



## HEALTHCARE SCIENCE

**COURSE:** 25.561 Nursing Essentials

**UNIT:** 11.1 Digestive System



## INTRODUCTION

### Annotation:

In this unit students will apply knowledge and observational skills in observing and reporting care for digestive system disorders. As a performance task, students will describe nursing assistant actions related to residents/patients/clients with gastrointestinal disorders. Students will review previous vocabulary related to the digestive system.

### Grade(s):

<input type="checkbox"/>	9 <sup>th</sup>
<input type="checkbox"/>	10 <sup>th</sup>
<input checked="" type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

### Time:

Two 50 minute periods

### Author:

- Pat Rutherford, RN, EdS
- Tiffany Lacey, RN refer to the Applications Gastrointestinal Unit Plan

### Additional Author(s):

### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### **GPS Focus Standards:**

#### **HS-NE-12:**

The student will perform basic nursing assistant skills within the scope of practice for a nursing assistant while maintaining resident rights. Beginning and ending procedures actions will be performed with all resident care.

- d. Demonstrate understanding of body systems while recognizing abnormal changes in body function and reporting changes to supervisor

### **GPS Academic Standards:**

**SAP1:** Students will analyze anatomical structures in relationship to their physiological functions.

**SAP4:** Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

### **National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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### **Enduring Understandings:**

- Understand the basic structures and function of the digestive system.
- Identify common disorders of the digestive system
- Describe the nursing assistant's role in caring for a resident with common disorders of the digestive system

### **Essential Questions:**

- What common disorders occur in the digestive system?
- How do I provide nursing assistant care for this system?
- What is the role of the nursing assistant for residents/patients with gastrointestinal disorders?

### **Knowledge from this Unit:**

- The components of the digestive system
- How to provide care for residents with common digestive system disorders
- Identify the different types of enemas and state their purpose

**Skills from this Unit:**

- Be able to locate organs of the digestive system.
- Students will also be able to provide basic nursing care to residents with common digestive system disorders.



## ASSESSMENT(S)

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**Assessment Method Type: \**

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:** Digestive System Disorders

**Assessment(s) Description/Directions:****Attachments for Assessment(s):**



# LEARNING EXPERIENCES

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## Sequence of Instruction

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-NE-12: The student will perform basic nursing assistant skills within the scope of practice for a nursing assistant while maintaining resident rights. Beginning and ending procedures actions will be performed with all resident care.

SAP1: Students will analyze anatomical structures in relationship to their physiological functions.

SAP4: Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

### 2. Review Essential Questions.

- What common disorders occur in the digestive system?
- How do I provide nursing assistant care for this system?
- What is the role of the nursing assistant for residents/patients with gastrointestinal disorders?

### 3. Identify and review the unit vocabulary.

### 4. Assessment Activity.

- Acquisition: Assess the student's current knowledge of the GI system
  - KWL CHART – DIGESTIVE SYSTEM KWL - Digestive System.doc (from the Digestive System Applications Unit Plan)
- Review the Gastrointestinal System structure and function
- Discuss the role of the nursing assistant in caring for residents with the following GI Disorders-Diarrhea, Vomiting, Constipation, fecal impaction, GI bleeding,
- Discuss the importance of monitoring bowel elimination, enema administration, use of suppositories, colostomy care.
- If the classroom has an anatomical torso of the body organs, identify each part of the digestive system. Have the students work with the torso so that they can recall the correct term for each organ.
- Review the video lessons
- Divide the students into small groups and give the students the situations to discuss in a small group and present answers to the class.
- As the students present, prompt discussion of the correct answers.

- Take the test on procedures for nursing assistant related to the Digestive System

### **Attachments for Learning Experiences:**

### **Notes & Reflections:**

- You may make changes to the outline and or test to accommodate your classroom.
- You could have students listen to and describe bowel sounds if time permits



## **CULMINATING PERFORMANCE TASK** (Optional)

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### **Culminating Unit Performance Task Title:**

- Digestive System Scenarios
- Identifying the correct term for the organs of the G/I system

### **Culminating Unit Performance Task Description/Directions/Differentiated**

There are situations on a document that the teacher can copy and cut. Divide the students into small groups. Have the group of students to determine the answers for the situation that they were given and present answers to the class. Encourage class discussion for each presentation

### **Attachments for Culminating Performance Task**

- Student should present the answers with the correct information.
- Prepare an answer sheet for students to record answers as the teacher presents the various organs of the G/I System



## UNIT RESOURCES

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### Web Resources:

- <http://deptets.fvtc.edu/nursing/>

Have students review video Lessons: # 42, Problems with Nutrition, #43 Fluid Balance, # 44 – Urinary Elimination, # 45 - #48 – Enema and Suppository Treatment, #76 – Meal time interventions

### Attachment(s):

### Materials & Equipment:

- Body torso with digestive organs
- Computers with speakers
- GI outline
- Scenarios for situations related to the digestive system
- Presentation of situations with class discussion
- Test on Role of Nursing Assistant related to the G/I system

### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		