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A Ward teaching unit on the care of the Cardiac patient

Nassar, Leenda Mary

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SCHOOL OF EDUCATION

Service Paper

A WARD TEACHING UNIT ON THE
CARE OF THE CARDIAC PATIENT

Submitted by

Leenda Mary Nassar
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First Reader: Leslie W. Irwin, Professor of Health Education
Second Reader: Dr. Charles D. Merrill, Instructor in Health Education
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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 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 of Nursing is approved by the state and accredited by The National League of Nursing Education.

The hospital with which the school is connected is a 200 bed general hospital specializing 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 half of their high school class with preference given to those who have had some college work. A health examination is required and an aptitude test is given.

1 See pages 17, 18 and 19.
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 4-5 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. The entire program should be educational in nature, continuous, interactive, the progressive experiences living and real, having vital meaning to the students.
Purposes of the Study

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 a 30 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?

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 such as:

"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?"

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 underly 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.
CHAPTER II

BACKGROUND OF THE UNIT

Clinical Facilities

In order to plan a core experience which is constantly available, which 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. Records of diagnoses of patients admitted to the ward during the 13 months period from October 1945 to November 1946 were 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 was 14.6. There were 3 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. Observations on the wards during a 3 month period from October to December 1947 indicate considerable variety of diagnoses.
# Table I

**AVERAGE NUMBER OF CARDIAC PATIENTS ON A 30 BED WOMEN'S MEDICAL WARD ADMITTED FROM OCTOBER 1945 TO NOVEMBER 1946**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Cardiac</td>
<td>25</td>
<td>24</td>
<td>23</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Patients</td>
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</tr>
</tbody>
</table>
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 Subacute Bacterial Endocarditis
- Hypertension
- Cerebral Vascular Accident
- Periarteritis
- Scleroderma

Planning the Core Experiences

An examination of several commonly used Nursing Textbooks in 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 30 bed Women's Medical Ward over a two month period indicated that there are principles of nursing.

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Martha Ruth Smith, Principles of Nursing Care, J. B. Lippincott, Phila., 1939, pp. 400-7.
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 Nursing Education was searched for methods of directing learning activities which might be applicable to a Ward Teaching Unit.

There are in the fields 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, unit, work sheet, etc. All of these though differing in some ways have in common the provision for individual differences. The student is 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 two is an out-

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line of what he calls the "assimilative material" or an outline of the facts and principles that must be understood. Part three contains a series of problems. Part four contains a series of maps. Part five includes a group of individual projects for students who complete the unit before the others. Part six 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\(^1\) which is similar to the study guides in General Education. These are set up to self-testing and self-directing. The purpose is to allow the students to assume more responsibility for learning and at the same time to 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 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, McManus 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-surgical nursing classes.

Thirdly, 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 above 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 investigations of the clinical facilities of the selected unit it appears that the cardiac patients on the ward would offer comparable learning activities to all first year students rotated through the unit in two month periods. It seemed, therefore, that the 30 bed Womens Medical Ward offered adequate facilities for developing a Unit on the 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 examinations of the various textbooks 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 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 investigations of methods 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.

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 under Philosophy, Methods of Teaching, Policies. 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 classroom course and given concurrently or following it within three months at the most.

The over-all outline for the Ward Teaching Program should be worked out cooperatively among the head nurses under the direction of the Super-
visor of the services concerned. Representatives from the allied fields 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 the 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 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 in evidence in the presentation of the Unit are Doctors Clinics, Nursing Clinics, Doctors Rounds, Nursing Rounds, Morning Circle, Group and Individual Conferences, Study Guide, A Nursing Care Plan, Group and Individual Projects, Bulletin Boards, Readings, and Self-Evaluation.

Policies

As far as possible Doctors Clinics will be held 6:30 to 7 p.m. on Monday. Brief topics will be taken up at Morning Circle from 8:10-8:30 a.m. on Tuesday, Wednesday, and Thursday. Nursing Rounds will be held 10:30 to 11:00 a.m. on Friday followed by a Group Conference 11:00 to 11:30 a.m. 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 Doctors Clinics whether on duty at the time or not. They will also attend Nursing Rounds and Group Conferences 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 one-half hour orientation period will be held previous to starting the Unit. At this time, the Study 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 arrangement 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 Clinical Instructor, the Head Nurse discussing the assignment of patients and methods of evaluating nursing care and the Clinical Instructor discussing the Study Guide, Nursing Care Plans and Conferences.
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 pre-requisites:

Anatomy and Physiology
Chemistry
Microbiology
Drugs & Solutions
Hygiene
Principles and Practice of Nursing Care
History of Nursing
Prof. 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 in Disease
Adv. Material Medica

Medical and Surgical Nursing I is a 60 hour course divided into eight units as follows:

- **Unit 1** Diseases of the Respiratory System 9 hours
- **Unit 2** Tuberculosis 5 hours
- **Unit 3** Diseases of the Circulatory System 10 hours
- **Unit 4** Diseases of the Integumentary System 3 hours
- **Unit 5** Diseases of the Blood and Blood Forming Organs 3 hours
- **Unit 6** Diseases of Allergy 1 hour
- **Unit 7** Endocrine and Metabolic Diseases 10 hours
- **Unit 8** Diseases of the Gastro-Int. 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 Subacute
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)

Beri-beri Heart Disease
Thyrotoxic Heart Disease
Cardiac Decompensation

Lesson 6 (Nursing)

Nursing Care of 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:
<table>
<thead>
<tr>
<th>Date Nov.</th>
<th>7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit III</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Scheduled</td>
<td>X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td>Ward</td>
<td>Clinics and conferences. Conditions chosen from</td>
</tr>
<tr>
<td>Teaching</td>
<td>those covered in the Medical and Surgical course</td>
</tr>
<tr>
<td>Classes</td>
<td>which are present in the ward.</td>
</tr>
<tr>
<td>Experience</td>
<td>Assigned to cardiac patients for two weeks</td>
</tr>
</tbody>
</table>
| First Week| 1. Observation and studies of cardiac patients on the ward.  
|           | 2. Assigned to convalescents                   |
|           | 3. Discussion of observations in clinics and conferences.  
| Second Week| 1. Nursing care plans.  
|            | 2. Specific study of individual patients.       |
|            | 3. Presentation of aspects of nursing care and nursing problems in clinics and conferences.  

Only one group of students can have absolute correlation of the above unless there are other wards which have facilities adequate for a similar unit. Other groups will have correlation of Ward Teaching and Experience which follows the Classroom Unit in not more than three months. The more wards which have facilities for a Unit in the Care of Cardiac Patients, the closer the correlation will be.
Objectives for a Ward Teaching Unit

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The 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. The prevention of some chronic conditions is a problem in health education.
2. A knowledge of the therapeutic plan is essential.
3. A basic knowledge of the normal functioning of the heart is essential to an understanding of the abnormalities which constitute illness.
4. A knowledge of the principles of nursing care is essential.
5. Environmental influences affect recovery.
6. The feeling a patient has about his illness affects his recovery.
7. The services of the dietitian, social worker, and community agencies may be necessary for the best interests of the individual.

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.
2. The ability to observe, interpret and record significant signs and symptoms.
3. The ability to apply concepts acquired in other courses to care of the individual patient.
4. The ability to carry out procedures with economy of time, effort and materials with due regard for the safety of the patient.

5. The ability to recognize social problems through observation of the patient.

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

7. The ability to assist the patient to reassume health.

8. The ability to plan nursing care.

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

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

11. The ability to recognize fear reactions in patients.

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

Competent nursing care of the cardiac patient includes the following attitudes:

1. The patient is an interesting individual... a member of a family and community.

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

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

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

5. Education is a continuous process.

6. One's knowledge is enriched by investigation of problems.

7. A scientific attitude of curiosity toward problems and a tentative attitude toward results is desirable.
8. Responsibility for completing required learning activities rests on the student.

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

I Orientation

A. Objectives

B. Presentation of Nursing Care Guide

C. Assignments

D. Participation in Clinics and Conferences

II Methods of Evaluation

II Nursing Care

A. Rest

1. Conserve energy

2. Comfort measures
   a. optimum position
   b. posture

3. Physical relaxation

4. Mental relaxation
   a. relief of anxiety

B. Nutritional Needs and Problems

1. Methods of Feeding

2. Special Diets

3. Fluids
   a. restricted fluids
   b. high fluid regime

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1 Content to be covered by various methods of teaching, always related to the individual patient. 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.
4. Salt
   a. restriction of sodium

5. Preventing gas formation
   a. frequent small feedings
   b. non-fermentative foods

C. Personal Hygiene
   1. Care of the skin
      a. prevention of pressure
      b. maintain peripheral circulation

2. Elimination
   a. prevent straining at stool

D. Observation
   1. Signs and symptoms to note
      a. Pulse - Position - Color - Blood Pressure - Dyspnea
         Edema - Expression - Weight - Pain - Cough - Intake
         and Output

E. Medication
   1. Digitalis - Nitrate and nitrites - Diuretic - Oxygen
      Penicillin - Sulfa therapy - Salicylates

F. Treatments
   1. Paracentesis - Southey Drainage Tourniques - Reverse
      Precautions

G. Emergencies
   1. Pulmonary Edema
   2. Embolism
3. Coronary Thrombosis
4. Congestive Failure

H. Adjustments
1. Limitation of Activity
2. Chronic Illness
3. Long Convalescence
4. Reassuming Health

I. Family and Community Relations
1. Preventive Aspects
2. Education of the Patient
3. Occupational Problems

III. Evaluation
### Suggested Ward Teaching Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Topic</td>
<td>The Significance of rest in the care of Mrs. A. (subacute bacterial endocarditis.)&lt;br&gt;The effect of the disease on Mrs. A.</td>
<td>Nursing measures of Mrs. A.</td>
<td>Nutritional needs of Mrs. A.</td>
<td>The use of Penicillin and Sulphur in Mrs. A's condition.</td>
<td>Observation of signs, symptoms and environmental factors and devices for maintaining posture and promoting comfort. (Patients on ward.)</td>
</tr>
<tr>
<td>References</td>
<td>Student Bibliography&lt;br&gt;Reference No. 3, 8, and 23</td>
<td>No. 12 Exercise 14, Part I of Study Guide</td>
<td>No. 14</td>
<td>No. 24, Exercise 2 and 3, Part I of Study Guide</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>Dr. Head Nurse&lt;br&gt;Student Discussion</td>
<td>2 Students</td>
<td>2 Students</td>
<td>Clinical Instruction; Head Nurse. All Students on Ward.</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td>Ward</td>
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</tr>
<tr>
<td>Time</td>
<td>6:30-7:00 p.m.</td>
<td>8:10-8:30 a.m.</td>
<td>8:10-8:30 a.m.</td>
<td>8:10-8:30 a.m.</td>
<td>Morning Rounds - 10:30 a.m. - Group Conference 11:00 a.m.</td>
</tr>
</tbody>
</table>
## Suggested Ward Teaching Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| Topic | Problems of the Failing Heart (Congestive Heart Failure.)  
See physiological effects of failure in Mrs. Z. necessary in the care of Mrs. Z. | Controlling Edema in Mrs. Z. | Emergencies which might arise in Mrs. Z's condition. | Comparison of nursing care problems of Mrs. A, B, C, D. (cardiac patients assigned to students for specific study.) |
| References | Student Bibliography Reference no. 19 and 20 | No. 20 Reference No. 22 | | Study Guide Part II, Exercises 2, 5 and 6, Reference No. 6 and 15. |
| Participants | Dr. | Head Nurse Student Discussion | Clinical instruction | Head Nurse Students | Clinical Instructor Head Nurse, Students |
| Place | Ward | | | | |
| Time | 6:30 - 7:00 p.m. | 8:10 - 8:30 a.m. | 8:10 - 8:30 a.m. | 8:10 - 8:30 a.m. | Nursing Rounds 10:30 a.m.  
Group Conference 11:00 a.m. |
Suggested Ward Teaching Schedules

The Ward Teaching schedules presented here by no means represent all of the Ward Teaching—they are suggestive only. It represents merely a scheduled minimum of $2\frac{1}{2}$ 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.

An attempt has been made to show the interrelation of the Outline of Content, Study Guide, Experience, Scheduled Ward Teaching and Readings. Using the Outline of Content as a frame work, patients are selected which present the best opportunity for bringing out this content. It is thought that the Study 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 their 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.
STUDY GUIDE

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.

Cardiac Patients on the Ward

<table>
<thead>
<tr>
<th>Name</th>
<th>Where From</th>
<th>Brief Description (including age)</th>
<th>Religion</th>
<th>Diagnosis</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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>Underlying Principles</th>
<th>Evidence of effectiveness</th>
</tr>
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3. You will need practice in observing symptoms which are of significance in the nursing care of cardiac patients. This a.m., you will be assigned to take the temperatures. As you do this, observe and note the symptoms of four cardiac patients as follows: (be prepared to discuss the significance of your findings.)
4. There are certain dietary principles in the care of the cardiac patient that you will need to become familiar with. Choose four different patients and summarize briefly your observations and readings on the type of diet, its purpose and any difficulties in carrying it out (including racial or religious food habits.)

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 your 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>
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<tbody>
<tr>
<td>Pulmonary Edema</td>
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<td>Congestive Failure</td>
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<td>Embolism</td>
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<td>Coronary Thrombosis</td>
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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.

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 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 worked.
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 other's experiences.

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. health educator, 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 health education and public health viewpoint?

Part III Optional Related 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 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.
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An intelligent shy 17 year old patient has been admitted to the hospital for the first time. She has a history of gradual loss of weight, anemia and weakness following a URT 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 circulation
   ___ c. in the pulmonary circulation

3. One of the first problems in planning her nursing care will be to insure rest of 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
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 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 needs 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 infectious diseases affect the heart
10. A symptom often noted in bacterial endocarditis is:

_____ a. petechiae
_____ b. anxious expression
_____ c. distension of 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
   - Present Condition
   - Diagnosis
   - Prognosis

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</table>

2. Are you familiar with the Therapeutic Plan?
   - Doctors 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 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?

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7. Attitudes

Are you cooperative?
Are you considerate of patients?
Are you interested in your work?

5. 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 Evaluation  Check the column as follows:

1. means you are lacking the 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 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 for 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.

This form may also be used 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.
Summary

Suggestions for a Unit on the 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 30 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 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 been tried out and its value is, therefore unknown.
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