

# BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

COURSE NAME NURSING IV

COURSE NUMBER NURS 4100

DATE August - December 1996

Prepared by K. Quee

Taught to Second Year

School Health Science Studies

School Health Science Studies

Program Nursing Program

Program Nursing

Date Prepared May 1996

Option \_\_\_\_\_

Term IV Hrs/Wk Theory - 8, Practicum - 15 Credits 26

No. of Weeks 17 Total Hours 391

Chief Instructor K. Quee Office SE12-418 Local 8411

Office Hours As posted by instructors.

### **PREREQUISITES**

NURS 3100 Nursing III  
BHSC 3328 Immunology  
CPR – COURSE C (current and valid)

### **COURSE DESCRIPTION**

This course is offered in the fourth Level of the Nursing Program.

NURS 4100 focuses on stressors associated with selected stages and tasks of growth and development, selected unanticipated events and multiple unanticipated events. Responses to these stressors may be appropriate or inappropriate. The common response of dying is studied. Altered physiology and pharmacology are integrated within the course.

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

A practicum experience is provided with adults on acute psychiatric and medical or surgical units. Students are expected to provide care to 2-4 individuals. Students must receive a satisfactory standing in each component of the practicum experience to be successful in level 4.

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## **COURSE OBJECTIVES**

The student:

1. Uses the nursing process to assist individuals 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 and involved family members.
  4. Uses selected interactive skills to initiate, maintain and terminate helping relationships with patients and involved family members.
  5. Demonstrates organizational ability in providing nursing care.
  6. Implements teaching plans for individuals and involved family members.
  7. With assistance, demonstrates leadership behaviors in selected groups and/or with individuals.
  8. Demonstrates responsibility and accountability for actions as a nursing student.
  9. With assistance works collaboratively with health care workers.  
(See Appendix for theory and clinical subobjectives)
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## **EVALUATION**

Final Examination	<u>40</u> %
Mid-Term I	<u>30</u> %
Mid-Term II	<u>30</u> %
Other (1) Practicum Evaluation	<u>Pass-Fail</u>
(2) Nursing Process Assignments	<u>Satisfactory/Unsatisfactory</u>

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## **REQUIRED TEXT(S) AND EQUIPMENT**

Ellis, J.R., Nowlis, E.A., & Bentz, P.M. (1992). Modules for Basic Nursing Skills (5th ed.). Volume 2. New York: J.B. Lippincott.

Stuart, Gail W., & Sundeen, S.J. (1995). Principles and Practice of Psychiatric Nursing (5th ed.). St. Louis: Mosby.

**Note:** Students are advised that all textbooks from previous courses may be needed.

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<b>COURSE CONTENT</b>
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**NURSING CORE****Responses/Stressors**

1. The Response of Dying will be approached in the following manner:
  - a) definition
    - i) reviews the physiology of dying
    - ii) describes the psychological stages of dying
  - b) data collection – general nature of the response
    - i) basis (physiological and/or psychosocial)
    - ii) indicators that the response has become a 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

**Stressors Associated with the Stages and Tasks of Growth and Development**

1. Selected examples of stressors associated with the stage and tasks of the adolescent is related to the task of identity formation. For example: peer pressure.
  - a) definition
  - b) data collection
    - i) basis (physiological and/or psychological)
    - ii) expected responses/stressors
    - iii) effect on need satisfaction
    - iv) relationship of the stressors of lifestyle patterns, of the stages and tasks of growth and development and of selected unanticipated events
  - c) therapeutic measures
    - i) description
    - ii) rationale
    - iii) implications for patient care

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### **Stressors Associated with Unanticipated Events**

1. The unanticipated events categories selected for Nursing IV are:
  - a) degenerative disorders
  - b) aberrant cell growth
  - c) psychosocial disorders
2. The examples selected for each category are:
  - a) degenerative disorders
    - i) occlusive vascular disease
      - coronary artery disease
      - peripheral vascular disease
      - congestive heart failure
      - hypertension
    - ii) cataracts
    - iii) glaucoma

} independent study
  - b) aberrant cell growth
    - i) breast cancer
    - ii) benign prostatic hypertrophy
  - c) psychosocial disorders
    - i) withdrawal from reality disorders
    - ii) mood disorders
    - iii) anxiety and somatoform disorders
    - iv) substance use disorders
    - v) eating disorders
    - vi) identity formation
    - vii) personality disorders
3. Each unanticipated event and its 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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### **Stressors Associated with Multiple Unanticipated Events**

1. Examples of stressors associated with multiple unanticipated events are:
  - a) renal failure
  - b) respiratory failure
  - c) chronic obstructive pulmonary disease
  - d) liver failure
  - e) CNS failure
  - f) spinal cord injury
  - g) organic mental syndrome
  - h) AIDS
2. The 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 practicum setting.

1. Physical assessment techniques.  
Do neurological assessment.
2. Administer personal hygiene.  
No new content.
3. Provide comfort measures.  
No new content.
4. Maintain fluid and nutritional levels.  
Maintain central venous catheters.  
Administer gavage feeding.
5. Administer medications.  
Administer IV push medication.
6. Carry out aseptic procedures.  
Apply sterile compresses and soaks.  
Maintain blood transfusion.  
Tracheostomy care (non acute).  
Maintain chest tubes.  
Irrigate wounds and body cavities.  
Insert wound packing.
7. Carry out procedures.  
Insert and remove oral airway.  
Suction nasal passages.  
Provide ostomy care.  
Care for body after death.  
Insert and remove nasogastric tubes.  
Neurovital signs and turning beds.
8. Assist with procedures.  
No new content.
9. Manipulate, operate and care for equipment.  
Manipulate and operate suction equipment.  
Operate turning frames.
10. Ambulate and transfer patients.  
No new content.

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### **Organizational Skills**

(applied in practicum)

### **Interactive Skills**

1. Confrontation
  - a) definition
  - b) purpose
2. Immediacy
  - a) definition
  - b) purpose

### **Teaching and Learning Skills**

(applied in practicum)

## **PROFESSIONAL BEHAVIORS**

### **Responsibility and Accountability**

1. Ethical principles
2. Concept of euthanasia
3. Concept of truth-telling
4. Computers in health care

### **Caring**

(applied in practicum)

### **Working with Health Care Workers**

(applied in practicum)

### **Leadership**

1. The change process in nursing:
  - a) definition
  - b) theory of planned change
  - c) basic strategies for planning change

## LEARNING EXPERIENCES

The first week of the term is for theory and practicum orientation. The focus is on introductory material dealing with responses to the stressors associated with unanticipated events. Subsequently, the classroom experience is 7 scheduled hours and the practicum experience is 15 hours weekly.

CLASSROOM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Nursing Core	<ul style="list-style-type: none"> <li>- lectures</li> <li>- independent instruction</li> <li>- concurrent readings</li> <li>- A/V (e.g., films, slides, tapes)</li> <li>- assignments</li> </ul>	<ul style="list-style-type: none"> <li>- all the students with 1 instructor for 5 hours per week for 16 weeks, or access to instructor when doing independent study</li> </ul>
Nursing Skills - Psychomotor	<ul style="list-style-type: none"> <li>- independent instruction</li> <li>- lecture/demonstration/laboratory practice</li> <li>- concurrent readings</li> <li>- A/V aids (e.g., films, slides, tapes)</li> </ul>	<ul style="list-style-type: none"> <li>- 1 group of students with 1 instructor for lecture/demonstration 1 hr/wk for 16 weeks</li> <li>- practice 1 hr/wk for 16 weeks</li> </ul>
- Interactive	<ul style="list-style-type: none"> <li>- independent instruction</li> <li>- seminars</li> <li>- concurrent readings</li> <li>- A/V aids (e.g., video, audiotapes, films)</li> </ul>	<ul style="list-style-type: none"> <li>- 1 group of students (16 maximum) with 1 instructor for 12 hours during the course</li> </ul>
Professional Behaviors	<ul style="list-style-type: none"> <li>- lectures</li> <li>- independent instruction</li> <li>- concurrent readings</li> <li>- A/V aids (e.g., films)</li> </ul>	<ul style="list-style-type: none"> <li>- all the students with 1 instructor per lecture for 3 hours per term</li> <li>- guest lecturer for 2 hours</li> </ul>



PRACTICUM EXPERIENCES	TEACHING/LEARNING APPROACHES	IMPLEMENTATION
Hospital	<p>Focuses on individuals who require assistance to satisfy needs.</p> <ul style="list-style-type: none"> <li>- medical or surgical area for 10–11 weeks and psychiatric area for 5–6 weeks</li> <li>- patient assignment by instructor or agency personnel</li> <li>- self-directed study</li> <li>- application of nursing core, nursing skills and professional behavior</li> <li>- assignments – written nursing process</li> <li>- clinical journal</li> </ul>	<ul style="list-style-type: none"> <li>- 8 students per group with an instructor 15 hrs/week</li> <li>- 10–11 wks Medical/ Surgical Nursing</li> <li>- 5–6 wks Psychiatric Nursing</li> </ul> <p>The student must complete a satisfactory written nursing process assignment in order to meet the Nursing Process objective in the practicum evaluation for each rotation. Students who submit an unsatisfactory nursing process will have only one opportunity to rewrite the assignment.</p>
	<p>Post-practicum conference</p> <ul style="list-style-type: none"> <li>- discussion of aspects of nursing care with which the students are involved</li> <li>- student presentations</li> <li>- role playing</li> <li>- preparatory readings and assignments</li> </ul>	<ul style="list-style-type: none"> <li>- 8 students per group with an instructor 2 hrs/wk</li> <li>- 10–11 wks Medical or Surgical Nursing</li> <li>- 5–6 wks Psychiatric Nursing</li> <li>- held in the clinical practicum agency</li> </ul>

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## **APPENDICES**

- Theory Subobjectives
- Practicum Evaluation Form with  
Practicum Subobjectives

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## **THEORY SUBOBJECTIVES**

### **Core/Nursing Process**

1. Knows facts about:

- the common response of dying;
  - stressors associated with the stage and tasks of growth and development – adolescence;
  - stressors associated with the unanticipated events of degenerative disorders, psychosocial disorders, aberrant cell growth and with multiple unanticipated events.
- a) Defines terminology.
- b) Collects data about the stressor/response.
- i) Discusses physiological and/or psychosocial basis.
  - ii) Discusses expected stressors/responses.
  - iii) Describes effect or 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.

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### 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 of the skill.
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.

### Caring

No theory subobjectives.

### Interactive Skills

1. Practices the skills of attending and listening, respect, genuineness, summarization, information sharing and empathy and self-sharing in selected situations.
2. Develops the skills of confrontation and immediacy, to assist patients and involved family member(s).
3. Identifies factors that affect the helping relationship with patients and involved family member(s).

### Organizational Skills

No theory subobjectives.

### Teaching and Learning Skills

No theory subobjectives.

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### Leadership

1. Describes selected components of the change process.
2. Identifies factors that influence the change process.
3. Identifies how people respond to change.
4. Describes basic strategies for implementing change.

### Responsibility and Accountability

1. Describes legal and ethical responsibilities related to nursing practice in selected situations.
2. Understands professional issues which arise from the use of computers in health care.

### Working as a Health Care Worker

No theory subobjectives.

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

NURSING PROGRAM

**PRACTICUM EVALUATION**

Course and Number NURSING IV NURS 4100

Student: \_\_\_\_\_  
Surname First Name

(Block Letters)

Hospital/Agency	Dates	Planned Hours of Experience	Hours Absent	Total Present

**MIDTERM EVALUATION #1:**

\_\_\_\_\_  
Date Student's Signature

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

Instructor's Recommendation \_\_\_\_\_

MIDTERM EVALUATION #2:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

Instructor's Recommendation

FINAL EVALUATION:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

Instructor's Recommendation

Program Marks Committee Recommendation

School Marks Committee Decision

BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

NURSING PROGRAM

**EVALUATION SUMMARY**

Student: \_\_\_\_\_

**MIDTERM EVALUATION #1:**

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

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

**MIDTERM EVALUATION #2:**

Areas of Strength	Continuing Areas for Improvement

Comments/Suggestions:

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



**FINAL EVALUATION:**

Areas of Strength	Continuing Areas for Improvement

**Comments/Suggestions:**

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**Instructor's Signature**

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

\*Critical Objectives and Subobjectives

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* I. NURSING PROCESS		FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Uses the nursing process to assist individuals to satisfy needs when there are appropriate and/or inappropriate responses to stressors.		PASS	FAIL
				<b>Note:</b> Evaluation of this objective is based on practicum application and written nursing process assignment.		MET	UNMET
				<b>*A. ASSESSMENT</b>			
				<b>* 1. Data Collection</b>			
				<b>* a.</b> Uses data collection guide.			
				<b>* b.</b> Uses multiple sources to collect data.			
				<b>* c.</b> Assesses responses/stressors associated with:			
				i. lifestyle patterns of			
				– coping			
				– activity/rest/relaxation			
				– individual living			
				– dietary			
				ii. stages and tasks of growth and development			
				iii. unanticipated events			
				iv. common responses of:			
				– pain			
				– anxiety			
				– GAS			
				– dying			
				<b>* 2. Problem Identification</b>			
				<b>* a.</b> Identifies appropriate and inappropriate responses.			
				<b>* b.</b> Identifies actual and potential problems.			
				<b>* c.</b> Explains the basis for the problems.			
				<b>* d.</b> Lists problems in order of priority.			
				<b>*B. INTERVENTION</b>			
				<b>1. Planning</b>			
				<b>a.</b> Sets short and long-term patient goals according to criteria.			
				<b>* b.</b> Plans nursing measures which:			
				i. support appropriate responses			
				ii. encourage development of appropriate responses			
				iii. alter inappropriate responses			
				iv. remove stressors, if possible			
				<b>* c.</b> Makes judgments based on knowledge.			
				<b>* d.</b> Explains rationale for nursing measures and nursing judgment.			

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement

## 2. **Implementation**

- a. Sets short and long-term patient goals according to criteria.
- \* b. Plans nursing measures which:
  - i. support appropriate responses
  - ii. encourage development of appropriate responses
  - iii. alter inappropriate responses
  - iv. remove stressors, if possible
- \* c. Makes judgments based on knowledge.
- \* d. Explains rationale for nursing measures and nursing judgment.

## \*C. **EVALUATION**

### 1. **Planning**

- a. Sets short and long-term patient goals according to criteria.
- \* b. Plans nursing measures which:
  - i. support appropriate responses
  - ii. encourage development of appropriate responses
  - iii. alter inappropriate responses
  - iv. remove stressors, if possible
- \* c. Makes judgments based on knowledge.
- \* d. Explains rationale for nursing measures and nursing judgment.

FINAL ACHIEVED	
MET	UNMET
PASS	FAIL

**COMMENTS:** (Student/Instructor)

**MIDTERM #1:**

**MIDTERM #2:**

**FINAL:**

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* II. NURSING PSYCHOMOTOR SKILLS	FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Performs selected nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.	MET	UNMET
					PASS	FAIL
				<ul style="list-style-type: none"> <li>* 1. Explains the purpose of the skill.</li> <li>* 2. Uses appropriate sources to review the skill before performing it.</li> <li>* 3. Familiarizes self with equipment, policies and procedures in the assigned practicum agency.</li> <li>4. Collects required equipment before performing the skill.</li> <li>5. Organizes the work environment to facilitate performance of the skill.</li> <li>6. Teaches the patient about the skill.</li> <li>* 7. Uses measures to ensure patient and own safety.</li> <li>8. Implements measures which ensure patient comfort.</li> <li>* 9. Demonstrates a correct method of performing the skill.</li> <li>10. Adapts the skill to patient situations.</li> <li>11. Makes observations before, during and after the skill.</li> </ul>		

**COMMENTS:** (Student/Instructor)

**MIDTERM #1:**

**MIDTERM #2:**

**FINAL:**

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* III. CARING	FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Demonstrates caring behaviors towards patients and involved family members.	MET	UNMET
					PASS	FAIL
				<ul style="list-style-type: none"> <li>* 1. Describes own feelings about providing nursing care to:               <ul style="list-style-type: none"> <li>a. Patients</li> <li>b. Involved family members</li> </ul> </li> <li>* 2. Describes factors, other than feelings, that influence own caring behaviors toward:               <ul style="list-style-type: none"> <li>a. Patients</li> <li>b. Involved family members</li> </ul> </li> <li>* 3. Discusses how own feelings promote and inhibit caring behaviors toward:               <ul style="list-style-type: none"> <li>a. Patients</li> <li>b. Involved family members</li> </ul> </li> <li>4. Discusses how patients' and involved family members' behaviors promote and inhibit caring behaviors toward themselves.</li> <li>5. Discusses own caring and uncaring behaviors toward patient and involved family member(s).               <ul style="list-style-type: none"> <li>a. Patients</li> <li>b. Involved family members</li> </ul> </li> <li>* 6. Accepts responsibility for own caring and uncaring behaviors toward:               <ul style="list-style-type: none"> <li>* a. Patients</li> <li>b. Involved family members</li> </ul> </li> <li>* 7. Modifies own uncaring behaviors toward:               <ul style="list-style-type: none"> <li>a. Patients</li> <li>b. Involved family members</li> </ul> </li> <li>* 8. Demonstrates caring behaviors toward:               <ul style="list-style-type: none"> <li>a. Patients</li> <li>b. Involved family members</li> </ul> </li> </ul>		

COMMENTS: (Student/Instructor)

MIDTERM #1:

MIDTERM #2:

FINAL:

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* IV. INTERACTIVE SKILLS		FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Demonstrates selected interactive skills to initiate, maintain and terminate helping relationship with patients and involved family member(s).		MET	UNMET
						PASS	FAIL
				<ul style="list-style-type: none"> <li>* 1. Describes the goal of the helping relationship.</li> <li>* 2. Demonstrates behaviors that promote a helping relationship:               <ul style="list-style-type: none"> <li>a. respect</li> <li>b. genuineness</li> </ul> </li> <li>3. Initiates a helping relationship by demonstrating:               <ul style="list-style-type: none"> <li>* a. attending</li> <li>* b. listening</li> <li>* c. empathy</li> <li>* d. summarization</li> </ul> </li> <li>4. Maintains a helping relationship by demonstrating:               <ul style="list-style-type: none"> <li>* a. attending</li> <li>* b. listening</li> <li>* c. empathy</li> <li>d. summarization</li> <li>e. information-sharing</li> <li>f. self-sharing</li> <li>g. confrontation with assistance</li> <li>h. immediacy with assistance</li> </ul> </li> <li>5. Terminates a helping relationship by:               <ul style="list-style-type: none"> <li>a. sharing feelings related to termination with the patient and involved family member(s).</li> <li>b. giving recognition to problem solving accomplished by patient and involved family member(s).</li> </ul> </li> <li>6. Demonstrates interviewing techniques for specific situations and/or selected nursing procedures with patients and family member(s).</li> <li>7. Identifies factors that affect any phase of the helping relationship and data collection.</li> <li>8. Modifies, with assistance, own interactive skills in response to factors which have affected any phase of the helping relationship and data collection.</li> </ul>			

COMMENTS: (Student/Instructor)

MIDTERM #1:

MIDTERM #2:

FINAL:

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* V. ORGANIZATIONAL ABILITY		FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Demonstrates organizational ability in providing nursing care.		MET	UNMET
						PASS	FAIL
				<ul style="list-style-type: none"> <li>* 1. Designs a plan for organizing nursing care.               <ul style="list-style-type: none"> <li>a. Sets priorities to implement planned care.</li> </ul> </li> <li>* 2. Implements an organizational plan to accomplish nursing care.               <ul style="list-style-type: none"> <li>a. Completes nursing care within a realistic time period.</li> <li>b. Keeps patients' units clean and tidy.</li> </ul> </li> <li>* 3. Evaluates the effectiveness of the organizational plan.</li> <li>* 4. Modifies the organizational plan quickly and efficiently when situation changes.</li> </ul>			

COMMENTS: (Student/Instructor)

MIDTERM #1:

MIDTERM #2:

FINAL:

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* VI. PATIENT TEACHING	FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Implements teaching plans for individuals and involved family members.	MET	UNMET
					PASS	FAIL
				<ul style="list-style-type: none"> <li>* 1. Identifies short-term and long-term learning needs of:               <ul style="list-style-type: none"> <li>* a. Individual</li> <li>b. Involved family members</li> </ul> </li> <li>* 2. Assesses readiness to learn of:               <ul style="list-style-type: none"> <li>a. Individual</li> <li>b. Involved family members</li> </ul> </li> <li>* 3. Makes use of all teaching opportunities.</li> <li>* 4. Implements teaching plan.               <ul style="list-style-type: none"> <li>a. Adapts teaching methods</li> </ul> </li> <li>5. Evaluates the learning outcome(s).</li> <li>6. Modifies the teaching as required.</li> </ul>		

**COMMENTS:** (Student/Instructor)

**MIDTERM #1:**

**MIDTERM #2:**

**FINAL:**



MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* VII. LEADERSHIP		FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	With assistance, demonstrates leadership behaviors in selected groups and/or with individuals.		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 health care workers, patient and involved family members.</li> <li>* d. Demonstrates self-confidence.</li> </ul> 2. Participates actively in student practicum group. <ul style="list-style-type: none"> <li>a. Listens actively.</li> <li>b. Volunteers relevant information in a manner that facilitates learning.</li> <li>c. Facilitates group process.</li> <li>d. Makes presentations.</li> <li>e. Demonstrates self-confidence.</li> </ul> 3. With assistance, develops own leadership behaviors. <ul style="list-style-type: none"> <li>a. Identifies own behaviors that demonstrate leadership.</li> <li>b. Identifies own behaviors that interfere with leadership.</li> <li>c. Modifies own behaviors that interfere with leadership.</li> </ul>		PASS	FAIL

COMMENTS: (Student/Instructor)

MIDTERM #1:

MIDTERM #2:

FINAL:

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* VIII. RESPONSIBILITY AND ACCOUNTABILITY	FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	Demonstrates responsibility and accountability for actions as a nursing student.	MET	UNMET
				1. Adheres to established policies and practices of BCIT and the practicum agencies. * a. Follows established policies and practices of BCIT and clinical agencies, related to own nursing practice. b. Meets the requirements for appearance and punctuality.  * 2. With minimal assistance, demonstrates responsibility and accountability for own learning needs. * a. Identifies own learning needs. * b. Writes own learning objectives. * c. Plans appropriate approaches for meeting learning objectives. * d. Seeks appropriate learning experiences. * e. Evaluates achievement of learning objectives. * f. Revises learning objectives.  * 3. Seeks appropriate resources when own limitations are exceeded. * a. Identifies own limitations. * b. Checks with instructor, RN and/or RPN before proceeding with new procedures. * c. Uses judgment when seeking assistance.  * 4. With assistance, evaluates own practicum performance.	PASS	FAIL

**COMMENTS:** (Student/Instructor)

**MIDTERM #1:**

**MIDTERM #2:**

**FINAL:**

MIDTERM #1 PROGRESS		MIDTERM #2 PROGRESS		* IX. WORKING AS A HEALTH CARE WORKER	FINAL ACHIEVED	
Satis- factory	Needs Improvement	Satis- factory	Needs Improvement	With assistance works collaboratively with health care workers.	MET	UNMET
					PASS	FAIL
				<ul style="list-style-type: none"> <li>* 1. Communicates with health care workers about patients.               <ul style="list-style-type: none"> <li>* a. Reports to 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. Writes and modifies Kardex care plan with assistance.</li> <li>f. Participates in patient care conference as available.</li> <li>g. Makes referrals with assistance.</li> <li>h. Discusses patient care with other health professionals 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. Participates in ward routine and tasks.</li> </ul>		

**COMMENTS:** (Student/Instructor)

**MIDTERM #1:**

**MIDTERM #2:**

**FINAL:**

