

## BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

COURSE NAME NURSING II

COURSE NUMBER NURS 2100 DATE JANUARY and AUGUST 1994

Prepared by B. LAWES Taught to FIRST Year

School HEALTH SCIENCES School HEALTH SCIENCES

Program NURSING PROGRAM Program NURSING PROGRAM

Date Prepared MAY, 1993 Option \_\_\_\_\_

Term II Hrs/Wk Clinical 13 Credits 24  
Theory 8

No. of Weeks 17 Total Hours 357

Instructor(s) B. Lawes Office 2N-418 Phone 432-8788

Office Hours As posted by individual instructors

PREREQUISITES

- Nursing I, NURS 1100
- Human Development, BHSC 1140
- Anatomy and Physiology, BHSC 1105

COURSE OBJECTIVES

This course is offered in the second term of the Nursing Program.

NURS 2100 focuses on stressors associated with selected unanticipated events. Responses to these stressors may be appropriate or inappropriate. The common responses of pain, anxiety, altered self-image and general adaptation syndrome are studied.

Theory content about the surgical patient is provided to prepare students for the clinical area. Selected pharmacology content is included as part of therapeutic measures for specific stressors/responses.

Concurrent theory, laboratory and clinical practice focuses on the nursing measures required to assist individuals to satisfy needs.

Clinical experience is provided in hospital settings with adults on general medical-surgical units. Students are expected to provide care to 2-3 individuals.

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## COURSE OBJECTIVES

The student:

1. Uses the nursing process to assist the individual to satisfy needs when there are appropriate and/or inappropriate responses to stressors.
2. Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.
3. Demonstrates caring behaviors toward patients.
4. Uses selected interactive skills to initiate, maintain and terminate helping relationships with patients.
5. Demonstrates organizational ability in providing nursing care.
6. Implements a teaching plan for an individual.
7. Participates actively in selected groups and/or with individuals.
8. Demonstrates responsibility and accountability for actions as a nursing student.
9. Works cooperatively with health care workers.

(See Appendix for theory and clinical subobjectives.)

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## EVALUATION

Final Examination	<u>40</u>	<u>%</u>
Midterm #1	<u>30</u>	<u>%</u>
Midterm #2	<u>30</u>	<u>%</u>
Projects/Assignments	<u>Satisfactory/Unsatisfactory</u>	
Clinical	<u>Pass/Fail</u>	

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## REQUIRED TEXT(S) AND EQUIPMENT

Pagana, K. D., & Pagana, T. J. (1992). Mosby's diagnostic and laboratory test reference. Toronto: Mosby Year Book.

Students are advised that all texts from previous courses may be needed.

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COURSE CONTENT
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NURSING CORE

Responses/Stressors

1. Definitions:

- a) appropriate responses
- b) inappropriate responses

2. Common responses

- a) pain
- b) anxiety
- c) altered self-image
- d) general adaptation syndrome (G.A.S.)
  - describe G.A.S. response and relate to patient care

3. Each response is approached in the following manner:

- a) definition
- b) data collection - general nature of the response
  - i) basis (physiological and/or psychosocial)
  - ii) indicators that the response has become a stressor
    - source of the stressor
    - nature of the stressor
    - numbers of stressors to be coped with simultaneously
    - duration of exposure to the stressor
    - past experiences with a comparable stressor
  - iii) effect on need satisfaction
  - iv) relationship of the stressors of lifestyle patterns and of the stages and tasks of growth and development
- c) therapeutic measures
  - i) description
  - ii) rationale
  - iii) implications for patient care

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### Stressors Associated with Unanticipated Events

1. Definition of an unanticipated event
2. The unanticipated event categories selected for Nursing II are Inflammatory Disorders and Metabolic Disorders
3. Examples selected for inflammatory disorders in Nursing II are:
  - a) cholecystitis
  - b) rheumatoid arthritis
4. Example selected for metabolic disorders in Nursing II is:
  - a) diabetes (introduction)
5. Inflammatory and metabolic disorders and their examples will be approached in the following manner:
  - a) Definition
  - b) Data collection
    - i) basis (physiological and/or psychosocial)
    - ii) expected responses/stressors
    - iii) effect on need satisfaction
    - iv) relationship of the stressors of lifestyle patterns and of the stages and tasks of growth and development
    - v) diagnostic procedures
  - c) Therapeutic measures
    - i) description
    - ii) rationale
    - iii) implications for patient care

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## NURSING SKILLS

### Psychomotor Skills

Principles and practice of selected skills will be taught in the classroom, laboratory and/or clinical setting.

1. Physical assessment techniques

- Measure discharge
- Measure drainage
- Auscultate for breath sounds
- Auscultate for bowel sounds
- Palpate for distention

2. Administer personal hygiene

- Change gown of patient with I.V.

3. Provide comfort measures

- No new content

4. Maintain fluid and nutritional level

- Maintain I.V.s

5. Administer medications

- Give injections (I.M., S.C., I.D.)

6. Carry out aseptic procedures

- Collect sterile specimens
- Scrub hands for sterile procedures
- Unwrap and rewrap sterile supplies
- Set up and add to sterile field
- Pour sterile solutions
- Use sterile drapes
- Put on sterile gloves
- Change simple dressings
- Change dressings with drains
- Shorten or remove drains
- Maintain and remove closed wound suction
- Remove simple packing
- Remove sutures, clips or staples
- Change I.V. bag
- Change I.V. tubing
- Discontinue I.V.

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7. Carry out procedures

Apply heat and cold (ice bag, hot water bottle, heating pad, hot packs, heat lamp or cradle, sitz bath, tepid sponge bath, unsterile compress, humidifier)

Apply binders (straight abdominal, T-binder)

Collect sterile specimens

Admit patients

Do skin preparation (clean, sterile)

Assist with coughing and deep breathing exercises

8. Assist with procedures

No new content

9. Manipulate and transport patients

Transfer from stretcher to bed

10. Ambulate and transport patients

Transfer from stretcher to bed

Organizational Skills

1. Problem-solving approach:

a) priority setting

i) definition

ii) criteria for setting priorities

2. Organizing work environment

Interactive Skills

1. Empathy

2. Application of interviewing techniques in specific situations and/or nursing procedures

Teaching and Learning Skills

1. Principles of teaching and learning:

a) definitions

b) general requirements for learning to occur

c) opportunities for learning

d) the nurse's role in patient teaching

e) techniques and methods for teaching

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2. Planning and implementing a teaching plan:

- a) assessment
  - i) identifying learning needs
  - ii) assessing readiness
- b) intervention
  - i) planning - stating learning objectives and determining teaching methods
  - ii) implementation
- c) evaluation
  - i) review learning objectives

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## PROFESSIONAL BEHAVIORS

### Responsibility and Accountability

1. Monitoring nursing practice:
  - a) standards of the profession
    - i) quality assurance
  - b) legal/ethical aspects affecting nursing practice
    - i) provincial and national legislation
    - ii) patient rights

### Caring

1. Patient behaviors that promote and inhibit caring toward them

### Working with Health Care Workers

1. Effective communication with nursing personnel
  - i) appropriate time, place, method
  - ii) use of judgment
2. Appropriate lines of communication within a hospital nursing department

### Leadership

1. Introduction to group dynamics
  - a) definition
  - b) characteristics of group members
  - c) responsibilities of group members



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LEARNING EXPERIENCES
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The first week of the term is for theory and clinical orientation. Subsequently, the classroom experience is 8 hours and the clinical experience 13 hours weekly. The students will change clinical areas at midterm.

CLASSROOM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Nursing Core	<ul style="list-style-type: none"><li>- case studies and discussion</li><li>- independent study</li><li>- concurrent readings</li><li>- A/V aids (e.g. films slides, tapes)</li><li>- assignments based on selected stressors associated with the tasks and stages of growth and development and unanticipated events</li></ul>	<ul style="list-style-type: none"><li>- all students with 1 instructor for 3 hrs/week for 16 weeks</li></ul>
Nursing Skills		
Psychomotor	<ul style="list-style-type: none"><li>- lecture/demonstration</li><li>- laboratory practice</li></ul>	<ul style="list-style-type: none"><li>- all students with 1 instructor for lecture/demonstrations for 1 hr/wk for 16 weeks</li></ul>
Organizational	<ul style="list-style-type: none"><li>- independent study</li><li>- concurrent readings</li><li>- A/V aids (e.g. videotapes)</li></ul>	<ul style="list-style-type: none"><li>- 2 groups of students with 2-3 instructors for practice for 2 hrs/wk for 16 weeks</li></ul>
Interactive	<ul style="list-style-type: none"><li>- modules</li><li>- independent study</li></ul>	<ul style="list-style-type: none"><li>- small student groups with 1 instructor per group for 2 hours every other week for 16 weeks</li></ul>
Teaching and Learning	<ul style="list-style-type: none"><li>- laboratory practice</li><li>- role-playing</li><li>- A/V aids (e.g. video and audiotapes)</li></ul>	
Professional Behaviors	<ul style="list-style-type: none"><li>- seminars</li><li>- independent study</li><li>- concurrent readings</li><li>- A/V aids</li><li>- assignments - related to the content taught</li></ul>	<ul style="list-style-type: none"><li>- 2 groups, with 1 instructor per group for 2 hours every other week</li></ul>

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CLINICAL  
EXPERIENCES

TEACHING/LEARNING  
APPROACHES

IMPLEMENTATION

Hospital

Focuses on the individual who requires assistance to satisfy needs where actual and potential problems may exist

- all experience is on medical-surgical units
- patient assignments by the instructor
- activities directed by the instructor
- application of nursing core, nursing skills, and professional behaviors
- assignments - written nursing process
  - process recordings
  - teaching plans

- 8 students with 1 instructor per group
- 11 hours per week, for 2 days a week for 16 weeks

Post-clinical conference

- discussion of aspects of nursing care with which the student is involved
- integration of hospital experiences
- student presentations
- preparatory readings and assignments

- 8 students with 1 instructor per group for 2 hrs/week for 16 weeks

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### APPENDICES

- Theory Subobjectives
- Clinical Evaluation Form  
with Clinical Subobjectives

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## THEORY SUBOBJECTIVES

### Core/Nursing Process

1. Knows facts about:
  - the common responses of pain, anxiety, altered self-image and general adaptation syndrome.
  - stressors associated with the unanticipated events of inflammatory disorders and metabolic disorders.
- a) Defines terminology.
- b) Collects data about the stressor/response.
  - i) Discusses physiological and/or psychosocial.
  - ii) Discusses expected stressors/responses.
  - iii) Describes effect on need satisfaction.
  - iv) Discusses its relationship to stressors of lifestyle and/or stages and tasks of growth and development and/or unanticipated events.
  - v) knows facts about diagnostic measures.
- c) Discusses therapeutic measures.
  - i) Describes therapeutic measures.
  - ii) States their rationale.
  - iii) Describes implications for patient care.

### Psychomotor Skills

1. Defines terminology.
2. Explains the purpose of the skill.
3. Explains the principles/guidelines underlying the skill.
4. States equipment to be used.
5. Organizes the work environment to facilitate performance.
6. States what the patient should be taught regarding the skill.
7. Describes observations to make before, during and after the skill.
8. States essential safety factors for patient and self.
9. States measures which ensure patient comfort.
10. Practices/observes a correct method of performing the skill.
11. Describes methods of adapting the skill to selected situations.
12. Demonstrates a correct method of recording and reporting observations related to the skill.

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### Caring

1. Discusses patient behaviors that promote and inhibit caring toward them.

### Interactive Skills

1. Practices the skills of attending and listening, and empathy in selected situations.
2. Identifies factors that may affect each phase of the helping relationship.
3. Practices selected interviewing techniques for specific situations and/or nursing procedures.

### Organizational Skills

1. Designs a plan for organizing nursing care in selected situations.
2. Modifies the organizational plan in selected situations with assistance.

### Teaching and Learning Skills

1. Identifies the principles of teaching and learning.
2. Describes selected teaching methods.
3. Designs a teaching plan for an individual in selected situations.

### Leadership

1. Describes roles and responsibilities of group members in selected situations.

### Responsibility and Accountability

1. Describes legal and ethical responsibilities related to nursing practice in selected situations.
2. Knows facts about the monitoring of nursing practice.

### Working as a Health Care Worker

1. Communicates effectively with nursing personnel regarding patient admission in a selected situation.
2. Identifies lines of communication in a hospital nursing department.



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

NURSING PROGRAM

EVALUATION SUMMARY

STUDENT: \_\_\_\_\_

MIDTERM PROGRESS:

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

FINAL EVALUATION:

\_\_\_\_\_  
Instructor's Signature

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

\_\_\_\_\_  
Instructor's Signature

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## USE OF THIS FORM

Inability to meet the overall objectives may constitute a failure. Consideration will be given to the total performance of the student.

Critical subobjectives are starred (\*). Following is a guide as to the behavior considered critical to success in each of the overall objectives.

### I. NURSING PROCESS

If any of           A1a and 1b  
                      A2a  
                      B2a  
                      B2b  
                      B2c  
                      B2d  
                      B2e  
                      C1 and 4           are unmet - you will fail the overall objective.

### II. NURSING PSYCHOMOTOR SKILLS

If                   7 or  
                      9 or  
any two of          1, 3, 4, 8, 11 are unmet - you will fail the overall objective.

### III. CARING

If                   8 or  
                      6 and 7           are unmet - you will fail the overall objective.

### IV. INTERACTIVE SKILLS

If                   2a or  
                      3a & b or  
                      4a & b           are unmet - you will fail the overall objective.

### V. ORGANIZATIONAL ABILITY

If 2a and b are unmet - you will fail the overall objective.

### VI. PATIENT TEACHING

If 8 is unmet - you will fail the overall objective.

### VII. LEADERSHIP

If any of           1  
                      1a  
                      1b  
                      1c               are unmet - you will fail the overall objective.

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VIII. RESPONSIBILITY AND ACCOUNTABILITY

If any of        1a  
                  1b  
                  2c  
                  3a  
                  3b  
                  3c

are unmet - you will fail the  
overall objective.

IX. WORKING AS A HEALTH CARE WORKER

If any of        1a  
                  1b  
                  2a or  
any two of       1c  
                  1d  
                  2b

are unmet - you will fail the  
overall objective.

NOTE: Most students are able to meet these objectives and pass  
the term.

MIDTERM PROGRESS		I. <u>NURSING PROCESS</u>	FINAL ACHIEVED	
SAT.	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		<p>Uses the nursing process to assist individuals to satisfy needs when there are appropriate and/or inappropriate responses to stressors.</p> <p>A. <u>ASSESSMENT</u></p> <p>1. Data Collections</p> <ul style="list-style-type: none"> <li>* a. Uses data collection guide as directed.</li> <li>* b. Collects data from available sources.</li> <li>c. Assesses responses/stressors associated with: <ul style="list-style-type: none"> <li>i. lifestyle patterns <ul style="list-style-type: none"> <li>- work, leisure, and relaxation</li> <li>- dietary</li> <li>- individual living</li> <li>- coping</li> <li>- sexuality</li> </ul> </li> <li>ii. stages and tasks of growth and development related to adults <ul style="list-style-type: none"> <li>- young adult - pregnancy</li> <li>- older adult - aging process</li> </ul> </li> <li>iii. selected unanticipated events</li> <li>iv. pain</li> <li>v. anxiety</li> <li>vi. altered self-image</li> <li>vii. general adaptation syndrome</li> </ul> </li> </ul> <p>2. Problem Identification</p> <ul style="list-style-type: none"> <li>* a. Uses data to identify: <ul style="list-style-type: none"> <li>i. appropriate and inappropriate responses</li> <li>ii. the effect of stressors/ responses on need satisfaction</li> <li>iii. potential and actual problems</li> </ul> </li> <li>* b. Explains the effect of stressors/ responses on need satisfaction.</li> <li>* c. List actual and potential problems in order of priority.</li> </ul> <p>B. <u>INTERVENTION</u></p> <p>1. Planning</p> <ul style="list-style-type: none"> <li>a. Sets short and long-term patient goals according to criteria: <ul style="list-style-type: none"> <li>i. realistic</li> <li>ii. understandable</li> <li>iii. measurable (RUMBA!)</li> <li>iv. behavioral</li> <li>v. achievable</li> </ul> </li> </ul>		

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MIDTERM PROGRESS			FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS MET	FAIL UNMET
		<p>B. <u>INTERVENTION</u> (cont'd)</p> <ul style="list-style-type: none"> <li>* b. Incorporates the criteria for priority setting. (Safety, comfort and efficiency.)</li> <li>* c. Plans independent and dependent nursing measures which: <ul style="list-style-type: none"> <li>i. support appropriate responses</li> <li>ii. encourage the development of appropriate responses</li> <li>iii. alter inappropriate responses</li> <li>iv. remove stressors, if possible</li> </ul> </li> <li>* d. Makes judgments based on knowledge.</li> <li>* e. Explains rationale for nursing measures and nursing judgments.</li> </ul> <p>2. Implementation</p> <ul style="list-style-type: none"> <li>* a. Implements independent nursing measures.</li> <li>* b. Implements dependent nursing measures.</li> <li>* c. Implements measures, where possible, to prevent potential problems from developing.</li> <li>* d. Uses criteria for priority setting. (Safety, comfort and efficiency.)</li> <li>* e. Explains rationale for nursing measures and nursing judgments.</li> </ul> <p>C. <u>EVALUATION</u></p> <ul style="list-style-type: none"> <li>* 1. Evaluates the outcome of independent and dependent nursing measures.</li> <li>2. Determines if goals have been met.</li> <li>3. Identifies the need for modification.</li> <li>* 4. Modifies nursing measures with assistance.</li> </ul>		

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		II. <u>NURSING PSYCHOMOTOR SKILLS</u>  Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		* 1. Explains the purpose of the skill.  2. Uses appropriate sources to review the skill before performing it.  * 3. Familiarizes self with equipment, policies, and procedures in the assigned clinical agency.  * 4. Collects required equipment before performing the skill.  5. Organizes the work environment to facilitate performance of the skill.  6. Teaches the patient about the skill.  * 7. Uses measures to ensure patient and own safety.  * 8. Implements measures which ensure patient comfort.  * 9. Demonstrates a correct method of performing the skill.  10. Adapts the skill to patient situations.  *11. Makes observation before, during and after the skill.		

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		III. <u>CARING</u> Demonstrates caring behaviors toward patients.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		1. Describes own feelings about providing nursing care to patients. 2. Describes factors, other than feelings, that influence own caring behaviors toward patients. 3. Discusses how own feelings promote and inhibit caring behaviors toward patients. 4. Discusses how patients' behaviors promote and inhibit caring behaviors toward themselves. 5. Discusses own caring and uncaring behaviors toward patients. * 6. Accepts responsibility for own caring and uncaring behaviors toward patients. * 7. Modifies own uncaring behaviors toward patients. * 8. Demonstrates caring behaviors toward patients.		

COMMENTS: (Student /Instructor)

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MIDTERM PROGRESS		IV. <u>INTERACTIVE SKILLS</u>  Demonstrates selected interactive skills to initiate, maintain and terminate a helping relationship with patients.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		1. Describes the goal of the helping relationship.  * 2. Demonstrates behaviors that promote a helping relationship:  *a. respect *b. genuineness  * 3. Initates a helping relationship by demonstrating:  *a. attending *b. listening *c. empathy with assistance  * 4. Maintains a helping relationship by demonstrating:  *a. attending *b. listening *c. empathy with assistance  5. Terminates a helping relationship by:  a. recognizing own and patient's feelings associated with termination b. beginning to share feelings asociated with termination  * 6. Demonstrates selected interviewing techniques for specific situations and/or nursing procedures with patients.  7. Identifies factors that affect any phase of the helping relationship and data collection.  8. Modifies, with assistance, factors that affect any phase of the helping relationship and data collection.		

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		V. <u>ORGANIZATIONAL ABILITY</u>  Demonstrates organizational ability in providing nursing care.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET

\* 1. Designs a plan for organizing nursing care.

\* a. Sets priorities to implement planned care.

\* 2. Implements an organizational plan to accomplish nursing care:

\* a. Completes nursing care within a realistic time period.

\* b. Keeps patients' units clean and tidy.

3. Evaluates the effectiveness of the organizational plan.

4. Modifies the organizational plan with assistance.

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS	
SAT	NEEDS IMPR.

# VI. PATIENT TEACHING

Implements a teaching plan for an individual.

1. Identifies learning needs.
2. Assesses readiness to learn.
3. Writes objectives for a formal teaching plan.
4. Selects appropriate teaching methods.
5. Implements the teaching plan.
6. Evaluates the learning outcome(s).
7. Identifies the need for modification of plan.
- \* 8. Does preoperative and postoperative teaching.

FINAL ACHIEVED	
PASS	FAIL
MET	UNMET

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		VII. <u>LEADERSHIP</u>	FINAL ACHIEVED	
SAT	NEEDS IMPR.	Participates actively in selected groups and/or with individuals.	PASS	FAIL
			MET	UNMET
		* 1. Demonstrates initiative when planning and implementing patient care. <ul style="list-style-type: none"> <li>* a. Seeks guidance and direction when appropriate.</li> <li>* b. Discusses patient assignment with appropriate personnel.</li> <li>* c. Behaves assertively with patients and health care workers.</li> <li>d. Demonstrates self confidence.</li> </ul> 2. Participates actively in the student clinical group. <ul style="list-style-type: none"> <li>a. Listens actively.</li> <li>b. Volunteers relevant information.</li> <li>c. Facilitates group process.</li> <li>d. Makes presentations.</li> <li>e. Demonstrates self confidence.</li> </ul>		

COMMENTS: (Student/Instructor)

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MIDTERM PROGRESS		VIII. <u>RESPONSIBILITY AND ACCOUNTABILITY</u>  Demonstrates responsibility and accountability for actions as a nursing student.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		<ul style="list-style-type: none"> <li>* 1. Adheres to established policies and practices of BCIT and the clinical agencies. <ul style="list-style-type: none"> <li>* a. Follows established policies and practices of BCIT and clinical agencies related to own nursing practice.</li> <li>* b. Meets the requirements for appearance, punctuality and conduct.</li> </ul> </li> <li>* 2. With assistance, demonstrates responsibility and accountability for own learning needs. <ul style="list-style-type: none"> <li>a. Identifies own learning needs.</li> <li>b. Writes own learning objectives.</li> <li>* c. Plans appropriate approaches for meeting learning objectives.</li> <li>d. Seeks appropriate learning experiences.</li> <li>e. Evaluates achievement of learning objectives.</li> <li>f. Revises learning objectives.</li> </ul> </li> <li>3. Seeks appropriate resources when own limitations are exceeded. <ul style="list-style-type: none"> <li>* a. Identifies own limitations.</li> <li>* b. Checks with instructor before proceeding with new procedures.</li> <li>* c. Uses judgement when seeking assistance.</li> </ul> </li> <li>4. With assistance, evaluates own clinical performance.</li> </ul>		

COMMENTS: (Student/Instructor)

MIDTERM

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MIDTERM PROGRESS		IX. <u>WORKING AS A HEALTH CARE WORKER</u>  Works cooperatively with health care workers.	FINAL ACHIEVED	
SAT	NEEDS IMPR.		PASS	FAIL
			MET	UNMET
		<ul style="list-style-type: none"> <li>* 1. Communicates with health care workers about patients. <ul style="list-style-type: none"> <li>a. Reports relevant data: <ul style="list-style-type: none"> <li>i. to appropriate personnel</li> <li>ii. at appropriate times</li> <li>iii. in appropriate places</li> </ul> </li> <li>b. Records relevant data: <ul style="list-style-type: none"> <li>i. at appropriate times</li> <li>ii. on correct documents</li> <li>iii. according to legal requirements</li> </ul> </li> <li>* c. Listens to change of shift report.</li> <li>* d. Contributes data for change of shift report.</li> <li>e. Contributes to Kardex care plan with assistance.</li> </ul> </li> <li>* 2. Facilitates effective working relationships: <ul style="list-style-type: none"> <li>* a. Demonstrates respect for co-workers.</li> <li>* b. Shares experiences and knowledge with others.</li> <li>c. Helps others when appropriate.</li> </ul> </li> <li>3. With assistance, participates in ward routines and tasks.</li> </ul>		

COMMENTS: (Student/Instructor)

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