

Curriculum for Diploma in Oncology Nursing

BNMC

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Introduction

This course provides the student with in-depth knowledge of advanced oncology nursing care for adults and older people. Emphasis is on using evidence-based practice guidelines and comprehensive assessment and management for patients with cancer. This course prepares the student to improve client outcomes in oncology nursing setting. Professional, ethical, and legal issues are also addressed.

Description of the program

Curriculum Title

Diploma in Oncology Nursing

Degree Awarded: Diploma in Oncology Nursing Certificate

Registration & Certificate: Kumadini Nursing School provide will

Duration of the program: 1 (One) year

General Objective

This course aims to prepare nurses to gain the basic knowledge and skills necessary in becoming competent oncology nurses in Bangladesh. As a specialized course, the course will cover cancer epidemiology, prevention and screening, immunologic and genetic concepts and current trends in cancer treatment modalities, issues related to cancer symptom management including physical and psychosocial dimensions, survivorship issues after completion of active treatment, and end of life care issues.

Specified Course Objectives:

1. Describe current trends of epidemiology, strategies for screening and early detection of cancer.
2. Describe concepts of navigation for cancer care journey.
3. Understand site-specific cancer's etiology and standard guidelines of cancer treatment.
4. Identify the symptoms and issues regarding various cancers and describe strategies for management
5. Explain oncology nurses' role for patients and families
6. Demonstrate safe and competent basic nursing skills.
7. Describe how each step of the nursing process relates to nursing care.
8. Discuss the implementation of basic nursing skills in a variety of health care settings.
9. Understand the function of the new IT program.
10. Practice the IT program in their field.
11. Understand medical terminology.
12. Understand how to communicate with the medical team.
13. Practice the dialogue used in the hospital.

14. Apply the integrated knowledge of pathophysiology, symptoms, and interventions to manage adult and older patients' health problems.
15. Perform the advanced health assessment to patients with cancer health problems.
17. Apply up-to-date research findings to develop interventions for patient with cancers.
18. Demonstrate collaboration with other health care providers to manage cancer patients' health problems.
19. Evaluate health care outcomes related to patients' management and identify the best nursing practices.
20. Learn the advanced clinical nurse's professional roles in clinical care settings for cancer patients.

Curriculum Design

The curriculum is designed to blend a harmonious blend of professional, foundation, and social science in the program. It will help the participants to develop their comprehensive knowledge so that they can handle the patients competently.

Curriculum Structure

This program will be of a 52-weeks duration for professional competencies and skills development. Out of fifty-two weeks, eight weeks will be for medical English; four weeks for IT training, fifteen weeks for major theory, fifteen weeks for major practicum, two weeks is for nursing skill lab, and eight weeks for review and examination.

Each week consists of five working days and six hours a day for class lectures, including a short break.

Besides, the practicum (include in nursing skill lab) hours will count eight hours per day.

Master Plan for Diploma in Oncology nursing

Weeks	Course	Weeks	Course	Weeks	Course	Weeks	Course
1	Module 1	14	Module 1	27	Module 4	40	Module 5
2	Module 1	15	Module 1	28	Module 4	41	Module 5
3	Module 1	16	Module 1	29	Module 4	42	Module 5
4	Module 1	17	Module 1	30	Module 4	43	Module 5
5	Module 1	18	Module 2	31	Module 4	44	Module 5
6	Module 1	19	Module 2	32	Module 4	45	Module 5
7	Module 1	20	Module 3	33	Module 4	46	Module 5
8	Module 1	21	Module 3	34	Module 5	47	Module 5
9	Module 1	22	Module 3	35	Module 5	48	Module 5
10	Module 1	23	Module 3	36	Module 5	49	Module 5
11	Module 1	24	Module 4	37	Module 5	50	Module 5
12	Review 1	25	Review 3	38	Review 4	51	Review 6
13	Review 2	26	Mid term Exam.	39	Review 5	52	Final term Exam.

Module 1: Oncology Nursing Theory

Module 2: Nursing Skill Lab

Module 3: IT training

Module 4: Medical English

Module 5: Practicum

Administration of the program

- Number of Participants:** 50 (The number of participants maybe increase according to the capacity of the organization)
- Duration of Course:** 1(one) year
- Student Registration:** After admission, every participant must do student registration according to BNMC regulation as a Registered Oncology Nurse.
- Certificate:** Will be provided by Bangladesh Nursing and Midwifery Council.
- Licensure:** Will be provided by Bangladesh Nursing and Midwifery Council as a Registered Oncology Nurse.
- Medium of Instruction:** The English language is the medium of instruction with a supplement of Bangla Language if necessary.
- Venue:** The venue will be selected by concerned institutions and hospitals.

Admission criteria

This post-basic specialization course is designed for all registered nurses. Applicants who meet the following criteria will be eligible to enter into the course:

1. Registered Nurse
2. One year more experience in these special fields
3. Updated nursing registration
4. Age not more than 40 years
5. The candidates who are experienced in the management of cancer patients will be given priority.
6. Understanding and Fluency in English is preferable
7. Candidates must apply through the proper channel where applicable

Admission process

1. Advertisement should be based on the admission policy
2. The candidate will be selected by the concerned institutions after the advertisement
3. A written test followed by viva-voce will be carried out for selecting the candidates
4. Admission test questionnaire will cover Nursing Science, English, Bangla, and General Knowledge. The examination will be conducted by using MCQ. Each question will carry the 01 marks. The duration of the examination will be 01(one) hour with 80 MCQ. A candidate must have 60% marks in both written and oral examinations.
5. Marks distribution:
 - 1) Written: 80 (nursing science 40, English 20, Bagla 10, General knowledge 10)
 - 2) Oral Exam: 20

The admission committee will be comprised of

1. Director/Representative from the hospital attached to the concerned institution.
2. Director of Nursing Education/Representative from DGNM.
3. Register/Representative from BNMC.
4. Course co-coordinator.
5. Principle of the Institution.
6. One Senior Nursing Officer from the hospital attached

Teaching and Learning strategies

A range of teaching-learning strategies will be followed for active learning. Learning opportunities are provided for participants who encourage a problem-solving approach and learning by doing. Besides the nurse teachers, the external specialist (guest lecturers) may be engaged for teaching the benefit of the students

Teaching Methods:

1. Since it is a skill-based education, training, and emphasis will be given on practical session.
2. For this course method, group discussion, brainstorming, simulation, seminar/workshop, and demonstration will be used.
3. Case study, problem-based learning, clinical labs, clinical teaching, and clinical placement will be used for clinical practice.
4. The manual for trainees-used as reading material.

Course Requirements

In Class (Medical English, IT training, Theory)

1. Attendance: at least 90% present
2. Actively participate in the classroom, group work, individual/group assignment, and other related activities
3. Submit individual/group assignments in time
4. Attend in midterm and final examination

Practicum & Nursing skill lab

1. Attend and actively participate in pre and post-clinical conferences as scheduled.
2. Practice and participate in the clinical rotation as scheduled, 100%
3. Report to the concerned nursing officer of the assigned hospital and ward on time with full uniform.
4. Prepare health education plans and provide health education according to the topic of interest or as allocated.
5. Prepare and submit nursing care plans, and provide nursing care according to the topic of interest or as allocated.
6. Write, submit, and present case studies as allocated or of personal interest.

Evaluation of the Course

1. The regular final examination will be held in each academic year in December under the Bangladesh Nursing and Midwifery Council.
2. Each participant must appear in the mid-term examination and year final examination. To pass each year of the course, a student must pass in all the modules, and she/he must pass in each assessment area of that specific module.
3. Mid-term examination will include only written.
4. Mid-term examination will be held internally by the concerned institution, and the final examination will be conducted by the Bangladesh Nursing and Midwifery council.
5. Midterm examination will be conducted as a formative assessment. However, the mark will be preserved in the record book of the individual institution. It will be done to

preserved in the record book of the individual institution. It will be done to prepare the students for appearing in the final examination.

6. The mark obtained in the formative assessment will be added with the final year mark sheet. An external examiner must sign the formative assessment mark sheet.
7. Assessment area includes written and/or oral and/or practical/clinical of that specific module.
8. Pass mark: 60% marks must be obtained in written, oral, and practical papers separately in each module individually.
9. To pass the year final exam, a participant must achieve a passing grade in all of the modules in the final examination.
10. The participant who fails (obtained less than 60%) in any part of the modules' assessment in the final exam.
11. If a candidate fails in either written or practical paper, she/he has to appear again for both the written and practical examination.
12. If a student fails in the first chance, he/she will subsequently get two more chances.
13. If a student fails to meet the course's clinical practice requirements for any genuine reason (sick, emergency leave, and so on). She/he has to make up her/his clinical practice requirements time to submit necessary documents/certificates.
14. Students will be placed for practicum after having a theoretical and lab-based class.
15. If a student remains absent for more than three months with information concerned authority will place this case to the Academic Council. The Academic Council will take the necessary action.
16. The students will be informed of the course's rules and regulations beginning of the course.
17. The maximum number of participants for the practical examination should not exceed 15 per day.

Procedures for teaching and placement in clinical areas

1. There will be one teacher for each course and at least two co-teachers for each course where student's intake is 25, and 4 co-teachers where students intake is 50 and accordingly (The ideal ratio between teacher and student should be 1:8 for practicum)
2. Rotation plan will be developed by the concerned teachers.
3. The teacher will strictly follow the rotation plan for each course, as specified in the curriculum.

Academic council

The academic council will be formed as follows;

- Director/Deputy Director of Academic
- Course Co-coordinator
- Assistant course co-coordinator

- Nursing superintendent
- Senior Nursing instructor

Examination Committee

The examination committee will be formed before the final examination of each year. Members will be selected by the Director/Head of the institution.

1. By virtue of the post, the institution's Director/Head will be the chairperson of the examination committee.
2. Registrar/representative from BNMC.
3. Respective subject teacher or coordinator will be the convener of the examination
4. Subject teacher of the respective courses will coordinate and act as an internal examiner during examination.
5. The external examiner of each course will be selected by BNMC.
6. Question setter, moderator, script examiner, tabulation will be selected by the examination committee.
7. Course coordinator will coordinate with other members and integrate teaching-learning activities.

Duration of Exam Hours

Marks	Exam Hours
40 -60	2 hrs.
80 -100	3 hrs.
120-150	3 hrs. 30 min

All examinations will be conducted according to set criteria by BNMC.

Method of Assessment

Methods of assessment are both formative and summative for theory and practice. In the theory and practice part, formative assessment will be done throughout the course. Major emphasis will be given to the acquisition of clinical skills.

1. Two exams will be held: the mid-term examination and final examination.
2. Formative assessment includes attendance, class test or quizzes, and in course assignments such as nursing care plan, case study, presentation of written assignment, interpretations of the laboratory report, oral presentation, reflective report/journal/diary, report writing, and so on.
3. Summative assessment includes written exam, oral and practical examination.
4. The students will be assessed through the mid-term examination.

Module 1: Oncology Nursing Theory

Course Information

Course Title/Course Code	Oncology Nursing
Class Hour	300 hours
Placement (Semester/Year)	
Pre-requisites	
Class Days and Times	
Class Location	<i>(Room Number and Building)</i>

Contact Information

Faculty	<i>(Instructor's Name & Title)</i>
Email	<i>(Email Address)</i>
Office	<i>(Room Number and Building)</i>
	<i>(Phone (& Fax) Numbers)</i>
	<i>(Office Hours: Day(s) and Times)</i>
Teaching Assistant	<i>(Contact information)</i>

Course Materials

Required Textbook	<ol style="list-style-type: none">1. Judith K. Payne & Kathleen Murphy-Ende (2019). Current Trends in Oncology Nursing (Second Edition). Pittsburgh, PA: Oncology Nursing Society.2. Jeannine Brant (2019). Core Curriculum for Oncology Nursing (6th Edition). Pittsburgh, PA: Oncology Nursing Society.3. Connie Yarbro, Debra Wujcik, & Barbara Gobel (2018). Cancer Nursing: Principles and Practice (Eighth Edition). Sudbury, MA: Jones & Bartlett
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Learning.

Recommended Textbook

1. Connie Henke Yarbro, Debra Wujcik, & Barbara Holmes Gobel (2018). *Oncology Nursing Review*, 6th Edition, Sudbury, MA: Jones & Bartlett Learning.
2. Oncology Nursing Society (2019). *Clinical Guide to Antineoplastic Therapy: A Chemotherapy Handbook*. (Fourth Edition), Pittsburgh, PA: Oncology Nursing Society.
3. Suzanne Mahon, & Rose Bell. (2019). *Study Guide for the Core Curriculum for Oncology Nursing* (Sixth Edition). St. Louis, Missouri: Elsevier.

Course Description

Course Objectives

This course aims to prepare nurses to gain the basic knowledge and skills necessary in becoming competent oncology nurses in Bangladesh. As a specialized course, the course will cover cancer epidemiology, prevention and screening, immunologic and genetic concepts and current trends in cancer treatment modalities, issues related to cancer symptom management including physical and psychosocial dimensions, survivorship issues after completion of active treatment, and end of life care issues.

Student Learning Outcomes (SLOs)

: Knowledge (Cognitive)
 Skills (Behavioral)
 Attitudes and Values (Affective)
 Abilities

After completion of this specialized course, nurses are able to:

1. Describe current trends of epidemiology, strategies for screening and early detection of cancer.
2. Describe concepts of navigation for cancer care journey.
3. Understand site-specific cancer's etiology and standard guidelines of cancer treatment.
4. Identify the symptoms and issues regarding various cancers and describe strategies for management
5. Explain oncology nurses' role for patients and families.

Teaching & Learning Methods

- 1) Lecture
- 2) Case Study
- 3) Watching video
- 4) Student presentation
- 5) Discussion

Course Evaluation

Method	Percent of Grade
Class Attendance	10%
Presentation & Final Project	20%

Written Examination	80%
Total	100%

Course Outlines

Week	Hours	Topic	Contents	Teaching Methods & Learning Activity
1	20	Unit 1: Cancer Care Continuum (1)	1. Cancer Epidemiology 2. Cancer Prevention, and Health Promotion 3. Cancer Screening and Early Detection 4. Cancer Navigation	
2	20	Unit 2: Scientific Basis for Oncology Nursing Practice	1. Carcinogenesis 2. Cancer Immunology 3. Genetic Risk Factors in Cancer 4. Oncology Nurses' Role and Responsibility	
3	20	Unit 3: Site-Specific Cancer Consideration (1)	1. Lung Cancer 2. Stomach Cancer 3. Colon Cancer 4. Hepato-Biliary Tract Cancer	
4	20	Unit 3: Site-Specific Cancer Consideration (2)	5. Breast Cancer 6. Cancers of Female Reproductive System 7. Cancers of Male Reproductive System 8. Cancers of Urinary System	
5	20	Unit 3: Site-Specific Cancer Consideration (3)	9. Cancers of Neurologic System 10. Bone and Soft Tissue Cancer 11. Head and Neck Cancer 12. Skin Cancer	
6	20	Unit 3: Site-Specific Cancer Consideration (4)	13. Leukemia 14. Lymphoma 15. Multiple Myeloma 16. HIV-Related Cancer	
7	20	Unit 4: Cancer Treatment Modalities (1)	1. Oncology Nursing for Patients with Surgical Treatment: Surgery 2. Oncology Nursing for Patients with Bone Marrow & Stem Cell Transplantation 3. Oncology Nursing for Patients with Radiation Therapy 4. Oncology Nursing for Patients with Hormone Therapy	Watch Video
8	20	Unit 4: Cancer Treatment Modalities (2)	5. Oncology Nursing for Patients with Chemotherapy 6. Oncology Nursing for Patients with Biotherapy 7. Oncology Nursing for Patients with Immunotherapy 8. Oncology Nursing for Patients with Targeted Therapies	

9	20	Unit 5: Symptom Management for Cancer Patient (1)	1. Altered General Function 2. Altered Hematologic and Immune Function 3. Altered Gastrointestinal Function 4. Altered Musculoskeletal & Neurology Function
10	20	Unit 5: Symptom Management for Cancer Patient (2)	5. Altered Integumentary Function 6. Altered Respiratory Function 7. Altered Cardiovascular Function 8. Altered Genitourinary Function
11	20	Unit 5: Symptom Management for Cancer Patient (3)	9. Nutritional Support 10. Pain Management 11. Sleep Disturbance 12. Anxiety, Depression, and Altered Cognitive Function
12	20	Unit 6: Psychosocial Issues	1. Body Image Disturbance 2. Sexuality 3. Cultural, Spiritual, and Religious Diversity 4. Coping, Social Relationships and Family Dynamics
13	20	Unit 7: Oncology Emergencies	1. Metabolic Emergency in Cancer Patient 2. Structural Emergency in Cancer Patient 3. Sepsis in Cancer Patient 4. Wound and Tube Management
14	20	Unit 8: Care after Cancer Treatment	1. Encourage Self Care 2. Cancer Survivorship 3. Advanced Care Planning 4. Palliative Care & End of Life Care
15	20	Unit 9: Oncology Nurses' Role	1. Dealing with Ethical, Legal, and Social Issues 2. Evidence Based Oncology Nursing Practice 3. Education for Cancer Patients and Family 4. Policy Making for Cancer Care in Bangladesh

Resources

Week	Topic	Resources
1	Cancer Care Continuum	<ol style="list-style-type: none"> 1. https://www.who.int/health-topics/cancer#tab=tab_1 2. https://www.who.int/publications-detail-redirect/who-report-on-cancer-setting-priorities-investing-wisely-and-providing-care-for-all 3. Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society 4. Deborah Christensen & Cynthia Cantril (2020). Oncology Nurse Navigation: Delivering Patient-Centered Care Across the Continuum (Second Edition). Pittsburgh, PA: Oncology Nursing Society.
2	Scientific Basis for Oncology Nursing Practice	<ol style="list-style-type: none"> 1. Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

		<ol style="list-style-type: none"> 2. Elizabeth Prechtel Dunphy & Suzanne Walker (2018). Guide to Cancer Immunotherapy. Pittsburgh, PA: Oncology Nursing Society. 3. Judith K. Payne & Kathleen Murphy-Ende (2019). Current Trends in Oncology Nursing (Second Edition). Pittsburgh, PA: Oncology Nursing Society. Chapter 11. (Basic Science of Genetics), Chapter 12. (Nursing in Genetics) 4. Barbara Lubejko & Barbara Wilson (2019). Oncology Nursing: Scope and Standards of Practice. Pittsburgh, PA: Oncology Nursing Society.
3	Site Specific Cancer Consideration (1)	<ol style="list-style-type: none"> 1. https://www.nccn.org/professionals/physician_gls/pdf/nscl.pdf 2. https://www.nccn.org/professionals/physician_gls/pdf/sclc.pdf 3. https://www.nccn.org/professionals/physician_gls/pdf/gastric.pdf 4. https://www.nccn.org/professionals/physician_gls/pdf/colon.pdf 5. https://www.nccn.org/professionals/physician_gls/pdf/hepatobiliary.pdf
4	Site-Specific Cancer Consideration (2)	<ol style="list-style-type: none"> 1. Connie Yarbro, Debra Wujcik, & Barbara Gobel (2020). Breast Care Certification Review. Burlington, MA: Jones and Bartlett Learning. 2. https://www.nccn.org/professionals/physician_gls/pdf/breast.pdf 3. https://www.nccn.org/professionals/physician_gls/pdf/genetics_bop.pdf 4. https://www.nccn.org/professionals/physician_gls/pdf/uterine.pdf 5. https://www.nccn.org/professionals/physician_gls/pdf/bladder.pdf 6. https://www.nccn.org/professionals/physician_gls/pdf/kidney.pdf
5	Site-Specific Cancer Consideration (3)	<ol style="list-style-type: none"> 1. https://www.nccn.org/professionals/physician_gls/pdf/cns.pdf 2. https://www.nccn.org/professionals/physician_gls/pdf/bone.pdf 3. https://www.nccn.org/professionals/physician_gls/pdf/sarcoma.pdf 4. https://www.nccn.org/professionals/physician_gls/pdf/head-and-neck.pdf 5. https://www.nccn.org/professionals/physician_gls/pdf/cutaneous_melanoma.pdf 6. https://www.nccn.org/professionals/physician_gls/pdf/nmsc.pdf
6	Site-Specific Cancer Consideration (4)	<ol style="list-style-type: none"> 1. https://www.nccn.org/professionals/physician_gls/pdf/all.pdf 2. https://www.nccn.org/professionals/physician_gls/pdf/ped_all.pdf 3. https://www.nccn.org/professionals/physician_gls/pdf/aml.pdf 4. https://www.nccn.org/professionals/physician_gls/pdf/hodgkins.pdf 5. https://www.nccn.org/professionals/physician_gls/pdf/myeloma.pdf 6. https://www.nccn.org/professionals/physician_gls/pdf/hiv.pdf
7	Cancer Treatment Modalities (1)	<ol style="list-style-type: none"> 1. Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society. 2. In Chapter 7 (Surgery), Chapter 8 (Radiation Therapy), Chapter 11 (Hormone Therapy), Chapter 14 (Hematopoietic Stem Cell Transplantation)
8	Cancer Treatment Modalities (2)	<ol style="list-style-type: none"> 1. Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

		<p>2. In Chapter 10 (Chemotherapy), Chapter 10 (Precision Medicine)</p> <p>3. MiKaela Olsen, Kristine LeFebvre, & Kelly Brassil (2019). <i>Chemotherapy and Immunotherapy Guidelines and Recommendations for Practice</i>. Pittsburgh, PA: Oncology Nursing Society.</p>
9	Symptom Management for Cancer Patient (1)	<p>1. Carlton Brown (2015). <i>A guide to Oncology Symptom Management (Second Edition)</i>. Pittsburgh, PA: Oncology Nursing Society.</p>
10	Symptom Management for Cancer Patient (2)	<p>1. Aneceta P. Fadol. (2013). <i>Cardiac Complications of Cancer Therapy</i>. Pittsburgh, PA: Oncology Nursing Society.</p>
11	Symptom Management for Cancer Patient (3)	<p>1. Judith K. Payne & Kathleen Murphy-Ende (2019). <i>Current Trends in Oncology Nursing (Second Edition)</i>. Pittsburgh, PA: Oncology Nursing Society. Chapter 14. (Mental Health Issues in Cancer),</p> <p>2. Valerie J. Kogut & Sandra L. Luthringer (2005). <i>Nutritional Issues in Cancer Care</i>. Pittsburgh, PA: Oncology Nursing Society.</p> <p>3. https://www.nccn.org/professionals/physician_gls/pdf/pain.pdf</p> <p>4. https://www.nccn.org/professionals/physician_gls/pdf/palliative.pdf</p>
12	Psychosocial Issues	<p>1. https://www.cancer.org/treatment/treatments-and-side-effects/physical-side-effects/fertility-and-sexual-side-effects/fertility-and-women-with-cancer/preserving-fertility-in-women.html</p> <p>2. https://www.cancer.org/treatment/treatments-and-side-effects/physical-side-effects/fertility-and-sexual-side-effects/fertility-and-men-with-cancer/preserving-fertility-in-men.html</p>
13	Oncology Emergencies	<p>1. Klemencic, S., & Perkins, J. (2019). Diagnosis and Management of Oncologic Emergencies. <i>The western journal of emergency medicine</i>, 20(2), 316–322. https://doi.org/10.5811/westjem.2018.12.37335</p> <p>2. Marcelle Kaplan. (2018). <i>Understanding and Managing Oncologic Emergencies: A Resource for Nurses (Third Edition)</i>. Pittsburgh, PA: Oncology Nursing Society.</p>
14	Care after Cancer Treatment	<p>1. Pamela J. Haylock & Carol P. Curtiss. (2019). <i>Cancer Survivorship: Interprofessional, Patient-Centered Approaches to the Seasons of Survival</i>. Pittsburgh, PA: Oncology Nursing Society</p> <p>2. Charles L. Shapiro (2018). <i>Cancer Survivorship</i>. <i>NEJM</i>, 379:2438-2450. https://www.nejm.org/doi/full/10.1056/NEJMra1712502</p> <p>3. https://www.aacnnursing.org/ELNEC</p> <p>4. https://www.who.int/health-topics/palliative-care</p> <p>5. https://www.nccn.org/professionals/physician_gls/pdf/palliative.pdf</p>
15	Oncology Nurses' Role	<p>1. Jeanne Erickson, & Kate Payne. (2016). <i>Ethics in Oncology Nursing</i>. Pittsburgh, PA: Oncology Nursing Society</p>

Course Assignment & Requirement

1. Five Oral Presentation

- Review suggested case scenario and suggest nursing care plan in terms of evidence-based nursing practice. Be prepared to discuss your findings with the class.

2. Final Projects

- Describe future plan for education/research/policy making/adoption for guideline in your interesting cancer in Bangladesh. (Population-based, Setting considered, Patient-Centered)

Essential Policy Information

1. Attendance and participation in class is expected. Excessive absence may affect the grade. If a student is unable to attend, she/he is to call or email the faculty at least one hour prior to the beginning of the class time. Failure to attend classes by missing 20% of lecture contents will result in course failure.
2. All cell phone and other electronic devices are to be turned off or set on silent mode throughout classroom hours, so that class is not disrupted.
3. Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

Teaching Module 1

Class	1	Hours	20 Hours
Topic	Unit I: Cancer Care Continuum		

1. Learning Outcomes

- 1) Explain a definition of cancer care continuum
- 2) Explain concept of cancer epidemiology, prevention and health promotion, and navigation.
- 3) Discuss strategies for improving cancer screening and early detection in Bangladesh.

2. Teaching Contents and Learning Activities

Lecture & Discussion

A. Content

- 1) Cancer Care Continuum.**
 - Definition of Cancer Care Continuum.
 - WHO's report on cancer: Setting priority, investing wisely and providing care for all.
- 2) Cancer Epidemiology**
 - Understanding of Epidemiologic Terms and Concepts
 - Risk Factors and Risk Assessment
- 3) Cancer Prevention, and Health Promotion**
 - Primary Cancer Prevention
- 4) Cancer Screening and Early Detection**
- 5) Cancer Navigation**
 - Models of Patient Navigation
 - Oncology Nurse Navigator Role and Competencies
 - Navigating Each Phase of the Patient Journey

3. Learning Resources

Cancer Overview

https://www.who.int/health-topics/cancer#tab=tab_1

WHO report on cancer: setting priorities, investing wisely and providing care for all.

<https://www.who.int/publications-detail-redirect/who-report-on-cancer-setting-priorities-investing-wisely-and-providing-care-for-all>

Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society

Deborah Christensen & Cynthia Cantril (2020). Oncology Nurse Navigation: Delivering Patient-Centered Care Across the Continuum (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

Class	2	Hours	20 Hours
Topic	Unit 2: Scientific Basis for Oncology Nursing Practice		

1. Learning Outcomes

- 1) Explain concept of carcinogenesis
- 2) Explain concept of cancer immunology and genetic risk factor
- 3) Discuss oncology nurses' role and responsibility

2. Teaching Contents and Learning Activities

Lecture

A. Content

1) Carcinogenesis

- Biology of Cancer
- Cell Cycle and Cancer

2) Cancer Immunology

- Principles of immunology and immunotherapy
- Active Immunity: Vaccine Therapy
- Passive/Adoptive Immunotherapy
- Combination Therapy: Chemo-immunotherapy, Radio-immunotherapy

3) Genetic Risk Factors in Cancer

- Basic Science of Genetics
- Nursing Care in Genetics: Cancer Genetic Counseling

4) Oncology Nurses' Role and Responsibility

- Oncology Nursing Scope and Standards of Practice

3. Learning Resources

Julia Eggert (2017). *Cancer Basics* (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

Elizabeth Prechtel Dunphy & Suzanne Walker (2018). *Guide to Cancer Immunotherapy*. Pittsburgh, PA: Oncology Nursing Society.

Judith K. Payne & Kathleen Murphy-Ende (2019). *Current Trends in Oncology Nursing* (Second Edition). Pittsburgh, PA: Oncology Nursing Society. Chapter 11. (Basic Science of Genetics), Chapter 12. (Nursing in Genetics)

Barbara Lubejko & Barbara Wilson (2019). *Oncology Nursing: Scope and Standards of Practice*. Pittsburgh, PA: Oncology Nursing Society.

Class	3	Hours	20 Hours
Topic	Unit 3: Site Specific Cancer Consideration (1)		

1. Learning Outcomes

- 1) Identify specific cancer's cause of disease and diagnostic testing.
- 2) Explain current treatment guidelines and Nursing care plan
- 3) Explain nurses' role and outcome indicators of care

2. Teaching Contents and Learning Activities

Lecture

A. Content

1) Lung Cancer

- Staging/Evaluation and Treatment
- Surveillance after Completion Treatment
- Novel Therapies and Targeted/Immunotherapy for advanced therapy
- Systematic Therapy for Advanced or Metastatic Disease

2) Stomach Cancer

- Principles of Genetic Risk Assessment for Gastric Cancer
- Workup and Additional Evaluation including endoscopic staging
- Surgical Outcomes and Perioperative Care
- Principles of Surveillance

3) Colon/Rectal Cancer

- Clinical Presentations and Primary Treatment
- Principles of Surgery
- Principles of Radiating and Chemoradiation Therapy
- Principles of Adjuvant Therapy

4) Hepato-Biliary Tract Cancer

- Hepatocellular Carcinoma
- Biliary Tract Cancers: Gallbladder Cancer, Cholangiocarcinoma

3. Learning Resources

NCCN Guidelines for Treatment of Cancer by Site

Lung Cancer: Non-Small Cell Lung Cancer

https://www.nccn.org/professionals/physician_gls/pdf/nscl.pdf

Lung Cancer: Small Cell Lung Cancer

https://www.nccn.org/professionals/physician_gls/pdf/sclc.pdf

Gastric Cancer

https://www.nccn.org/professionals/physician_gls/pdf/gastric.pdf

Colon Cancer

https://www.nccn.org/professionals/physician_gls/pdf/colon.pdf

Rectal Cancer

https://www.nccn.org/professionals/physician_gls/pdf/rectal.pdf

Hepato-Biliary Cancers

https://www.nccn.org/professionals/physician_gls/pdf/hepatobiliary.pdf

Class	4	Hours	20 Hours
Topic	Unit 3: Site-Specific Cancer Consideration (2)		

1. Learning Outcomes

- 1) Identify specific cancer's cause of disease and diagnostic testing.
- 2) Explain current treatment guidelines and Nursing care plan
- 3) Explain nurses' role and outcome indicators of care

2. Teaching Contents and Learning Activities

Lecture

A. Content

5) Breast Cancer

- Diagnosis and Staging
- Treatment Modalities
- Nursing Practice for Symptom Management

6) Cancers of Female Reproductive System

- Uterine Neoplasms including Endometrial Carcinoma, Uterine Sarcoma
- Cervical Cancer
- Ovarian Cancer
- Genetic Familial High-Risk Assessment

7) Cancers of Male Reproductive System

- Prostate Cancer
- Testicular Cancer

8) Cancers of Urinary System

- Bladder Cancer
- Kidney Cancer

3. Learning Resources

Connie Yarbro, Debra Wujcik, & Barbara Gobel (2020). Breast Care Certification Review. Burlington, MA: Jones and Bartlett Learning.

NCCN Guidelines for Treatment of Cancer by Site

Breast Cancer

https://www.nccn.org/professionals/physician_gls/pdf/breast.pdf

Uterine Neoplasms

https://www.nccn.org/professionals/physician_gls/pdf/uterine.pdf

Genetic/Familial High-Risk Assessment: Breast, Ovary, and Pancreatic

https://www.nccn.org/professionals/physician_gls/pdf/genetics_bop.pdf

Prostate Cancer

https://www.nccn.org/professionals/physician_gls/pdf/prostate.pdf

Testicular Cancer

https://www.nccn.org/professionals/physician_gls/pdf/testicular.pdf

Bladder Cancer

https://www.nccn.org/professionals/physician_gls/pdf/bladder.pdf

Kidney Cancer

https://www.nccn.org/professionals/physician_gls/pdf/kidney.pdf

Class	5	Hours	20 Hours
Topic	Unit 3: Site-Specific Cancer Consideration (3)		

1. Learning Outcomes

- 1) Identify specific cancer's cause of disease and diagnostic testing.
- 2) Explain current treatment guidelines and Nursing care plan
- 3) Explain nurses' role and outcome indicators of care

2. Teaching Contents and Learning Activities

Lecture

A. Content

9) Cancers of Neurologic System

- Central Nervous System Cancers
- Guidelines for Patients with Brain Tumors

10) Bone and Soft Tissue Cancer

- Osteosarcoma
- Ewing Sarcoma
- Soft Tissue Sarcoma

11) Head and Neck Cancer

- Cancer of oropharynx
- Cancer of Larynx
- Salivary Gland Tumor

12) Skin Cancer

- Melanoma: Cutaneous
- Basal Cell Carcinoma
- Squamous Cell Carcinoma

3. Learning Resources

NCCN Guidelines for Treatment of Cancer by Site

Central Nervous System Cancer

https://www.nccn.org/professionals/physician_gls/pdf/cns.pdf

Bone Cancer

https://www.nccn.org/professionals/physician_gls/pdf/bone.pdf

Soft Tissue Sarcoma

https://www.nccn.org/professionals/physician_gls/pdf/sarcoma.pdf

Head and Neck Cancer

https://www.nccn.org/professionals/physician_gls/pdf/head-and-neck.pdf

Melanoma

https://www.nccn.org/professionals/physician_gls/pdf/cutaneous_melanoma.pdf

Basal Cell Carcinoma

https://www.nccn.org/professionals/physician_gls/pdf/nmsc.pdf

Class	6	Hours	20 Hours
Topic	Unit 3: Site-Specific Cancer Consideration (4)		

1. Learning Outcomes

- 1) Identify specific cancer's cause of disease and diagnostic testing.
- 2) Explain current treatment guidelines and Nursing care plan
- 3) Explain nurses' role and outcome indicators of care

2. Teaching Contents and Learning Activities

Lecture

A. Content

13) Leukemia

- Acute Lymphoblastic Leukemia (ALL): Adult & Adolescent and Young Adult (AYA)
- Acute Lymphoblastic Leukemia (ALL): Children
- Acute Myeloid Leukemia (AML)

14) Lymphoma

- Hodgkin Lymphoma: Adult & AYA
- Non-Hodgkin Lymphoma

15) Multiple Myeloma

- Diagnostic Workup
- Primary Treatment and Follow-up
- Surveillance
- Supportive Care Treatment for Multiple Myeloma

16) HIV-Related Cancer

- AIDS-Defining Malignancies
- Non-AIDS-Defining Malignancies
- AIDS-Related Kaposi Sarcoma

3. Learning Resources

NCCN Guideline

Acute Lymphoblastic Leukemia (ALL): Adult & Adolescent and Young Adult (AYA)

https://www.nccn.org/professionals/physician_gls/pdf/all.pdf

Acute Lymphoblastic Leukemia (ALL): Children

https://www.nccn.org/professionals/physician_gls/pdf/ped_all.pdf

Acute Myeloid Leukemia (AML)

https://www.nccn.org/professionals/physician_gls/pdf/aml.pdf

Hodgkin Lymphoma: Adult & AYA

https://www.nccn.org/professionals/physician_gls/pdf/hodgkins.pdf

Multiple Myeloma

https://www.nccn.org/professionals/physician_gls/pdf/myeloma.pdf

Cancer in People Living with HIV

https://www.nccn.org/professionals/physician_gls/pdf/hiv.pdf

Class	7	Hours	20 Hours
Topic	Unit 4: Cancer Treatment Modalities (1)		

1. Learning Outcomes

- 1) Explain the concept of cancer treatment modalities including general & robotic surgery, bone marrow and stem cell transplantation, and radiation therapy
- 2) Explain side effect and adverse effects of treatments
- 3) Discuss oncology nurses' knowledge and skills for management

2. Teaching Contents and Learning Activities

Lecture

A. Content

1) Oncology Nursing for Patients with Surgical Treatment: Surgery

- Cancer Surgery Rationale
- Types of Cancer Operation
- Minimal Invasive Surgery including Robot Surgery
- Perioperative Nursing Care

2) Oncology Nursing for Patients with Bone Marrow & Stem Cell Transplantation

- Hematopoietic and Immunologic Concepts of Transplantation
- Types of Transplantation
- Donor and Recipient Evaluation
- Transplant Program Standards
- Complications of Hematopoietic Stem Cell Transplantation (HSCT)
- Quality of Life

3) Oncology Nursing for Patients with Radiation Therapy

- Science Behind Radiation Therapy
- Clinical Uses of Radiation Therapy

- External Beam/Internal Radiation Therapy
- Side Effects & Nursing Implications

4) Oncology Nursing for Patients with Hormone Therapy

- Hormone Therapy in Specific Cancers
- Side Effects of Hormone Therapy
- Role of Supplements in Hormone-Sensitive Cancer

3. Learning Resources

Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

In Chapter 7 (Surgery), Chapter 8 (Radiation Therapy), Chapter 11 (Hormone Therapy), Chapter 14 (Hematopoietic Stem Cell Transplantation)

Class	8	Hours	20 Hours
Topic	Unit 4: Cancer Treatment Modalities (2)		

1. Learning Outcomes

- 1) Explain the concept of cancer treatment modalities including chemotherapy, biotherapy, immunotherapy and targeted therapy
- 2) Explain side effect and adverse effects of treatments
- 3) Discuss oncology nurses' knowledge and skills for management

2. Teaching Contents and Learning Activities

Lecture

A. Content

- 5) Oncology Nursing for Patients with Chemotherapy
 - Chemotherapy: agent, classifications, combination chemotherapy.
- 6) Oncology Nursing for Patients with Biotherapy
- 7) Oncology Nursing for Patients with Immunotherapy
- 8) Oncology Nursing for Patients with Targeted Therapies

3. Learning Resources

Julia Eggert (2017). Cancer Basics (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

In Chapter 10 (Chemotherapy), Chapter 10 (Precision Medicine)

MiKaela Olsen, Kristine LeFebvre, & Kelly Brassil (2019). Chemotherapy and Immunotherapy Guidelines and Recommendations for Practice. Pittsburgh, PA: Oncology Nursing Society.

Class	9	Hours	20 Hours
Topic	Unit 5: Symptom Management for Cancer Patient (1)		

1. Learning Outcomes

- 1) Explain concept of symptom cluster and how to assess these symptoms
- 2) Explain altered functions including with cancer journey
- 3) Discuss oncology nurses' role for proper symptom management

2. Teaching Contents and Learning Activities

Lecture

A. Content

- 1) **Altered General Function**
 - Assessment of general function:
- 2) **Altered Hematologic and Immune Function**
 - Etiology
 - Assessment
 - Pharmacological Management
 - Non-pharmacological management
- 3) **Altered Gastrointestinal Function**
 - Nausea, Vomiting,
 - Diarrhea, Constipation
- 4) **Altered Musculoskeletal & Neurology Function**
 - Numbness
 - Hypersensitivity

3. Learning Resources

Carlton Brown (2015). A guide to Oncology Symptom Management (Second Edition). Pittsburgh, PA: Oncology Nursing Society.

Class	10	Hours	20 Hours
Topic	Unit 5: Symptom Management for Cancer Patient (2)		

1. Learning Outcomes

- 1) Explain concept of altered functions including integumentary, respiratory, cardiovascular, & genitourinary functions
- 2) Explain how to assess these symptoms based on guidelines
- 3) Discuss oncology nurses' role for proper symptom management

2. Teaching Contents and Learning Activities

Lecture

A. Content

5) Altered Integumentary Function

- Extravasation
- Skin Sensitivity

6) Altered Respiratory Function

- Malignant Pleural Effusion
- Lung Metastasis

7) Altered Cardiovascular Function

- Understanding of Cancer Treatment Related Cardio-Dysfunction (CTRCD)
- Cardiovascular Evaluation of Patients with Cancer

8) Altered Genitourinary Function

- Sexual Difficulties

3. Learning Resources

Aneceta P. Fadol. (2013). Cardiac Complications of Cancer Therapy. Pittsburgh, PA: Oncology Nursing Society.

Class	11	Hours	20 Hours
Topic	Unit 5: Symptom Management for Cancer Patient (3)		

1. Learning Outcomes

- 1) Explain concept of altered nutrition, pain, sleep disturbance, anxiety/depression, and altered cognitive function
- 2) Explain how to assess these symptoms based on guidelines
- 3) Discuss oncology nurses' role for proper symptom management

2. Teaching Contents and Learning Activities

Lecture

A. Content

9) Nutritional Support

- Nutritional Assessment
- Chemotherapy Induced Nausea and Vomiting

10) Pain Management

- Cancer Pain Assessment
- WHO Cancer Pain Management Guideline
- Pharmacologic Management
- Non-Pharmacological Management

11) Sleep Disturbance

- Assessment insomnia
- Management sleep disturbance

12) Anxiety, Depression, and Altered Cognitive Function

- Anxiety, Depression, & Distress
- Cognitive Impairment

3. Learning Resources

Judith K. Payne & Kathleen Murphy-Ende (2019). Current Trends in Oncology Nursing (Second Edition). Pittsburgh, PA: Oncology Nursing Society. Chapter 14. (Mental Health Issues in Cancer),

Valerie J. Kogut & Sandra L. Lutringer (2005). Nutritional Issues in Cancer Care. Pittsburgh, PA: Oncology Nursing Society.

NCCN Guideline

Adult Cancer Pain

https://www.nccn.org/professionals/physician_gls/pdf/pain.pdf

Palliative Care

https://www.nccn.org/professionals/physician_gls/pdf/palliative.pdf

Class	12	Hours	20 Hours
Topic	Unit 6: Psychosocial Issues		

1. Learning Outcomes

- 1) Explain psychosocial issues including body image disturbance, sexuality, cultural/spiritual/religious diversity, coping, social relationships and family dynamics.
- 2) Explain how to assess these issues based on guidelines
- 3) Discuss oncology nurses' role for proper management

2. Teaching Contents and Learning Activities

Lecture

A. Content

1) Body Image Disturbance

- Dealing with issue of Hair loss
- Dealing with issue of mastectomy

2) Sexuality

- Sexual issues with colostomy for colon cancer patients
- Sexual issues with hormone therapies for breast cancer patients
- Sexual issues with prostate cancer patients
- Preserving fertility in female with cancer
- Preserving fertility in males with cancer

3) Cultural, Spiritual, and Religious Diversity

4) Coping, Social Relationships and Family Dynamics

- Coping Mechanisms and Skills
- Caregiver burden
- Social Support

3. Learning Resources

Preserving fertility in women

<https://www.cancer.org/treatment/treatments-and-side-effects/physical-side-effects/fertility-and-sexual-side-effects/fertility-and-women-with-cancer/preserving-fertility-in-women.html>

Preserving fertility in men

<https://www.cancer.org/treatment/treatments-and-side-effects/physical-side-effects/fertility-and-sexual-side-effects/fertility-and-men-with-cancer/preserving-fertility-in-men.html>

Class	13	Hours	20 Hours
Topic	Unit 7: Oncology Emergencies		

1. Learning Outcomes

- 1) Explain concept of oncology emergencies.
- 2) Explain how to assess these issues based on guidelines
- 3) Discuss oncology nurses' role for proper management

2. Teaching Contents and Learning Activities

Lecture

A. Content

1) Metabolic Emergency in Cancer Patient

- Disseminated Intravascular Coagulation
- Hypercalcemia of Malignancy
- Tumor Lysis Syndrome
- Malignant Pleural Effusion

2) Structural Emergency in Cancer Patient

- Cardiac Tamponade
- Increased Intracranial Pressure
- Spinal Cord Compression
- Superior Vena Cava Syndrome

3) Sepsis in Cancer Patient

- Sepsis and Septic Shock

4) Wound and Tube Management

- Ostomy Care
- Drug induced Skin Hypersensitivity
- Tube management

3. Learning Resources

Klemencic, S., & Perkins, J. (2019). Diagnosis and Management of Oncologic Emergencies.

The western journal of emergency medicine, 20(2), 316–322.

<https://doi.org/10.5811/westjem.2018.12.37335>

Marcelle Kaplan. (2018). Understanding and Managing Oncologic Emergencies: A Resource for Nurses (Third Edition). Pittsburgh, PA: Oncology Nursing Society.

Class	14	Hours	20 Hours
Topic	Unit 8: Care after Cancer Treatment		

1. Learning Outcomes

- 1) Explain concepts of self-care, cancer survivorship, advanced care planning and palliative/end-of-life care.
- 2) Describe the standard guideline for these concepts based on evidences.
- 3) Discuss oncology nurses' role for caring after cancer treatment

2. Teaching Contents and Learning Activities

Lecture

A. Content

1) Encourage Self Care

2) Cancer Survivorship

- Current and Future challenges in survivorship
- Developing a primary care cancer survivorship program
- Financial issues and Return to work
- Living with Cancer: Late effects and second cancer prevention

3) Advanced Care Planning

- Withholding and withdrawing Aggressive Treatment
- Advanced Directives (AD) and Physician Orders for Life Sustaining Treatment (POLST)

4) Palliative Care & End of Life Care

- Quality of Life, Care, and Death
- Care for Imminent Death
- Terminal Sedation

3. Learning Resources

Pamela J. Haylock & Carol P. Curtiss. (2019). Cancer Survivorship: Interprofessional, Patient-Centered Approaches to the Seasons of Survival. Pittsburgh, PA: Oncology Nursing Society

Charles L. Shapiro (2018). Cancer Survivorship. *NEJM*, 379:2438-2450.
<https://www.nejm.org/doi/full/10.1056/NEJMra1712502>

End of Life Nursing Education Consortium (ELNEC) project
<https://www.aacnnursing.org/ELNEC>

WHO Palliative Care Resources
<https://www.who.int/health-topics/palliative-care>

NCCN Guideline: Palliative Care
https://www.nccn.org/professionals/physician_gls/pdf/palliative.pdf

Class	15	Hours	20 Hours
Topic	Unit 9: Oncology Nurses' Role		

1. Learning Outcomes

- 1) Explain oncology nurses' role as advocate, researcher, educator, and policy maker
- 2) Describe each content of role and responsibility for oncology nursing practice
- 3) Discuss career development and leadership for achieving nurses' role in Bangladesh.

2. Teaching Contents and Learning Activities

Lecture

A. Content

- 1) Dealing with Ethical, Legal, and Social Issues**
 - Ethical Considerations in oncology nursing: Decision Making & Communication
 - Ethics Consultation and Education
 - Legal Issues in Cancer Nursing
- 2) Evidence Based Oncology Nursing Practice**
 - Ways for searching evidence in oncology nursing practice
 - Utilizing evidence in oncology nursing practice
- 3) Education for Cancer Patients and Family**
 - Needs assessment for education in oncology nursing practice
 - Teaching and Learning Strategies
- 4) Policy Making for Cancer Care in Bangladesh**

3. Learning Resources

Jeanne Erickson, & Kate Payne. (2016). Ethics in Oncology Nursing. Pittsburgh, PA: Oncology Nursing Society

Module 2: Nursing Skill Lab

Course Information

Course Title/ Course Code	Nursing Skill Lab
Class hour	40 hours

Contact Information

Instructor	<i>(Instructor's Name & Title)</i>
Email	<i>(Email Address)</i>
Office	<i>(Room Number and Building)</i>
	<i>(Phone (& Fax) Numbers)</i>
	<i>(Office Hours: Day(s) and Times)</i>
Teaching Assistant	<i>(Contact information)</i>

Course Materials

Required Materials	<i>None</i>
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Course Description

Course Objectives	<ol style="list-style-type: none"> 1. Demonstrate safe and competent basic nursing skills. 2. Describe how each step of the nursing process relates to nursing care. 3. Discuss the implementation of basic nursing skills in a variety of health care settings.
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Student Learning Outcomes (SLOs)

- : Knowledge (Cognitive)
- Skills (Behavioral)

Attitudes and Values (Affective)
Abilities

Course Evaluation

Method	Percent of Grade
Class Attendance	10%
Practice test	90%
Total	100%

Course Outlines

Weeks	Hour	Topic	Contents	Teaching Methods & Learning Activity
1	4	Vital Sign check Hand washing	Vital Sign Check Practice Hand washing	Lecture Demonstration Practice
	4	Breast Self-Exam Prostate Self-Exam	Breast Self-Exam Prostate Self-Exam	Lecture Demonstration Practice
	4	Lymph Edema Management	Lymph Edema Management	Lecture Demonstration Practice
	4	Nasogastric tube feeding Ostomy care	Tube feeding practice Ostomy care	Lecture Demonstration Practice
	4	Pulse oximeter monitoring O2 therapy	Pulse oximeter monitoring practice O2 therapy practice	Lecture Demonstration Practice
2	4	Pain Management Nutrition Assessment	Pain Management Nutrition Assessment	Lecture Demonstration Practice
	4	Catheter	Patient Controlled	Lecture

	Management	Anesthesia (PCA) Catheter management Percutaneous Transhepatic Biliary Drainage (PTBD) Catheter management Indwelling Catheterization (Foley Catheter insertion) practice	Demonstration Practice
4	Chemoport Management	Chemoport management including patency assessment, dressing and irrigation.	Lecture Demonstration Practice
4	Evaluation of Extravasation	Assessment & Management of Extravasation	Lecture Demonstration Practice
4	Isolation Technique	Isolation technique for immune suppression situation	Lecture Demonstration Practice

Resources

Books

1. Pamela L., Marilee L. (2011). Clinical Nursing Skills 3rd. Wolters Kluwer
Lippincott Williams & Wilkins

Others

1. https://www.breastcancer.org/symptoms/testing/types/self_exam
2. <https://www.youtube.com/watch?v=80HBkkPXTYI>
3. <https://www.wikihow.com/Check-Your-Prostate>
4. <https://www.cancerresearchuk.org/about-cancer/coping/physically/lymphoedema-and-cancer/diagnosing-assessing/assessing>
5. <https://www.physio-pedia.com/Lymphoedema>

Teaching Module 2

Module Information	
Module Title	Basic Nursing Lab
Hours	40 hours

Class	1-2 Wks	Hours	40 hours
Topic	Basic Nursing Lab		

1. Learning Outcomes

1. Demonstrate safe and competent basic nursing skills.
2. Describe how each step of the nursing process relates to nursing care.
3. Discuss the implementation of basic nursing skills in a variety of health care settings.

2. Teaching Contents and Learning Activities

1. Preparation items
 - 1) Before class, the instructor should be prepared all equipment and disposable materials for practice. (They consider the number of students, the number of equipment, and checklist paper)
2. Lecture
 - 1) Explain the process of nursing skills.
 - 2) Demonstrate nursing skills practice
3. Student
 - 1) Practice and confirm their practice based on their checklist paper
(If the student fails this class, the student will re-arrange the class and practice again for passing)

4. The last day, the student should practice all.
5. If you are not available to practice, you should focus on interpretation and theory-based knowledge, and you should search for Y-tube video clips.

1. Learning Resources

- 1) Pamela L., Marilee L. (2011). Clinical Nursing Skills 3rd. Wolters Kluwer Lippincott Williams & Wilkins

Module 3: IT training

Course Information

Course Title/ Course Code	IT training
Class hour	80 hours

Contact Information

Instructor	<i>(Instructor's Name & Title)</i>
Email	<i>(Email Address)</i>
Office	<i>(Room Number and Building)</i>
	<i>(Phone (& Fax) Numbers)</i>
	<i>(Office Hours: Day(s) and Times)</i>
Teaching Assistant	<i>(Contact information)</i>

Course Materials

Required Materials	<i>None</i>
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Course Description

Course Objectives	<ol style="list-style-type: none"> 1. Understand the function of the new IT program. 2. Practice the IT program in their field.
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Student Learning Outcomes (SLOs)

- : Knowledge (Cognitive)
- Skills (Behavioral)
- Attitudes and Values (Affective)
- Abilities

Course Evaluation

Method	Percent of Grade
Class Attendance	10
Report (Mid-term /Final)	45/45
Total	100%

Course Outlines

Weeks	Hour	Topic	Contents	Teaching Methods & Learning Activity
1	4	Office program	Overview	Marjorie. Module 1-3
	4	Word	Create a document & practice 1	Marjorie. Module 4
	4	Word	Create a document & practice 2	Marjorie. Module 5
	4	Word	Create a document & practice 3	Marjorie. Module 5,6
	4	Word	Create a document & practice 4	Marjorie. Module 6
2	4	Powerpoint	Creating a presentation& practice 1	Marjorie. Module 13
	4	Powerpoint	Creating a presentation& practice 2	Marjorie. Module 13
	4	Powerpoint	Creating a presentation& practice 3	Marjorie. Module 14
	4	Powerpoint	Creating a presentation& practice 4	Marjorie. Module 14
	4	Powerpoint	Creating a presentation& practice 5	Marjorie. Module 14
3	4	Excel	Creating a worksheet & practice 1	Marjorie. Module 7
	4	Excel	Creating a worksheet & practice 2	Marjorie. Module 8

	4	Excel	Creating a worksheet & practice 3	Marjorie. Module 8
	4	Excel	Creating a worksheet & practice 4	Marjorie. Module 9
	4	Excel	Creating a worksheet & practice 5	Marjorie. Module 9
	4	Office program	Integrating office program	Marjorie. Module 15
	4	Office program	Integrating office program	Marjorie. Module 15
4	4	Virtual material	Overview	
	4	Presentation	Word	
	4	Presentation	PPT	

Resources

Marjorie et al. (2017) Office 2016 fundamentals. Hunt* Clemens

Report

- 1. Creating a document using the word (mid-term): Article review**
 - Topic: health-related topic article
 - Background/Method/ Result/ Conclusion/ Reflective thought
 - Using a word with tables, pictures (less than 5 pages)
- 2. Creating a document using PowerPoint (final-term): Article review**
 - Topic: health-related topic article
 - Background/Method/ Result/ Conclusion/ Reflective thought
 - Using PPT with tables, pictures (less than ten slides)

Teaching Module 3

Module Information	
Module Title	IT training
Hours	80 hours

Week	1	Hours	20 hours
Topic	Word		

1. Learning Outcomes

1. To understand using the word
2. To understand how to create a basic document
3. To practice enhancing a document

2. Teaching Contents and Learning Activities

1. Explain to a student about overview

- Explain Office 365 program
- Understand files and folders
- Create and Save a file
- Open, Edit, and Save files
- Move and Rename files

2. Explain to create a document

- Create a new document from an existing file
- Enter text in a document
- Select and Edit text
- Copy text
- Move text
- Find and replace text

- Check spelling and Grammar
- Preview and print a document

3. Explain to enhancing a document

- Changing font and font size
- Change font color, style, and effects
- Change alignment and line spacing
- Change margin settings
- Set table
- Set indents
- Add bulleted and Numbered lists

4. Explain special elements to a document

- Create a table
- Insert and Delete Table Columns and Rows

5. Practice: Every day more than 1 hour

6. Test

- Prepare for mission every class
- Explain the mission
- Give a mission and check-up every class

3. Learning Resources

Marjorie et al. (2017) Office 2016 fundamentals. Hunt* Clemens Module 1-6

Week	2 weeks	Hours	20 hours
Topic	Powerpoint		

1. Learning Outcomes

1. To understand using PPT
2. To understand how to create a presentation file
3. To practice polishing and running presentation

2. Teaching Contents and Learning Activities

1. Explain about creating a presentation

- Open and View a presentation
- Create a new presentation
- Enter and format slide text
- Apply a theme
- Add and modify an online Image
- Add and Modify shapes
- Create SmartArt
- Insert a Table

2. Explain about polishing and running a presentation

- Add pictures, add sound
- Add video, set slide transitions and timing
- Animate slide objects, use speaker notes and note page view
- Design effective presentations

3. Practice: Every day more than 1 hour

4. Test

- Prepare for mission every class
- Explain the mission
- Give a mission and check-up every class

3. Learning Resources

Marjorie et al. (2017) Office 2016 fundamentals. Hunt* Clemens Module 13-14

Week	3 weeks	Hours	20 hours
Topic	Excel		

1. Learning Outcomes

1. To understand using Excel
2. To understand how to create a worksheet file
3. To practice creating a worksheet

2. Teaching Contents and Learning Activities

1. Explain about creating a worksheet

- Navigate a workbook
- Enter labels and values
- Work with columns and Rows
- Use formulas
- Use Auto sum
- Change alignment and number format
- Enhance a worksheet
- Preview and Print a worksheet

2. Explain about using complex formulas, functions, and tables

- Create complex formulas
- Use absolute cell references
- Understand functions
- Use date and time functions
- Use statistical functions
- Apply conditional formatting
- Sort rows in a table
- Filter table data

3. Explain about working with charts

- Understand and plan a Chart
- Create a chart
- Move and resize charts and chart elements
- Apply chart layouts and styles
- Customize chart elements
- Enhance a chart

- Create a pie chart
- Create Sparklines

4. Practice: Every day more than 1 hour

5. Test

- Prepare for mission every class
- Explain the mission
- Give a mission and check-up every class

3. Learning Resources

Marjorie et al. (2017) Office 2016 fundamentals. Hunt* Clemens Module 7-9

Week	4 weeks	Hours	20 hours
Topic	Integrating Office program		

1. Learning Outcomes

1. To understand using integrating office program,
2. To understand how to create files using an integrating office program
3. To understand using Y-tube, Zoom, etc.
4. To apply presentation with PPT or Word

2. Teaching Contents and Learning Activities

1. Explain about integration office program

- Insert an excel chart into a PPT slide
- Create PPT slides from a word document
- Insert screen clips into a word document
- Insert text from a word file into an open document
- Link excel data to a word document and update a linked excel chart in a word document
- Insert merge fields into a word document
- Perform a mail merge

2. Explain about Y-tube, Zoom virtual materials

- how to use it and how to apply to word, PPT, etc.

3. Explain about working with charts

4. Practice: Every day more than 1 hour

5. Presentation (all student)

- The student will make a file using Word and PPT (each day)
- Topic: health, nursing, etc, Time: less than 5 minutes
- Presentation focus: How to apply for an office program. How do they effectively deliver their opinion to the audience? - Give feedback

3. Learning Resources

Marjorie et al. (2017) Office 2016 fundamentals. Hunt* Clemens Module 15

Module 4: Medical English

Course Information

Course Title/ Course Code	Medical English
Class hour	160 hours

Contact Information

Instructor	<i>(Instructor's Name & Title)</i>
Email	<i>(Email Address)</i>
Office	<i>(Room Number and Building)</i>
	<i>(Phone (& Fax) Numbers)</i>
	<i>(Office Hours: Day(s) and Times)</i>
Teaching Assistant	<i>(Contact information)</i>

Course Materials

Required Materials	<i>None</i>
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Course Description

Course Objectives	<ol style="list-style-type: none"> 1. Understand medical terminology. 2. Understand how to communicate with the medical team. 3. Practice the dialogue used in the hospital.
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Student Learning Outcomes (SLOs)

- : Knowledge (Cognitive)
- Skills (Behavioral)
- Attitudes and Values (Affective)
- Abilities

Course Evaluation

Method	Percent of Grade
Class Attendance	10
Written Examination	90
Total	100%

Course Outlines

	Weeks	Hour	Topic	Contents	Teaching Methods & Learning Activity
1	1	4	Medical terminology	Basic word structure 1	Davi. Chapter 1
		8	Communication Skills	Thinking Holistically about clients 1-2	Susan. Chapter 1
		8	Hospital English	Useful expression of the admission process at ward 1	Lim. Chapter 1
2	2	4	Medical terminology	Basic word structure 2	Davi. Chapter 1
		8	Communication Skills	Thinking Holistically about clients 3-4	Susan. Chapter 1
		8	Hospital English	Expression of the admission process at ward 2	Lim. Chapter 1
3	3	4	Medical terminology	Organization of the body1	Davi. Chapter 2
		8	Communication Skills	Considering Complementary and Alternative Medicine 1-2	Susan. Chapter 2
		8	Hospital English	Expression of the admission process at ward 3	Lim. Chapter 1
4	4	4	Medical terminology	Organization of the body2	Davi. Appendix 1
		8	Communication Skills	Considering Complementary and	Susan. Chapter 2

Alternative Medicine 3-4				
5	8	Hospital English	The expression for outpatient department nurse 1	Lim. Chapter2
	4	Medical terminology	Organization of the body3	Davi. Appendix 1
	8	Communication Skills	Providing Culturally Competent Care 1-2	Susan. Chapter 3
	8	Hospital English	The expression for outpatient department nurse 2	Lim. Chapter2
6	4	Medical terminology	Organization of the body4	Davi. Appendix 1, 3
	8	Communication Skills	Providing Culturally Competent Care 3-4	Susan. Chapter 3
	8	Hospital English	The expression for outpatient department nurse 3	Lim. Chapter2
7	4	Medical terminology	Suffixes, Prefixes	Davi. Chapter 3,4
	8	Communication Skills	Addressing Personal Health-related issues 1-2	Susan. Chapter 4
	8	Hospital English	The expression for outpatient department nurse 4	Lim. Chapter2,3
8	4	Medical terminology	Medical Specialists and case reports	Davi. Chapter 5
	8	Communication Skills	Addressing Personal Health-related issues 3-4	Susan. Chapter 4
	8	Hospital English	The expression for outpatient department nurse 5	Lim. Chapter 3

Resources

1. Davi-Ellen (2017) Medical Terminology 8th edition. Elsevier
2. Susan D. B.(2014) Talk like a Nurse Communication skills workbook. Kaplan
3. Lim chang seok (2017) Hospital English . Asiabooks (Korean Book)

BNMC

Teaching Module 4

Module Information	
Module Title	Medical English
Hours	160 hours

Week	1-1 st day	Hours	4
Topic	Basic word structure 1		

1. Learning Outcomes

1. To divide medical terms into component parts

2. Teaching Contents and Learning Activities

1. Review on word analysis

- Explain 1) root/combining vowel /suffix format 2) root/combining vowel/root/combining vowel/suffix format 3) root/root/suffix format 4) root/suffix format
- Explain combining forms, suffixes, and prefixes and practice combining forms

2. Explain medical terms

- functions of the cerebrum (figure 1-1) and male urinary tract (figure 1-2)
- female urinary tract (figure 1-3)
- location of the small and large intestines in the abdominal cavity (figure 1-4)
- Blood cell (figure 1-5)

3. Explain the formation of plurals (Table 1-1)

4. Memorize the medical terms 5. Test (this class's medical terms)

3. Learning Resources

1. Davi-Ellen Chabner (2018) Medical terminology. Chapter 1. 8th editions. Elsevier

Week	1-2 nd day	Hours	4
Topic	Holistically about Clients		

1. Learning Outcomes

1. Thinking holistically about clients
2. Making small talk with clients
3. Identifying medication orders, lab, test, and nursing actions
4. Recognizing subjective vs. objective data in assessing clients

2. Teaching Contents and Learning Activities

1. Read scenario #1 and describe this scenario together. (p 2-5)

- Explain a new medical/nursing vocabulary in scenario # 1
- From a physiological perspective, what is Mrs. Jackson likely to be most concerned about her illness?
- From a psychosocial perspective, what is Mrs. Jackson likely to be most concerned about her illness?

2. Nurse talk: Making small talk (p 2-4)

- Identify at least three natural topics that you could discuss with Mrs. Jackson
- Write a comment or question that related to each topic that you could discuss with Mrs. Jackson
- present 5-7 students to all students
- Give feedback to each student

3. Identifying medication order, Labs, Test, and Nursing actions in scenario #1.

- Medication
- Lab/Tests
- Nursing Action

4. Recognizing subjective vs. objective data in assessing clients (p 11)

- Explain the nursing process
- Explain subjective data and objective data for using examples
- Give activities using quizzes

5. Self-study: make two lists of assessment data regarding Mrs. Jackson (one list for subjective data the other list for objective data)

3. Learning Resources

1. Susan D. B.(2014) Talk like a Nurse Communication skills workbook. 2-12 pp. Kaplan

BNMC

<Resource>

Scenario #1

Client	Africa-America female, 36 years
Diagnosis	Infection secondary to appendectomy
History	Hypertension, diabetes mellitus type 2, right toes ulcer
Scenario	<p>Mrs. Nina Jackson is a 36-year-old African-American female admitted to the medical/surgical unit with a diagnosis of infection secondary to appendectomy. The client had an appendectomy one week ago. The admitting nurse noted that the area around the abdominal incision is warm to touch and slightly red. Pt rated the pain at five on a scale of 0 to 10. Pt has a history of HTN(hypertension) and DM(diabetes mellitus) type 2.</p> <p>She takes insulin to keep her BG (blood glucose) level stable and adheres to a diabetic diet. She has a right toe ulcer that has not healed for six weeks. The admitting nurse noted that her right toe is swollen and contains purulent exudate.</p> <p>Pt stated upon admission, "I feel weak in my knees, and this toe ulcer is driving me crazy. I can barely feel my foot now, and sometimes the pain is unbearable!" Pt rated toe pain at ten on a scale of 0 to 10. She is in full code. She is allergic to sulfa and eggs. She is scheduled for a chest x-ray because of a recent positive Mantoux. The clinician ordered these medications for her: 0.9% Normal saline IV running at 125mL/hr to maintain hydration and fluid balance enalapril 5mh PO BID to stabilized high blood pressure. Extra strength Tylenol 500mg PO PRN q4-6 hr to relieve pain, one multivitamin tablet PO daily to supplement vitamin and mineral intake, NPH insulin subcut per insulin protocol to regulate blood sugar cefazolin 2g in D₅W 50mL IVPB q8h to fight the infection.</p> <p>She needs to be scheduled for CBC lab. She also needs to have a blood glucose capillary sample TID AC. Her vital signs and O₂ sat should be weighed daily. The abdominal incision site and toe ulcer should be assessed along with pain levels.</p> <p>A wound consult has been ordered for both the incision site and the toe ulcer. She also needs a focused respiratory assessment because of the positive Mantoux. Mrs. Jackson is married and has two sons, 7 and 11 years old. She is a pleasant woman. She works as an accountant and loves playing video games with her sons. She is Baptist and active in her church.</p>

Week	1-3 rd day	Hours	4
Topic	Holistically about Clients		

1. Learning Outcomes

1. Nursing process review
2. Understanding telephone report
3. Identify medical/ nursing vocabulary

2. Teaching Contents and Learning Activities

1. Review on the Nursing process (p8-9)

- Assessment/ diagnosis/planning/implementation/evaluation
- In scenario # 1, you make a nursing diagnosis as below
Impaired skin integrity related to inflammation and impaired circulation secondary to DM as manifested by the following: redness, swelling around suture line, purulent exudate on right toe ulcer, and client's complaints of intense toe pain

- > Discuss nursing intervention and desired outcome through each nursing intervention

2. Explain telephone Report (p12-13)

- Give a good example of a telephone report
- Explain documentation of telephone report/telephone order
- Clarify telephone order: a new medication and expected effect/side effect

3. Explain a new vocabulary

- Explain a dose of medication (p 5)
- Explain a metric system (p 17-18)

3. Learning Resources

1. Susan D. B.(2014) Talk like a Nurse Communication skills workbook. 5, 8-13, 17-18 pp. Kaplan

<Resource>

Example of a telephone report

Nurse sometimes contact the clinician about a client by telephone – for example, when there is a medical emergency or when there is a significant or noteworthy change in the client's condition.

The nurse caring for Mrs. Jackson contacts the attending physician about a change in Mrs. Jackson's condition. Here is what the nurse reports to the physician, referred to as a telephone report:

Hello, Dr. Shariful. This is Fahim Akter, the nurse caring for Mrs. Nina Jackson, a 36-year-old female, in room 111. She came in with an infection at her abdominal incision site following an appendectomy. She has a history of hypertension, DM type 2, and has a right toe ulcer. She is on enalapril PO, NPH insulin 0.9% NS IV, and cefazolin IV piggyback.

Her V/S are stable except her temp, which is 101. She attempted turning herself in bed and started coughing but did not splint. As a result, some of her stiches opened up and there is some dehiscence at the suture line. I suspect that the infection might get worse. How would you like to proceed with thus situation?

1. D/C cefazolin IV
2. Start Vancomycin 1,000mg IVPB q12hr stat
3. Administrater ibuprofen 400 mg PO stat
4. Put pt on bed rest
5. Monitor V/S q30 min

24-Aug.-2020 16:00
T.O from Dr. shariful/ Fahima Akter, RN

Example of telephone order report

Week	1-4 th and 5 th day	Hours	8
Topic	Useful expression of the admission process at ward 1		

1. Learning Outcomes

1. To understand the useful expression of the admission process at ward
2. To practice conversation using an admission process at ward

2. Teaching Contents and Learning Activities

1. Situation 1: To greet a new inpatient

- Give basic sentence to greet a new inpatient
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: To ask sign and symptom of the patient

- Give a basic sentence to ask sign and symptom to patient
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: To ask history talking and family history

- Give a basic sentence to ask history talking and family history
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: To ask a patient's physical information

- Give a basic sentence to ask a patient's physical information
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Vital sign check

- Give basic sentence to check of vital sign

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Situation 6: Medication history taking

- Give a basic sentence to take medication history taking
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

7. Situation 7: History talking about drinking and smoking

- Give a basic sentence to ask history talking about drinking and smoking
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

8 Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 1

<Reference material 1>**1. Situation 1**

- 1) Hi. Are you Mr.(Mrs) -?
- 2) I will be taking care of you in this ward.
- 3) I am one of the nurses taking care of you here.
- 4) I will be doing day shifts and looking after you for the next few days.
- 5) We are currently preparing your room.
- 6) Your room will be ready soon.
- 7) You have to wait until other patient is discharged.
- 8) You have to wait until the room is cleaned.

2. Situation 2

- 1) What seems to be the problems?
- 2) Can you tell me about your problem?
- 3) When did your symptom seem to begin?
- 4) How long have you had your symptoms?
- 5) How often do you have symptoms?
- 6) Where are you having pain?
- 7) Can you describe your pain on a scale of 0 to 10?
- 8) What kind of pain are you having?

3. Situation 3

- 1) I want to review your history before your admission.
- 2) Do you have any medical conditions?
- 3) Have you had any medical attention?
- 4) Have you ever had any medical attention?
- 5) Do you have any diseases, such as high blood pressure, diabetes, allergy, or hepatitis?
- 6) Could you tell me a little about your previous health?
- 7) Do you have any other illnesses that you see a doctor for?
- 8) Have you ever had any serious illnesses or operations?

4. Situation 4

- 1) What is your height? / How tall are you? / Do you know your height?
- 2) Would you please take off your shoes and stand on the height measuring machine?
- 3) What is your weight? / How much do you weigh? / Do you know your weight?
- 4) Would you please step on the scale?
- 5) Please step on the height and weight measuring machine.
- 6) You may step down.

- 7) Do you put on weight recently?
- 8) Do you lose weight recently?
- 9) Have you lost or gained weight recently?
- 10) Please read this form and fill it out.

5. Situation 5

- 1) I will check your vital signs
- 2) I am going to take your blood pressure, pulse, and temperature.
- 3) Let me take your blood pressure.
- 4) Would you please take off your jacket and roll up your sleeve?
- 5) Would you please put your arm on the automatic blood pressure monitor?
- 6) Fine. It is quite normal.
- 7) Your blood pressure is 140 over 90.
- 8) Normal blood pressure is 120 over 80.
- 9) I will take your pulse.
- 10) You have a slow pulse. It is 46.

6. Situation 6

- 1) Are you taking any medication?
- 2) What medications do you take?
- 3) Why are you talking about it?
- 4) How long have you been taking the medication?
- 5) When do you take it?
- 6) Did you take your medication today?
- 7) Are you allergic to any medications?

7. Situation 7

- 1) I want to check your smoking and drinking habits.
- 2) Do you drink?
- 3) Are you a heavy drinker?
- 4) How much alcohol do you drink per week?
- 5) Do you have any gastric discomfort or liver problem?
- 6) Do you smoke?
- 7) How much do you smoke?
- 8) One pack a day? More than one pack a day? Two packs?
- 9) No more than half a pack a day?
- 10) How many years have you smoked?

Week	2-1 st day	Hours	4
Topic	Basic word structure 2		

1. Learning Outcomes

1. To divide medical terms into component parts
2. To analyze, pronounce, and spell medical terms using common combining forms, suffixes, and prefixes

2. Teaching Contents and Learning Activities

1. Explain medical terms on Suffixes

- Review on page 15-17
- Explain on laparoscopy for tubal ligation (figure 1-11)

2. Explain terms using -logy (Table 1-2)

4. Explain medical terms on Prefixes

- Review on page 18-20

5. Exercise p 23-31

6. Exercise p 33-38

7. Test (this class's medical terms)

3. Learning Resources

2. Davi-Ellen Chabner (2018) Medical terminology. Chapter 1. 8th editions. Elsevier

Week	2-2 nd day	Hours	4
Topic	Dialogue between Nurse and Mrs. Jackson		

1. Learning Outcomes

1. Practice dialog between nurse and patient
2. Understanding “I” state

2. Teaching Contents and Learning Activities

1. Review on Dialog between nurse and patient (p. 19)

- Read the dialog carefully
- If students have questions, you should give their questions and answer.

2. Practice each other

- Student can practice this situation
- Have a role-play together and give feedback
- Reflection on nurse and patient feeling

3. Explain the “I” statement / “You” statement

- example, “I” statement VS “You” statement
- practice using the “I” statement instead of the “You” statement
- Reflection refers to a statement in which the nurse reflects or gives back to the client feel that the client has stated or implied in his/her previous message.

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 19-25 pp. Kaplan

<Resource>

Dialogue

Character	Contents
Nurse	(enter the room) Good morning, Mrs. Jackson (smiles)
Mrs. Jackson	Hello (frown and looks away)
Nurse	I see that you seem upset. (sits down, move chair close to Mrs. Jackson, establishes eye contact with clients, and leans in) Could you please tell me what is going on?
Mrs. Jackson	Well, my problems are getting to be too much.
Nurse	You are concerned about your health? (Nurse maintains eye contact)
Mrs. Jackson	Yes. I have had this toe ulcer for a long time. I accidentally bumped my toe, and now the sore will not go away! To make matters worse, this abdominal wound started opening up, and I saw some of my intestines! Don't those surgeons know what they are going? (raises her voice and points at her abdominal wound)
Nurse	When did you bump your toe?
Mrs. Jackson	I bumped it six weeks ago.
Nurse	Did you do anything to make it feel better?
Mrs. Jackson	I put some salt* and a bandage on it, but the pain has not gone away. It is gotten worse.
Nurse	Is your toe still in pain? (Nurse squats to visually inspect the toe.) I will take a closer look shortly. The abdominal wound opened up because, while you were turning, much pressure was put on the stitches, and they could no longer hold together. The dressing will help everything in place until the resident can look at it and tell us what to do. How is your pain now?
Mrs. Jackson	It seems like the ibuprofen helped; it is not hurting as much.
Nurse	How would you rate your pain on a scale of 0 to 10?
Mrs. Jackson	About a 5. However, now that the wound on my tummy has opened up, I do not know if I will care for my toe. My blood sugar has also been on a roller coaster. I am completely worn out with all these health problems. (teary-eyed)
Nurse	(Placed her hand on Mrs. Jackson's shoulder and uses a quiet tone of voice) I understand that it has been quite challenging for you with all that you have been going through, and indeed health concerns can be very draining.
Mrs. Jackson	I appreciate it. Just go nice and comfortable with me.
Nurse	Yes, Mrs. Jackson. Please let me know if you have any questions or concerns. Now you can get ready for your family's visit. They are coming soon.

* Salt is an alternative type of antiseptics; it is sometimes used as a home remedy, especially for skin injuries in the case of a skin ulcer. Mrs. Jackson's use of salt illustrates that people try interventions at home to feel better before seeking medical treatment when issues have escalated.

BNMC

Week	2-3 rd day	Hours	4
Topic	Communication skills: Verbal Reassurance and Therapeutic communication		

1. Learning Outcomes
1. Understanding verbal reassurance 2. Understanding therapeutic communication (Nonverbal communication, use of touch, and silence)
2. Teaching Contents and Learning Activities
<p>1. Explain verbal reassurance</p> <ul style="list-style-type: none"> - Look back at the dialogue between Nurse and Jackson (p .19) - Analyzing dialogue for verbal reassurance <p>2. Practice using verbal reassurance (p.27)</p> <ul style="list-style-type: none"> - Practice using Activity 1.21 - Explain nonverbal reassurance - Analyzing dialogue for nonverbal reassurance using dialogue between Nurse and Jackson (p .19) - Practice using Activity 1.23 <p>3. Explain cultural differences in therapeutic communication (Nonverbal communication, use of touch, and silence)</p> <ul style="list-style-type: none"> - explain cultural differences in therapeutic communication - Discuss two or three topics <ul style="list-style-type: none"> . Have you ever misunderstood someone from another culture because of his/her use of nonverbal communication? If so, describe what happened. . Is it difficult for you to use any nonverbal communication examples discussed in the Nonverbal Reassurance section in this chapter? . Is it difficult for you to use touch with clients? . Have you ever misunderstood others because of the lack of silence in a conversation? If so, describe what happened.
3. Learning Resources
1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 26-33 pp. Kaplan

Week	2-4 th and 5 th day	Hours	8
Topic	Useful expression of the admission process at ward 2		

1. Learning Outcomes

1. To understand the useful expression of the admission process at ward
2. To practice conversation using an admission process at ward

2. Teaching Contents and Learning Activities

1. Situation 1: To ask urinary and bowel symptom patient

- Give basic sentence to ask urinary and bowel symptom to patient
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: About transfer

- Give a basic sentence about transfer
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: About admission basic skills

- Give basic sentence about admission basic skills
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: useful expression of rounding

- Give a basic sentence about the useful expression of rounding
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Ask to patient's conditions

- Give basic sentence to ask to patient's conditions

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Situation 6: When you inject

- Give a basic sentence when you inject
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

7. Situation 7: Recommend medications

- Give a basic sentence to recommend medications
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

8 Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 2

<Reference material 2>**1. Situation 1: Urinary and Bowel symptom to patient**

- 1) How about your bowel movements?
- 2) Do you have any trouble having a bowel movement?
- 3) Do you have bowel movements today?
- 4) How many bowel movements do you have today?
- 5) How about your urination?
- 6) Do you have any problems passing water?
- 7) Any problems with your waterworks?
- 8) Is everything all right? Bowel movements and urination?

2. Situation 2: Transfer

- 1) Which hospital were you staying at?
- 2) Would you give me a doctor's note?
- 3) Do you bring any relevant X-rays or test results?
- 4) Do you bring your medications?
- 5) Please bring your medicines and prescriptions.
- 6) We would like to discuss your conditions.
- 7) We are concerned about the progress of the disease.
- 8) I am afraid your illness is more severe than first we thought.

3. Situation 3: About admission basic skills

- 1) Personal items, like a gown, towel, and slippers, will be provided by the hospital.
- 2) You need to prepare personal toiletries.
- 3) You can buy daily necessities at a convenience store.
- 4) Please do not bring anything of value to the hospital.
- 5) You should give your valuables to your family.
- 6) Please do not bring in electrical items except a notebook.
- 7) You do not have to use an electric heater or cooking pot.
- 8) Please remove jewelry, makeup, and nail polish before your admission.

4. Situation 4: useful expression of rounding

- 1) How do you feel this morning?
- 2) Do you feel much better?
- 3) You are looking much better.
- 4) Did you sleep well last night?
- 5) Did you get any sleepy?
- 6) Were not you could last night?
- 7) Are you warm enough? Are you cold?
- 8) Do you feel any discomfort?

- 9) Don't you feel well? You look so down.
- 10) Do you have any pain? Are you all right?

5. Situation 5: Ask to patient's conditions

- 1) How do you feel today?
- 2) Do you have any pain?
- 3) How bad is your pain?
- 4) Is the pain tolerable?
- 5) Is there any change in your symptom?
- 6) Has everything been OK with you?
- 7) Do you have any problems moving your bowels?
- 8) Do you have any problems taking a leak?
- 9) Did you break wind (fart)?
- 10) Are you having trouble breathing?
- 11) The doctor will be here soon.

6. Situation 6: When you inject

- 1) Can I look at your ID bracelet, please?
- 2) I will start the intravenous injection.
- 3) It will sting a little.
- 4) The doctor wants to take some blood tests.
- 5) I will take a sample of blood.
- 6) It will not be painful (sore).
- 7) Can you roll up your sleeve?
- 8) Can you put your arm out straight?
- 9) Can you hold out your hand?
- 10) Can you turn your head to another side for me, please?
- 11) Please, grip your hand.
- 12) You have not got a good vein anywhere.
- 13) It will hurt a bit.
- 14) I got it.

7. Situation 7: Recommend medications

- 1) It is time to take your pills.
- 2) Here is your medicine.
- 3) I will get you some medicines.
- 4) Take these medicines with plenty of water.
- 5) Please take your medicine half an hour before your meal.
- 6) Take this medicine before the meal.
- 7) Take medicine 30 minutes after the meal.
- 8) Take medicine three times a day after meal.

- 9) Take medicine every 12 hours.
- 10) Take medicine with every meal and at bedtime.
- 11) Take pills about 30 minutes before you go to bed.
- 12) Do not take on an empty stomach because it can irritate your stomach.
- 13) Did you take your medicine on time?
- 14) Medicine does not seem to be working.
- 15) There may be side effects in medicine.
- 16) If you experience any side effects, stop taking it.

Week	3-1 st day	Hours	4
Topic	Organization of the body 1		

1. Learning Outcomes

2. To understand the terminologies of the body system such as cell, tissues, organ, systems
3. To understand the terminology of body cavities
4. To understand the terminology of the division of the back
5. To understand the terminology of Planes of the body

2. Teaching Contents and Learning Activities

1. Review of last week chapter

2. Explain all part of the body system (overview and functions)

- cell
- tissues
- organs
- systems

3. Explain terminology of the body cavities

- Explain the body cavities and thoracic cavities (figure 2-2, 2-3, 2-4)
- Make tables of terminology includes the meaning of body cavities. (page 53)

4. Explain the terminology of the back

- Explain the spinal column (figure 2-5, 2-6)

5. Explain the terminology of the planes of the body (figure 2-7)

- Explain the positional and directional terms (page 60, table 2-1)

6. Test (this class's medical terms)

3. Learning Resources

1. Davi-Ellen Chabner (2018) Medical terminology. Chapter 2. 8th editions. Elsevier

Week	3-2 nd day	Hours	4
Topic	Considering complementary and Alternative Medicine		

1. Learning Outcomes

1. Considering complementary and alternative medicine
2. Understanding language clients use to describe symptoms and feelings

2. Teaching Contents and Learning Activities

1. Read scenario #2 and describe this scenario together. (p 48-50)

- Explain a new medical/nursing vocabulary in scenario # 2
- From a physiological perspective, what is Ms. Yemi Achu likely to be most concerned about her illness?
- From a psychosocial perspective, what is Ms. Yemi Achu likely to be most concerned about her illness?

2. Consider complementary and Alternative Medicine using Scenario #2. (p 50)

- Practice using Activity 2.1

3. Search for online topic 1

- Read: <https://www.nccih.nih.gov/health/complementary-alternative-or-integrative-health-whats-in-a-name>
- Compare to complementary, alternative, and integrative
- Summarized this article and included in your reflection thinking
- present this topic to each other and discuss it

4. Search for online topics 2

- watching: https://www.youtube.com/watch?v=4ZX_gpNwoJU
- summarized this online clip

5. Small talk: Describing symptoms & Feeling (Activity 2.2) p 51

3. Learning Resources

1. Susan D. B. (2014) Talks like a Nurse Communication skills workbook. 48-51 pp. Kaplan

2. <https://www.nccih.nih.gov/health/complementary-alternative-or-integrative-health-whats-in-a-name>
3. https://www.youtube.com/watch?v=4ZX_gpNwoJU

BNMC

<Resource>

Client	Africa-America female, 47 years
Diagnosis	Exacerbation of COPD (chronic obstructive pulmonary disease) and urinary tract infection
History	Degenerative joint disease, hypertension, COPD
Scenario	<p>MS. Yemi Achu is a 47-year-old Ghanaian woman who was admitted to med/surg diagnosed with exacerbation of COPD and a UTI. She has a history of DJD (degenerative joint disease), HTN, and COPD. Upon admission, her RR was 12/min and O₂ sats were 88%, and she reported an increase in coughing and sputum production and tightness in the chest.</p> <p>She has tried to quit several times, using a nicotine patch and nicotine gum, but was not successful. She is a Full Code. She is allergic to codeine. The attending</p>

Scenario#2

physician ordered O₂ at 2 L via NC (nasal cannula) to increase oxygen blood level because her O₂ sats fell below 90%. She is on continuous O₂ monitoring with a pulse oximeter. Other medications ordered are albuterol two puffs BID to dilate the bronchi, 0.9% NS IV running at 75mL/hr to maintain hydration and fluid balance, acetaminophen 325-650 mg PO PRN to relieve pain, lisinopril 20 mg PO daily to stabilize high blood pressure, prednisone 10mg PO BID to reduce the inflammation, and gentamicin 70 mg IVPB q8h to fight the infection. Her HOB (Head of Bed) needs to be raised at least 30 ° in a semi-Fowler's position. Vitals should be assessed q8h.

Passive range of motion (ROM) should be performed. She is on a low sodium (Na⁺) diet. A CBC lab has been ordered as well as urine culture and sensitivity. Pt also needs focused respiratory and musculoskeletal assessment. Pulmonary and orthopedic consults have been ordered. Pt came in with herbal supplements that she takes for "energy" at home, but they are not being given to her in hospital. She is a tailor and is well established in her business. Her niece, nephew, and aunt brought her to the emergency room. Her primary nurse practitioner also called to get an update on her progress.

Week	3-3 rd day	Hours	4
Topic	Medication orders		

2. Learning Outcomes

1. Learning medical/nursing abbreviations related to medication orders
2. Identifying medication orders, labs, tests, and nursing actions

3. Teaching Contents and Learning Activities

1. Review on Medical/Nursing Vocabulary (Scenario #2)

- Identify as many of the abbreviations from Scenario #2

2. Explain medical/nursing abbreviations: medication Order

- Practice medication order abbreviations: Activity 2.3

3. Analysis of Medication orders, Labs, test, and Nursing Action

- Write down the medications that are ordered Ms. Achu. Why is medication order? What information is provided for each medication, and in what order?
- Write down the labs and other tests that have been ordered and the nursing actions that have been planned for Ms. Achu.

4. Understand Medical/Nursing Terminology (p.64-67)

- Explain terminology definitions
- Test Activity 2.11
- Explain the precise word
- Test Activity 2.12

4. Learning Resources

1. Susan D. B.(2014) Talk like a Nurse Communication skills workbook. 52-55, 64-67 pp. Kaplan

Week	3-4 th and 5 th day	Hours	8
Topic	Useful expression of the admission process at ward 3		

1. Learning Outcomes

1. To understand the useful expression of the admission process at ward
2. To practice conversation using an admission process at ward

2. Teaching Contents and Learning Activities

1. Situation 1: To help patients

- Give a basic sentence to ask for patients
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: Telephone communication skills

- Give a basic sentence about telephone communications skills
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: Pre-operation communication skills

- Give a basic sentence about pre-operation communication skills
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: Post-operation communication skills

- Give a basic sentence about post-operation communication skills
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Exercise for patient

- Give a basic sentence about exercise for the patient

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Situation 6: To prevent falling down

- Give basic sentence to prevent falling down
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

7. Situation 7: To teach handwashing for the caregiver

- Give basic sentence to teach handwashing for the caregiver
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

8 Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 3

<Reference material 3>

1. Situation 1: To help patients

- 1) I am on my way. (I am coming. I will be right there.)
- 2) I will be there in a few minutes.
- 3) What happened? (What is the matter?)
- 4) How can I help you? Do you need anything? (What can I do for you?)
(Is there anything else I can do for you?)
- 5) Did you press the bell?
- 6) Is anything bothering you?
- 7) Do you have pain?
- 8) In which part of your body do you feel the pain?
- 9) When did the pain start?
- 10) Has the pain been getting worse?
- 11) Does the pain come on at any particular time?
- 12) I will give you an injection to relieve the pain.
- 13) Does it still hurt now?
- 14) Didn't painkiller work?
- 15) The doctor is with another patient right now.
- 16) I will call the doctor.
- 17) The doctor will come here and start your necessary treatment.
- 18) Doctor. Would you come immediately?
- 19) The patient is having trouble breathing.
- 20) The patient is in severe condition.

2. Situation 2: Telephone communication skills

- 1) A hospital. Who is calling, please?
- 2) This is Nurse _____.
- 3) Hold on, please.
- 4) Doctor. The phone is for you.
- 5) Dr. John. There is a call from Dr. shahana.
- 6) Dr. shariful. Call on nurse station phone.
- 7) He is not available now.
- 8) He is tied up with work.
- 9) He is not here right now.
- 10) Try to call again 30 minutes later.
- 11) I will tell him that you called.
- 12) Probably he will be gone for the rest of the day.
- 13) May I take your message?
- 14) If you leave a message, I will pass it on to him.
- 15) Should I have him call you back?
- 16) I will make sure he gets back to you.

Situation 3: Pre-operation communication skills

- 1) Did you notify the family of your operation schedule?
- 2) The operation must be notified to the family.
- 3) Call me when the family arrives.
- 4) I want to check your identity bracelet.
- 5) Do not eat or drink anything after midnight before the day of the survey.
- 6) I would like to make sure that you had not had anything to eat.
- 7) Fasting means that you cannot eat or drink anything for 6 to 8 hours before surgery.
- 8) If you are taking any medications, you should take your usual dose with a small sip of water before 6 am on the day of surgery.
- 9) You are allowed to drink a little water up to two hours before surgery.
- 10) Do you have any loose teeth that could fall out?
- 11) Do you happen to wear contact lenses?
- 12) You are going to move to the operation room.
- 13) Have you got any family here?
- 14) We will insert a urine catheter into your bladder.
- 15) It can make you feel uncomfortable. However, it does not hurt.

Situation 4: Post-operation communication skills

- 1) Stay calm. Relax.
- 2) You just have major surgery.
- 3) Lie still.
- 4) Take a deep breath, in and out.
- 5) The anesthetic has not worn off yet.
- 6) As time goes by, the effect will soon wear off.
- 7) If you feel like vomiting, use this emesis basin.
- 8) Do not put off the oxygen mask. Put on.
- 9) Pain medication can relieve pain but; it makes you drowsy.
- 10) You will feel better in a couple of hours.
- 11) I will be right over here if you need me.
- 12) Did you break wind (fart)?
- 13) The first meal is a clear liquid diet.
- 14) If you need anything, just press the button.
- 15) Take this medication after the meal.
- 16) It may be difficult to wash your face and brush teeth.
- 17) You do not have to rush. Take your time.
- 18) You can get help from the caretaker.
- 19) If you are unable to walk, you have to use a wheelchair.
- 20) I will show you how to use a wheelchair.
- 21) You can move around as much as you like.

Situation 5: Exercise for patient

- 1) Movement is good for you.
- 2) Early ambulation helps you improve blood circulation, stimulate respiratory functions, and decrease gas stasis in the intestines.
- 3) Early exercise is a good way to recover quickly after the operation.
- 4) Are you having difficulty standing up?
- 5) Resume your normal physical activities as soon as possible.
- 6) You can move around as much as you like.
- 7) Light exercise will improve your appetite and be helpful for deep sleep.

Situation 6: Prevent falling down

- 1) Was there a history of recent falls?
- 2) We try to screen patients for falls risk and manage many of the risk factors.
- 3) Patients who have a high risk of falling will be checked regularly.
- 4) Family or Caregivers have to always stay with the patient if he/she is at a high risk of falling.
- 5) Ask the nursing staff for help to go to the bathroom.
- 6) Ask for help when you need to get up.
- 7) The bed should be in the lowest position and brakes on.
- 8) Take your time to get out of bed.
- 9) Sit at the edge of the bed for a few seconds before you get up.
- 10) Wear nonslip slippers when you are up.
- 11) You need to use a cane or walker.
- 12) Use a shower chair.
- 13) Be careful. The bathroom floor is slippery.
- 14) Watch out. Watch your step.
- 15) The caregiver should stay with patients while the patient is in the bathroom.
- 16) Tell us if you have any concerns about your safety.
- 17) Use the call button when you need help.

Situation 7: To teach handwashing for the caregiver

- 1) You need to wash your hands frequently.
- 2) Your hands should be cleaned immediately after direct contact patient.
- 3) Rub your palms together with your fingers closed, and then together with fingers interlaced.
- 4) Interlock your fingers and rub the hand.
- 5) Clasp your thumb in your other palm and rub in a rotation motion, then switch hands, vice versa.
- 6) Rinse your hands well under running water and dry your hands using a clean towel.

Week	4-1 st day	Hours	4
Topic	Organization of the body 2		

1. Learning Outcomes

1. To understand the terminologies of the cardiovascular system
2. To understand the terminology of the digestive system
3. To understand the terminology of the endocrine system
4. To understand the terminology of the female reproductive system

2. Teaching Contents and Learning Activities

1. Review of last week chapter

2. Explain the terminology of the cardiovascular system (p. 216)

- anatomy overview
- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

3. Explain the terminology of the digestive system (p. 224)

- anatomy overview
- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

4. Explain the terminology of the endocrine system (p. 232)

- anatomy overview
- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

5. Explain the terminology of the female reproductive system (p. 238)

- anatomy overview

- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

3. Learning Resources

3. Davi-Ellen Chabner (2018) Medical terminology. Appendix 1. 8th editions. Elsevier

Week	4-2 nd day	Hours	4
Topic	Dialogue between Nurse and Mrs. Jackson		

1. Learning Outcomes

1. Practice dialog between nurse and patient
2. Understanding Telephone order

2. Teaching Contents and Learning Activities

1. Review on Dialog between nurse and patient (p. 68)

- Read the dialogue carefully
- If students have questions, you should give their questions and answer.

2. Practice each other

- Student can practice this situation
- Have a role-play together and give feedback
- Reflection on nurse and patient feeling

3. Practice telephone order using telephone scenario

- Give an example of a telephone report and order (p 60, 61)
- Practice activity 2.9
- Analysis this order and write down documentation telephone order report

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 60-63, 68-69 pp. Kaplan

<Resource>

Dialogue

Character	Contents
Nurse	(enter the room) Good afternoon, Ms.Achu.
Ms.Achu	Hello, nurse (whispering)
Nurse	How are you feeling?
Ms.Achu	You Know, sometimes I cannot seem to catch my breath. It is terrifying having to gasp for air.
Nurse	Well, no wonder. (falling intonation) All those years of smoking have affected your health. (harsh tone of voice)
Ms.Achu	I know, I wish I had kicked the habit... (staring out the window in deep thought)
Nurse	It is going to be fine; do not worry. However, it is not good to smoke. (rising intonation) You should quit smoking. It causes many health problems.
Ms.Achu	(Raising her voice) You are making me feel guilty. (science)
Nurse	I did not mean to make you feel that way. It is just the reality of things....(raising her eyebrows) However, we will do the best we can to help you.
Ms.Achu	Well, I just seem to be getting worse since I came to the hospital. I am having difficulty breathing, and on top of it, all the infection in my urinary tract is not going away. Maybe if you allowed me to take my energy pills, I would be better by now!
Nurse	The UTI should clear up by the time your dose of antibiotics is complete. Herbal supplements are not allowed in the hospital; you have been told that. Sometimes they can cause problems for clients.
Ms.Achu	(Silence)
Nurse	Otherwise, is anything else the matter?
Ms.Achu	I just feel useless. I wonder how I will be able to continue working as a tailor... I hope my customers will understand if I need more time to finish alterations. I am afraid I may lose work and financially...I do not think I can cope anymore. (start sobbing)
Nurse	You will be fine; you're a strong woman.
Ms.Achu	(Silence)
Nurse	Don't you have another source of income? You should ask your family to help you.
Ms.Achu	(Silence)
Nurse	Anyway, things will work out, you will see.

Week	4-3 rd day	Hours	4
Topic	Communication skills: Giving advice, expressing disapproval, Judging the patient, False reassurance		

1. Learning Outcomes

1. Avoiding blocks to therapeutic communication: Giving advice expressing disapproval, judging the client, and false reassurance
2. Recognizing cultural differences in blocks to therapeutic communication

2. Teaching Contents and Learning Activities

1. Explain avoiding blocks to therapeutic communications: Giving advice, expressing Disapproval, Judging the patient, and false reassurance for using the example

- Look back at the dialogue between Nurse and Achu (p .68)
- Analyzing dialogue for giving advice, expressing disapproval, Judging the patient, and false reassurance
- Presentation for student's report and feeling

2. Practice using activities

- Practice using Activity 2.15 and 2.16
- Practice using Activity 2.18 and 2.19
- Practice using Activity 2.21 and 2.22
- Practice using Activity 2.24 and 2.25

3. Explain cultural differences in therapeutic communication

- Explain cultural differences in therapeutic communication
- Discuss two or three topics
 - . In your culture, are clients ever advised by health care providers? If so, under what circumstances and why?
 - . What is the status of nurses in your culture? Are clients likely to follow the advice or direction of nurses and other health care providers? What are the advantages and disadvantages of this behavior?
 - . In your culture, are clients ever given false reassurance? If so, under what circumstances and why?
 - . As a future health care provider, would you ever give a client false reassurance? If so, Under what circumstances and why?

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 69-77 pp. Kaplan

Week	4-4 th and 5 th day	Hours	8
Topic	The expression for outpatient department nurse 1		

4. Learning Outcomes

1. To understand the useful expression of outpatient department nurse
2. To practice conversation using an outpatient department nurse

5. Teaching Contents and Learning Activities

1. Situation 1: OPD room

- Give basic sentence OPD room
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: Home care instruction after post-procedure

- Give basic sentence about instruction after post-procedure
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: Respiratory internal medicine department

- Give basic sentence about respiratory internal medicine department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: Cardiology department

- Give a basic sentence about the cardiology department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Endocrinology department

- Give a basic sentence about the endocrinology department

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 4

<Reference material 4>**Situation 1: OPD room**

- 1) May I help you?
- 2) Do you want to check-in?
- 3) Please register at the reception desk in the main entrance lobby.
- 4) Please register at the front desk.
- 5) Do you have a reservation?
- 6) Who is your doctor?
- 7) Do you have a consultation request?
- 8) What seems to be the problem?
- 9) Is there a doctor you want to see?
- 10) Whom would you like to see?
- 11) Do you want to see Dr. Fahima?
- 12) What is your name?
- 13) How do you spell your name?
- 14) What is your date of birth?
- 15) I would like to verify your identity.
- 16) Do you have any identification card?
- 17) Your appointment is at 9 O'clock.
- 18) Please wait in the waiting room.
- 19) Take a seat over there, and I will let you know.
- 20) Please have a seat until you are called.
- 21) You need to go to the restroom before the examination.
- 22) Down this hallway.
- 23) The restroom is around the corner.
- 24) Since you arrived late, you have to wait to avoid delaying other patients.
- 25) Sorry to have kept you waiting.
- 26) You will see a doctor a little later.
- 27) It is your turn. The doctor will call you soon.
- 28) Please come in and have a seat.
- 29) After paying at the reception desk, go to the X-ray and blood lab.
- 30) Follow the yellow line to the X-ray department.
- 31) Follow the arrows on the wall.
- 32) Follow the red line.
- 33) Come this way, please.
- 34) I will show you to the laboratory room.
- 35) You can leave when you are done.
- 36) Please come here again and wait for a while.
- 37) You will hear the result after a while.
- 38) The prescription is for 14 days.

39) You can fill this prescription at any pharmacy.
 40) I will make a follow-up appointment for you.
 41) What date do you want?
 42) We have-, at 2 PM open.
 43) Will that be a good time?
 44) 3 PM is filled.
 45) 3:20 PM open.
 46) Will you take it?
 47) Your appointment is-.
 48) See you then.
 49) The doctor said that you need hospitalization.
 50) You need to be admitted to the hospital today.
 51) Please go to the admission desk and check-in.
 52) Please understand that the hospital has to find the appropriate bed for you.
 53) This may take time.
 54) It will take many hours.
 55) You have to wait until someone is discharged.
 56) Which type of room do you prefer?
 57) If you want a private room, you may be expected to pay the additional fees.
 58) You should give your valuables to your family.
 59) The hospital will provide personal items like a gown, towel, and slippers.
 60) You need to buy personal toiletries and daily necessities at the hospital convenience store.
 61) A nurse is assigned to you and responsible for your care.
 62) You will be under the care of the nurse after admission.

Situation 2: Home care instruction after post-procedure

- 1) You have just had a surgical procedure.
- 2) You could be drowsy for a couple of hours after your injection because of the sedative you may receive.
- 3) You have no pain for one hour because the area has been numbed with local anesthesia.
- 4) On the day of operation, you can expect some pain.
- 5) Take the prescribed medication if you have a pain attack.
- 6) Fill the prescription at the pharmacy.
- 7) Do not change the dosage of medication.
- 8) If you see blood coming through the bandage, do not be alarmed.
- 9) Elevate your wound site and wrap some toweling around the bandage.
- 10) Keep the site elevated and notify the doctor if bleeding continues.
- 11) Do not remove suture and bandage.
- 12) Watch for redness, swelling, persistent bleeding, and increased pain.

- 13) Keep the bandage clean and intact until your next visit.
- 14) Do not drink alcoholic beverages or smoke.
- 15) Immediately after discharge, you are going directly home and limit your activity.
- 16) If you received exercises from your doctor.
- 17) If you have severe pain, it is advisable to use ice at the operation site for 20 minutes of every hour.
- 18) The medicine used to put the patient to sleep will be acting in the body for the next 24 hours.
- 19) Your family or friend has to escort you to your home.
- 20) We suggest that a responsible adult is with the patient for the rest of the day.

Situation 3: Respiratory internal medicine department

- 1) Do you have a cough?
- 2) Do you have a fever?
- 3) Do you have a sore throat?
- 4) Do you have a cough, sneezing, or runny nose?
- 5) How long have you had a cough?
- 6) When did your cough begin?
- 7) When does the cough occur?
- 8) Do you cough quite often?
- 9) Do you get discomfort in your chest?
- 10) Do you get any pain on breathing?
- 11) Do you get a pain in your chest when you cough?
- 12) Have you had a cold recently?
- 13) Do you cough up phlegm?
- 14) How much do you bring up phlegm?
- 15) What color is it?
- 16) Are you coughing up thick yellow or red phlegm?
- 17) Are you coughing up blood?
- 18) Have you ever coughed up blood or bloody sputum?
- 19) Do you have a fever with shortness of breath?
- 20) Do you feel muscle aches or headaches?
- 21) Does any position make it worse?
- 22) Do you have any difficulty with your breathing?
- 23) Do you get short of breath?
- 24) Are you troubled by shortness of breath?
- 25) Have you ever had any shortness of breath?
- 26) Is it more difficult to breathe in or breathe out?
- 27) Does it hurt when you breathe?
- 28) Are you using a puffer for your asthma?
- 29) Have you ever suffered from tuberculosis?

30) Does anyone else in your family have thus cough?

Situation 4: Cardiology department

- 1) Do you know the fact that you have hypertension?
- 2) When did you know that?
- 3) Do you have a history of hypertension in your family?
- 4) Are you checking your blood pressure regularly?
- 5) Do you ever have palpitations?
- 6) Do you have any chest discomfort or chest pain?
- 7) Do you have shortness of breath?
- 8) Do you get pain in your chest?
- 9) Do you feel chest discomfort?
- 10) Have you ever had heart problems?
- 11) Do you have pressure or tightness in your chest?
- 12) Have you ever felt your heart fluttering very quickly?
- 13) Does the pain move around and spread anywhere?
- 14) Do you feel any discomfort in the order area?
- 15) Do you have any episodes of pressure under the chest by cold air or activity?
- 16) How do you feel your pain?
- 17) Do you have episodes of shortness of breath?
- 18) Are you troubled by shortness of breath?
- 19) Have you ever fainted?
- 20) Do you feel dizzy?
- 21) Do you suffer from any other problems?
- 22) Did you ever have an electrocardiogram?

Situation 5: Endocrinology department

- 1) Do you have diabetes?
- 2) When did you get it?
- 3) Do you have a history of diabetes in your family?
- 4) Are you checking your blood sugar regularly?
- 5) Do you check blood sugar today?
- 6) What are your sugars in the morning?
- 7) Are you taking any tablet or insulin?
- 8) Are you taking your pills for your sugar?
- 9) Do you take insulin?
- 10) Have you been adjusting your insulin?
- 11) Have you been adjusting insulin when it goes high?
- 12) Do you do anything when you have low sugars?
- 13) Do you have any tingle of the hands or feet?
- 14) Do you feel thirst or fatigue?
- 15) Have you been drinking excessive fluids?

16) Are you trying to lose some weight?

Week	5-1 st day	Hours	4
Topic	Organization of the body 3		

1. Learning Outcomes

1. To understand the terminologies of the lymphatic system
2. To understand the terminology of the male reproductive system
3. To understand the terminology of the musculoskeletal system
4. To understand the terminology of the nervous system

2. Teaching Contents and Learning Activities

1. Review of last week chapter

2. Explain the terminology of the lymphatic system (p. 244)

- anatomy overview
- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

3. Explain the terminology of the male reproductive system (p. 248)

- anatomy overview
- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

4. Explain the terminology of the musculoskeletal system (p. 253)

- anatomy overview
- terminology of organs
- terminology of pathology
- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

5. Explain the terminology of the nervous system (p. 263)

- anatomy overview
- terminology of organs
- terminology of pathology

- terminology of lab test, diagnosis test, treatment procedures
- test (if you have enough time)

4. Learning Resources

1. Davi-Ellen Chabner (2018) Medical terminology. Appendix 1. 8th editions. Elsevier

BNMC

Week	5-2 nd day	Hours	4
Topic	Providing culturally competent care		

1. Learning Outcomes

1. Providing culturally competent care
2. Understanding language clients use to describe symptoms and feelings

2. Teaching Contents and Learning Activities

- 1. Read scenario #3 and describe this scenario together. (p 92-93)**
 - Explain a new medical/nursing vocabulary in scenario # 3
 - Make a list of new medical/nursing vocabulary.
- 2. Consider critical thinking skills using Scenario #3. (p 94)**
 - Explain critical thinking skills on providing culturally competent care
 - Practice using Activity 3.1
- 3. Understanding and Using Language effectively in Health care settings (p 95-96)**
 - Describing symptoms and feelings, responses to pain
 - Practice using Activity 3.2
 - Practice using Activity 3.3

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 92-96 pp. Kaplan

<Resource>

Scenario#3

Client	Hmong male, 64 years
Diagnosis	Angina
History	Myocardial infarction, hypertension, atherosclerosis, hypercholesterolemia
Scenario	<p>Mr. Dam Yang is a 64-year-old Hmong man diagnosed with angina admitted to the cardiac/telemetry unit. He came in complaining of intense chest pain during the night. He stated that he felt a tightness in his chest, like an elephant sitting on him. He also stated that the pain increases with exertion. He rated his chest pain at 8 on a scale of 0 to 10. The pain was radiating to his shoulders, arms, and upper abdomen. He is sometimes SOB (short of breath); at work yesterday, he had to take several rest breaks. He stated that over-the-counter analgesics do not relieve acute pain, so pain management has been quite challenging.</p> <p>He has diaphoresis and feels weak. He has tachycardia and JVD (jugular venous distension). Upon making a health history during triage, the admitting nurse found that Pt had an MI (myocardial infarction) 4 years ago. Cardiac catheterization was done at that time. Pt also has HTN (hypertension), atherosclerosis, and hypercholesterolemia. He is a Full Code. He has NKA (no known allergies) and is on bed rest.</p> <p>The attending physician ordered a nitroglycerin 0.5 mg tablet stat to decrease platelet activity and clot formation, and hydromorphone (Dilaudid) 1.5 mg IV push PRN q3-4hr to relieve pain. The physician ordered O₂ at 2L via NC to increase oxygenation of O₂ sats falls below 90%. Mr. Yang also has orders for electrolyte labs, troponin lab, CBC lab, and stress test. His vitals should be checked for q15 min until there is chest pain relief. His diet status is NPO at this time.</p> <p>Pt also needs to be focused on cardiac and respiratory assessments. The physician put in cardiology consult for further assessment and a dietician consult related to high cholesterol levels. Mr. Yang came to the hospital; he was given traditional treatments. The bruises on his chest result from cupping* and prick marks on his fingers from skin pricking to release pressure. His wife and 3 grandchildren (ages 4, 6, and 12 years) have been with him since admission. His wife speaks little English, so a Hmong interpreter is needed during consultations and updates. Through an interpreter, the wife said that a shaman is on his way to see Mr. Yang. Mr. Yang's condition has not improved since the traditional treatments, so a soul-calling ceremony is being planned.</p>

Week	5-3 rd day	Hours	4
Topic	Understanding medication orders, Labs, Tests, and Nursing Action		

1. Learning Outcomes

1. Learning medication/nursing abbreviations related to medication orders: frequency of administration
2. Identifying medication orders, labs, tests, and nursing actions
3. Documenting client care: Using medical/nursing abbreviations, acronyms, and concise wording

2. Teaching Contents and Learning Activities

- 1. Identify as many of the abbreviations from Scenario #3 about Mr. Yang (p 97-99)**
 - practice using activity 3.4
 - Identifying and writing down medication orders, labs, tests, and nursing action from scenario #3
 - Present 2-3 more student based on writing down medication orders, labs, tests, and nursing action from scenario #3
- 2. Explain both etiology and sign and symptoms of Nursing Diagnosis (p 102-104)**
 - Give good examples of etiology, sign, and symptoms
 - Practice using activity 3.8
- 3. Understanding telephone order situation (p 104-109)**
 - Describe on telephone order situation on 104 pages
 - Practice on documentation of telephone report
 - Practice using activity 3.10
- 4. Understanding medical/nursing abbreviations and acronyms and concise wording (p 110-112)**
 - Practice using activity 3.11-12

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 97-112 pp. Kaplan

Week	5-4 th and 5 th day	Hours	8
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Topic	Useful expression of outpatient department nurse 2
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1. Learning Outcomes

1. To understand the useful expression of outpatient department nurse
2. To practice conversation using an outpatient department nurse

2. Teaching Contents and Learning Activities

1. Situation 1: Internal medicine department

- Give basic sentence internal medicine
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: General Surgery department

- Give a basic sentence about the general surgery department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: OBGY department

- Give a basic sentence about the OBGY department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: Pediatric department

- Give a basic sentence about the pediatric department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Orthopedics department

- Give a basic sentence about the orthopedics department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences

- Practice each student

6. Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 5

<Reference material 5>

Situation 1: Internal medicine department

- 1) Do you have abdominal discomfort?
- 2) Do you get pain in your abdomen?
- 3) Do you have gastric pain?
- 4) Where does your belly hurt you?
- 5) Do you have right lower quadrant abdominal discomfort?
- 6) What kind of discomfort?
- 7) Do you feel abdominal tenderness?
- 8) What kind of pain?
- 9) How often do you get pain?
- 10) Do you feel pain after a meal?
- 11) Do certain foods bring on pain?
- 12) Do you feel pain before the meal?
- 13) If you eat, do you feel better?
- 14) How soon after eating?
- 15) Do you feel nausea or vomiting?
- 16) Are you going to throw up?
- 17) How much do you vomit?
- 18) When do you vomit?
- 19) Have you noticed any blood in your vomit?
- 20) What color is the vomit?

Situation 2: General Surgery department

- 1) Do you have abdominal discomfort?
- 2) Do you get pain in your abdomen?
- 3) Where does your belly hurt you?
- 4) Where does your abdomen hurt the most?
- 5) Do you feel abdominal pain when I touch?
- 6) How often do you get pain?
- 7) Have you ever passed any bloody stool?
- 8) Do you feel nausea or vomiting?
- 9) Have you ever had any injuries?
- 10) Have you had any messes in your breasts?

Situation 3: OBGY department

- 1) Do you have regular periods?
- 2) Are your periods irregular?
- 3) Are you on your period?
- 4) Are you missing your period?
- 5) When was the period before that?

- 6) When did your period start?
- 7) Do you still see your periods?
- 8) Have you stopped having periods?
- 9) Do you get hot flushes?
- 10) Have you periods always been regular in the past?
- 11) When was your first period?
- 12) How do you feel before your periods start?
- 13) How long do you have periods?
- 14) How many days have been bleeding?
- 15) Do you have much flow each time?
- 16) Do you have a menstrual cramp?
- 17) Have you ever been pregnant?
- 18) Do you use an intrauterine device (IUD)?
- 19) Do you take any contraception?
- 20) Have you ever had an abortion?

Situation 4: Pediatric department

- 1) How old is your baby?
- 2) How much does your baby weigh?
- 3) Does your baby have a fever?
- 4) Did your baby vomit?
- 5) Did your baby have fits?
- 6) When did your baby start having fits?
- 7) Does your baby have cold symptoms?
- 8) Does your baby seem to have diarrhea?
- 9) Is the bowel movement mostly yellow?
- 10) Does your baby have hard bowel movements?

Situation 5: Orthopedics department

- 1) Where is your pain?
- 2) Did you get hurt?
- 3) How did you get hurt?
- 4) Did you fall down?
- 5) Did you get hit?
- 6) Do you get into an accident?
- 7) When did the accident happen?
- 8) Do you feel any pain here?
- 9) Does your neck hurt?
- 10) Does your back hurt?
- 11) Does the pain come with motion?
- 12) Where in your body does it hurt?

Week	6-1 st day	Hours	4
Topic	Organization of the body 4		

1. Learning Outcomes

1. To understand the terminologies of the respiratory system
2. To understand the terminology of skin and sense organs
3. To understand the terminology of the urinary system
4. To understand abbreviation terminology

2. Teaching Contents and Learning Activities

1. **Review of last week chapter**
2. **Explain the terminology of the respiratory system (p. 269)**
 - anatomy overview and terminology of organs
 - terminology of pathology
 - terminology of lab test, diagnosis test, treatment procedures
 - test (if you have enough time)
3. **Explain the terminology of the male reproductive system (p. 277)**
 - anatomy overview and terminology of organs
 - terminology of pathology
 - terminology of lab test, diagnosis test, treatment procedures
 - test (if you have enough time)
4. **Explain the terminology of the urinary system (p. 285)**
 - anatomy overview and terminology of organs
 - terminology of pathology
 - terminology of lab test, diagnosis test, treatment procedures
 - test (if you have enough time)
5. **Review on abbreviations (p. 318)**

13) Learning Resources

2. Davi-Ellen Chabner (2018) Medical terminology. Appendix 1 and 3. 8th editions. Elsevier

Week	6-2 nd day	Hours	4
Topic	Dialogue between Nurse and Mr.Yang		

1. Learning Outcomes

1. Practice dialog between nurse and patient
2. Understanding rating and describing pain

2. Teaching Contents and Learning Activities

1. Review on Dialog between nurse and patient (p 113)

- Read the dialogue carefully
- If students have questions, you should give their questions and answer.

2. Practice each other (p 115)

- Student can practice this situation
- Have a role-play together and give feedback
- Reflection on nurse and patient feeling
- Practice activity 3.13

3. Practice taking a pain history (p116-117)

- Practice activity 3.14
- Practice activity 3.15

4. Understanding the patient's descriptions of pain (p118-119)

- Look back at Scenario #3 and add any additional words that Mr. Yang used to describe his pain when he was first admitted to the hospital and practice 3.16

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 113-119 pp. Kaplan

<Resource>

Dialogue

Character	Contents
Nurse	Good afternoon, Mr. Yang. How are you doing?
Mr. Yang	I am fine. (breathing through clenched teeth)
Nurse	You say you are fine, but you seem to be in pain. Can you tell me more about how you are feeling right now?
Mr. Yang	I am doing better than last night.
Nurse	I am glad that you are feeling better, but are you in any pain right now? (nurse pulls a chair closer to the bed and takes a seat)
Mr. Yang	Yes, a little. (biting lower lip)
Nurse	Tell me more. Where is your pain?
Mr. Yang	In my chest.
Nurse	On a scale of 0 to 10, with 0 no pain and ten the worst pain you can imagine, how would you rate your pain?
Mr. Yang	It is about a 5. It is not too bad. Earlier today, the pain was killing me. However, the medication helped...
Nurse	Tell me what your pain usually feels like.
Mr. Yang	It is a throbbing, burning feeling in my chest that causes tightness.
Nurse	Do you feel the chest pain radiating or moving to other parts of your body?
Mr. Yang	Sometimes I feel the pain in my shoulder, too.
Nurse	How long does the pain usually last?
Mr. Yang	Sometimes it lasts 10 minutes; other times up to 30 minutes. It just depends on how hard I am working.
Nurse	What triggers or causes the pain? (leans in)
Mr. Yang	When I work long hours at the restaurant and get too hot and busy in the kitchen, I get breathless and a little dizzy. I start breathing harder, and then my chest begins to hurt. I have to sit down, but I cannot. I have no time. I have to pay my bills... (rubbing palms together)
Nurse	As I understand it, the pressure at work makes the pain worse and makes it harder for you to get your work done. Is that correct?
Mr. Yang	Yes
Nurse	What relieves your pain or helps make it go away when you are at work?
Mr. Yang	Well, I take some aspirin, sit down, and let the fan blow on my face with a wet towel on my forehead. Sometimes I also rock back and forth to feel better. Lately, my back has also been hurting... (trails off, but flexes back and makes facial grimace)
Nurse	I am sorry that I did not understand the last part of what you said. You seem uncomfortable. Could you repeat that?
Mr. Yang	My back has been feeling stiff and tight.
Nurse	I see. Is there anything else that helps to relieve your pain?

Character	Contents
Mr.Yang	Yes. I feel better when cupping is done on my chest to relieve the pressure, and my fingers are pricked to release bad blood.
Nurse	From what I hear you say, the traditional treatments of cupping and pricking provide some relief to the pain. Is that correct?
Mr.Yang	Yes
Nurse	I am glad to hear that. I have just one more question for you. What do you fear most about your pain?
Mr.Yang	(Staring out the window, deep in thought) I fear that the pain will get so bad that I can no longer work. The restaurant supports my family, and times have been tough lately. I am afraid that I will become dependent on painkillers. Moreover, what if I do not make it? (watery eye)
Nurse	I understand that your health situation has been quite challenging for you and your family
Mr.Yang	(silence)
Nurse	So, I would like to wrap up our conversation now, but before we finish, let me make sure that I have noted everything you have said about your pain: Right now, your pain is about a five on a scale of 0 to 10. Your pain is usually a throbbing, burning feeling in your back has been hurting, too. The pain in your chest usually lasts 10 minutes but can last as long as 30 minutes. Getting overexerted in the restaurant seems to trigger the pain, but it gets better when you sit down and cool off. Traditional treatments also seem to help. You also seem concerned about how the pain will affect your ability to work in the restaurant. Is there anything else you would like to add?
Mr.Yang	Yes, I want to know what is wrong with me and what the doctors can do to help me get well.
Nurse	After the cardiac consult this afternoon, the physicians will hopefully develop a solution that will provide long-lasting relief. In the meantime, during my shift, I will do my best to make sure that your pain is controlled and that you feel comfortable and well taken care of.
Mr. Yang	Thank you very much. (Smiling)

Week	6-3 rd day	Hours	4
Topic	Communication skills: Open-ended questions, focused question, probes, paraphrases, requests for clarification, discrepancy tests, summaries, and closing		

1. Learning Outcomes
<ol style="list-style-type: none"> 1. Understanding and using interviewing skills effectively: Open-ended questions, focused questions, probes, paraphrases, requests for clarification, discrepancy tests, summaries, and closure 2. Recognizing cultural differences in pain management

2. Teaching Contents and Learning Activities
1. Identifying Open-ended questions <ul style="list-style-type: none"> - Look back at the dialogue between Nurse and Mr. Yang - Analyzing dialogue about open-ended questions - Practice using activity 3.17 - Practice using activity 3.18 - Practice using activity 3.19
2. Identifying Focused questions <ul style="list-style-type: none"> - Look back at the dialogue between Nurse and Mr. Yang - Analyzing dialogue about focused questions - Practice using activity 3.20 - Practice using activity 3.21
3. Identifying Probes, clarification, and discrepancy tests <ul style="list-style-type: none"> - Look back at the dialogue between Nurse and Mr. Yang - Analyzing dialogue about probes, clarification, and discrepancy test - Practice using activity 3.22 - Practice using activity 3.23 - Practice using activity 3.24 - Practice using activity 3.25 - Practice using activity 3.26 - Practice using activity 3.27
4. Explain cultural differences in therapeutic communication <ul style="list-style-type: none"> - Discuss two or three topics

- . How do people in your culture generally respond to pain? Why? What are the prevailing beliefs and attitudes toward your culture?
- . What words or images do people generally use to describe the pain of your culture?
- . Are there any concerns about the use of opioids for pain medication in your culture? If so, what are they? Why do people have these concerns?
- . Are there differences in the beliefs, attitudes, and behaviors in response to pain among different groups in your culture? If so, what are they?
- . As a future health care provider, do you have any concerns about assessing and managing your patient's pain? If so, explain.

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 120-132 pp. Kaplan

Week	6-4 th and 5 th day	Hours	8
Topic	Useful expression of outpatient department nurse 3		

1. Learning Outcomes

1. To understand the useful expression of outpatient department nurse
2. To practice conversation using an outpatient department nurse

2. Teaching Contents and Learning Activities

1. Situation 1: Neuro Surgery department

- Give basic sentence Neurosurgery department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: Ophthalmology department

- Give a basic sentence about the Ophthalmology department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: ENT department

- Give a basic sentence about the ENT department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: Dermatology department

- Give a basic sentence about the Dermatology department
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Urology department

- Give a basic sentence about the Urology department

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 6

<Reference material 6>

Situation 1: Neuro Surgery department

- 1) Do you have headaches?
- 2) Where in your head, does it hurt?
- 3) Which part hurts the most?
- 4) How did you get hurt?
- 5) Did you hurt your head?
- 6) Did you fall slip?
- 7) Did you hit your head?
- 8) How far did you fall?
- 9) Do you get pain in your head?
- 10) Do you have frequent headaches?
- 11) Are you dizzy?
- 12) Do you ever feel sick?
- 13) Did you lose consciousness?
- 14) Have you ever had a head injury before?
- 15) Have you ever had any dizziness?
- 16) Do you remember when you had an accident?
- 17) Have you injured your head or been knocked out recently?
- 18) Did you suffer from headaches?
- 19) When was the first time you had headaches?
- 20) Do you have any history of fainting suddenly?

Situation 2: Ophthalmology department

- 1) Do you have any problems with your eyes?
- 2) Do you get any kind of problem with your eyes?
- 3) Do you have eye pain?
- 4) Do you have blurred vision?
- 5) Do you have a vision change?
- 6) Have you noticed any change in your vision?
- 7) Both eyes? One eye?
- 8) Have you ever worn glasses?
- 9) Can you see clearly both far away and close up?
- 10) Are you near-sighted?
- 11) Are you far-sighted?
- 12) Do you have difficulty reading the book?
- 13) How long have you been wearing glasses?
- 14) When did you wear them?
- 15) What were they for?
- 16) Are they for distance, near, or both?

Situation 3: ENT department

- 1) Do you have a good hearing?
- 2) Do you have hearing loss?
- 3) Do you have hearing loss in one or both ears?
- 4) Can you hear well what others say?
- 5) Are you working around loud noises?
- 6) Has your hearing loss occurred gradually as you have aged?
- 7) Do you wear a hearing aid?
- 8) Do you have ear pain?
- 9) Do you have ear discharge?
- 10) Do you have pain deep in the ear?
- 11) Do you have thick drainage from the ear canal?
- 12) Is the pus oozing from your ears?
- 13) Do you have pain behind your ears?
- 14) Do you have tenderness when you touch the bone behind the ear?
- 15) Does your ear hurt when I pull on the ear?
- 16) How often does ear pain occur?
- 17) Do you hear strange sounds?
- 18) What does it sound like?
- 19) Do you hear fluid in your ear?
- 20) Do you feel the water in your ear?

Situation 4: Dermatology department

- 1) Do you have any skin problems?
- 2) Did you get a bug bite?
- 3) Did you get bitten by an insect?
- 4) Do you have any rashes?
- 5) When did you rash start?
- 6) Did you rash spread?
- 7) Do you feel itching?
- 8) When does your skin feel itchy?
- 9) Where is it most severe?
- 10) Do you have any eczema?
- 11) Is there anything that aggravates your eczema?
- 12) What have you tried for your eczema?
- 13) Do you have atopic problems?
- 14) Do you have any allergies?
- 15) Do you have any history of any rash?
- 16) Have you ever experienced any skin eruptions on your body?
- 17) Are you on any medication?
- 18) Did you eat anything special?

- 19) Does anyone in your family suffer from skin problems?
- 20) Is your skin dry?
- 21) Do you get any spots?

Situation 5: Urology department

- 1) How about your urination?
- 2) Do you have any problems passing water?
- 3) Do you have any difficulties in voiding your urine?
- 4) Do you feel like urinating often?
- 5) Do you have problems starting the urine stream?
- 6) Do you have a weak urinary stream?
- 7) Do you dribble urine after you urinate?
- 8) Did you see blood in your urine?
- 9) Is your urine cloudy?
- 10) Where does your belly hurt you?
- 11) Do you have any pain in your abdomen, side, or back?
- 12) Do you get pain in your side?
- 13) Do you have a fever a flank pain?
- 14) Do you have any history of renal stone?
- 15) Did you ever have a ureteral stone?
- 16) Do you have pain in the groin?
- 17) Is there pain behind the scrotum?
- 18) Have you ever had a kidney or bladder infection?
- 19) Do you feel pain in your bladder?
- 20) Do you have any pain or burning while urinating?
- 21) Do you have pain in your penis when your urinate?
- 22) Do you have a discharge from the tip of the penis?
- 23) Did you see pus in your urine?
- 24) Have you ever had any venereal disease?
- 25) Do you leak when you cough?
- 26) When do you have leakage?
- 27) How many pads do you use per day?
- 28) Do you have a sensation of not emptying your bladder after you have finished urinating?

Week	7-1 st day	Hours	4
Topic	Suffixes		

1. Learning Outcomes

1. To understand the terminologies of combination forms
2. To understand the terminology of diagnostic suffixes
3. To understand the terminology of procedural suffixes

3. Teaching Contents and Learning Activities

1. **Review of last week chapter**
2. **Explain terminology of combining forms (p. 86-87)**
 - make tables of combining form and meaning
 - explain this table to student
3. **Explain terminology of diagnostic suffixes (p. 87-95)**
 - algia/emia/ ia/ itis/ megaly/ oma/ osis/pathy/rrhea/rrhage/sclerosis/uria
 - al/eal/ar/ary/ic
4. **Explain terminology of procedural suffixes (p. 96-105)**
 - centesis/ectomy/gram/ graphy/ lysis/scopy/stomy/therapy/tomy
5. **Give exercises (p.107-128)**
 - Select exercise more 40 questions
 - Test to student
 - Review answers together to understand these terminologies

4. Learning Resources

5. Davi-Ellen Chabner (2018) Medical terminology. Chapter 3. 8th editions. Elsevier

Week	7-2 nd day	Hours	4
Topic	Addressing personal health-related issues		

1. Learning Outcomes

1. Addressing personal health-related issues
2. Understanding language patients use to describe bodily functions

2. Teaching Contents and Learning Activities

- 1. Read scenario #4 and describe this scenario together. (p 154)**
 - Explain a new medical/nursing vocabulary in scenario # 4
 - Make a list of new medical/nursing vocabulary.
- 2. Consider critical thinking skills using Scenario #4**
 - Explain critical thinking skills on addressing personal health-related issues
 - Practice using Activity 4.1
- 3. Understanding and Using Language effectively in Health care settings (p 155-156)**
 - Describing bodily functions
 - Practice using Activity 4.2
- 4. Understanding medical/nursing abbreviations**
 - practice using Activity 4.3

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 154-158 pp. Kaplan

<Resource>

Scenario#4

Client	Hispanic, female 17 years
Diagnosis	Peptic ulcer disease
History	Bulimia nervosa (purging type), gastritis, asthma, intermittent GERD, pernicious anemia
Scenario	<p>Jamie Martibez is a 17-year-old adolescent whose parents immigrated to the United States from Mexico when she was 4. She was admitted to med/Surg with a diagnosis of PUD (peptic ulcer disease). She has been vomiting blood for two days and has dark tarry stools. She is experiencing abdominal pain flare-ups, especially at night, due to increased gastric secretions and lying down.</p> <p>Her BP is 84/57, and her O₂ sats are 99%. She has a history of bulimia nervosa (purging type), gastritis, and asthma.</p> <p>For the past two years, she has had intermittent bouts of GERD (gastroesophageal reflux disease), which is managed with omeprazole. Her asthma is dormant. She has not had any asthma attacks in 6 years, although she occasionally wheezes when her heartburn intensifies. During admission, she stated, "I am dying, my stomach is dormant; she has not had any my throat is on fire!"</p> <p>She rated her pain at 8 on a scale of 0 to 10. She is anxious. Upon making a health history, the triage nurse discovered that Jamie had had pernicious anemia for two years and, until recently, was on intensive vitamin B12 therapy to treat it. She is a Full Code. She is allergic to codeine and latex. The attending physician ordered the following medications: 0.9% NS IV running at 100 mL/hr to maintain hydration and fluid balance; omeprazole 20 mg PO BID to reduce gastric acid secretion; famotidine 20 mg IV push BID to inhibit gastric acid secretion, to prevent acid-induced inflammation and promote healing of ulcer; amoxicillin 1,000 mg PO BID to eradicate bacteria causing the infection; hydrocodone/acetaminophen (Vicodin) #10 mg PO q4-6hr PRN to relieve pain; and ibuprofen 400 mg PO PRN to reduce fever over 100.2°F.</p> <p>Her weight should be checked daily, and vital signs and O₂ sats checked q4h. If O₂ sats fall below 90%, the clinician should be contacted, and O₂ at 2L administered via NC to increase oxygenation. Pt should be encouraged to take fluids orally. After she has eaten, she should remain upright (either sitting in a chair or at 90° in bed in a high Fowler's position) for 3 hours to decrease acid reflux, during which vital signs should be monitored every 15 minutes because of hypotension. She is on a non-irritating diet. Urine test (or urinalysis) and CBC lab have been ordered.</p> <p>Psychiatric and dietitian consults were ordered. Jamie's parents are both professionals, they are very concerned about their daughter's well-being, but they are reluctant to acknowledge that she has an eating disorder and have not participated in any kind of family counseling. Her mother has been with her in the hospital since admission. The Martinez family is very involved in the Catholic church; their priest has visited every day since Jamie's admission. Jamie is a senior in high school and is on the honor roll and in the school orchestra.</p>

Week	7-3 rd day	Hours	4
Topic	Understanding the language of goals, desired outcomes, and nursing interventions		

1. Learning Outcomes

1. Understanding the language of goals, desired outcomes, and nursing interventions
2. Analyzing and evaluating documentation of client care

2. Teaching Contents and Learning Activities

1. Identifying nursing care plan

- Read the nursing plan of care (p 159)
- practice using activity 4.6

2. Understanding nursing diagnosis: Addressing Ms. Martinez's health-related issues

- Discussion on nursing diagnosis each other
- Explain to the language of goals, desired outcomes, and nursing interventions (Especially, explain four component of desired outcomes)
- Practice using activity 4.7 -4.10

3. Understanding telephone order situation (p 166)

- Describe on telephone order situation on 106 pages
- Practice on documentation of telephone report
- Practice using activity 4.12

4. Understanding documentation telephone order

- Give an example using Figure 4-3. (168 p)
- Practice using activity 4.13

5. Understanding analyzing and evaluating documentation

- Practice using activity 4.15

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 159-173 pp. Kaplan

Week	7-4 th and 5 th day	Hours	8
Topic	Useful expression of outpatient department nurse 4		

1. Learning Outcomes

1. To understand the useful expression of outpatient department nurse
2. To practice conversation using an outpatient department nurse

2. Teaching Contents and Learning Activities

1. Situation 1: Dental clinic

- Give basic sentence Dental clinic
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: Psychiatric clinic

- Give a basic sentence about the Psychiatric clinic
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: Medical check-up

- Give basic sentence about Medical check-up
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: Laboratory

- Give a basic sentence about laboratory
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: X-ray room

- Give a basic sentence about the Urology department

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 7

<Reference material 7>

Situation 1: Dental clinic

- 1) Do you have a toothache?
- 2) Which tooth is painful?
- 3) How long has it been bothering you?
- 4) Do you feel pain in chewing?
- 5) Do you have difficulty chewing?
- 6) Do you have pain when you eat?
- 7) Do you feel pain when you drink cold water?
- 8) Do you have a tooth becoming loose?
- 9) When did you have your teeth out?
- 10) Do your gums bleed easily?
- 11) Do you have pain in your gums?
- 12) Do you have any swelling in your gums?

Situation 2: Psychiatric clinic

- 1) How has your mood been lately?
- 2) How would you describe your mood now?
- 3) Would you tell me something about what is bothering you?
- 4) Do you feel sad or depressed?
- 5) Do you have anything to worry about?
- 6) What is your concern?
- 7) Are you optimistic?
- 8) Are you pessimistic?
- 9) Do you get angry more quickly than usual?
- 10) Do you feel life is not worth living anymore?
- 11) Do emotional problems at work seem to make it worse?
- 12) How have you been sleeping?
- 13) Do you have any difficulty falling asleep?
- 14) Are you able to sleep when you want to sleep?
- 15) How long does it take you to fall asleep?

Situation 3: Medical Checkup

- 1) Welcome to the health check-up center.
- 2) Have you ever visited the hospital check-up center?
- 3) Please have a seat.
- 4) Would you please fill out this form?
- 5) You need to fill out a personal medical history form.
- 6) Would you please put on this gown?
- 7) You can change your clothes in the locker room.
- 8) The locker room is over there.

- 9) Please, step on the height-weight measurement machine.
- 10) You may step down.
- 11) I am going to take your blood pressure.
- 12) Would you please put your arm on the automatic blood pressure monitor?
- 13) You need to collect your midstream urine in this cup.
- 14) Furthermore, return your urine specimen.
- 15) Have you brought your urine sample?
- 16) Put it on the table.
- 17) You need to scoop some stool into the container before you flush the toilet.
- 18) Please bring it to us when you come next.
- 19) We will have to do some tests such as EKG, X-ray, Ultrasonography.
- 20) We will take a sample of your blood.
- 21) All finished.
- 22) You can get dressed now.
- 23) If you want to have additional optional tests, you have to pay additional charges.
- 24) Do you want to make an appointment with a government-subsidized health check-up?
- 25) When would you like to make an appointment?
- 26) Come in at 8:00 AM.
- 27) Make sure you do not eat anything for 8:00 AM.
- 28) Make sure you do not eat anything for 8 hours before the check-up.
- 29) If you have sedation endoscopy, your family or friend has to escort you to your home.

Situation 4: Laboratory

- 1) Please come in and have a seat.
- 2) We will have to do some laboratory tests on your blood.
- 3) I will take out some blood.
- 4) Give me your arm.
- 5) Please roll up your sleeve.
- 6) Can you make a fist? Clench your fist.
- 7) I am going to put a tourniquet on your arm to make the vein more comfortable to find.
- 8) Hold your squeeze.
- 9) That is fine.
- 10) You feel a little bit prick.
- 11) Just relax. Take it easy.
- 12) Release your grip.
- 13) I'll draw some blood through the vessel.
- 14) It will hurt a bit.
- 15) There we go.
- 16) Is it painful?
- 17) I got the blood that I needed.

- 18) We are done.
- 19) Hold this cotton and press down firmly.
- 20) Please take this paper cup.
- 21) Go to the bathroom and urinate in the cup.
- 22) Discard the first flow and collect the midstream.
- 23) Bring it back to us when you are done.

Situation 5: X-ray room

- 1) Would you come over here?
- 2) This pace is X-ray reception.
- 3) Do you have an X-ray slip?
- 4) Is there any chance that you may be pregnant?
- 5) Please come this way.
- 6) Remove your top and put on this gown in the dressing room.
- 7) You need to take off your jewelry.
- 8) Stand over here against this plate.
- 9) Hold your hands on your back.
- 10) Raise your arms to shoulder height.
- 11) Take a deep breath and hold your breath.
- 12) Do not move.
- 13) OK. You can breathe now.
- 14) We need to take more X-rays.
- 15) Would you please lie down on the table?
- 16) Take a deep breath and hold.
- 17) Breathe.
- 18) Try to keep as still as you can.
- 19) Turn on your right side.
- 20) Turn on your left side.
- 21) Please Lie on your back.
- 22) All done.
- 23) You can put your clothes back on.
- 24) Please do not forget to take all your belongings with you.
- 25) Please go to the outpatient's waiting place until the X-rays are developed.
- 26) The films will be developed soon.

Week	8-1 st day	Hours	4
Topic	Prefixes		

2. Learning Outcomes

1. To understand the terminologies of combination forms
2. To understand the terminology of prefixes

3. Teaching Contents and Learning Activities

1. Review of last week chapter
2. Explain terminology of combining forms (p.130-131)
 - make tables of combining form and meaning
 - explain this table to student
3. Explain terminology of diagnostic prefixes (p. 132-148)
 - an-/a-/ab-/ad-/ana-/ante-/anti-
 - bi-/brady-/con-/dia-/dys-/ec-/endo-/epi-/ex-/extra-
 - hemi-/hyper-/hypo-/in-/inter-/intra-/mal-/meta-/neo-
 - para-/peri-/poly-/post-/pre-/pro-/pros-/quadri-/re-/sub-/syn-
 - tachy-/trans-/tri-/ultra-/uni-
4. Give exercises (p.150-174)
 - Select exercise more 50 questions
 - Test to student
 - Review answers together to understand these terminologies

4. Learning Resources

1. Davi-Ellen Chabner (2018) Medical terminology. Chapter 4. 8th editions. Elsevier

Week	8-2 nd day	Hours	4
Topic	Dialogue between Nurse and Ms. Martinez		

1. Learning Outcomes

1. Practice dialog between nurse and patient

2. Teaching Contents and Learning Activities

1. Review on Dialog between nurse and patient (p 173)

- Read the dialogue carefully
- If students have questions, you should give their questions and answer.

2. Practice each other (p 173)

- Student can practice this situation
- Have a role-play together and give feedback
- Reflection on nurse and patient feeling

3. Explain to analyze the effectiveness of communication

- Give examples of the effectiveness of communication
- Practice activity 4.16
- Practice activity 4.17

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 173-177 pp. Kaplan

<Resource>

Dialogue

Character	Contents
Nurse	Good afternoon. Ms. Martinez
Martinez	Hi (looking disinterested)
Nurse	I know the past week has been quite challenging for you Healthwise, and a lot has been going on. What have you been eating this past month? How much do you eat at one time? How often do you eat?
Martinez	Well, sometimes I do not want to eat, and other times I want to eat a lot
Nurse	What do you like eating?
Martinez	Mostly pizza, muffins, sweet potato fries, hamburger, and chicken tenders
Nurse	Why do you eat these foods?
Martinez	What do you mean...? I just like to eat them! (rising intonation and a negative tone in her voice)
Nurse	Oh, I did not mean it negatively. How often do you eat these foods?
Martinez	Anytime I want to
Nurse	Are there certain situations in which you eat more or less food?
Martinez	Not really, I just stuff myself and then (looks away)
Nurse	And then what?
Martinez	(remains silent)
Nurse	Why won't you tell me? I care about your well-being
Martinez	Because people will judge me, and I kind of feel that way right now
Nurse	I am very sorry for making you feel that way. (pause) How do you feel about your health?
Martinez	I am just so tired of all these health problems. I caused these ulcers, and I hate myself for it! (voice quivering)
Nurse	Do not blame yourself. What makes you think you caused it?
Martinez	I make myself throw up after eating a lot; so much of what I eat is nasty anyway. And then I have all this burning in my throat and stomach. I just want to... be ... normal.... a-a-again... (crying)
Nurse	Why do you make yourself vomit after you eat?
Martinez	I do not know. (looks away)
Nurse	Do you have friends at school?
Martinez	A few. (looks away, eyes begin to water)
Nurse	Are you dating anyone?
Martinez	(Shakes head) No
Nurse	Do you drink alcohol or take drugs?
Martinez	(Shakes head) Many kids at my school do, but I'm not interested in that
Nurse	Do you have a good relationship with your parents?
Martinez	It is Okay. (looks down)
Nurse	Tell me about the school

Character	Contents
Martinez	What do you mean?
Nurse	Are you happy at your school?
Martinez	Not really. (quietly)
Nurse	Tell me more
Martinez	<p>Most of the time, I feel so alone (voice breaking). I am the only, you know, the brown person in my class. We live in the suburbs, and it is mostly white kids. My parents want me to get good grades and be a doctor, but they do not understand. No one even notices me in school. I am quiet in class, and the teachers do not even know my name. They never call on me. (voice rising and talking quickly) The students just ignore me. I am not famous, and I do not wear designer clothes. I am not tall and thin like they are; I'm not tall and thin like they are; I'm short and overweight, and I have black hair, not blond hair. Every day my parents remind me how much they sacrificed coming to this country. They tell me they want me to be a doctor, but they never ask me what I want. I hate my life. (pause) I feel so much pressure to be someone. I am not. (pause) I just want to be like everyone else</p>
Nurse	<p>Would you like to talk with a therapist about some of these issues? I am particularly concerned about your bulimia and its effects on your health. We have a therapist on staff who specializes in working with young people with eating disorders. She can help you understand what you are going through and suggest more positive ways of dealing with the stresses of growing up, so you can be healthy again and stay healthy</p>
Martinez	Yes, I think I would like that. However, do my parents have to know?
Nurse	<p>We can provide some services to adolescents without informing their clients, including seeing a therapist. At some point, you may decide to tell your parents, but we will keep that information confidential. How does that sound?</p>
Martinez	Okay
Nurse	<p>I will make the rereferral right now. Perhaps the therapist can see you later today or tomorrow. I will let you know</p>
Martinez	Thank you
Nurse	Let me know if there is anything else I can do for you
Martinez	Okay. Thanks

Week	8-3 rd day	Hours	4
Topic	Communication skills: Pitfalls to effective interviewing (Asking multiple questions, overusing closed questions, and asking “why” questions)		

1. Learning Outcomes

1. Avoiding pitfalls to effective interviewing: Asking multiple questions, overusing closed questions, and asking “why” questions
2. Recognizing cultural differences in exploring personal health-related issues

2. Teaching Contents and Learning Activities

1. Identifying multiple questions

- Give examples for multiple questions
- Analyzing dialogue about multiple questions in scenario #4
- Practice using activity 4.19
- Practice using activity 4.20

2. Identifying closed questions

- Look back at the dialogue between Nurse and Ms. Martinex
- Analyzing dialogue about closed questions
- Practice using activity 4.21
- Practice using activity 4.22
- Practice using activity 4.23

3. Identifying “why” questions

- Look back at the dialogue between Nurse and Ms. Martinex
- Analyzing dialogue about “why” questions
- Practice using activity 4.25

4. Explain cultural differences in therapeutic communication

- Discuss two or three topics
 - . Are you comfortable discussing personal health-related issues? Why or why not?
 - . Are there some personal health-related issues that are more difficult for you to discuss than others? If so, which ones, and why?
 - . Do you agree with the statement, “Rather than showing respect for a patient’s privacy by not asking personal questions, the nurse’s failure to address these areas may have a negative effect on the patient’s health?” Why or why not?
 - . What concerns do you have as a nurse in discussing personal health-related issues

with a patient?

- . What strategies could you use to become more comfortable in asking questions and discussing personal health-related topics with patients?

3. Learning Resources

1. Susan D. B. (2014) Talk like a Nurse Communication skills workbook. 176-183 pp. Kaplan

BNMC

Week	8-4 th and 5 th day	Hours	8
Topic	Useful expression of outpatient department nurse 5		

1. Learning Outcomes

1. To understand the useful expression of outpatient department nurse
2. To practice conversation using an outpatient department nurse

2. Teaching Contents and Learning Activities

1. Situation 1: Hearing test laboratory

- Give basic sentence Dental clinic
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

2. Situation 2: Eyesight test laboratory

- Give a basic sentence about the Psychiatric clinic
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

3. Situation 3: EKG test

- Give basic sentence about Medical check-up
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

4. Situation 4: Ultrasonography

- Give a basic sentence about laboratory
- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

5. Situation 5: Reception desk

- Give a basic sentence about the Urology department

- Give an example conversation (Lecturer should be preparing for conversation)
- Explain the new words and sentences
- Practice each student

6. Test (this class's medical terms)

- Prepare for conversation situations
- Roleplay each student
- Give feedback and recommend valuable conversations

3. Learning Resources

1. Reference material 8

<Reference material 8>

Situation 1: Hearing test laboratory

- 1) Would you please get in the booth?
- 2) Have a seat, please.
- 3) Audiometer will play a series of tones through headphones.
- 4) The tones vary in pitch and loudness,
- 5) I will control the volume of a tone.
- 6) I will reduce its loudness until you can no longer hear it.
- 7) Then the tone will get louder until you can hear it again.
- 8) You can signal each time you hear a tone by raising your hand.
- 9) You can signal by pressing a button every time you hear a tone.
- 10) I will then repeat the test several times.

Situation 2: Hearing test laboratory

- 1) I will test your visual acuity.
- 2) The vision test is always done at a distance of twenty feet.
- 3) Stand on the line and read the eye chart.
- 4) Look straight ahead.
- 5) I'll look into each eye.
- 6) First, cover your left eye with a paddle.
- 7) Can you see these letters?
- 8) Read from left to right
- 9) Ok. Cover your right eye.
- 10) Can you read this?
- 11) You're finished.
- 12) Please follow my finger with your eyes without moving your head.

Situation 3: EKG test

- 1) This is a painless procedure.
- 2) Take off your shirt.
- 3) Please, lie back on the bed.
- 4) The test takes about 1 minute.
- 5) A small amount of gel will be applied to the skin.
- 6) Are you comfortable?
- 7) I am putting some gel on your wrist and ankle.
- 8) Just relax as much as you can.
- 9) I will attach EKG leads to your chest, both arms, and legs.
- 10) Do not move.
- 11) I will check one more time.
- 12) It takes less than one minute.
- 13) All finished.

Situation 4: Ultrasonography

- 1) We will do an Ultrasonography.
- 2) Do not eat the food except for water for 8 hours before the examination.
- 3) Drink 1 liter of water one hour before the examination to fill the bladder.
- 4) Would you please lie down on the table?
- 5) Let your body relax.
- 6) Bend your knee.
- 7) I will apply a gel to the surface of your body.
- 8) This will not hurt.
- 9) You may feel the coolness of the gel.
- 10) Okay. Lie on your left side.
- 11) Okay. Lie on your right side.
- 12) All done.
- 13) Wipe off a gel on your body.

Situation 5: Reception desk

- 1) Can I help you?
- 2) Do you want to check-in?
- 3) What department do you want to check-in?
- 4) Is there a doctor you want to see?
- 5) Do you have a consultation request?
- 6) What seems to be the problem?
- 7) You had better make an appointment in the department.
- 8) Do you want to see Dr. Shanzida?
- 9) I am sorry the doctor is not taking new patients.
- 10) We will call you if there are any cancellations.
- 11) I can schedule you with you.
- 12) Is 11 am best for you?
- 13) What is your name?
- 14) What is your last name?
- 15) Could you spell it out for you?
- 16) Do you have any identification card?
- 17) Could you fill out this form?
- 18) What is your current address?
- 19) What is your telephone number?
- 20) Which type of room do you prefer?
- 21) Do you want to check out?
- 22) The total cost is 10,000 Taka.
- 23) How would you like to pay for it? Cash or card?
- 24) I need your signature here.
- 25) Here is your receipt.

Module 5: Practicum

Course Information

Course Title/ Course Code	Oncology Nursing practicum
Credit	600 hours
Placement (Semester/Year)	

Class Days and Times

Class Location *(Room Number and Building)*

Contact Information

Instructor	<i>(Instructor's Name & Title)</i>
Email	<i>(Email Address)</i>
Office	<i>(Room Number and Building)</i>
	<i>(Phone (& Fax) Numbers)</i>
	<i>(Office Hours; Day(s) and Times)</i>
Teaching Assistant	<i>(Contact information)</i>

Course Materials

Required Materials	<ol style="list-style-type: none"> 1. Judith K. Payne & Kathleen Murphy-Ende (2019). Current Trends in Oncology Nursing (Second Edition). Pittsburgh, PA: Oncology Nursing Society. 2. Jeannine Brant (2019). Core Curriculum for Oncology Nursing (6th Edition). Pittsburgh, PA: Oncology Nursing Society. 3. Connie Yarbro, Debra Wujcik, & Barbara Gobel (2018). Cancer Nursing: Principles and Practice (Eighth Edition). Sudbury, MA: Jones & Bartlett Learning.
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Recommended Materials

Course Description

Course Objectives

This course provides an opportunity to apply, synthesize, evaluate, and communicate knowledge in an appropriate practice role within the areas of oncology nursing. Students will also learn professional roles such as educator, researcher, consultant, and collaborator in the setting of cancer care for cancer patients.

Student Learning Outcomes (SLOs)

: Knowledge (Cognitive)
Skills (Behavioral)
Attitudes and Values
(Affective)
Abilities

1. Apply the integrated knowledge of pathophysiology, symptoms, and interventions to manage the health problems of cancer patients.
2. Perform the health assessment to cancer patients with health problems.
3. Apply the up-to-date research findings to develop interventions for patients with specific cancer.
4. Demonstrate collaboration with other health care providers to manage the issues regarding cancer treatment related symptoms for patients with cancer.
5. Evaluate health care outcomes related to patients' management and identify the best nursing practices.
6. Learn the professional roles of the clinical nurse in oncology nursing care settings for cancer patients.

Teaching & Learning Methods

- 1) Practicum
- 2) Conference

Course Evaluation

Method	Percent of Grade
Practicum Attendance	10%
Clinical Log	10%
Assignments	40%
Preceptor Evaluation	40%
Total	100%

Course Outlines

Week	Topic (Practicum Site)	Contents	Readings
1	Unit I: Cancer Prevention & Early Detection (Cancer Prevention Center, Cancer Education Center)	Cancer Prevention Education Genetic Counseling Cancer Screening Education	
2	Unit II: Cancer Treatments 1) Surgery (Operating Room)	Perioperative Care for Patients with Cancer (Robotic) Surgery Management	
3	2) Chemotherapy (Center for Chemotherapy)	Chemotherapy Preparation, Implementation, Side Effect Management (Hypersensitivity, Shock, Extravasation) Chemoport Management	
4	3) Bone Marrow/Stem Cell Transplantation (BMT Center)	BMT protocol review Isolation Technique	

5	4) Radiation Therapy (Radiation Center)	Radiation Initiation Side Effect Monitoring
6	Unit III: Site-Specific Cancer Management – 1) Lung Cancer	Assessment Diagnosis Management – operative care Management- Anticancer drug Nursing Education
7	2) Stomach Cancer	Assessment Diagnosis Management – operative care Management- Anticancer drug Nursing Education: Dumping Syndrome
8	3) Colon Cancer	Assessment Diagnosis Management – operative care Management- Anticancer drug Nursing Education: Ostomy Care
9	4) Hepato-Biliary Tract Cancer	Assessment Diagnosis Management – operative care Management- Anticancer drug Nursing Education: PTBD management
10	5) Breast Cancer	Assessment Diagnosis Management – operative care Management- Anticancer drug Nursing Education: Breast Self- Exam, Lymph Edema management
11	6) Cancers for Reproductive Systems	Assessment for Ovarian Cancer, Cervical Cancer, Prostate Cancer, Testicular Cancer
12	7) Cancers for Neurologic System	- Brain Tumor - Brain Metastasis
13	8) Bone & Soft Tissue Cancer	- Sarcoma
14	9) Skin Cancer	- Melanoma - Basal Cell Cancer

15	Unit IV. Oncology Emergency (Emergency Room)	- Disseminated Intravascular Coagulation - Spinal Cord Compression - Superior Vena Cava Syndrome - Sepsis and Septic Shock
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Resources

WHO Europe Cancer Nursing Practicum (2003).

https://www.euro.who.int/_data/assets/pdf_file/0016/102265/e81551.pdf

Suzanne Mahon & Rose Bell (2019). Study Guide for the core curriculum for oncology nursing
6th Edition

<https://www.ons.org/books/study-guide-core-curriculum-oncology-nursing-sixth-edition>

<https://www.ons.org/books/study-guide-core-curriculum-oncology-nursing-sixth-edition>

Essential Policy Information

1. Attendance for practicum experiences is required. If a student cannot attend for reasons of personal illness, illness of a dependent or severe illness, or death of a loved one, the absence will be excused, and the faculty reserves the right to assign a make-up assignment. If a student cannot attend for the above reasons, she/he is to call the instructor at least one hour prior to the beginning of the scheduled practicum time. If a student misses clinical for any reason other than those listed above or fails to notify the instructor at least one hour prior to the scheduled practicum time, the absence will be unexcused and will result in a 10% decrease in the final course grade.
2. Students will not be excused from practicum hours/times for other nursing courses. Nothing else should be scheduled during the allotted hours for this course, including work hours.
3. All cell phones and other electronic devices must be turned off or placed on silent mode during practicum hours. During practicum experiences, students may use their cell phones only while on a meal break.
4. Students must comply with the practicum institutions' dress code, including, but are not exclusive to, the following: (1) The student may wear only one pair of post earrings. Jewelry in piercings in any other visible part of the body will not be allowed. No other jewelry will be allowed during practicum hours, such as rings (other than a plain wedding band), necklaces, bracelets, etc. (2) Hair that reaches the student's shoulders must be pulled back entirely from the face. (3) Students are not allowed to wear fingernail polish or artificial nails during practicum hours. (4) Do not wear any perfume to practicum experiences.
5. Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the university or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their academic honesty and reporting violations of academic honesty by others.
6. The patient's personal information collected during the practicum shall not be used or disclosed for purposes other than those for which it was collected. Personal information shall be retained only as long as necessary to fulfill those purposes and shall be collected by fair and lawful means.

Practicum Contents

Topic	Contents	Practicum Site	Hours
Cancer Prevention & Early Detection	<ul style="list-style-type: none"> - Cancer Prevention Education - Genetic Counseling - Cancer Screening Education 	1. OPD at cancer center	36
Cancer Treatments Surgery	<ul style="list-style-type: none"> - Health Assessment before operation - Interpretation of diagnostic and laboratory test - Differential diagnosis & Nursing diagnosis - Perioperative Care for Patients with Cancer - (Robotic)Surgery Management - Cares of pre & post-surgery 	1. General Ward 2. ICU 3. OR	36
Cancer Treatments Chemotherapy	<ul style="list-style-type: none"> - Chemotherapy Preparation, Implementation, - Side Effect Management (Hypersensitivity, Shock, Extravasation) - Chemoport Management - Intervention: pharmacotherapeutics standards for infection control - Nursing diagnosis for oncology patients 	1. General ward 2. Chemotherapy room at OPD	36
Cancer Treatments Bone Marrow/Stem Cell Transplantation	<ul style="list-style-type: none"> - Understanding isolation technique - BMT protocol review - Intervention : Infection control 	1.BMT Center	36
Cancer Treatments Radiation Therapy	<ul style="list-style-type: none"> - Radiation Initiation - Side Effect Monitoring - Nursing diagnosis and implementation 	1.Radiation center	36
Site-Specific Cancer Management Lung Cancer	<ul style="list-style-type: none"> - Assessment - Diagnosis - Management – operative care - Management- Anticancer drug - Nursing Education 	1.Lung Cancer General ward 2.OPD	36
Site-Specific Cancer Management Stomach Cancer	<ul style="list-style-type: none"> - Assessment - Diagnosis - Management – operative care - Management- Anticancer drug - Nursing Education 	1. Stomach Cancer General ward 2. OPD	36
Site-Specific Cancer Management Colon Cancer	<ul style="list-style-type: none"> - Assessment - Diagnosis - Management – operative care - Management- Anticancer drug - Nursing Education 	1. Conlon Cancer General ward 2. OPD	36
Site-Specific Cancer Management Hepato-Biliary	<ul style="list-style-type: none"> - Assessment - Diagnosis - Management – operative care - Management- Anticancer drug 	1. Hepato-Biliary Track Cancer General ward	36

Conference Contents

	Date / Time	Hours	Place	Topic	Contents	Preprint version
1		4		Cancer Prevention & Early Detection	1. Health issues of cancer prevention & early detection	
2		4		Cancer Treatments - Surgery	1. Health issues of surgery with cancer patients 2. Case study	
3		4		Cancer Treatments - Chemotherapy	1. Health issues of chemotherapy with cancer patients 2. Case study	
4		4		Cancer Treatments – BMT	1. Health issues of BMT with cancer patients 2. Case study	
5		4		Cancer Treatments – Radiation therapy	1. Health issues of radiation therapy with cancer patients 2. Case study	
6		4		Lung cancer management	1. Health issues of patients with lung cancer 2. Case study	
7		4		Stomach cancer management	1. Health issues of patients with stomach cancer 2. Case study	
8		4		Colon cancer management	1. Health issues of patients with colon cancer 2. Case study	
9		4		Hepato-Biliary Tract Cancer management	1. Health issues of patients with Hepato-Biliary Tract cancer 2. Case study	
10		4		Breast Cancer management	1. Health issues of patients with breast cancer 2. Case study	
11		4		Cancers for Reproductive Systems management	1. Health issues of patients with cancers for reproductive Systems 2. Case study	
12		4		Cancers for Neurologic System management	1. Health issues of patients with cancers for neurologic system 2. Case study	

Documents	Assignment Guideline
Case report	<p>The case report should consist of the following parts:</p> <p>Clinical case study of each different assigned patient, the case studies should focus on the assessment of the client and family, differential diagnostic reasoning, and on the management plan that you observed. The following must be addressed:</p> <ul style="list-style-type: none"> a. Describe the subjective and objective data concerning the client's health status. b. The history should be as complete as possible c. Record the complete physical examination d. Describe the assessment of the client's data, including differential diagnoses, to be considered. e. Describe and critique managed plan of care g. Identify prescribed medications and intervention and compare to best practices according to evidence-based practice, with rationale attached.
Conference Participation	<p>Class participation will include student responses to posed questions. You are encouraged to exchange ideas as if we were in a sit-down discussion group.</p>

Practicum Assignments

Resources

1. Case Report & Presentation

A. Write out purpose and plan of clinical practicum, and presentation

Describe the purpose and plan of the clinical practicum and present it as well.

B. Issue & strategies to develop a new role

Describe issues and strategies to develop a new role.

C. Presentation and report of a case study

- 1) Students submit 2 cases of the case report and then present 1 case between 2 cases.
- 2) Duration of the presentation is 15minutes with question and comments
- 3) PowerPoint will use the presentation of the case report.
- 4) The case report includes more than 2 current research articles.

D. Journal review presentation

- 1) Students present a current article such as treatment and nursing intervention related to case report once. The article needs to be distributed to faculty and students 1 week ago for presentation.
- 2) Students prepare for discussion by using a summary of evidence-based practice or guidelines.

E. Case Report

1. Subjective Data

- A. Chief complaints
- B. Frame for chief complaints
 - 1) onset (suddenly or gradually)
 - 2) location/ radiation
 - 3) duration/ frequency
 - 4) characteristics
 - 5) aggravating/ relieving factors
 - 6) associated factors
 - 7) severity or quantity of symptoms
- C. Past History
 - 1) Medical history (admission, operation, etc.)
 - 2) Current medication
 - 3) Allergies
- D. Social history
- E. Review of system

2. Objective Data

- A. Physical exam
- B. Lab data
- C. Diagnostic data (radiologic finding, etc.)

3. Assessment

Gordon's Assessment Tool		
ADMISSION ASSESSMENT		
DEMOGRAPHIC DATA Date: _____		Time: _____
Name: _____		
Date of Birth: _____		Age: _____
Sex: _____		
Primary significant other: _____		
Telephone: _____		
Name of primary information source: _____		
Admitting medical diagnosis: _____		
VITAL SIGNS: Temperature: _____ F _____ C ; oral _____ rectal _____ axillary _____ tympanic _____		
Pulse Rate: _____ bpm; radial _____ apical _____; regular _____ irregular _____		
Respiratory Rate: _____ cpm; abdominal _____ diaphragmatic _____		
Blood Pressure: left arm _____ right arm _____; standing _____ sitting _____ lying down _____		
Weight: _____ pounds; _____ kg		
Height: _____ feet _____ inches; _____ meters		
Do you have any allergies? No _____ Yes _____ What?! _____		
(Check reactions to medications, foods, cosmetics, insect bites, etc.)		
Review admission CBC, urinalyses and chest-xray.		
Note any abnormalities here:		
<hr/> <hr/> <hr/>		
HEALTH PERCEPTION-HEALTH MANAGEMENT PATTERN		
OBJECTIVE		
1. Mental Status (indicate assessment with a ✓)		
a. Oriented _____ Disoriented _____		
Time: Yes _____ No _____; Place: Yes _____ No _____; Person: Yes _____ No _____;		
b. Sensorium		
Alert _____ Drowsy _____ Lethargic _____ Stuporous _____ Comatose _____ Cooperative _____		
Combative _____ Delusional _____		
c. Memory Recent: Yes _____ No _____; Remote: Yes _____ No _____		
2. Vision		
a. Visual acuity: Both eyes 20/_____; Right 20/_____; Left 20/_____; Not assessed _____		

b. Pupil size: Right: Normal Abnormal ;
 Left: Normal Abnormal
 c. Pupil reaction: Right: Normal Abnormal ;
 Left: Normal Abnormal

3. Hearing

a. Not assessed
 b. Right ear: WNL Impaired Deaf ; Left ear:
 WNL Impaired Deaf
 c. Hearing aid: Yes No

4. Taste

a. Sweet: Normal Abnormal Describe: _____
 b. Sour: Normal Abnormal Describe: _____
 c. Tongue movement: Normal Abnormal Describe: _____
 d. Tongue appearance: Normal Abnormal Describe: _____

5. Touch

a. Blunt: Normal Abnormal Describe: _____
 b. Sharp: Normal Abnormal Describe: _____
 c. Light touch sensation: Normal Abnormal Describe: _____
 d. Proprioception: Normal Abnormal Describe: _____
 e. Heat: Normal Abnormal Describe: _____
 f. Cold: Normal Abnormal Describe: _____
 g. Any numbness? No Yes Describe: _____
 h. Any tingling? No Yes Describe: _____

6. Smell

a. Right nostril: Normal Abnormal Describe: _____
 b. Left nostril: Normal Abnormal Describe: _____

7. Cranial Nerves: Normal Abnormal Described deviations: _____

8. Cerebellar Exam (Romberg, balance, gait, coordination, etc.)

Normal Abnormal
 Describe: _____

9. Reflexes: Normal Abnormal Describe:

10. Any enlarged lymph nodes in the neck? No Yes

Location and size:

11. General appearance:

- a. Hair: _____
- b. Skin: _____
- c. Nails: _____
- d. Body odor: _____

SUBJECTIVE

1. How would you describe your usual health status?

Good Fair Poor

2. Are you satisfied with your usual health status?

Yes No Source of dissatisfaction: _____

3. Tobacco use? No Yes Number of packs per day? _____

4. Alcohol use? No Yes How much and what kind? _____

5. Street drug use? No Yes What and how much? _____

6. Any history of chronic disease? No Yes Describe:

7. Immunization history:

Tetanus Pneumonia Influenza MMR Polio Hepatitis B

8. Have you sought any health care assistance in the past year?

No Yes If yes, why? _____

9. Are you currently working?

No Yes How would you rate your working conditions? (e.g. safety, noise, space, heating, cooling, water, ventilation)? Excellent Good Fair Poor Describe any problem areas: _____

10. How would you rate living conditions at home?

Excellent Good Fair Poor Describe any problem areas: _____

11. Do you have any difficulty securing any of the following services?

Grocery store: Yes: No: ; Pharmacy: Yes No ; Health Care Facility: Yes: No: ; Transportation: Yes: No: ; Telephone (for police, fire, ambulance): Yes: No: ; If any difficulties, note referral here:

12. Medications (over-the-counter and prescription)

Name	Dosage	Times/Day	Reason Taken as Ordered
Yes <input type="checkbox"/>	No <input type="checkbox"/>		

13. Have you followed the routine prescribed for you?

Yes No Why not? _____

14. Did you think this prescribed routine was best for you?

Yes No What would be better? _____

15. Have you had any accidents/injuries/falls in the past year?

No Yes Describe: _____

16. Have you had any problems with cuts healing?

No Yes Describe: _____

17. Do you exercise regularly?

No Yes Type & Frequency: _____

18. Have you experienced any ringing in the ears?

Right ear: Yes No Left ear: Yes No

19. Have you experienced any vertigo:

Yes__ No__ How often and when?

20. Do you regularly use seat belts? Yes__ No__

21. For infants and children: Are car seats used regularly?

Yes__ No__

22. Do you have any suggestions or requests for improving your health?

Yes__ No__ Describe:

23. Do you do (breast/testicular) self-examination?

No__ Yes__ How often? _____

NUTRITIONAL-METABOLIC PATTERN

OBJECTIVE

1. Skin examination

a. Warm__ Cool__ Moist__ Dry__

b. Lesions: No__ Yes__ Describe: _____

c. Rash: No__ Yes__ Describe: _____

d. Turgor: Firm__ Supple__ Dehydrated__ Fragile__

e. Color: Pale__ Pink__ Dusky__ Cyanotic__ Jaundiced__ Mottled__

Other _____

2. Mucous Membranes

a. Mouth

i. Moist__ Dry__

ii. Lesions: No__ Yes__ Describe: _____

iii. Color: Pale__ Pink__

iv. Teeth: Normal__ Abnormal__ Describe: _____

v. Dentures: No__ Yes__ Upper__ Lower__ Partial__

vi. Gums: Normal__ Abnormal__ Describe: _____

vii. Tongue: Normal__ Abnormal__ Describe: _____

b. Eyes

i. Moist__ Dry__

ii. Color of conjunctiva: Pale__ Pink__ Jaundiced__

iii. Lesions: No Yes Describe: _____

3. Edema

a. General: No Yes Describe: _____
Abdominal girth: _____ inches

b. Periorbital: No Yes Describe: _____

c. Dependent: No Yes Describe: _____
Ankle girth: Right: _____ inches; Left: _____ inches

4. Thyroid: Normal Abnormal Describe: _____

5. Jugular vein distention: No Yes _____

6. Gag reflex: Present Absent _____

7. Can patient move easily (turning, walking)? Yes No Describe limitations:

8. Upon admission, was the patient dressed appropriately for the weather?
Yes No Describe: _____

For breastfeeding mothers only:

9. Breast exam: Normal Abnormal Describe: _____

10. If the mother is breastfeeding, have the infant weighed. Is an infant's weight within normal limits? Yes No _____

SUBJECTIVE:

1. Any weight gain in the last 6 months? No Yes Amount: _____

2. Any weight loss in the last 6 months? No Yes Amount: _____

3. How would you describe your appetite? Good Fair Poor _____

4. Do you have any food intolerance? No Yes Describe: _____

5. Do you have any dietary restrictions? (Check for those that are a part of a prescribed regimen as well as those that patient restricts voluntarily, for example, to prevent flatus) No Yes Describe: _____

6. Describe an average day's food intake for you(meals and snacks):

7. Describe an average day's fluid intake for you.

8. Describe food likes and dislikes.

9. Would you like to: Gain weight? Lose weight? Neither

10. Any problems with:

- a. Nausea: No Yes Describe: _____
- b. Vomiting: No Yes Describe: _____
- c. Swallowing: No Yes Describe: _____
- d. Chewing: No Yes Describe: _____
- e. Indigestion: No Yes Describe: _____

11. Would you describe your usual lifestyle as Active Sedate

For breastfeeding mothers only:

12. Do you have any concerns about breast feeding? No Yes Describe:

13. Are you having any problems with breast feeding? No Yes Describe:

ELIMINATION PATTERN

OBJECTIVE

1. Auscultate abdomen:

- a. Bowel sounds: Normal Increased Decreased Absent

2. Palpate abdomen:

- a. Tender: No Yes Where? _____

b. Soft: No Yes ; Firm: No Yes

c. Masses: No Yes Describe: _____

d. Distention (include distended bladder): No Yes Describe: _____

e. Overflow urine when bladder palpated? Yes No

3. Rectal Exam:

a. Sphincter tone: Describe: _____

b. Hemorrhoids: No Yes Describe: _____

c. Stool in rectum: No Yes Describe: _____

d. Impaction: No Yes Describe: _____

e. Occult blood: No Yes Location: _____

4. Ostomy present: No Yes Location: _____

SUBJECTIVE

1. What is your usual frequency of bowel movements? _____

a. Have to strain to have a bowel movement? No Yes

b. Same time each day? No Yes

2. Has the number of bowel movements changed in the past week?
No Yes Increased? Decreased?

3. Character of stool

a. Consistency: Hard Soft Liquid

b. Color: Brown Black Yellow Clay-colored

c. Bleeding with bowel movements: No Yes

4. History of constipation: No Yes How often? _____
Do you use bowel movement aids (laxatives, suppositories, diet)?
No Yes Describe: _____

5. History of diarrhea: No Yes When? _____

6. History of incontinence: No Yes Related to increased abdominal pressure (coughing, laughing, sneezing)? No Yes

7. History of travel? No Yes Where? _____

8. Usual voiding pattern:

a. Frequency (times per day) Decreased? Increased?

b. Change in awareness of the need to void: No Yes Increased? Decreased?

c. Change in the urge to void: No Yes Increased? Decreased?
 d. Any change in amount? No Yes Increased? Decreased?
 e. Color: Yellow Smokey Dark
 f. Incontinence: No Yes When? _____
 Difficulty holding voiding when urge to void develops? No Yes Have time to get to bathroom:
 Yes No How often does problem reaching bathroom occur?

g. Retention: No Yes Describe: _____
 h. Pain/burning: No Yes Describe: _____
 i. Sensation of bladder spasms: No Yes When? _____

ACTIVITY-EXERCISE PATTERN

OBJECTIVE

1. Cardiovascular

a. Cyanosis: No Yes Where? _____
 b. Pulses: Easily palpable? Carotid: Yes No ; Jugular: Yes No ;
 Temporal: Yes No Radial: Yes No ; Femoral: Yes No ;
 Popliteal: Yes No ; Postibial: Yes No ; Dorsalis Pedis: Yes No
 c. Extremities:
 i. Temperature: Cold Cool Warm Hot
 ii. Capillary refill: Normal Delayed
 iii. Color: Pink Pale Cyanotic Other Describe: _____
 iv. Homan's sign: No Yes
 v. Nails: Normal Abnormal Describe: _____
 vi. Hair distribution: Normal Abnormal Describe: _____
 vii. Claudication: No Yes Describe: _____

d. Heart: PMI location: _____

i. Abnormal rhythm: No Yes Describe: _____
 ii. Abnormal sounds: No Yes Describe: _____

2. Respiratory

a. Rate: _____ Depth: Shallow Deep Abdominal Diaphragmatic
 b. Have patient cough. Any sputum? No Yes Describe: _____

c. Fremitus: No Yes
 d. Any chest excursion? No Yes Equal Unequal
 e. Auscultate chest:
 i. Any abnormal sounds (rales, rhonchi)? No Yes Describe:

f. Have the patient walk in place for 3 minutes (if permissible):
 i. Any shortness of breath after activity? No Yes
 ii. Any dyspnea? No Yes
 iii. BP after activity: _____ / _____ in (right/left) arm
 iv. Respiratory rate after activity: _____
 v. Pulse rate after activity: _____

3. Musculoskeletal

a. Range of motion: Normal Limited Describe: _____
 b. Gait: Normal Abnormal Describe: _____
 c. Balance: Normal Abnormal Describe: _____
 d. Muscle mass/strength: Normal Increased Decreased
 Describe: _____
 e. Hand grasp: Right: Normal Decreased Left: Normal Decreased
 f. Toe wiggle: Right: Normal Decreased Left: Normal Decreased
 g. Postural: Normal Kyphosis Lordosis
 h. Deformities: No Yes Describe: _____
 i. Missing limbs: No Yes Where? _____
 j. Uses mobility aids (walker, crutches, etc)? No Yes Describe:

k. Tremors: No Yes Describe:

4. Spinal cord injury: No Yes Level: _____

5. Paralysis present: No Yes Where? _____

6. Developmental Assessment: Normal Abnormal Describe:

SUBJECTIVE

1. Have patient rate each area of self-care on a scale of 0 to 4. (NANDA has adapted scale from E. Jones et. Al., Patient Classification for Long Term Care; User's Manual. HEW Publication No. HRA-74-3107, November 1974.)

0 – Completely independent
 1 – requires the use of equipment or device
 2 – requires help from another person for assistance, supervision, or teaching
 3 – requires help from another person and equipment device
 4 – dependent; does not participate in an activity

Feeding____; Bathing/hygiene____; Dressing/grooming____; Toileting____; Ambulation____;
 Care of home____; Shopping____; Meal preparation____; Laundry____; Transportation____

2. Oxygen use at home? No____ Yes____ Describe: _____

3. How many pillows do you use to sleep on? _____

4. Do you frequently experience fatigue? No____ Yes____ Describe:

5. How many stairs can you climb without experiencing any difficulty (can be individual number or number of flights)? _____

6. How far can you walk without experiencing any difficulty? _____

7. Has assistance at home for self-care and maintenance of home: No____ Yes____
 Who? _____
 If no, would you like to have or believes needs assistance: No____ Yes____
 With what activities? _____

8. Occupation (if retired, former occupation): _____

9. Describe your usual leisure time activities/hobbies:

10. Any complaints of weakness or lack of energy? No____ Yes____ Describe:

11. Any difficulties in maintaining activities of daily living? No____ Yes____ Describe:

12. Any problems with concentration? No____ Yes____ Describe:

SLEEP REST PATTERN

OBJECTIVE**SUBJECTIVE**

1. Usual sleep habits: Hours per night ____; Naps: No ____ Yes ____ a.m. ____ p.m. ____
Feel rested? Yes ____ No ____ Describe: _____
2. Any problems:
 - a. Difficulty going to sleep? No ____ Yes ____
 - b. Awakening during night? No ____ Yes ____
 - c. Early awakening? No ____ Yes ____
 - d. Insomnia? No ____ Yes ____ Describe: _____
3. Methods used to promote sleep: Medication: No ____ Yes ____ Name: _____ Warm fluids: No ____ Yes ____ What? _____; Relaxation techniques: No ____ Yes ____ Describe: _____

COGNITIVE=PERCEPTUAL PATTERN**OBJECTIVE**

1. Review sensory and mental status completed in health perception-health management pattern
2. Any overt signs of pain? No ____ Yes ____ Describe: _____

SUBJECTIVE

1. Pain:
 - a. Location (have patient point to area): _____
 - b. Intensity (have patient rank on scale of 0 to 10): _____
 - c. Radiation: No ____ Yes ____ To where? _____
 - d. Timing (how often: related to any specific events): _____
 - e. Duration: _____
 - f. What done relieve at home? _____
 - g. When did pain begin? _____
2. Decision-making
 - a. Decision making is: Easy ____ Moderately easy ____ Moderately difficult ____ Difficult ____
 - b. Inclined to make decisions: Rapidly ____ Slowly ____ Delay ____
3. Knowledge level
 - a. Can define what current problems is: Yes ____ No ____
 - b. Can restate current therapeutic regimen: Yes ____ No ____

SELF-PERCEPTION AND SELF-CONCEPT PATTERN**OBJECTIVE**

1. During this assessment, does the patient appear: Calm Anxious Irritable Withdrawn Restless
2. Did any physiologic parameters change? Face reddened: No Yes ; Voice volume changed: No Yes Louder Softer ; Voice quality changed: No Yes Quavering Hesitation Other: _____
3. Body language observed: _____
4. Is current admission going to result in a body structure or function change for the patient? No Yes Unsure at this time

SUBJECTIVE

1. What is your major concern at the current time?

2. Do you think this admission will cause any lifestyle changes for you?
No Yes What? _____
3. Do you think this admission will result in anybody's changes for you?
No Yes What? _____
4. My usual view of myself is: Positive Neutral Somewhat negative
5. Do you believe you will have any problems dealing with your current health situation?
No Yes Describe: _____
6. On a scale of 0 to 5 rank your perception of your level of control in this situation:

7. On a scale of 0 to 5 rank your usual assertiveness level: _____

ROLE-RELATIONSHIP PATTERN**OBJECTIVE**

1. Speech Pattern
 - a. Is English the patient's native language? Yes No Native language is: _____ Interpreter needed? No Yes
 - b. During interview have you noted any speech problems? No Yes Describe: _____
2. Family Interaction

a. During interview have you observed any dysfunctional family interactions? No__
Yes__

Describe: _____

b. If the patient is a child, is there any physical or emotional evidence of physical or psychosocial abuse?

No__ Yes__

Describe: _____

SUBJECTIVE

1. Does patient live alone? Yes__ No__ With whom? _____

2. Is patient married? Yes__ No__ Children? No__ Yes__ Ages of Children: _____

3. How would you rate your parenting skills?

Not applicable__ No difficulty__ Average__ Some difficulty__

Describe: _____

4. Any losses (physical, psychologic, social) in past year? No__ Yes__

Describe: _____

5. How is patient handling this loss at this time?

6. Do you believe this admission will result in any type of loss? No__ Yes__

Describe: _____

7. Ask both patient and family: Do you think this admission will cause any significant changes in the patient's usual family role? No__ Yes__

Describe: _____

8. How would you rate your usual social activities?

Very active__ Active__ Limited__ None__

9. How would you rate your comfort in social situations?

Comfortable__ Uncomfortable__

10. What activities or jobs do you like to do? Describe:

11. What activities or jobs do you dislike doing? Describe:

SEXUALITY-REPRODUCTIVE PATTERN

OBJECTIVE

Review admission physical exam for results of pelvic and rectal exams. If results are not documented, the nurse should perform exams. Check history to see if admission resulted from a rape.

SUBJECTIVE

Female

1. Date of LMP: ___ Any pregnancies? Para ___ Gravida ___ Menopause? No ___ Yes ___
Year ___

2. Use of birth control measures? No ___ N/A ___ Yes ___ Type: _____

3. History of vaginal discharge, bleeding, lesions: No ___ Yes ___
Describe: _____

4. Pap smear annually: Yes ___ No ___ Date of last papsmear: _____

5. Date of last mammogram: _____

6. History of sexually transmitted disease: No ___ Yes ___
Describe: _____

If admission is secondary to rape:

7. Is patient describing numerous physical symptoms? No ___ Yes ___
Describe: _____

8. Is patient exhibiting numerous emotional symptoms? No ___ Yes ___
Describe: _____

9. What has been your primary coping mechanism in handling this rape episode?

10. Have you talked to persons from the rape crisis center? Yes ___ No ___

If no, want you to contact them for her? Yes ___ No ___ If yes, was this contact of assistance? No ___ Yes ___

Male

1. History of prostate problems? No__ Yes__ Describe: _____
2. History of penile discharge, bleeding, lesions: No__ Yes__
Describe: _____
3. Date of last prostate exam: _____
4. History of sexually transmitted diseases: No__ Yes__
Describe: _____

Both

1. Are you experiencing any problems in sexual functioning? No__ Yes__
Describe: _____
2. Are you satisfied with your sexual relationship? Yes__ No__
Describe: _____
3. Do you believe this admission will have any impact on sexual functioning? No__
Yes__
Describe: _____

COPING-STRESS TOLERANCE PATTERN

OBJECTIVE

1. Observe behavior: Are there any overt signs of stress (crying, wringing of hands, clenched fists, etc)? Describe: _____

SUBJECTIVE

1. Have you experienced any stressful or traumatic events in the past year in addition to this admission? No__ Yes__
Describe: _____
2. How would you rate your usual handling of stress? Good__ Average__ Poor__
3. What is the primary way you deal with stress or problems? _____

<p>4. Have you or your family used any support or counseling groups in the past year? No <input type="checkbox"/> Yes <input type="checkbox"/> Group name: _____ Was the support group helpful? Yes <input type="checkbox"/> No <input type="checkbox"/> Additional comments: _____</p> <p>5. What do you believe is the primary reason behind a need for this admission? _____</p> <p>6. How soon, after first noting the symptoms, did you seek health care assistance? _____</p> <p>7. Are you satisfied with the care you have been receiving at home? No <input type="checkbox"/> Yes <input type="checkbox"/> Comments: _____</p> <p>8. Ask primary caregiver: What is your understanding of the care that will be needed when the patient goes home? _____</p>
<p>VALUE-BELIEF PATTERN</p> <p>OBJECTIVE</p> <p>1. Observe behavior. Is the patient exhibiting any signs of alterations in mood (anger, crying, withdrawal, etc.)? Describe: _____</p> <p>SUBJECTIVE</p> <p>1. Satisfied with the way your life has been developing? Yes <input type="checkbox"/> No <input type="checkbox"/> Comments: _____</p> <p>2. Will this admission interfere with your plans for the future? No <input type="checkbox"/> Yes <input type="checkbox"/> How? _____</p> <p>3. Religion: Protestant <input type="checkbox"/> Catholic <input type="checkbox"/> Jewish <input type="checkbox"/> Muslim <input type="checkbox"/> Buddhist <input type="checkbox"/> None <input type="checkbox"/> Other: _____</p> <p>4. Will this admission interfere with your spiritual or religious practices? No <input type="checkbox"/> Yes <input type="checkbox"/> How? _____</p> <p>5. Any religious restrictions to care (diet, blood transfusions)? No <input type="checkbox"/> Yes <input type="checkbox"/> Describe: _____</p>

6. Would you like to have your(pastor/priest/rabbi/hospital chaplain) contacted to visit you? No Yes Who? _____

7. Have your religious beliefs helped you to deal with problems in the past? No Yes How? _____

GENERAL

1. Is there any information we need to have that I have not covered in this interview? No Yes Comments? _____

2. Do you have any questions you need to ask me concerning your health, plan of care, or this agency? No Yes Questions: _____

3. What is the first problem you would like to have help with?

4. Diagnose (use NANDA)

A. Actual & potential health problems

5. Plan

A. Treatment plan & nursing care plan

6. Implementation

7. Evaluation

A. Problem solved
B. Any new problems
C. Reassessment

8. Health promotion & disease prevention strategies

2. Clinical Log (Template)

Name		Specialty	
Student ID		Semester	
Faculty		Preceptor	

This log should include:

- a. A short description of your patients
- b. What care you provided each patient
- c. Procedures
- d. Ethical dilemmas (if any were encountered)
- e. Problems with staff, preceptor, faculty
- f. Problems which may need discussion with a faculty preceptor
- g. Goals for next week

Week	Date	Activity
1		
2		
3		
...		
15		

3. Reflective Journal (Template)

Name		Specialty	
Student ID		Semester	
Faculty		Preceptor	

Instruction:

At the end of the practicum semester, write a reflective journal answering all the questions below. Include specific contents and examples from the practicum experience.

1. What was the most exciting or meaningful part of your practicum experience?
2. What was the most challenging or difficult part of your practicum experience? What could have been done better?
3. What are the most important lessons you have learned in the practicum? How would you use the lessons learned in the future?
4. How did your practicum experience influence your profession of nursing and nursing practice?

4. Faculty/Preceptor Evaluation Form:

Student Practicum Performance

Each student in a practicum course is evaluated under the following at the end of the course by the practicum faculty/instructor.

A rating scale is provided to assist in the evaluation of the student:

- 1 = Did not demonstrate this skill
- 2 = Achieved this skill less than 50% of the time
- 3 = Achieved this skill at least 70%-80% of the time.
- 4 = Achieved this skill at least 80%-90% of the time.
- 5 = Achieved this skill at least 90% of the time.

No.	Areas of Practicum Performance	1	2	3	4	5
	Communications					
1.	Able to utilize an appropriate mix of interviewing and listening skills.					
2.	Able to present appropriate, pertinent, logical information about the patient to the preceptor.					
3.	Able to record data concisely and accurately.					
4.	Able to establish rapport with the patient.					
5.	Able to obtain directed or problem-focused history.					
	Physical Assessment					
1.	Able to accurately select and perform appropriate physical exam techniques.					
2.	Able to accurately recognize abnormal findings.					
3.	Able to analyze presenting symptoms/concerns.					
4.	Able to analyze presenting complex symptoms/concerns.					
	Critical Thinking					
1.	Able to analyze chart data and health records.					
2.	Applies pathophysiologic concepts.					
3.	Able to assess health status and determine priorities for a diagnosis.					
4.	Able to think clearly and arrive at a logical plan of care that includes health promotion.					
	Diagnosis					
1.	Uses critical thinking skills to arrive at diagnoses and differential diagnoses.					

2. Able to discriminate between relevant and unnecessary diagnostic tests.					
3. Able to interpret test findings in uncomplicated situations correctly with minimal assistance.					
Patient Management					
1. Able to select non-pharmacological strategies of treatment.					
2. Able to select prescription pharmacological therapy with a consultation.					
3. Provides appropriate patient education for health promotion and common health problems.					
4. Able to apply theory and a research-based plan of care.					
5. Establishes an appropriate follow-up plan based on correctly stated rationales or protocols with minimal assistance.					
Monitoring and Evaluation of Standard of Care					
1. Self-evaluation: Identifies strengths and weaknesses in clinical skills.					
2. Assumes responsibility for own practice.					
3. Able to collaborate with peers, co-workers, and others in a learning/working situation.					
4. Recognizes the impact of ethical and legal aspects of clinical practice.					

A score of 60 is required for a passing clinical grade. A total of 100 points is possible.

Comments:

Preceptor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

(Must be signed by all three parties in order for the student to complete the NURS 750 course.)

5. Student Satisfaction Evaluation Form

Course	
Semester	

Instruction:

Please rate and comment in the following areas and offer suggestions if applicable. Also, include what was helpful and beneficial at the facility. Please be as specific as you can.

No.	Practicum Area	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied
	Physical Layout	1	2	3	4	5
1	Adequate space for clinical practicum and conference					
2	Adequate space for students to assess/treat patients/clients.					
3	Availability and condition of the equipment					
	Clinical site support					
4	Staff supportive of the student role					
5	Protocols/practicum guidelines available					
6	Student's function and responsibility clear					
7	Adequacy of time allowed to see clients					
8	Clinical site orientation					
	Clinical faculty/preceptor and student communication					
9	Availability to student					
10	Adequate supervision/communication					
11	Provision of timely evaluation and feedback					
12	Students allowed to select clients according to learning needs					
	Clinical experience					
13	Availability of a number of clients					
14	Diversity of types of clients					
15	Continuity of care/able to follow up with clients					
16	Opportunities to interact with other agencies/resources					

17	Maintained ethical standards of up-to-date-care					
18	Overall ability to meet course objectives					
19	Overall ability to meet program objectives					
Conference						
20	Discussions on the integration of theory and practice					
21	Discussions on client case to increase understanding and nursing care knowledge					
22	What did you like the most about this practicum course?					
23	What should the areas of the course be improved?					