

**ITT Technical Institute**  
**NU1422**  
**Nursing Concepts and Techniques II**

**SYLLABUS**

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**Credit hours:** 5

**Contact/Instructional hours:** 90 (30 Theory Hours, 30 Lab Hours, 30 Clinical Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: GE258 Human Anatomy and Physiology I or equivalent, NU1326 Clinical Nursing Concepts and Techniques I or equivalent; Prerequisites or Corequisites: GE259 Human Anatomy and Physiology II or equivalent, NU121 Dosage Calculations or equivalent, NU205 Pharmacology or equivalent

**Course Description:**

This course builds on the concepts and principles in Nursing Roles I and Clinical Nursing Concepts and Techniques I. The course introduces intermediate nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed and practiced in the nursing skills laboratory and expanded upon in a clinical setting. Technology is used to reinforce application of content.

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## COURSE SUMMARY

### COURSE DESCRIPTION

This course builds on the concepts and principles in Nursing Roles I and Clinical Nursing Concepts and Techniques I. The course introduces intermediate nursing skills and techniques based on the roles and values of nursing within a nursing process framework. Nursing skills are developed and practiced in the nursing skills laboratory and expanded upon in a clinical setting. Technology is used to reinforce application of content.

### MAJOR INSTRUCTIONAL AREAS

1. Intermediate Nursing Skills
2. Introduction to Pathophysiology
3. Pain Management
4. Perioperative Nursing
5. Nutrition
6. Caring Through the Lifespan
7. Federal and State-Specific Regulations for Patient Safety
8. Skills Competency Validation, Including Physical Assessment

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
2. Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
3. Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
4. Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
5. Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
6. Explain the importance of normal and therapeutic patient nutrition.
7. Identify therapeutic and effective communication techniques when providing patient care.
8. Discuss the importance of information technology in health care when documenting patient care.

9. Determine the differences in findings between a normal and abnormal physical assessment.
10. Demonstrate mastery of intermediate nursing skills.
11. Apply critical thinking when providing basic and intermediate nursing care.

12.

**COURSE OUTLINE****MODULE 1: SLEEP, COMFORT, AND PAIN****COURSE LEARNING OBJECTIVES COVERED**

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Discuss the importance of information technology in health care when documenting patient care.
- Demonstrate mastery of intermediate nursing skills.
- Apply critical thinking when providing basic and intermediate nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., Perry, A. G., Stockert, P., & Hall, A., Chapter 8 (pp. 90-97), Chapter 42 (pp. 939-958), and Chapter 43 (pp. 962-991).	7 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 1:</b> Submit the exercise titled "Sleep and Pain Management."	2 hrs
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 11.5 Hours

## MODULE 2: MEDICATION ADMINISTRATION

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
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- Explain the importance of normal and therapeutic patient nutrition.
- Identify therapeutic and effective communication techniques when providing patient care.
- Discuss the importance of information technology in health care when documenting patient care.
- Determine the differences in findings between a normal and abnormal physical assessment.
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- Apply critical thinking when providing basic and intermediate nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., Perry, A. G., Stockert, P., & Hall, A., Chapter 31 (pp. 565-638).	9 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 2.	1.5 hrs
<b>Exam:</b> Prepare for Exam 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 2:</b> Submit the exercise titled "Medication Errors."	2 hrs
<b>Quiz:</b> Take Quiz 1.	N/A
<b>Quiz:</b> Take Quiz 2.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 15 Hours

### MODULE 3: SENSORY ALTERATIONS AND FLUID AND ELECTROLYTES

#### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
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- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Explain the importance of normal and therapeutic patient nutrition.
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- Apply critical thinking when providing basic and intermediate nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., Perry, A. G., Stockert, P., & Hall, A., Chapter 41 (pp. pp. 882-936) and Chapter 49 (pp. 1233-1250).	8.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Exam:</b> Prepare for Exam 2.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 3:</b> Submit the exercise titled "Fluid and Electrolyte Imbalances."	2 hrs
<b>Exam:</b> Take Exam 1.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 13 Hours



## MODULE 4: ELIMINATION

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
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- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Explain the importance of normal and therapeutic patient nutrition.
- Discuss the importance of information technology in health care when documenting patient care.
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- Apply critical thinking when providing basic and intermediate nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., Perry, A. G., Stockert, P., & Hall, A., Chapter 45 (pp. 1042-1083) and Chapter 46 (pp. 1087-1124).	9.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 3.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 4:</b> Submit the exercise titled "Elimination."	2 hrs
<b>Exam:</b> Take Exam 2.	N/A
<b>Quiz:</b> Take Quiz 3.	N/A

<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 14 Hours

## MODULE 5: CAM, CARE MANAGEMENT, AND OXYGENATION

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
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MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., Perry, A. G., Stockert, P., & Hall, A., Chapter 21 (pp. 274-283), Chapter 32 (pp. 643-655), and Chapter 40 (pp. 821-878).	9.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 4.	1.5 hrs
<b>Exam:</b> Prepare for Exam 3.	1.5 hrs
<b>Final Exam:</b> Prepare for the final exam.	5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 5:</b> Submit the exercise titled "Priority Assessment."	2 hrs
<b>Quiz:</b> Take Quiz 4.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 20.5 Hours

## MODULE 6: SKIN INTEGRITY AND WOUND CARE

### COURSE LEARNING OBJECTIVES COVERED

- Identify specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and as a member of the interdisciplinary patient care team when providing intermediate-level nursing care.
- Discuss the use of evidence-based best practices and relevant federal and state regulations when providing patient care.
- Demonstrate use of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing patient care across the lifespan.
- Explain the importance of teaching about health and wellness when caring for patients across the lifespan and in diverse health care settings.
- Describe the role of the nurse in health promotion, maintenance, and restoration of optimal living across the lifespan and in diverse health care settings.
- Explain the importance of normal and therapeutic patient nutrition.
- Identify therapeutic and effective communication techniques when providing patient care.
- Discuss the importance of information technology in health care when documenting patient care.
- Determine the differences in findings between a normal and abnormal physical assessment.
- Demonstrate mastery of intermediate nursing skills.
- Apply critical thinking when providing basic and intermediate nursing care.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Potter, P. A., Perry, A. G., Stockert, P., & Hall, A., Chapter 48 (pp. 1176-1229).	6.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 6:</b> Submit the exercise titled "Skin Integrity."	2 hrs
<b>Exam:</b> Take Exam 3.	N/A
<b>Lab [as Assigned]:</b> Complete the lab as assigned.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A
<b>Final Exam:</b> Take the comprehensive final exam.	N/A

Total Out-of-Class Activities: 9.5 Hours

## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	15%
Quiz	15%
Exam	50%
Comprehensive Final Exam	20%
Lab	P/F
Clinical	P/F
<b>Total</b>	<b>100%</b>

In addition to the weighted grades, you will also need to pass the clinical evaluation and lab.

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the clinical and lab rotation. Failing in clinical or lab rotation will result in course failure.

## LEARNING MATERIALS AND REFERENCES

### REQUIRED COURSE MATERIAL

- Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2013). *Fundamentals of nursing (8th ed.)*. St. Louis, MO: Mosby.
- Potter, P. A., & Perry, A. G. (2013). *Virtual clinical excursions online eWorkbook for fundamentals of nursing (8th ed.)*. St. Louis, MO: Mosby.
- Potter, P. A., Perry, A. G., Stockert, P., Hall, A., & Ochs, G. (2013). *Study guide for fundamentals of nursing (8th ed.)*. St. Louis, MO: Mosby.
- Silvestri, L. A. (2014). *Saunders comprehensive review for the NCLEX-RN® examination (6th ed.)*. St. Louis, MO: Saunders.

### OTHER REQUIRED RESOURCES

- Ackley, B. J., & Ladwig, G. B. (2014). *Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.)*. St. Louis, MO: Mosby.

### REFERENCES

- Lilley, L., Collins, S., & Snyder, J. (2014). *Pharmacology and the nursing process (7th ed.)*. St. Louis, MO: Mosby.
- Gahart, B. L., & Nazareno, A. R. (2016). *2016 Intravenous medications: A handbook for nurses and health professionals (32nd ed.)*. St. Louis, MO: Mosby.
- Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2015). *Mosby's diagnostic and laboratory test reference (12th ed.)*. St. Louis, MO: Mosby.



## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignment, quiz, exam, comprehensive final exam, lab, and clinical evaluation.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

## ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

**CLINICAL EVALUATION TOOL**

**NU1422 Clinical Nursing Concepts and Techniques II Clinical Evaluation Tool**

**Student** \_\_\_\_\_

**Clinical** \_\_\_\_\_

**Agency**

**Faculty** \_\_\_\_\_

**Rating Scale**

**Satisfactory = S**

The student consistently works at the level expected of a first-year nursing student. The behavior/response being evaluated has been demonstrated consistently.

**Needs to Improve = NI [This category may be used only at mid-quarter grading]**

The student's performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a first-year nursing student. The student continues to need assistance.

**Unsatisfactory = U**

The student is unable to work at a level that is acceptable for a first-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

**By mid-term evaluation, the student must achieve an "S" or "NI" on at least 80% of behaviors [listed under each objective] on the clinical evaluation. A student not meeting this standard will meet with the clinical instructor to develop a learning contract.**

**By final evaluation, the student must achieve an overall rating of "S" or higher on all clinical objectives and a rating of "S" or higher on 90% of behaviors [listed under each objective]. Failure to meet these final evaluation requirements will result in clinical failure and a grade of Fail (F) in the course.**

OBJECTIVES AND BEHAVIORS	Mid	Final	COMMENTS
The student will receive one rating per objective.			
<b>1. Applies nursing knowledge and theoretical concepts and principles from the humanities and the social, behavioral, physical, and biological sciences in the implementation of competent nursing care</b> A. Explains pathophysiology of patient's disease process B. Applies knowledge of patient's environmental dimensions to meet their physical, psychological, developmental, social, and			

<p>spiritual needs</p> <ul style="list-style-type: none"> <li>C. Participates effectively in appropriate data collection for delivery of optimal health care</li> <li>D. Applies knowledge of growth and development to provide age-appropriate care</li> </ul>			
<p><b>2. Examines nursing values within the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team to provide direct patient care across the lifespan</b></p> <ul style="list-style-type: none"> <li>A. Verbalizes the statutes and rules governing nursing and functions within the legal boundaries of nursing practice</li> <li>B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, religion, gender, sexual preference, socio-economic status, national origin, handicap, or disease</li> <li>C. Maintains confidentiality of all patient information</li> <li>D. Interacts with all patients and team members in a respectful manner</li> <li>E. Identifies advocacy needs of the patient</li> <li>F. Demonstrates caring in interactions with patients</li> <li>G. Identifies aspects of care that could be delegated to other members of the health team</li> <li>H. Demonstrates accountability for previous learning</li> <li>I. Demonstrates accountability and responsibility for competent nursing care</li> <li>J. Incorporates ethical, professional, and regulatory standards in provision of patient care</li> <li>K. Demonstrates awareness of own strengths and limitations as a team member</li> <li>L. Seeks information about quality improvement in the care setting</li> <li>M. Respects the property of patients, family, significant others, and the clinical agency</li> </ul>			
<p><b>3. Applies the nursing process in the implementation of competent nursing care</b></p> <ul style="list-style-type: none"> <li>A. Develops a nursing care plan which addresses the patient as a holistic person</li> <li>B. Assessment             <ul style="list-style-type: none"> <li>1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, and family history)</li> <li>2. Conducts an accurate physical/mental assessment which incorporates patient's growth and development</li> <li>3. Accurately identifies signs and symptoms of altered health state</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>4. Assesses levels of physical and emotional comfort</li> <li>5. Assesses patient's ability to perform activities of daily living</li> <li>6. Assesses patient's patterns of coping and interacting</li> <li>7. Elicits patient values, preferences and expressed needs, and health goals</li> <li>8. Assesses available and accessible human and material resources</li> </ul> <p>C. Diagnosis</p> <ul style="list-style-type: none"> <li>1. Verifies data collected</li> <li>2. Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements</li> <li>3. Prioritizes nursing diagnoses</li> <li>4. Documents nursing diagnoses in the plan of care</li> </ul> <p>D. Planning</p> <ul style="list-style-type: none"> <li>1. Develops realistic, measurable short- and long-term goals and outcome criteria with the patient</li> <li>2. Plans individualized interventions which are supported by relevant resources</li> <li>3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs</li> <li>4. Incorporates national patient safety resources to focus attention on patient safety</li> <li>5. Identifies resources based on necessity and availability</li> </ul> <p>E. Implementation</p> <ul style="list-style-type: none"> <li>1. Performs interventions within the standards and policies of the nursing unit</li> <li>2. Ensures safety of patients and care environment</li> <li>3. Initiates requests for help and seeks instruction when appropriate to situation</li> <li>4. Clarifies role and accountability in relation to other health care team members</li> </ul> <p>F. Evaluation</p> <ul style="list-style-type: none"> <li>1. Evaluates nursing care based on short-term goals/patient outcomes</li> <li>2. Identifies data to support evaluation</li> <li>3. Continually validates data and modifies nursing care plan based on patient's response</li> <li>4. Utilizes critical thinking and judgment in responding to changes in patient status</li> <li>5. Identifies quality improvement processes to</li> </ul>		
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measure outcomes, identify hazards and errors, and develop changes in care processes			
<p><b>4. Applies health promotion and maintenance concepts in all health care settings</b></p> <p>A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation, and/or disease management</p> <p>B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management</p> <p>C. Promotes the patient's ability to make informed decisions</p> <p>D. Evaluates effectiveness of teaching</p>			
<p><b>5. Utilizes safe and therapeutic communication skills in caring for individuals, families, groups, and communities across the lifespan</b></p> <p>A. Practices therapeutic communication techniques when interacting with patients and families, groups, and communities</p> <p>B. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care</p> <p>C. Examines effectiveness of own communication with patients, families and health team members</p> <p>D. Communicates patient values, preferences, and expressed needs to other members of the health care team</p> <p>E. Solicits input from other team members to improve individual performance</p> <p>F. Expresses self clearly and directly with others</p> <p>G. Documents pertinent data correctly in a succinct, accurate, relevant, timely, and informative manner</p> <p>H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures</p> <p>I. Displays empathy through active listening</p> <p>J. Incorporates appropriate boundaries of therapeutic relationships</p> <p>K. Protects confidential information</p>			
<p><b>6. Demonstrates competent technical skills based on scientific rationales in the delivery of safe and effective nursing care</b></p> <p>A. Provides safe and effective nursing care to patients using evidenced based practice</p> <p>B. Incorporates relevant national patient safety goals into nursing care</p>			

<ul style="list-style-type: none"> <li>C. Demonstrates preparedness to meet patient needs</li> <li>D. Demonstrates accountability for previous learning</li> <li>E. Seeks assistance from the instructor as needed</li> <li>F. Submits assignments on time</li> <li>G. Arrives to clinical on time</li> <li>H. Wears appropriate attire and is well groomed</li> <li>I. Actively participates in pre/post conference</li> <li>J. Initiates plans for self-improvement as a member of the interdisciplinary team</li> </ul>			
<p><b>Other objectives and behaviors</b>  <i>(The instructor can insert other objectives or state specific clinical requirements.)</i></p>			

MIDTERM AND FINAL EVALUATIONS

MIDTERM EVALUATION

Faculty Comments:

Student Comments:

Grade: \_\_\_\_\_

Faculty: \_\_\_\_\_

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

Date: \_\_\_\_\_



## FINAL EVALUATION

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

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

**Date:** \_\_\_\_\_

*(End of Syllabus)*