain management prior to and during a dressing change.
- 3.f. Differentiate among types of drains and management devices indicated for use in wound healing.
- 3.g. Demonstrate skill with techniques and precautions to be implemented during wound irrigation.
- 3.h. Identify criteria and procedure for removal of sutures, staples, and/or drains.
- 3.i. Demonstrate skill with documentation of wound assessment and wound care.
- 3.j. Describe adaptations for wound care procedures related to lifespan variations among clients.

4. Measure blood pressure

Assessment Strategies

- 4.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 4.1. adapt procedure to reflect variations across the lifespan
- 4.2. gather equipment
- 4.3. select appropriately sized cuff
- 4.4. prepare patient for procedure
- 4.5. determine blood pressure reading using American Heart Association standards
- 4.6. obtain a reading accurate within 4 pts +/- of the evaluator
- 4.7. document BP
- 4.8. recognize and report significant deviations from BP norms

Learning Objectives

- 4.a. Recognize normal values for blood pressure measurement across the life span.
- 4.b. Define the terms systolic and diastolic.
- 4.c. Apply the American Heart Association standards when determining blood pressure.
- 4.d. Compare and contrast hypertension and hypotension.
- 4.e. Demonstrate skill in preparing the client for blood pressure assessment based on patient age and illness variables.
- 4.f. Demonstrate skill in performing and documenting a blood pressure measurement accurate within 4 pts +/- of the evaluator.

5. Manage oxygen therapy

Assessment Strategies

- 5.1. in an oral, written or performance assessment
- 5.2. Skill Demonstration

Criteria

Your performance will be successful when you:

- 5.1. adapt procedures to reflect variations across the lifespan
- 5.2. select appropriate equipment
- 5.3. verify health care provider orders
- 5.4. explain procedure to patient
- 5.5. apply oxygen equipment according to designated procedure/checklist
- 5.6. set flow rate using fixed and portable equipment
- 5.7. survey the environment for potential safety hazards
- 5.8. demonstrate the use of the pulse oximeter to assess patient status
- 5.9. assess patient's response to oxygen therapy
- 5.10. institute actions to improve oxygenation (IS, cough/deep breath, peak flow meters, positioning, percussion)
- 5.11. document actions and observations
- 5.12. recognize and report significant deviations from norms

Learning Objectives

- 5.a. Demonstrate how to assess the client for adequate oxygenation.
- 5.b. Compare and contrast oxygen delivery systems across the life span, including safety aspects, and indicate when/how each would be used.
- 5.c. Indicate procedures to maintain mucous membrane and skin integrity during oxygen administration.
- 5.d. Describe and/ or demonstrate actions/techniques (C&DB, peak flow meter, IS, percussion, positioning) to improve oxygenation and when they would be utilized in client care.
- 5.e. Explain what a pulse oximeter measures, the normal results, and how results are used to monitor oxygen therapy.
- 5.f. Identify factors that can interfere with the accuracy of a pulse oximeter.
- 5.g. Identify important elements in setting O₂ flow rates using fixed and portable O₂ devices.
- 5.h. Demonstrate skill in the safe administration of oxygen by face mask, trach mask, and nasal cannula.
- 5.i. Describe adaptations to administering oxygen to reflect variations across the lifespan.

5.j. Demonstrate skill in documentation of oxygenation assessments and oxygen administration.

6. Perform tracheostomy care and suctioning procedures (oral, nasal, pharyngeal, and tracheostomy)

Assessment Strategies

- 6.1. in an oral, written or performance assessment
- 6.2. Written Objective Test

Criteria

Your performance will be successful when you:

- 6.1. adapt procedure to reflect variations across the lifespan
- 6.2. maintain adequate oxygenation
- 6.3. verify that there is a backup tracheostomy kit available
- 6.4. maintain aseptic technique
- 6.5. explain procedure to patient
- 6.6. follow designated procedure/checklist
- 6.7. document actions and observations
- 6.8. recognize and report significant deviations from norms

Learning Objectives

- 6.a. Identify clinical situations that would require oral-pharyngeal, nasal, and/or tracheostomy suctioning.
- 6.b. Describe when medical versus surgical asepsis is required for suctioning.
- 6.c. Describe the equipment/supplies needed for the various types of suctioning.
- 6.d. Demonstrate the procedure for oral-pharyngeal, nasal, and tracheostomy suctioning of a variety of clients across the life span.
- 6.e. Describe methods of communication for a client with a tracheostomy tube.
- 6.f. Demonstrate assessment for evaluating the effectiveness of suctioning.
- 6.g. Describe the process for providing tracheostomy care.
- 6.h. Demonstrate assessment, recognition, and documentation of significant deviations from the norms when suctioning or providing trach care on a client.

7. Demonstrate specimen collection procedures

Assessment Strategies

- 7.1. in an oral, written or performance assessment
- 7.2. Skill Demonstration

Criteria

Your performance will be successful when you:

- 7.1. modify procedure to reflect variations across the lifespan
- 7.2. maintain standard precautions
- 7.3. select appropriate equipment
- 7.4. explain procedure to patient
- 7.5. follow specific directions for equipment according to designated procedure/checklist
- 7.6. document actions and observations
- 7.7. recognize and report significant deviations from norms

Learning Objectives

- 7.a. Describe reasons that certain specimens/cultures (wound, sputum, throat, urine, stool, gastric, blood glucose) are ordered.
- 7.b. Compare and contrast aerobic and anaerobic cultures.
- 7.c. Describe the procedure for obtaining a throat, sputum, urine, stool, to include variations in technique across the life span.
- 7.d. Identify procedure for sending cultures/specimens to lab.
- 7.e. Define hemocult and gastrocult tests.
- 7.f. Describe how to utilize the test strip when testing urine, stool, or gastric comments.
- 7.g. Indicate when blood glucose monitoring should be performed.
- 7.h. Identify normal blood glucose levels across the life span.
- 7.i. Indicate infection control techniques to use with blood glucose monitoring equipment.
- 7.j. Compare techniques for acquiring the blood sample for blood glucose monitoring across the life span.

8. Maintain enteral tubes (feeding, irrigation, suction)

Assessment Strategies

- 8.1. in an oral, written or performance assessment
- 8.2. Skill Demonstration

Criteria

Your performance will be successful when you:

- 8.1. modify procedures to reflect variations across the lifespan
- 8.2. maintain aseptic technique
- 8.3. select appropriate equipment
- 8.4. explain procedure to patient
- 8.5. determine appropriate placement
- 8.6. implement measure to prevent displacement of tube
- 8.7. follow health care provider orders and designated procedures/checklists: feedings/irrigation/suction
- 8.8. document actions and observations
- 8.9. recognize and report significant deviations from norms

Learning Objectives

- 8.a. Describe complications of tube feedings and appropriate nursing interventions.
- 8.b. Identify techniques to maintain integrity of the skin and mucous membranes for clients with nasogastric or PEG tubes.
- 8.c. Demonstrate the procedure of administering a tube feeding, including checking placement/residual and positioning of the client.
- 8.d. Differentiate between nasogastric and PEG (percutaneous enteral gastrostomy) feeding tubes.
- 8.e. Compare and contrast techniques of intermittent and continuous feedings.
- 8.f. Compare and Contrast situations for which long-term vs short-term enteral feedings are required.
- 8.g. Identify clinical situations in which a nasogastric (NG) tube with suction is indicated.
- 8.h. Explain the purpose of suction, the "blue pigtail," and irrigation of a nasogastric tube.

9. Administer medications via the enteral route (oral/tube/rectal)

Assessment Strategies

- 9.1. in an oral, written or performance assessment
- 9.2. Skill Demonstration

Criteria

Your performance will be successful when you:

- 9.1. modify procedure to reflect variations across the lifespan
- 9.2. follow aseptic technique
- 9.3. verify health care provider orders
- 9.4. check for patient allergies
- 9.5. verify the correct drug including expiration date
- 9.6. follow the medication administration rights
- 9.7. verify all information three times
- 9.8. explain medication information to patient
- 9.9. follow designated procedures/checklists: oral/tube/rectal
- 9.10. calculate correct amount to administer
- 9.11. collect assessment data prior to and after medication administration
- 9.12. document actions and observations

Learning Objectives

- 9.a. Identify various preparations of drugs that can be administered orally, rectally, and through a feeding tube.
- 9.b. Describe techniques to enhance oral medication absorption.
- 9.c. Differentiate between oral, buccal, and sublingual routes.
- 9.d. Indicate when oral/feeding tube medications can and/or should be crushed or dissolved in fluid.
- 9.e. Explain the advantages and disadvantages to the oral/feeding tube/rectal route of medication administration.
- 9.f. Identify client and clinical contraindications to administering oral, rectal, and feeding tube medications.
- 9.g. Use medication resources to evaluate pertinent laboratory tests related to medication administration.

- 9.h. Demonstrate skill in preparation and administration of medications via the enteral route (oral/tube/rectal) across the lifespan.
- 9.i. Demonstrate skill in the documentation of medication administration.

10. Administer medications via the parenteral routes (Intradermal/Subcutaneous/Intramuscular)

Assessment Strategies

- 10.1. in an oral, written or performance assessment
- 10.2. Written Objective Test

Criteria

Your performance will be successful when you:

- 10.1. modify procedure to reflect variations across the lifespan
- 10.2. maintain aseptic technique
- 10.3. verify health care provider orders
- 10.4. follow the medication administration rights
- 10.5. select appropriate equipment
- 10.6. calculate correct amount to administer
- 10.7. select site using correct anatomical landmarks
- 10.8. administer medication using designated procedures/checklists:
intradermal/subcutaneous/intramuscular
- 10.9. document actions and observations

Learning Objectives

- 10.a. Differentiate appropriate equipment required for administration by various parenteral routes or sites.
- 10.b. Differentiate techniques for administering medications by intradermal, subcutaneous, and intramuscular routes.
- 10.c. Identify subcutaneous and intramuscular and intradermal injection sites using anatomical landmarks.
- 10.d. Demonstrate skill for safe administration of injections.
- 10.e. Describe adaptations in injection techniques across the lifespan.
- 10.f. Demonstrate skill for documentation of parenteral medication administration.

11. Administer medications via topical, transdermal, eye, ear, inhalation, and vaginal routes

Assessment Strategies

- 11.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 11.1. modify procedure to reflect variations across the lifespan
- 11.2. maintain aseptic technique
- 11.3. verify health care provider orders
- 11.4. follow the medication administration rights
- 11.5. select appropriate equipment
- 11.6. calculate correct amount to administer
- 11.7. select appropriate site
- 11.8. administer medication and irrigations according to designated procedure/checklist
- 11.9. document actions and observations
- 11.10. recognize and report significant deviations from norms

Learning Objectives

- 11.a. Demonstrate skill in the documentation of medication administration.
- 11.b. Demonstrate skill in preparation and administration of medications via topical, transdermal, eye, ear, and inhalation, routes.
- 11.c. Compare and contrast the advantages and disadvantages of administering medications via the eye, ear, inhalation, vaginal, and topical routes.
- 11.d. Describe the procedure for medication administration via the eye, ear, inhalation, vaginal, topical and transdermal routes across the life span.

12. Manage intravenous therapy

Assessment Strategies

- 12.1. in an oral, written or performance assessment

12.2. Skill Demonstration

Criteria

Your performance will be successful when you:

- 12.1. modify the procedure to reflect variations across the lifespan
- 12.2. follow aseptic technique
- 12.3. verify health care provider orders
- 12.4. follow the medication administration rights
- 12.5. perform the three checks
- 12.6. establish designated flow rate
- 12.7. spike IV bag and prime tubing
- 12.8. change tubing
- 12.9. prepare and hang secondary IVPB
- 12.10. change IV site dressing
- 12.11. inspect IV site for deviations from normal
- 12.12. discontinue short term peripheral IV
- 12.13. document actions and observations

Learning Objectives

- 12.a. Use mathematical knowledge to calculate IV fluid flow rates for various types of IV tubing.
- 12.b. Describe factors influencing flow rates, related to both client and mechanical.
- 12.c. Demonstrate sterile technique when working with IV equipment.
- 12.d. Describe the use of IV infusion pumps to regulate IV therapy.
- 12.e. Differentiate between intermittent and continuous infusions.
- 12.f. Describe possible complications which may occur with IV sites/infusion.
- 12.g. Demonstrate appropriate nursing assessments and interventions related to IV therapy.
- 12.h. State methods to assess patency of IV catheter and tubing.
- 12.i. Identify procedures to verify prescribed solutions and compatibility of secondary bags prior to infusion.
- 12.j. Differentiate modifications in infusion therapy related to lifespan considerations.
- 12.k. Demonstrate skill with procedure for discontinuing an IV.
- 12.l. Demonstrate skill with documentation of parenteral fluid therapy.
- 12.m. Identify how often IV bags and tubing need to be changed.

13. Facilitate alternative methods of elimination (urinary and bowel)

Assessment Strategies

- 13.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 13.1. modify assessments techniques to reflect variations across the lifespan
- 13.2. maintain aseptic technique
- 13.3. verify health care provider orders
- 13.4. select appropriate equipment for enema, ostomy care, specimen collection, and catheterization
- 13.5. explain procedure to patient
- 13.6. perform intervention according to designated procedure/checklist
- 13.7. document actions and observations
- 13.8. recognize and report significant deviations from norms

Learning Objectives

- 13.a. Distinguish between fleets, tap water, and retention enemas and describe when each is used.
- 13.b. Identify safety precautions to take/nursing interventions to be carried out for the client before, during, and after enema administration.
- 13.c. Compare and contrast different types of bowel diversions and implications for altered elimination patterns.
- 13.d. Identify factors which contribute to skin/stoma damage and the nursing interventions to maintain skin integrity.
- 13.e. Explain how often disposable ostomy appliances should be changed and measures to control odor.
- 13.f. Describe techniques to prevent complications which can occur during/following an ostomy irrigation.
- 13.g. Identify situations in which urinary catheterization, straight or indwelling, is required.
- 13.h. Compare and contrast the procedure for male and female catheterization.

- 13.i. Describe nursing interventions to prevent catheter-associated urinary infections during catheter insertion, maintenance, and irrigation.
- 13.j. Identify clinical situations in which catheter irrigation, intermittent/continuous, is required.
- 13.k. Identify areas for potential contamination during catheter/bladder irrigation procedures.
- 13.l. Demonstrate skill in catheterizing male and female clients.
- 13.m. Demonstrate skill with documentation of catheterization procedure.
- 13.n. Describe techniques for insertion and maintenance of supra-pubic catheters.
- 13.o. Differentiate procedural variations for urinary catheterization to reflect lifespan variations.

14. Obtain a health history

Assessment Strategies

- 14.1. in an oral, written or performance assessment
- 14.2. Written Objective Test

Criteria

Your performance will be successful when you:

- 14.1. modify assessment technique to reflect variations across the lifespan
- 14.2. establish nurse-patient relationship
- 14.3. use effective verbal and non-verbal communication techniques
- 14.4. provide privacy
- 14.5. collect data using a designated format
- 14.6. modify assessment techniques to reflect ethnic and cultural variations
- 14.7. document actions and observations
- 14.8. recognize and report significant deviations from norms

Learning Objectives

- 14.a. Summarize the components of a nursing health history.
- 14.b. Outline sources of data and data collection methods.
- 14.c. Explain how age, ethnic, and cultural variations effect data collection during a health history.
- 14.d. Organize the assessment data collected in nursing health history.
- 14.e. Demonstrate skill in obtaining a nursing health history.
- 14.f. Document findings obtained from a nursing health history.

15. Perform a general survey assessment

Assessment Strategies

- 15.1. in an oral, written or performance assessment
- 15.2. COMPLETE the worksheet for Week #2 prior to coming to class.(Found on Blackboard).
- 15.3. COMPLETE Skills Assessment 1 on the computer as scheduled by the instructor (Refer to Course Schedule)
- 15.4. COMPLETE Skills Assessment 1 Practicum as scheduled by the instructor (Refer to Course Schedule)

Criteria

Your performance will be successful when you:

- 15.1. modify assessment techniques to reflect variations across the lifespan
- 15.2. maintain asepsis
- 15.3. maintain privacy
- 15.4. measure height and weight
- 15.5. assess vital signs
- 15.6. assess general mobility
- 15.7. assess appropriateness of behavior/responses
- 15.8. assess ability to communicate
- 15.9. assess basic nutritional status
- 15.10. assess basic fluid status
- 15.11. modify assessment techniques to reflect ethnic and cultural variations
- 15.12. document actions and observations
- 15.13. recognize and report significant deviations from norms

Learning Objectives

- 15.a. Identify the purpose of the general survey.
- 15.b. Describe the assessment parameters addressing nutrition and fluid status.

- 15.c. Indicate typical sequence for a general survey (Head-to-Toe Framework)
- 15.d. Define pertinent terminology used in general survey/physical assessment
- 15.e. Demonstrate skill in preparing the client for the general survey/physical assessment.
- 15.f. Explain how age, ethnicity, and cultural variations may affect the general survey.
- 15.g. Contrast techniques of inspection, auscultation, palpation, and percussion.
- 15.h. Demonstrate skill assessing appearance and mental status.
- 15.i. Demonstrate techniques to modify assessment across the life span.
- 15.j. Demonstrate methods to report / document findings of the general survey/physical assessment.

16. Perform an integumentary assessment

Assessment Strategies

- 16.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 16.1. modify assessment techniques to reflect variations across the lifespan
- 16.2. maintain aseptic technique
- 16.3. provide privacy
- 16.4. assess the skin, hair and nails using a designated format
- 16.5. modify assessment techniques to reflect ethnic and cultural variations
- 16.6. document actions and observations
- 16.7. recognize and report significant deviations from norms

Learning Objectives

- 16.a. Distinguish between normal and abnormal data during assessment of skin, hair, and nails.
- 16.b. Define pertinent terminology used in integumentary assessment.
- 16.c. Demonstrate skill in performing assessment of the integumentary system.
- 16.d. Document assessment of the integumentary system.
- 16.e. Describe variations in the integumentary system based on age, ethnicity, and cultural factors.
- 16.f. Identify situations in which you would use clean gloves to perform the integumentary system assessment.

17. Perform a musculoskeletal assessment

Assessment Strategies

- 17.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 17.1. modify assessment techniques to reflect variations across the lifespan
- 17.2. maintain privacy
- 17.3. assess body alignment according to a designated format
- 17.4. assess contour, size and strength of muscles according to a designated format
- 17.5. assess range of motion according to a designated format
- 17.6. palpate joints for change in temperature, pain and swelling
- 17.7. recognize and report significant deviations from norms
- 17.8. document actions and observations

Learning Objectives

- 17.a. Distinguish between normal and abnormal data during assessment of musculoskeletal system.
- 17.b. Describe the range of motion capabilities for each type of joint.
- 17.c. Identify modifications of techniques of a musculoskeletal assessment across the life span.
- 17.d. Demonstrate skill in performing a musculoskeletal assessment.
- 17.e. Demonstrate skill in documentation of the musculoskeletal assessment.

18. Perform a head/neck assessment

Assessment Strategies

- 18.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 18.1. modify assessment techniques to reflect variations across the lifespan
- 18.2. assess the skull, face and neck using designated format
- 18.3. assess nose and oral cavity using a designated format
- 18.4. palpate lymph nodes of head and neck
- 18.5. recognize and report significant deviations from norms
- 18.6. document actions and observations

Learning Objectives

- 18.a. Demonstrate skill in performing physical assessment of the head and neck and related lymphatic system.
- 18.b. Explain assessment techniques of the head/neck that reflect variations across the lifespan.
- 18.c. Distinguish between normal and abnormal data during assessment of the head, neck, and related lymphatic system
- 18.d. Document assessment of the head/neck and related lymphatic system.

19. Perform a basic eye/ear assessment

Assessment Strategies

- 19.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 19.1. modify assessment techniques to reflect variations across the lifespan
- 19.2. inspect the eyes using a designated format
- 19.3. measure visual acuity using a Snellen chart
- 19.4. evaluate extraocular motion
- 19.5. inspect the external ear and canal using a designated format
- 19.6. evaluate hearing acuity
- 19.7. document actions and observation
- 19.8. recognize and report significant deviations from norms

Learning Objectives

- 19.a. Identify assessment techniques of the eye/ear that reflect variations across the life span.
- 19.b. Demonstrate skill in performing assessment of the eye and ear.
- 19.c. Distinguish between normal and abnormal data during assessment of the eye and ear.
- 19.d. Document assessment of the eye/ear.

20. Perform a basic neurological assessment

Assessment Strategies

- 20.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 20.1. modify assessment techniques to reflect variations across the lifespan
- 20.2. provide privacy
- 20.3. assess cranial nerves using a designated format
- 20.4. assess mental status using a designated format
- 20.5. assess level of consciousness using a designated format
- 20.6. assess reflexes using a designated format
- 20.7. assess symmetry of sensory and motor function using a designated format
- 20.8. document actions and observations
- 20.9. recognize and report significant deviations from norms

Learning Objectives

- 20.a. Distinguish between normal and abnormal data during a neurological assessment.
- 20.b. Identify assessment techniques of a neurological assessment that reflect variations across the life span.
- 20.c. Identify and discuss the cranial nerves.
- 20.d. Identify techniques and tools used to assess cognition and level of consciousness.
- 20.e. Demonstrate skill in performing a neurological assessment.

20.f. Demonstrate skill in documentation of a neurologic assessment.

21. Perform a basic respiratory assessment

Assessment Strategies

21.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 21.1. modify assessment techniques to reflect variations across the lifespan
- 21.2. provide privacy
- 21.3. assess chest and respiratory status using designated format
- 21.4. differentiate between normal and abnormal lung sounds
- 21.5. document actions and observations
- 21.6. recognize and report deviations from norms

Learning Objectives

- 21.a. Identify anatomical landmarks to be used when auscultating breath sounds.
- 21.b. Differentiate between vesicular, bronchovesicular, and bronchial breath sounds.
- 21.c. Describe adventitious breath sounds and the terms used to describe each.
- 21.d. Explain how quality of cough, skin color, oxygen saturations, and respiratory rate all contribute to data collection for respiratory assessment.
- 21.e. Distinguish between normal and abnormal data during chest and respiratory assessment.
- 21.f. Explain how age may affect the assessment of the respiratory assessment.
- 21.g. Demonstrate skill performing and documenting cardiovascular and respiratory assessments.

22. Perform a basic cardiovascular assessment

Assessment Strategies

22.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 22.1. modify assessment techniques to reflect variations across the lifespan
- 22.2. maintain privacy
- 22.3. assess apical and peripheral pulses for rate, rhythm, and amplitude
- 22.4. assess skin perfusion (color, temperature, and sensation)
- 22.5. assess capillary refill time
- 22.6. auscultate heart sounds
- 22.7. identify S1 and S2 heart sounds
- 22.8. differentiate between normal and abnormal heart sounds
- 22.9. document actions and observations
- 22.10. recognize and report significant deviations from norms

Learning Objectives

- 22.a. Identify anatomical landmarks used to assess the cardiovascular system.
- 22.b. Describe how to locate the PMI (Point of Maximum Impulse).
- 22.c. Demonstrate skill when assessing apical and peripheral pulses for rate, rhythm, and amplitude.
- 22.d. Differentiate between heart sound variations (S1, S2, S3, S4 murmurs and rubs).
- 22.e. Identify absence or presence of peripheral edema.
- 22.f. Distinguish between normal and abnormal cardiovascular assessment data and documentation.
- 22.g. Compare and contrast how age may affect the assessment of the cardiovascular system.
- 22.h. Demonstrate skill performing and documenting the cardiovascular system assessment.

23. Perform an abdominal assessment

Assessment Strategies

23.1. in an oral, written or performance assessment

Criteria

Your performance will be successful when you:

- 23.1. modify assessment techniques to reflect variations across the lifespan

- 23.2. provide privacy
- 23.3. assess the abdomen using designated format
- 23.4. differentiate normal and abnormal bowel sounds
- 23.5. document actions and observations
- 23.6. recognize and report significant deviations from norms

Learning Objectives

- 23.a. Identify anatomical landmarks and techniques used to assess the abdomen.
- 23.b. Demonstrate skill in performing an abdominal assessment.
- 23.c. Differentiate between normal and abnormal abdominal assessment data (including bowel sounds).
- 23.d. Explain how age-related variations may effect assessment of the abdomen.
- 23.e. Demonstrate skill in documentation of the abdominal assessment.