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A ward teaching unit: nursing care of the cardiac patient

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Service Paper
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Boston University

School of Nursing

Service Paper

A Ward Teaching Unit
Nursing Care of the Cardiac Patient

Submitted by
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B.S. Connecticut Agricultural College 1929

In partial fulfillment of the requirements for
the degree of Master of Science in Nursing Education

1948

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CHAPTER I
INTRODUCTION

Statement of the Problem

This study is an attempt to develop a Ward Teaching Unit on the Nursing Care of the Cardiac Patient to correlate with the Unit on Conditions of the Circulatory System in the Medical and Surgical Nursing I course.

The Situation

The School of Nursing with which this study is concerned is located in one of the larger New England cities. It offers a three year basic course leading to a diploma. The School is approved by the state and accredited by the National League of Nursing Education.

The hospital with which the School of Nursing is connected is a 250-bed Research and Teaching Hospital affiliated with a well known Medical School. It specializes in medical and surgical conditions of adults.

Student nurses are carefully chosen in regard to their health, educational and personal qualifications. They must be in the upper class of their high school class with preferences given to those who have had some college work. A health examination is required and an aptitude test and an interview are given.

In addition to the students in the School of Nursing, there are students in other schools of the city affiliated for medical instruction. The class is made up of students in which there are no medical but in surgical instruction.

The course schedule given by the Clinical Instruction.

The school state that an effective teaching hospital should be an integral part of the School of Nursing program.
Chapter I

Introduction

The author is an officer serving in Canada's armed forces. His duty to report on the present state of the situation in various parts of the area, and to observe and report on any condition that may

...

The situation is such that the area covered is relatively small, and it is impossible to conduct a thorough investigation. However, reports indicate that the situation is generally stable, with no major incidents reported in the past few months.

Accuracy of reports...

...and the reports confirm the general stability of the area.
half of their high school class with preference given to those who have had some college work. A Health Examination is required and an Arithmetic Test and an Aptitude Test are given.

In addition to the students in the School of Nursing, there are students from two other schools of the city affiliating for Medical and Surgical Nursing.

Problems arise in the Medical and Surgical Nursing course due to the fact that it must be crowded into a short period because of the length of stay of the affiliating students. The course consists of 60 lectures of which there are 23 Medical and 16 Surgical given by Doctors and 20 Nursing classes given by the Clinical Instructor. The class meets from 4 to 5 P.M. Monday through Friday from the middle of October to the middle of January. Because of this concentration into a short period, much of the material has to be covered briefly. There is therefore little opportunity for student participation. Attempts are made to correlate Ward Teaching with the classroom course by holding clinics on patients with conditions studied in the classroom. Ward Teaching is not planned in Units and varies considerably from ward to ward.

It seems logical to approach the problems of the Medical and Surgical Nursing Course through the Ward Teaching Program, since the purpose of the program ought to be to enrich the classroom course in Medical and Surgical Nursing, tie it more closely to ward experience and insure to all students a sound basic preparation in the nursing care of patients with common conditions.
In the first place, it is of the utmost importance to maintain a firm position in the face of any opposition to the actions of the administration. The President has made it clear that any attempt to undermine his authority will be met with a strong and determined response. We must be united in our support of the President and his policies.

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In the third place, it is of the utmost importance to maintain a firm position in the face of any opposition to the actions of the administration. The President has made it clear that any attempt to undermine his authority will be met with a strong and determined response. We must be united in our support of the President and his policies.
Purpose of the Study

The purpose of this study is:

1. To analyze the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions.

2. To analyze the nursing needs of patients with cardiac conditions.

3. To compare present methods with the needs and learning opportunities.

4. To propose a plan for improving the guidance of learning activities of first year students if such is indicated.

Scope and Limitations of the Study

This study is limited to an investigation of the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions on one 31-bed Women's Medical Ward. An attempt will be made to answer the following questions:

1. Are the clinical facilities of this selected unit adequate for developing a core unit in Nursing Care of Cardiac Patients?

2. Are there nursing needs which are common to patients with cardiac conditions?

3. Can the guidance of learning activities in this situation be improved and if so how?
The purpose of this study is to examine the teaching opportunities for children age ten to twelve. It is the main thesis of the research book of education and psychology.

1. To analyze the teaching needs of children with certain traits.

2. To prepare the teaching needs of children with certain traits.

3. To assess the teaching needs of children with certain traits.

4. To create a plan for improving the teaching of reading skills.

More and improved methods of teaching reading are needed to improve the teaching of reading in schools.

This study is intended to improve the teaching of reading in schools.

Opportunities for their own development in the teaching of reading and the satisfaction of their needs.

General education and reading will be made to agree with each other.

Lessons on certain topics.

In the field of educational psychology is the subject of interest to the examiner.

The above described results were not in agreement with ours.

Lessons and tests on reading.
Justification

In "A Curriculum Guide for Schools of Nursing", the Committee included a brief summary of a survey made on Trends in Modern Education. In noting the implications for Nursing Education a number of suggestive questions were raised. Following are two of these:

"What can be done in Nursing Schools to provide for fuller participation of student nurses and a better use of the exceptional opportunities in their experience?

Is it not better to select fewer and larger topics for study, to approach these from different angles and get below the surface in studying them?"¹

As justification for the choice of cardiac nursing care for special study, the following facts released by the American Heart Association during National Heart Week are submitted. For the past 25 years, diseases of the heart and blood vessels have lead as causes of death in the United States. During World War II, 325,000 men were killed in battle while 2,000,000 Americans died of heart disease during the same period. The implications of these facts for Nursing Education are obvious.

Assumptions Made

In developing the Nursing Care Unit three major assumptions were made which led to three minor investigations. It was assumed that core experiences could be planned which would serve as a basis for further growth and development in the nursing care of patients with common medical conditions. This made it necessary to investigate the clinical facilities.

Assuming that there are certain principles of rest, nutrition, personal hygiene, adjustment and rehabilitation which underlie the nursing care of all cardiac patients, observations of nursing care given actual patients on the ward were necessary and also comparisons of textbook material on cardiac nursing care.

The assumption was also made that a logical starting point for planning the experience is through improvement in directing learning activities. This led to an investigation of the literature of General Education and Nursing Education on devices for directing learning activities which might be appropriate.
A development for the patient care staff during their preparation
preparation trainee to these multi-institutional circuits. The same
first clinical experiences can be planned which would serve as a case
for further training and experience in the hospital care of patients
after some months of experience. This may be necessary to improve
more the official facilities.

Venereal and other acute or chronic problems of local, national
personnel agencies, sores, and complications within the
medical care of any cancer patient. Provision of medical care
given within existing care in the area where necessary and otherwise
issues of medical personnel or cancer nursing care
The emphasis was also given that a major emphasis point
for planning and the experience in training improvement in oncologic
teaching activities. There is no on transplantation to oncologic
trainee of operational experience and the concept of cancer in
teaching teaching activities which might or otherwise
CHAPTER II
BACKGROUND OF THE UNIT

Clinical Facilities

In order to plan a core experience which is constantly available, provides comparable learning activities at all times and through which it is possible to rotate all students, it is necessary to know what the clinical facilities are. An unpublished study\(^1\) of the diagnoses of patients admitted to the ward during the 13 months period from October 1945 to November 1946 was examined. While the incidence of some conditions was seasonal the data suggested that the ward offered adequate facilities for developing a Unit on the Nursing Care of the Cardiac Patient. The average number of patients admitted with a diagnosis of heart disease each month was 13.6. There were three admissions in August which was the lowest month and 22 in February which had the highest number. Since students assigned to this ward during their first clinical year normally spend 2 months it appears that cardiac patients would offer comparable learning activities to all students. The study referred to does not classify the cardiac patients as to specific diagnoses, but observations on the ward during a 2 months period from October to December 1947 indicate considerable variety.

\(^1\)Heymans, Isabelle Unpublished Study. See Note and Graph Page 7.
II. REVIEW

The purpose of this section is to review the strategic plan and its implementation.

It is important to evaluate the effectiveness of the strategic plan in achieving its goals. The review should include an assessment of the resources allocated, the performance of key personnel, and the overall progress made.

The strategic plan should be reviewed at regular intervals to ensure its relevance and effectiveness. Any necessary adjustments should be made to align with changing market conditions and company goals.

In conclusion, the review of the strategic plan is a critical component of the overall management process. It helps to maintain focus and ensure that the company is on track to achieve its objectives.
Heyman, Isabelle Unpublished Study of the Diagnoses of Patients admitted to a 31-bed Women's Medical Ward for the period from October 1, 1945 to November 1, 1946.
A partial list of the types of cardiac patients found on the ward during this period includes:

- Acute Rheumatic Fever
- Recurrent Rheumatic Fever
- Rheumatic Heart Disease
- Congestive Heart Failure
- Patent Ductus Arteriosus with Sub-acute Bacterial Endocarditis
- Hypertension
- Cerebral Vascular Accident
- Arteriosclerosis
- Periarteritis
- Scleroderma

Planning the Core Experience

An examination of several commonly used Nursing textbooks in

1 Brown, Amy Medical Nursing W.B.Saunders Co. Philadelphia 1945
Pp 97-157

Emerson, Charles and Taylor, J.E. Essentials of Medicine

Harmer, Bertha and Henderson, Virginia Principles and Practice of

Hull, Edgar and Perrodin, Cecilia Medical Nursing F.A.Davis Co.
Philadelphia 1945 Pp. 146-157

Smith, Martha Ruth Principles of Nursing Care J.B.Lippincott Co.
Philadelphia 1939 Pp. 400-407

Stevens, Arthur and Ambler, Florence Medical Diseases for Nurses
regard to material concerning Nursing Care in Cardiac conditions was made to discover what aspects in the nursing care of various cardiac conditions were given most emphasis. The examination of textbooks together with observations of nursing care of cardiac patients on a 31-bed Women's Medical Ward over a 2 months period indicated that there are principles of nursing care which are basic to the nursing care of all patients with cardiac conditions although adaptations are necessary to meet individual needs. It therefore seemed probable that emphasis on the principles of nursing care and an opportunity under guidance to apply these to the care of individual patients would be of value. It ought to provide a sound basis for further growth and development in rendering nursing care to individuals with cardiac conditions.

Guiding the Learning Activities

It was felt that some improvement in directing learning activities would be necessary in order for students to gain the most from the Unit. For this reason, the literature of General Education and also of Nursing Education was searched for methods of directing learning activities which might be applicable to a Ward Teaching Unit.

There are in the field of General Education, a variety of plans for directing learning which are called by various names such as contract, study guide, problem, project, goal book, work sheet etc. All of these, though differing in some ways have in common the provision for individual differences. The student is
I am left today with a sense of impatience to see and hear more. I feel the urge to know more, to study the growing problems of education and the need for more adequate solutions to them. I am inspired by the vision of new educational methods and by the desire to see the future of education in a new light. I am also aware of the importance of the work that has been done in the past and the need to continue this work in the future.
allowed to proceed at his own rate of speed and responsibility for completing the required activities is placed on the student.

Out of these various plans, the Guide Sheet as used by Bailey\(^1\) seems the most significant. His Guide Sheet for American History is divided into six parts. In the first part the Unit is presented. Part 2 is an outline of what he calls the "assimilative material" or an outline of the facts and principles that must be understood. Part 3 contains a series of problems. Part 4 contains a series of maps. Part 5 includes a group of individual projects for students who complete the unit before the others. Part 6 completes the Guide Sheet with a list of reference materials which are available in the school.

Turning to the field of Nursing Education we find the Self-Directing Study Unit\(^2\) which is similar to the study guides in General Education. These Self-Directing Study Units are set up to be self-directing and self-testing. The purpose is to allow the students to assume more responsibility for learning and at the same time decrease the amount of time the head nurse needs to spend in teaching. The authors suggest preparing a study unit for each major unit of learning in the clinical field. Each unit would

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\(^1\) Bailey, D.C. A New Approach to American History University of Chicago Press, Chicago 1927

\(^2\) Wayland, Mary Marvin; McManus, R.Louise and Faddis, Margene O. The Hospital Head Nurse The Macmillan Co. New York 1945
In summary, the need for a national comprehensive plan for the development of educational institutions and programs is crucial. The current fragmented approach does not adequately address the needs of the nation. A coordinated strategy is necessary to ensure that educational institutions are effectively serving their communities and meeting the demands of the workforce.

The report recommends the establishment of a national council on educational development. This council would be responsible for coordinating the efforts of various educational institutions and programs. It would also be tasked with the development of a comprehensive educational plan that would guide the direction of the country's educational system.

In conclusion, the need for a national educational plan is evident. The establishment of a national council on educational development is a necessary step towards achieving this goal. The council would be instrumental in ensuring that the educational system is responsive to the needs of the nation and its workforce.
be built around the nursing problems of patients with diseases of one of the systems of the body. The guide would be detailed enough so that the student might safely care for patients with a disease before she had studied it in her Medical and Surgical Nursing classes.

Three objections can be made to the Study Units of Wayland, Mc Manus and Faddis as outlined here. First, it does not seem desirable to decrease the amount of time the head nurse spends in teaching. Second, it is not desirable to assign students to the care of patients with conditions which they have not yet taken up in their Medical and Surgical Nursing classes. Third, why have students on a ward spend time studying a detailed guide sheet of nursing care when with a simple guide and adequate supervision they may be able to acquire the same material through observation of patients?

A Guide to the Care of the Cardiac Patient will form an important part of the Unit on Nursing Care of the Cardiac. This Guide eliminates the three objections mentioned but makes free use of the desirable suggestions from both the Self-Directing Study Units and Bailey's Guide Sheet.
CHAPTER III

PLANNING THE UNIT

Summary of Investigations

From the investigation of the clinical facilities of the selected unit it appears that the cardiac patients present on the ward would offer comparable learning activities to all first year students rotated through the unit in two months periods. It seemed therefore that the 31-bed Women's Medical Ward offered adequate facilities for developing a Unit on the Nursing Care of the Cardiac Patient to correlate with the Unit on Conditions of the Circulatory System in the Medical and Surgical Nursing I Course.

The examination of various text books concerning Nursing Care in Cardiac Conditions together with observations of nursing care needs of cardiac patients present on the ward led to the conclusion that there are principles of nursing care which are basic to the nursing care of all patients with cardiac conditions. It was decided to use as a framework for the Unit an outline of the content which from these observations seemed essential to the competent care of cardiac patients. It is suggested that this content be presented through as many teaching methods as possible and always in relation to the nursing care of individuals.

From the investigation of methods of directing learning
activities it was concluded that a simple guide to nursing care and adequate supervision might have possibilities as an aid to students in acquiring the content which seemed essential in the light of the nursing needs of patients observed.

As indicated in the description of the situation in Chapter I, improvement in the present methods would be desirable. There is need for more effective planning of the correlation between classroom units and the Ward Programs and more opportunities for student participation are needed.

The Plan presented here has been developed with the needs of students in their first clinical year in mind. It is an attempt to plan a core experience in the nursing care of cardiac patients which will furnish a background for further growth and development in rendering competent nursing care to cardiac patients. The plan will be further elaborated in the following sections under Philosophy, Policies and Methods of Teaching. Following this in Chapter IV the Unit, including a Correlation Plan, Sample schedules, the Guide and suggestions for evaluation will be presented.

Philosophy of Ward Teaching

The Ward Teaching Program is the most vital part of the total teaching program which includes classroom lectures, experience and teaching on the ward. It must be planned as carefully, taken as seriously and recorded as faithfully as the classroom course. It ought to be planned in units correlating with units of the class-
room course and given concurrently or following it within three months at the most.

The overall outline for the Ward Teaching Program should be worked out cooperatively among head nurses under the direction of the Supervisor of the services concerned. Representatives from allied fields as Dietetics, Social Service and Public Health may be invited in as consultants. Placement of nursing care problems common to both medical and surgical wards should be decided by a joint committee representing both services.

The Unit presented here is concerned with but a small segment of a theoretical total plan. It would be desirable to analyze the clinical facilities of each ward and assign each ward the section of the program best suited to its facilities.

Methods of Teaching

The most important method of directing learning and the starting point for improvement in methods of teaching is the assignment. Although Yoakam was not thinking of Ward Teaching, the statement is applicable. Too often the assignment has been a haphazard allotment of duties determined by service needs, with utter disregard of the educational needs of the students.

Assignment of patients will be by the Patient Care Method.

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1Yoakam, Gerald Alan Improvement of the Assignment MacMillan Co. New York 1934
except for medications and temperatures which will be rotating duties. The rotation of medications and temperatures in selected instances gives students an opportunity for observation and comparison of other cardiac patients with those assigned to them for special study. It may also serve as an introduction to some of the responsibilities of evening and night duty. Students should keep the same patients for a week and should be responsible for their care during their time on duty, turning the responsibility over to a relieving nurse during their hours off.

Other methods of teaching which will be evident in the presentation of the Unit are Doctors' Clinics, Nursing Clinics, Doctors' Rounds, Nursing Rounds, Morning Circle, Group and Individual Conferences, a Guide, A Nursing Care Plan, Group and Individual Projects, Bulletin Boards, Readings and Self-evaluation.

As far as possible Doctor's Clinics will be held 6:30 to 7 P.M. on Monday. Brief topics will be taken up at Morning Circle from 8:10 to 8:30 A.M. on Tuesday, Wednesday and Thursday. Nursing Rounds will be held 10:30 to 11:00 A.M. on Friday and followed by a Group Conference 11:00 to 11:30. Saturday morning will be reserved for individual conferences with the Clinical Instructor. This allows 2½ hours of scheduled Ward Teaching a week not counting individual conferences. It also leaves Monday and Friday Morning Circles free for special topics of the moment.
Attendance will be required for all students on duty on the Ward at the time of the Conference or Clinic. The first year students will attend all Doctor's Clinics whether on duty at the time or not. They will also attend Nursing Rounds and the Group Conference on Friday morning except when on Night or Evening Duty. As far as possible, student days off will be planned for days other than those on which the required Rounds and Clinics are held.

Orientation Period

A ½ hour orientation period will be held previous to starting the Unit. At this time the Guide will be presented and explained, objectives discussed and information about Nursing Care Plans given. The forms by which students are to be rated will be discussed. Definite arrangements for participation in Ward Clinics will be made and arrangements for individual conferences will be explained. The Orientation Period should be conducted jointly by the Head Nurse and the Clinical Instructor, the Head Nurse discussing assignment of patients and methods of evaluating nursing care and the Clinical Instructor discussing the Guide, Nursing Care Plans and Conferences.

Introduction to Medical and Surgical Nursing
The courses which are given concurrently with Medical and Surgical Nursing are:

Diet Therapy
Advanced Medical Science
CHAPTER IV

NURSING CARE OF THE CARDIAC PATIENT

(A Ward Teaching Unit)

Placement and Correlation

The Medical and Surgical Nursing course with which the Unit is correlated is given in the last half of the student's first year or the first half of the second year. The basic knowledge upon which this course is built is indicated by the prerequisites:

- Anatomy and Physiology
- Chemistry
- Microbiology
- Elementary Materia Medica
- Hygiene
- Principles and Practice of Nursing Care
- History of Nursing
- Professional Adjustments I
- Introduction to Medical Science
- Introduction to Medical and Surgical Nursing

The courses which are given concurrently with Medical and Surgical Nursing are:

- Diet Therapy
- Advanced Materia Medica
Medical and Surgical Nursing is a 60 hour course divided into eight Units as follows:

Unit I Diseases of the Respiratory System 9 hours
Unit II Tuberculosis 5 hours
Unit III Diseases of the Circulatory System 10 hours
Unit IV Diseases of the Integumentary System 3 hours
Unit V Diseases of the Blood and Blood Forming Organs 3 hours
Unit VI Allergic Diseases 1 hour
Unit VIII Endocrine and Metabolic Diseases 10 hours
Unit VIII Diseases of the Gastro-intestinal Tract and Associated Organs 18 hours

The 10 hours of the Unit on Diseases of the Circulatory System are distributed as follows:

Lesson 1 (Medical)
Rheumatic Fever
Periarteritis
Lupus erythematosus
Scleroderma

Lesson 2 (Medical)
Pericarditis
Rheumatic Heart Disease
Syphilitic Heart Disease
Aortitis and Aneurysm
Bacterial Endocarditis

Acute and Sub-acute
Abstract and Inorganic Chemistry of Organic Compounds

Chapter I: Introduction

1. Nature of the Subject

2. Importance of the Subject

3. Scope of the Subject

Chapter II: Basic Concepts

4. Basic Principles

5. Fundamental Concepts

Chapter III: Applications

6. Practical Applications

7. Theoretical Applications

Chapter IV: Conclusion

8. Summary

9. Further Reading

References
Lesson 3 (Medical)

Arteriosclerotic Heart Disease
Angina Pectoris
Myocardial Infarction

Lesson 4 (Medical)

Neurocirculatory asthenia
Cardiac Arrhythmias
Carotid Sinus Syncope
Stokes Adams Syndrome
Essential Hypertension
Hypertensive Cardio-vascular Disease

Lesson 5 (Medical)

Beriberi Heart Disease
Thyrotoxic Heart Disease
Cardiac Decompensation

Lesson 6 (Nursing)

Nursing Care of a Patient with Rheumatic Fever

Lesson 7 (Nursing)

Cardiac Nursing Care

Lesson 8 (Surgical)

Lesson 9 (Surgical)

Lesson 10 (Nursing Care in Cardiac Surgery)

A diagram showing absolute correlation of Classroom course, Ward Teaching and Ward Experience follows:
Date Nov. 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Unit III
Lesson...... 1 2 3 4 5 6 7 8 9 10

Scheduled Ward Teaching Classes
vv vv vv vv vv vv vv vv vv
Clinics and Conferences Conditions chosen from those covered in the Medical and Surgical course which are present on the Ward

Experience Assigned to cardiac patients for 2 weeks

First Week:
Observation and studies of care of cardiac patients on the Ward. Assigned to convalescents. Discussion of observations in clinic and conference.

Second Week:
Nursing Care Plans Special study of individual patients. Presentation of Aspects of Nursing Care and Nursing Problems in clinic and conference.

It will be obvious that only one group can have absolute correlation of classroom, Ward Teaching and Experience unless there are other wards which have facilities adequate for a similar Unit. Other groups will have a correlation of Ward Teaching and Experience which follows the Classroom Unit in not more than three months. The more wards there are which have facilities for a Unit on the Nursing Care of the Cardiac Patient, the closer the correlation will be.

The ability to recognize nursing needs and apply nursing principles to individual patients;
Objectives for a Ward Teaching Unit on Nursing Care of the Cardiac Patient

The aim of the Ward Teaching Unit is to develop competence in rendering nursing care to patients with cardiac conditions.

Competent Nursing Care of the Cardiac Patient includes the understandings that:

1. A basic knowledge of the normal functioning of the heart is essential to an understanding of the abnormalities which constitute illness.

2. A knowledge of the therapeutic plan is essential.

3. A knowledge of the principles of nursing care is essential.

4. Environmental influences affect recovery.

5. The feelings a patient has about his illness affect his progress.

6. The services of the dietitian, social worker and community agencies may be necessary for the best interests of the individual.

7. The prevention of some chronic conditions is a problem in health education.

Competent Nursing Care of the Cardiac Patient includes the following skills:

1. The ability to recognize nursing needs and adapt nursing principles to individual patients.
INTERESTING FACTS ABOUT CANADA

Chapter One: The Natural Environment

The land of Canada is vast and varied, offering a wide range of natural wonders. From the towering mountains of the west to the ice-covered tundras of the north, Canada's landscape is truly breathtaking. The country is home to a diverse array of flora and fauna, including the majestic grizzly bear, the majestic elk, and the elusive Canada lynx.

Chapter Two: The Culture and History

Canada is a country with a rich and diverse culture. From the First Nations to the francophone communities, Canada has a unique identity that is celebrated in the country's festivals and traditions. The history of Canada is marked by conflict and cooperation, with the country's tumultuous past shaping its present.

Chapter Three: The Economy

Canada's economy is diverse and dynamic, with a strong focus on natural resources, trade, and innovation. The country is a leader in the fields of resource extraction, agriculture, and technology, with a commitment to sustainable development.

Appendix: Facts and Figures

- Population: 36 million
- Largest city: Toronto
- Longest border: the US
- Largest province: Quebec
- Smallest province: Nunavut

Acknowledgments

The author wishes to acknowledge the contributions of all those who have helped in the creation of this book. Special thanks to the editors, designers, and photographers who have brought this project to life.
2. The ability to observe, interpret, report and record significant signs and symptoms.

3. The ability to apply concepts acquired in other courses to the care of individual patients.

4. The ability to carry out procedures with economy of time, effort and materials with due regard to the safety of the patient.

5. The ability to recognize social problems through observation of individual patients.

6. The ability to recognize the teaching needed to prevent recurrences in different conditions.

7. The ability to assist patients to resume health.

8. The ability to recognize and discuss intelligently the nursing care problems of individual patients.

9. The ability to plan nursing care.

10. The ability to evaluate the effectiveness of plans of action.

11. The ability to recognize fear reactions in patients.

12. The ability to relieve patients' fears and give a feeling of security.

13. The ability to cooperate with co-workers in nursing and related fields for the promotion of the best good to the patient.

14. The ability to plan one's own life for healthful living.

15. The ability to meet emergencies.

Competent Nursing Care of the Cardiac Patient includes the following attitudes:

1. The patient is an interesting individual... a member of a fam-
...
community.

2. The patient in the hospital ward or in the clinic is your guest.

3. No individual is superior to another because of race, color, nationality or religion or social or economic status.

4. A wholesome constructive attitude toward cardiac disease is essential.

5. Education is a continuous process.

6. A scientific attitude of curiosity toward problems and a tentative attitude toward results is desirable.

7. One's knowledge is enriched by investigating problems.

8. Responsibility for completing the required learning activities rests on the student.

9. It matters how an individual manages her own life.
Outline of Content

I Direction

Objectives

Presentation of Nursing Care Guide

Assignments

Nursing Care Plan

Participation in Clinics and Conferences

Methods of Evaluating

II Nursing Care

1. Rest

Conserve energy

Comfort measures

optimum position

posture

Physical relaxation

Mental relaxation

relief of anxiety

2. Nutritional Needs and Problems

Methods of feeding

Special Diets

---

Content to be covered by the various methods of teaching, always related to individual patients. Choice of patients for study in clinics, conferences and for assignment to students will be made with the most effective presentation of this content in view.
3. Personal Hygiene

Care of skin
prevention of pressure
maintain peripheral circulation

Oral Hygiene

Elimination
preventing straining at stool

4. Observation

Signs and symptoms to note

Pulse
Color
Dyspnea
Expression
Pain

Position
Blood Pressure
Edema
Weight
Cough

Intake and Output

5. Medications

Digitalis
Nitrates and Nitrites
Diuretics
Penicillin
Salicylates
Oxygen
Sulfa Therapy

6. Treatments
Paracentesis
Southey Drainage
Tourniquets
Reverse Precautions

7. Emergencies
Pulmonary Edema
Embolism
Coronary Thrombosis
Congestive Failure

8. Adjustment
Limitation of Activity
Long Convalescence
Chronic Illness
Reassuming Health

9. Family and Community Relations
Preventive Aspects
Education of the Patient
Occupational Problems

III Evaluation
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>The Significance of Rest in the care of J.M. (Sub-acute Bacterial Endocarditis)</td>
<td>Nursing Needs of J.M.</td>
<td>The Use of Penicillin and Sulfa in J.M.'s condition</td>
<td>Observation of Signs, Symptoms, Environmental factors and devices for maintaining posture and promoting comfort (Patients on Ward)</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>Dr. Head Nurse</td>
<td>Dietitian Student Discussion</td>
<td>2 students</td>
<td>Clinical Instructor Head Nurse All Students assigned to Ward</td>
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<tr>
<td>Place</td>
<td>Ward</td>
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<tr>
<td>Time</td>
<td>6:30-7:00 P.M.</td>
<td>8:10 to 8:30 A.M.</td>
<td>8:10 to 8:30 A.M.</td>
<td>8:10 to 8:30 A.</td>
<td>Nursing Rounds 10:30 Group Conference 11:00</td>
</tr>
<tr>
<td>Time</td>
<td>Event Description</td>
<td>Location</td>
<td>Note</td>
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<td>8:00 AM</td>
<td>Breakfast</td>
<td>Dining</td>
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<tr>
<td>9:00 AM</td>
<td>Meeting</td>
<td>Conference Room</td>
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<tr>
<td>10:30 AM</td>
<td>Lunch</td>
<td>Restaurant</td>
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<tr>
<td>1:00 PM</td>
<td>Lunch</td>
<td>Restaurant</td>
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<tr>
<td>4:00 PM</td>
<td>Meeting</td>
<td>Conference Room</td>
<td></td>
<td></td>
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<tr>
<td>6:00 PM</td>
<td>Dinner</td>
<td>Restaurant</td>
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*Note: Times are approximate and subject to change.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Time</th>
<th>Place</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>The Problems of the Failing Heart (Congestive Heart Failure, Mrs. S.)</td>
<td>6:30-7:00 P.M.</td>
<td>Dr. Ward</td>
<td>Head Nurse Discussion</td>
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<tr>
<td>Tuesday</td>
<td>The Physiological Effects of Failure in Mrs. S.</td>
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<tr>
<td>Wednesday</td>
<td>Controlling Edema in Mrs. S.</td>
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<tr>
<td>Thursday</td>
<td>Emergencies which might arise in Mrs. S's condition</td>
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<tr>
<td>Friday</td>
<td>Comparison of Nursing Care Problems of Mr. A., B., C., D. (Cardiac Patients assigned to special study)</td>
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<tr>
<td></td>
<td>Part II of Guideline Ex. 2, 3, 5, 6 Ref. No. 6 &amp; 15</td>
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<td></td>
<td>Clinical Instructor Head Nurse Students</td>
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<td></td>
<td>Nursing Rounds 10:30 A.M. Group Conference 11:00 A.M.</td>
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Suggested Ward Teaching Schedules

The Ward Teaching Schedules presented on the preceding pages are suggestive only. An attempt has been made to show the inter-relation of the Outline of Content, Guide, Experience, Scheduled Ward Teaching and Readings. Using the Outline of Content as a framework, patients are selected which present the best opportunity for bringing out this content. It is thought that the Guide will give students a background for discussion in Ward classes and Clinics. Students will be familiar with the patient presented in clinic and conference and will be able to make comparisons with the care of her own patients.

It is believed that consideration of many aspects of the care of one patient during a week is of value. Each patient is an individual whose care involves certain principles which must be adapted to his particular needs.

The Ward Teaching Schedules presented here by no means represent all of the Ward Teaching. It represents merely a scheduled minimum of 2½ hours per week. Individual Teaching and Conferences take place as needed. Students will need close supervision if the objectives of this Unit are to be met.

On Page 15 it was mentioned that Monday and Friday Morning Circles are open periods. This time might be used for demonstrations of new procedures or discussion of other exercises in the Guide which are pertinent to the care of the patient being studied that week.
To determine the extent of damage to the hydropathic region and the surrounding area, it is necessary to examine the local climate, topography, and hydrography. The water table and the flow of surface water are critical factors. A detailed study of the geology and hydrology would provide valuable insights.

In considering the potential for reclamation, the availability of natural resources must be evaluated. This includes the types of vegetation and the soil conditions. The economic feasibility of the project also needs to be assessed, taking into account the local market and the cost of labor and materials.

To ensure the success of the reclamation efforts, a comprehensive management plan is essential. This plan should outline the objectives, methods, and expected outcomes. Regular monitoring and evaluation are necessary to track the progress and make necessary adjustments.

The project must also consider the environmental impact. Measures to minimize the disruption of natural systems should be included in the design. This could involve the use of alternative technologies or the implementation of best management practices.

In conclusion, reclamation of the hydropathic region offers an opportunity for economic development and environmental restoration. Careful planning and execution are crucial to achieve the desired outcomes.

Sincerely yours,

[Signature]
Part I

1. In order to help you get acquainted with the cardiac patients on the ward, write down their names and find out something about them as suggested here.

<table>
<thead>
<tr>
<th>Cardiac Patients on Ward</th>
<th>Week of</th>
<th>Evidence of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Where from</td>
<td>Brief Description (including Age)</td>
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</table>

You will need practice in observing symptoms which are of significance in the nursing care of cardiac patients. This morning you will be assigned to take the temperature, as you do this observe and note the symptoms of a cardiac patient as follows:

(The prepare to discuss the significance of your findings.)

<table>
<thead>
<tr>
<th>Patient Fever</th>
<th>Pulse</th>
<th>Cyanosis</th>
<th>Color</th>
<th>Euphoria</th>
<th>Sough</th>
<th>Yawn</th>
</tr>
</thead>
</table>

For actual use, forms should be printed lengthwise on marginless paper to insure space enough in the squares.
2. Rest is one of the most important principles in the care of the cardiac patient. Observe the cardiac patients on the ward and make notes of the various nursing measures for promoting physical rest. Be prepared to discuss your observations in a group conference.

<table>
<thead>
<tr>
<th>Patient</th>
<th>Diagnosis</th>
<th>Measures used for promoting rest</th>
<th>Principles Underlying</th>
<th>Evidence of effectiveness</th>
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<tbody>
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</table>

3. You will need practice in observing symptoms which are of significance in the nursing care of cardiac patients. This morning you will be assigned to take the temperatures. As you do this observe and note the symptoms of 4 cardiac patients as follows: (Be prepared to discuss the significance of your findings.)

<table>
<thead>
<tr>
<th>Patient</th>
<th>Fever</th>
<th>Pulse</th>
<th>Dyspnea</th>
<th>Color</th>
<th>Expression</th>
<th>Cough</th>
<th>Pain</th>
<th>Others</th>
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</tbody>
</table>
4. There are certain dietary principles in the care of the cardiac patient that you will need to become familiar with. Choose 4 different cardiac patients and summarize briefly your observations and readings on the type of diet its purpose and any difficulties (including racial or religious food habits) in carrying it out in these patients.

5. Make a list of any procedures or treatments which patients on the ward are receiving which you do not completely understand so that demonstrations and practice can be arranged.

6. Emergencies arise in the care of cardiac patients that you will need to understand in order to assist in the treatment. As you study about medical emergencies record your findings as follows:

<table>
<thead>
<tr>
<th>Emergency</th>
<th>Warning Symptoms</th>
<th>Emergency Treatment</th>
<th>Equipment Needed</th>
<th>Where Kept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulmonary Edema</td>
<td></td>
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</tr>
<tr>
<td>Congestive Failure</td>
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<tr>
<td>Embolism</td>
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<tr>
<td>Coronary Thrombosis</td>
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</table>
7. What Diagnostic Tests are frequently done on the Ward? Make a list of these tests and be prepared to discuss them from the standpoint of their purpose, significance of deviation from the normal and preparation of the patient (including explanation).

8. What is meant by "reverse precautions"? In what cardiac conditions is it used? Review the technique. Be prepared to explain the reason for it as you would explain it to a patient.

(a) Note any fear reactions in your patient and suggest ways of reassuring her.

(b) Be prepared to present your patient on nursing rounds from the standpoint of the problems of maintaining posture and promoting comfort. Demonstrate the devices which you have found to be effective and explain why.

3. Keep a chart of the medications which your patient is getting. Chart action of the drug, how administered, indications, toxic reactions to watch for, desired effect and evidence that it has achieved.

4. Working with two or three of your classmates who are assigned to cardiac patients, prepare a Cooperative Nursing Care Study of your cardiac patients so that you may benefit from each other's experiences.
Part II

1. Make a tentative plan for the daily care of your patient. Start a list of the problems with which you are faced in giving her nursing care.

2. Be prepared to present one of the following aspects of the nursing care of your patient at a Nursing Conference:
   
   (a) What sort of person does your patient seem to be? What are her interests? What are her normal activities? How are her normal interests and activities affected by her illness? What problems is she having in adjusting to her illness? Suggest ways in which you might help her.

   (b) Note any fear reactions in your patient and suggest ways of reassuring her.

   (c) Be prepared to present your patient on Nursing Rounds from the standpoint of the problems of maintaining posture and promoting comfort. Demonstrate the devices which you have found to be effective and explain why.

3. Keep a chart of the medications which your patient is getting, showing drug, dose, action of the drug, how administered, indications, toxic reactions to watch for, desired effect and evidence that it was achieved.

4. Working with two or three of your classmates who are assigned to cardiac patients, prepare a Comparative Nursing Care Study of your cardiac patients so that you may benefit from each others experiences.
To take a precaution that the meat came in good condition, it was

listed as the best manner of handling meat. This involved freezing the

meat.

The meat was broken into pieces of the following categories:

(a) Large blocks of hamburger, which were not separated into

pieces until they were ready to be used. These blocks were

independent and were not allowed to be handled or cut until

they were ready to be used, to prevent any further cuts being

made.

(b) Large blocks of lean meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

(c) Large blocks of bone-in meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

(d) Large blocks of lean meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

(e) Large blocks of bone-in meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

(f) Large blocks of lean meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

With the exception of

(c) Large blocks of bone-in meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

(g) Large blocks of lean meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.

(h) Large blocks of bone-in meat, which were separated into

pieces as needed. This was to prevent any further cuts being

made.
5. What problems does your patient have which require the assistance of people in allied fields? (dietitian, medical or psychiatric social worker, V.N.A. etc) How is this assistance arranged for? How was your patient helped by this assistance?

6. Are there any possible ways in which the present condition of your patient might have been prevented? What is the significance of this from the Public Health viewpoint?
Part III Additional Activities

1. Take part in a symposium on the Nursing Care of a Cardiac patient that you have taken care of.

2. Make a series of diagrams to show how the circulation of the blood differs from normal in various congenital heart conditions.

3. Prepare to discuss the problems of rehabilitation which your patient presents as you think it should be explained to members of his family.

4. Make a study of the diversional activities which would be suitable for one of your convalescent patients to participate in.

5. Prepare illustrative materials on some aspect of the care of the cardiac patient.
Student Bibliography on Nursing Care of Cardiac Patients

1. Alvarez, Walter C., M.D. "Cerebral Arteriosclerosis" AJN 47: 169-170 (March)

2. Brown, Amy Francis Medical Nursing W.B. Saunders Co. Philadelphia 1945

3. Brown, Amy Francis "Sub-acute Bacterial Endocarditis" AJN 44: 3-12 (January)


6. Crowley, Evelyn, R.N. "Convalescent Care in Heart Disease" AJN 44: 1124-1128 (December)

7. Dace, Rosemary Wham and Boies, Berneice M. "Pulmonary Embolism" AJN 41: 362-384 (April)

8. Dock, William, M.D. "Physiologic Rest versus Complete Bed Rest" AJN 45: 469-470 (June)


11. Gelbach, Sarah B., R.N. "Nursing Care of the Aged" AJN 43: 1112-1114 (December)


14. Jensen, Deborah M., R.N. and Jensen, Julius, M.D. "Medical Nursing brought up to date" AJN 46: 539-542

15. John, W.A.P. "I Have a Scar on my Heart" Saturday Evening Post February 7, 1948

17. Levine, Samuel A. *Clinical Heart Disease* W.B. Saunders Co. Philadelphia 1945

18. Parsonnet, Aaron E., M.D. "Give Cardiac Patients Skilled Care" *Trained Nurse and Hospital Review* June 1944 P.430

19. Pullen, Roscoe L. "Congestive Heart Failure" *AJN* 44:1129-1132 (December)

20. Qualls, Edith, R.N. "The High Fluid Regime for Edema" *AJN* 46:682 (October)

21. Riven, Samuel S. "Coronary Occlusion" *AJN* 42: 244-248 (March)


24. Smith, Martha Ruth and Colleagues *Principles of Nursing Care* J.B.Lippincott Co. N.Y. 1939


26. Terry, Edith M. "Rheumatic Fever and the Nurse" *AJN* 43:1083-1086 (December)


29. White, Paul D., M.D. "Congestive Heart Failure" *AJN* 43:427-433 (May)

30. Wilcox, Elizabeth, R.N. "Rheumatic Fever" *AJN* 45:94-99 (Feb)
An intelligent, shy, 17 yr. old female patient has been admitted to the Hospital for the first time. She has a history of gradual loss of weight, anemia and weakness following an upper respiratory infection. Her condition is diagnosed as Patent Ductus Arteriosus with Subacute Bacterial Endocarditis.

1. From your knowledge of the normal structure and functioning of the heart and circulatory system you know that this type of congenital anomaly means:
   ___a. a shunting of arterial blood into the venous circulation.
   ___b. a shunting of venous blood into the arterial circulation.
   ___c. a persistence of the fetal opening between the auricles.

2. This means that if emboli were to occur they would probably be:
   ___a. in the systemic circulation
   ___b. in the portal system
   ___c. in the pulmonary circulation

3. One of the first problems in planning her nursing care will be to insure rest to the heart by:
   ___a. allowing her to do nothing for herself
   ___b. conserving her energy by understanding and foreseeing her needs
   ___c. reducing the volume of blood returning to the heart by rotating tourniquets on the extremities.
4. You would expect this patient's diet to be:
   ___a. Milk only
   ___b. Salt Free with fluids restricted
   ___c. High Caloric High Vitamin

5. You would expect that the principle medication given this patient would be:
   ___a. Penicillin
   ___b. Digitalis
   ___c. Mercurial Diuretics

6. If her parents asked you what diversional activities would be best, you could suggest that they bring her:
   ___a. Jig saw puzzles
   ___b. Knitting Materials
   ___c. Radio

7. In deciding whether or not to operate and tie off the ductus arteriosus which of the following would be very unfavorable:
   ___a. The presence of subacute bacterial endocarditis
   ___b. The extension of vegetations beyond the ductus arteriosus
   ___c. Presence of anemia

8. The type of encouragement that the family need is:
   ___a. To raise their hopes for complete recovery
   ___b. To be able to meet the situation with courage
   ___c. To prepare for a long convalescence
9. Among the things which patients with subacute bacterial endocarditis need to be taught particularly is:

___a. How and when to take nitroglycerine

___b. Need of permanent limitation of activity

___c. How infections diseases affect the heart

10. A symptom often noted in bacterial endocarditis is:

___a. Petechiae

___b. Anxious expression

___c. Distention of the neck veins

(It is suggested that brief tests of this nature covering material of a week's ward classes might be included in the Unit Test of the Classroom Course).
Evaluation of Nursing Care

1. Do you understand the patient's condition?
   - Symptoms which brought him to the hospital
   - Diagnosis
   - Present Condition
   - Prognosis

2. Are you familiar with the Therapeutic Plan?
   - Doctor's Orders
   - Reasons for
   - Results expected

3. Do you know the principles underlying the Nursing Care?
   - Can you adapt to the individual?
   - Does your patient look comfortable?
   - Does your patient appear well cared for?
   - Does your patient seem to feel secure?

4. Are you Observant?
   - Do you know the early symptoms of complications?
   - Do you observe, report and chart changes in the patient's condition?
   - Do you understand the significance of your observations?

5. Social Factors
   - Do you know the patient as an individual?
   - Can you recognize problems due to the patient's illness?
   - Can you plan how to help the patient meet them?

6. Efficiency
   - Can you plan your work effectively?
   - Are you economical of supplies?
   - Are you punctual?

7. Attitudes
   - Are you cooperative?
   - Are you considerate of patients?
   - Are you interested in your work?

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8. Teaching

Are you an example of good health?
Do you foresee problems the patient will have on discharge?
Can you suggest ways of helping him?
Can you recognize possibilities of prevention in the patient's condition?

Method of Evaluating

Check the columns as follows:

1. means you are lacking in the understanding or quality
2. means you possess it to a slight degree
3. means you possess it to a moderate degree
4. means you possess it to a marked degree
5. means you possess it to a very high degree

Use

This form is suggested as a means of presenting first year students with definite attainable goals. It is intended for use by students in self-appraisal. While this form has not been tried out sufficiently to prove its value, it is felt that it helps students particularly in recognizing where they are falling short in their nursing care.

It is suggested that the form might be stated "Does she etc" instead of "do you" for use by Head Nurses and Clinical Instructors in evaluating the nursing care of patients assigned to students for special study. Conferences with students should follow the evaluation.

In actual use the form is printed on one page.
CHAPTER V

CONCLUSIONS

Summary

Suggestions for a Unit on the Nursing Care of the Cardiac Patient correlating with the Unit on Diseases of the Circulatory System in the Medical and Surgical Nursing Course have been presented. The Unit was planned on the basis of the clinical facilities of a 31-bed Women's Medical Ward and with the needs of first year students in mind. It is an attempt to plan a core experience which will serve as a foundation for further growth and development in rendering competent nursing care to patients with cardiac conditions. The plan as presented includes a Nursing Care Guide which it is believed will allow for individual differences in students and permit more student participation than is possible with the present method. This Unit has not yet been tried out and its value is therefore unknown.

In order to get an idea of student attitudes toward Ward Teaching, a small group of senior nurses were questioned as to their views. Types of learning situations favored were:

1. The conference about problems of a specific patient.

2. When one looks up something about an unusual condition which a patient on the Ward has, the condition is remembered because associated with a particular patient.
3. Some favored the Patient Care Method of assignment and others favored the Functional. Objection to the Patient Care Method was that they missed out on interesting treatments and medications. They approved of the Patient Care Method if treatments and medications were assigned as rotating duties.

Part I of the Guide to the Care of the Cardiac Patient was described to the group and comments requested. The following were among those made:

"It would involve too much work."

"You would have to look things up in books."

"It would involve as much reading as for a Case Study."

"You would probably use books more than for the usual assignment."

These few comments seem to indicate that the use of the Guide might:

1. Stimulate student reading on conditions met in their patients.

2. Aid students in retaining knowledge by associating it with specific individuals.

It is also thought that the use of this Unit will:

1. Furnish students with a sound basis for further growth and development.

2. Give early orientation to the modern concepts of Professional Nursing Care.
Recommendations

This paper has been concerned with a very limited area. The following are suggestions for further investigation:

1. A further analysis of the facilities of the Ward to determine what other Nursing Care Units might be developed which would correlate with other units of the Medical and Surgical Nursing course.

2. An analysis of the care of adults by age groups (as Care of Adolescents, Care of the Middle Aged and Care of the Aged) to determine whether or not this would be more satisfactory than Nursing Care by systems.

3. An investigation of the desirability of a Unit on the Nursing Care of the Older Person as an Orientation Unit in Medical Nursing.

4. An investigation of means of providing Ward Teaching class rooms on the Wards which would stimulate interest and study.
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