AOHS Health Careers Exploration

Lesson 9

Nursing and Care

Student Resources

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| Resource | Description |
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Student Resource 9.1

Note Taking: What Does It Take to Be a Nurse?

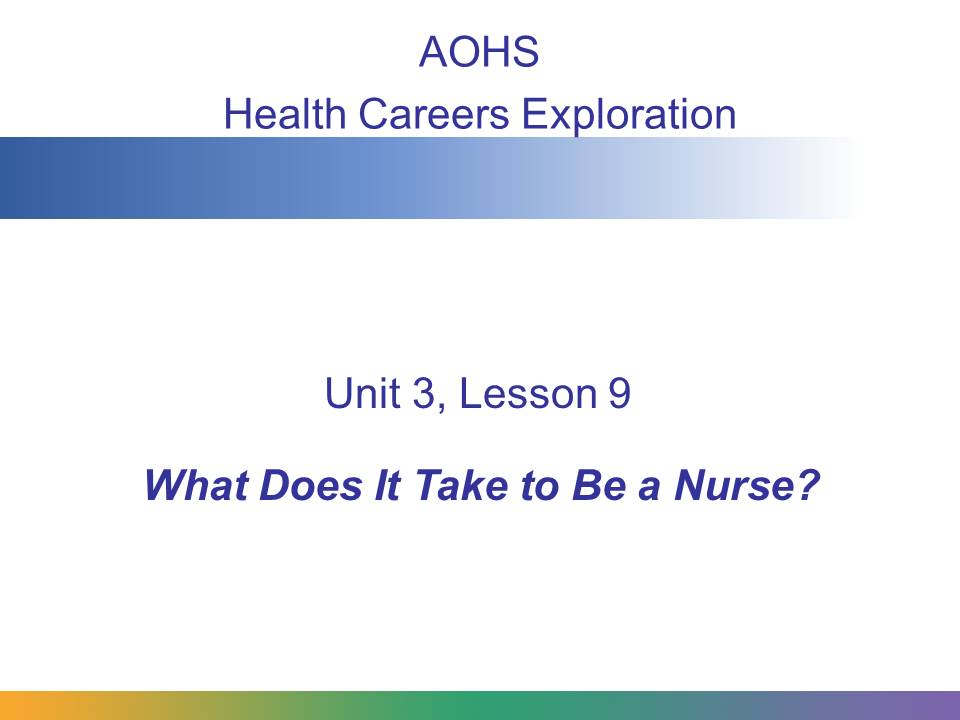
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Directions: During the presentation What Does It Take to Be a Nurse?, use the chart below to take notes on the subjects listed in the left-hand column.

|  |  |
| --- | --- |
| Providing physical care |  |
| Providing emotional care |  |
| Educating patients |  |
| Working as a team |  |
| Doing physically demanding work |  |
| Characteristics |  |
| Verbal skills |  |
| Nonverbal skills |  |
| Cultural differences |  |
| Professionalism |  |

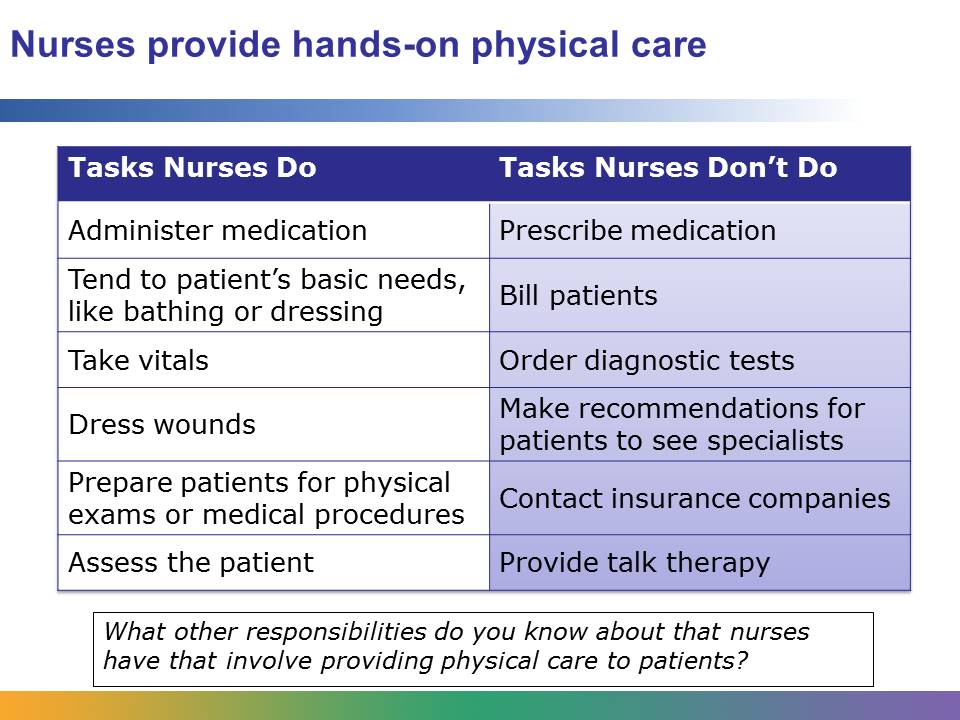
Student Resource 9.2

Reading: What Does It Take to Be a Nurse?

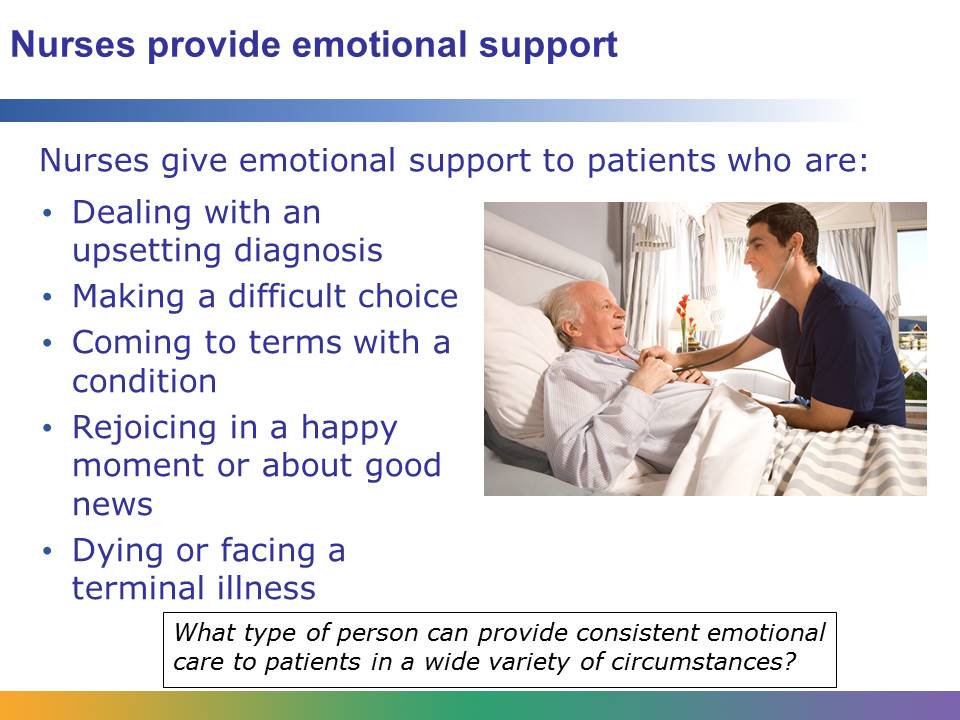


Registered nurses, or RNs, make up the largest health care occupation in the United States according to the US Department of Labor. Most registered nurses work in hospitals or clinics. Registered nurses have many responsibilities that include treating patients, providing public health education, and emotionally supporting patients and their families.

In this presentation we’ll take a look at the main responsibilities of RNs in more detail. We’ll also look at the nurse-patient relationship: what types of support do nurses provide? What skills and characteristics enable nurses to excel at their jobs?



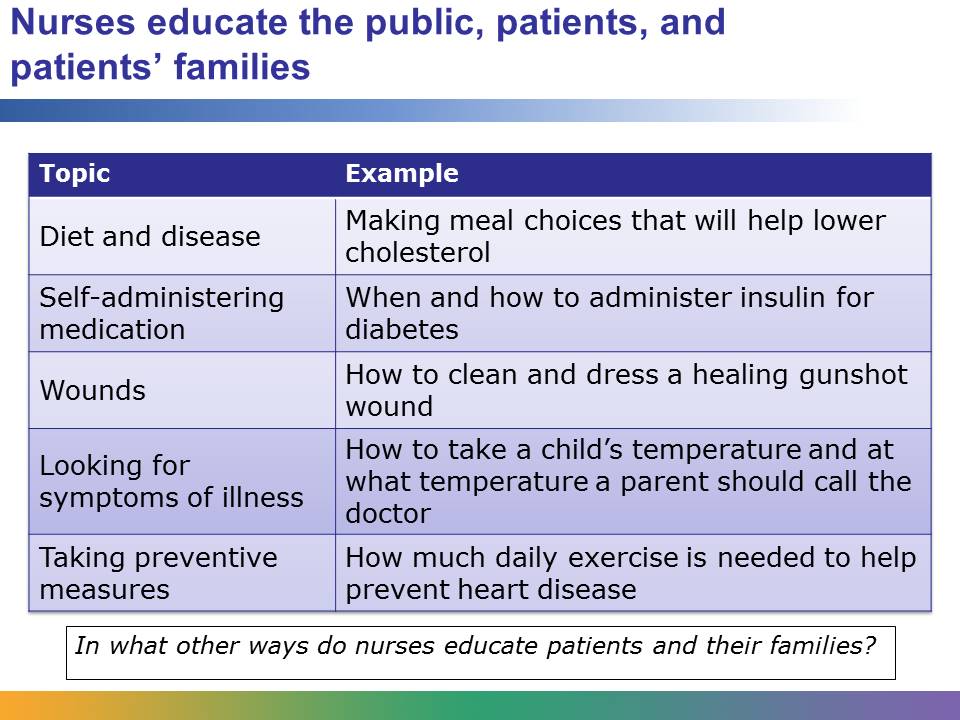
Regardless of where nurses work, whether in an emergency clinic, a jail, a ski resort, or a rural clinic, they are responsible for providing hands-on physical care to patients. Nurses’ responsibilities vary from state to state. Their responsibilities may include administering medication, which can involve ensuring medication is given on schedule, pouring the accurate dose of medicine, and watching for side effects of medication. A nurse may also be responsible for a patient’s basic needs, including bathing, toileting, feeding, dressing, and transporting. Nurses who are RNs are responsible for assessing the patient. Other duties can include preparing patients for physical exams or medical procedures, managing intravenous lines, dressing wounds, and taking a patient’s vitals.



The emotional support that nurses provide patients is one of the defining features of their job. Nurses may be caring for a patient who has just received an upsetting diagnosis, such as a terminal diagnosis, or a patient who must make a difficult choice, such as whether to continue with cancer treatment. Part of a nurse’s job is to listen to the patient’s feelings and concerns, help put those concerns into perspective, and educate patients about their disease or condition. Also, many times nurses help families make the difficult choice of whether they want to continue life support or just provide supportive care for a loved one.

A person with a disease or injury, such as someone who loses a limb in a car accident, may struggle to come to terms with his or her condition and accept that he or she is going to need care. Nurses are there to help patients through these kinds of transitions.

Nurses also support patients and rejoice with them in positive moments, such as when a woman births a healthy baby or a patient is told that surgery was successful, or when a patient is having to celebrate a birthday or other special occasion in the hospital. Nurses also provide emotional care for patients who won’t recover from an illness or injury. They are trained to provide compassionate care to dying patients and their families.



Education is an important part of a nurse’s job. Nurses provide public health education. They teach communities about nutrition, vaccinations, and preventable illness and injury.

Nurses also educate patients and their families. They teach patients how diet relates to disease, and they help families put together plans to make diet and lifestyle changes. They also provide patients and their families with information about home-care treatment, such as how to self-administer medication or clean and dress healing wounds. Nurses educate patients about how to look for signs and symptoms that may indicate illness, such as a fever or loss of appetite, and ways to prevent illness and injury, such as frequently cleaning their hands or properly using a child car seat.

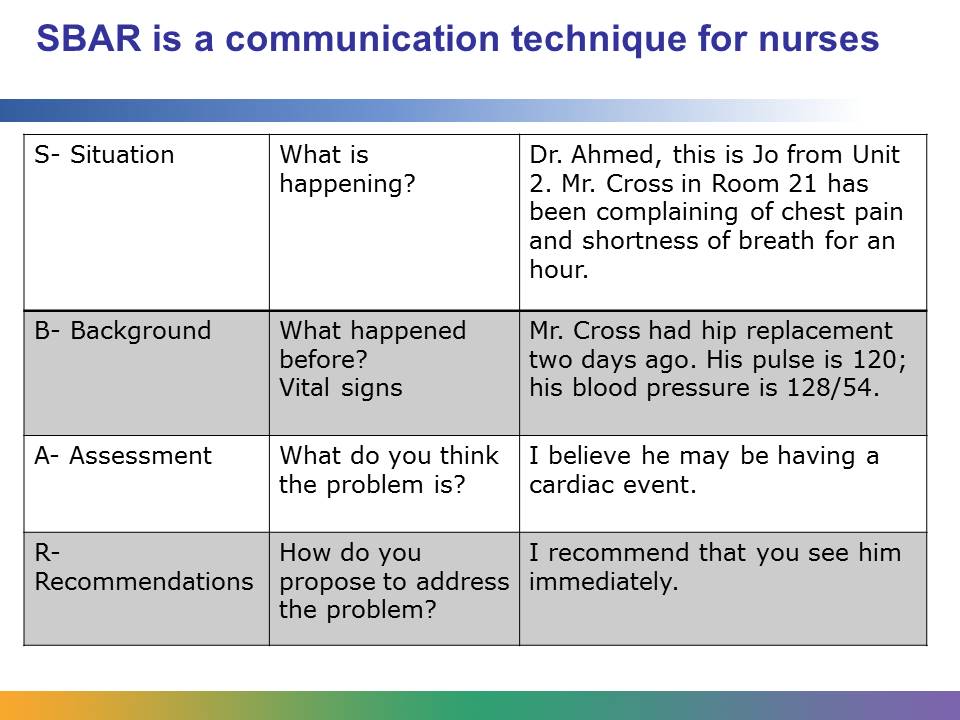


Nurses work as part of an interdisciplinary team. Depending on the department they work in, they may work with doctors, specialists, surgeons, diagnostic technicians, and other nurses.

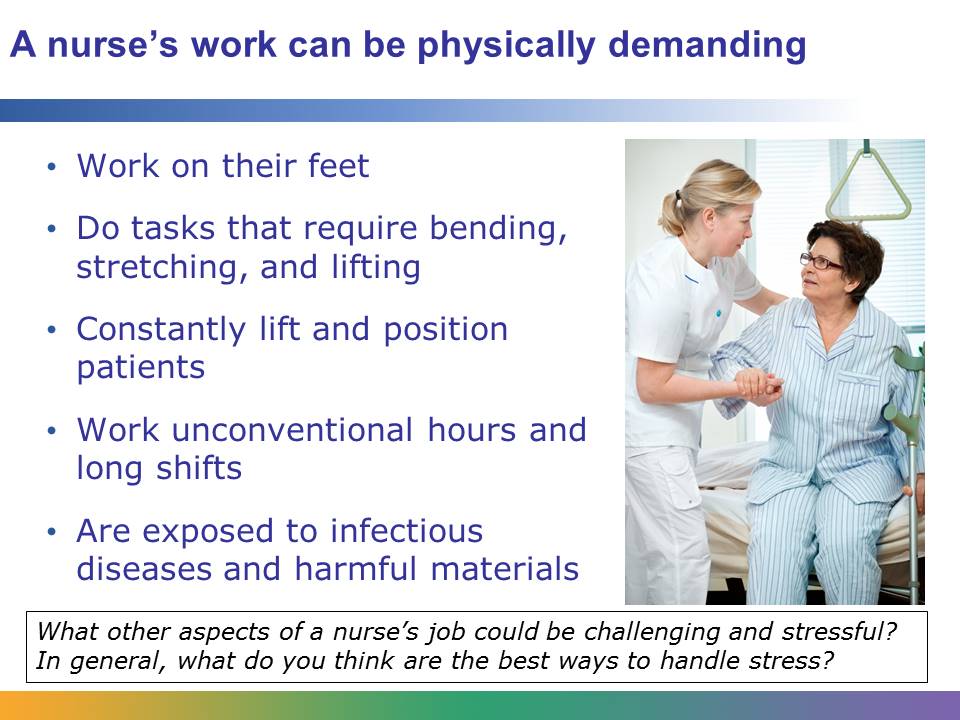
Often RNs give direction and supervise the work of licensed practical nurses and nurse aides. They may be responsible for organizing the work of the other nurses and communicating with the physician in charge on behalf of other nurses.

Part of a nurse’s job is to observe changes in a patient and communicate those changes to the other members of the team. Nurses must keep careful records involving all interactions with patients.

Nurses may also be required to make critical decisions. For example, if a nurse observes a sudden change in a patient, such as a drop in blood pressure, the nurse may be responsible for providing immediate treatment and alerting the appropriate members of the team.



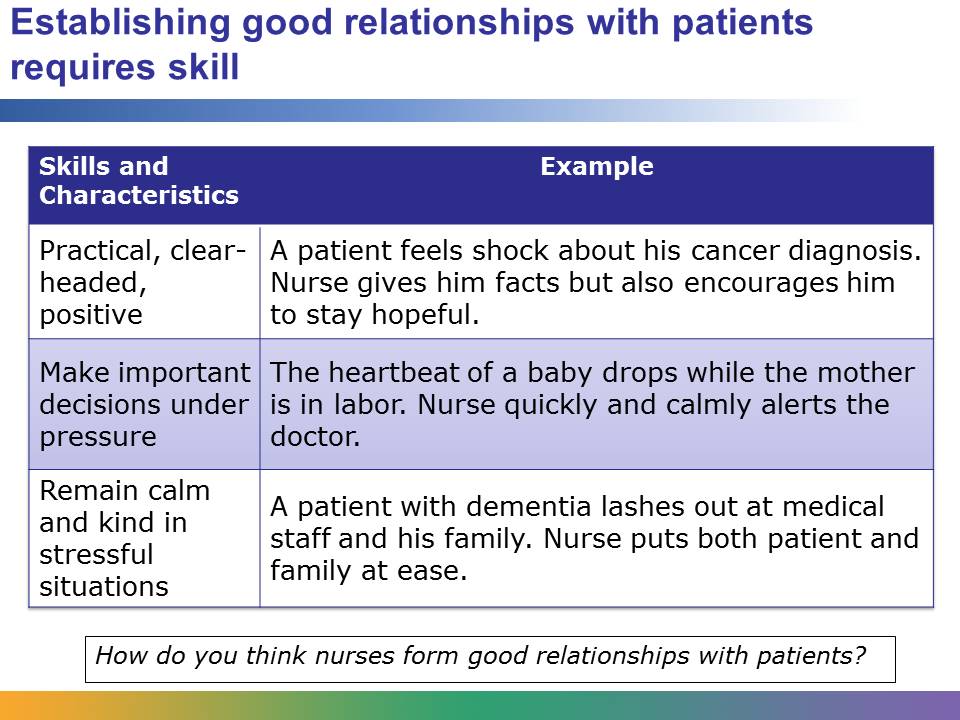
Clear communication between nurses and other health care workers is essential for both patient safety and for hospitals and clinics to run smoothly. SBAR is a standardized communication technique that nurses and other health care workers use to share information about patients. It is used when nurses communicate with each other, when they call a physician, or when a patient is transferred from one facility to the next. SBAR stands for situation, background, assessment, recommendations.



A nurse’s work can be physically demanding. Nurses spend a lot of time on their feet, standing and walking. Their work also requires them to bend, stretch, and lift heavy things. Nurses may need to lift and position patients, which can make them susceptible to back injury.

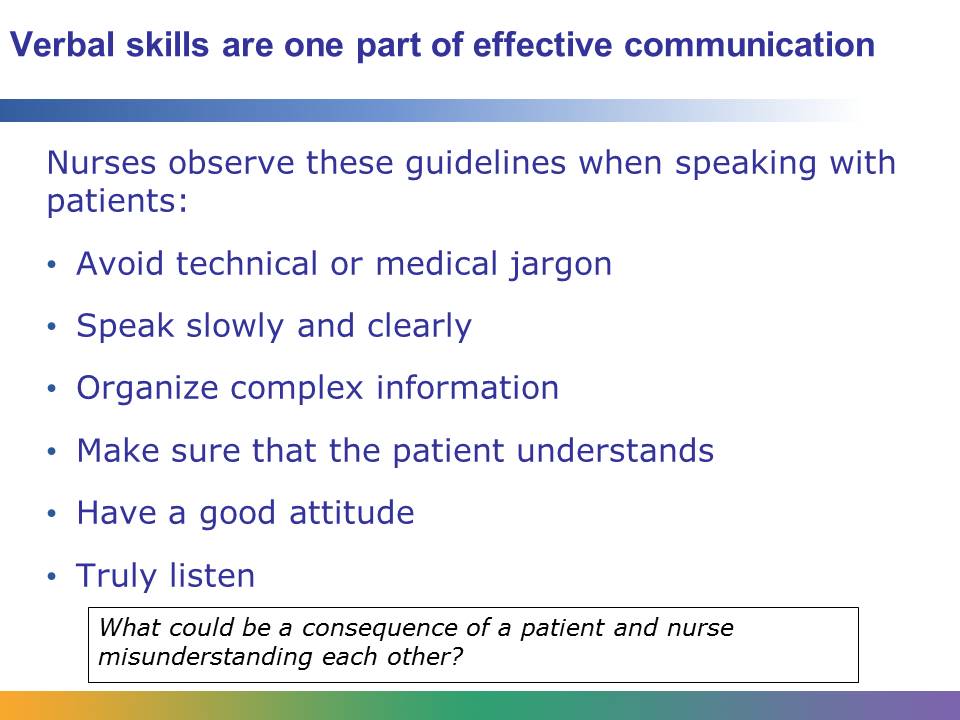
Hospitals provide care to patients around the clock, so nurses often keep unconventional schedules. They may be required to work nights, weekends, and holidays.

They are often in contact with patients who have infectious diseases, and they may work with potentially harmful materials. Consequently, they must observe strict guidelines to protect themselves, the other professionals they work with, and patients.



In spite of the job’s demands, nursing is a highly rewarding profession. Patients often form opinions of their experience in a hospital based on the interactions they have with the nursing staff. Patients rely on nurses to have their basic needs met, receive emotional support, and understand the details of their condition. When a nurse can provide these services for a patient, the patient is often very grateful. Nurses can make a real difference in people’s lives at a time when they need it most.

Nurses are often friendly, patient, and positive. They are practical, clear-headed people who can make important decisions under pressure, remain calm in stressful situations, and remain kind even with irritable patients or in unpleasant circumstances.



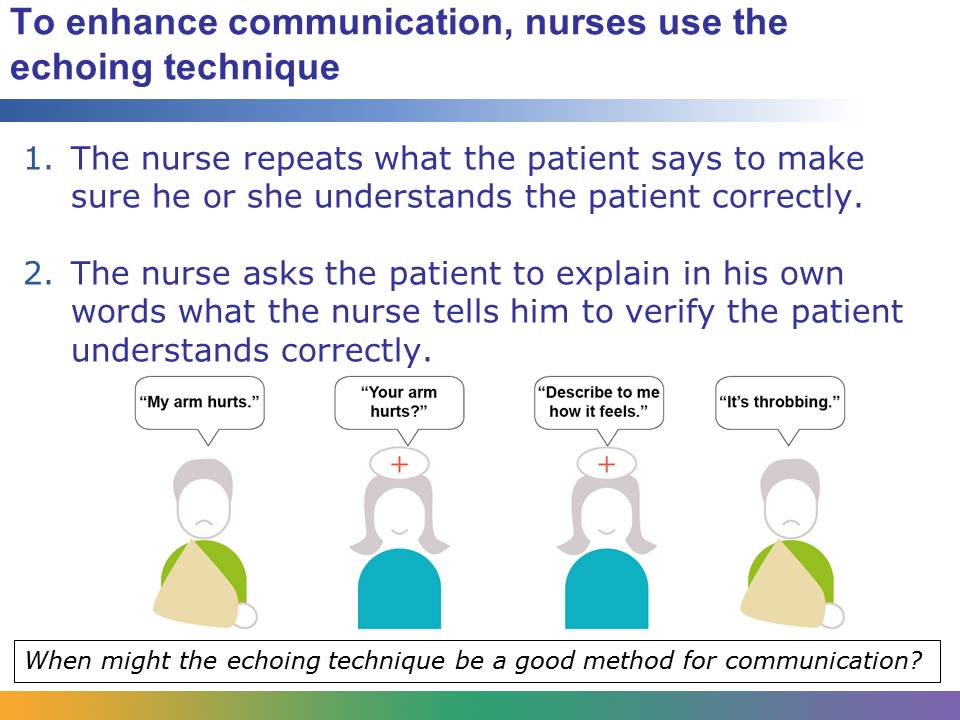
There are different ways that nurses form good relationships with patients. One way is through effective communication. There are two main types of communication skills: verbal skills and nonverbal skills.

Nurses need verbal skills to understand a patient’s medical history and condition, give a patient instructions, and give information to other health care professionals. The words a nurse chooses to use, or a nurse’s vocabulary, are an important part of having effective verbal skills. Nurses with good verbal skills won’t use technical or medical jargon when speaking to patients. They will use words that are familiar to the patient. They speak slowly and clearly, and they make sure that the patient understands what they are saying.

When nurses have to give a patient a complex explanation, they will organize their thoughts and be direct. They may explain things in a step-by-step manner. They will leave out unnecessary information that could overwhelm the patient.

The way nurses communicate is as important as what they say. In other words, having a good attitude helps nurses communicate effectively. Having a good attitude means being genuine, avoiding acting superior, being argumentative, or acting uninterested. Nurses need to always remember to speak to the patient at eye level, which may mean taking a seat or bending down.

Nurses avoid prejudging what they think their patients are going to say or how they are feeling. They listen carefully to their patients and allow their patients to express themselves.



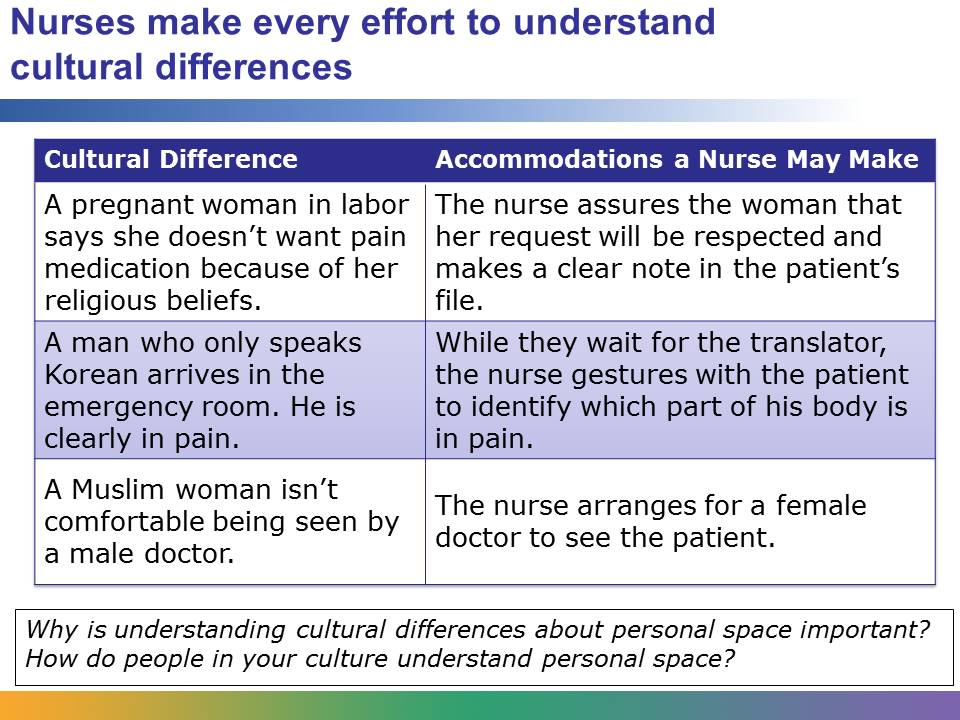
The echoing technique is one method that nurses use to make sure that both the nurse and the patient are clearly communicating.

Using the echoing technique, the nurse repeats what a patient has said to make sure that he or she understands the patient. Then the nurse asks the patient to explain in his or her own words what the nurse has said.

This technique ensures that both the nurse and patient understand each other.



Good communication is not just about what a person says. Nurses use nonverbal skills to develop effective communication with their patients. They use eye contact and positive facial expressions. They are aware of their body language and avoid body language that may make a patient uncomfortable, such as raising their eyebrow questioningly or rolling their eyes. They keep a clean, neat personal appearance and wear a uniform. They may also use touch, such as gently patting a patient’s hand, to comfort or reassure a patient.

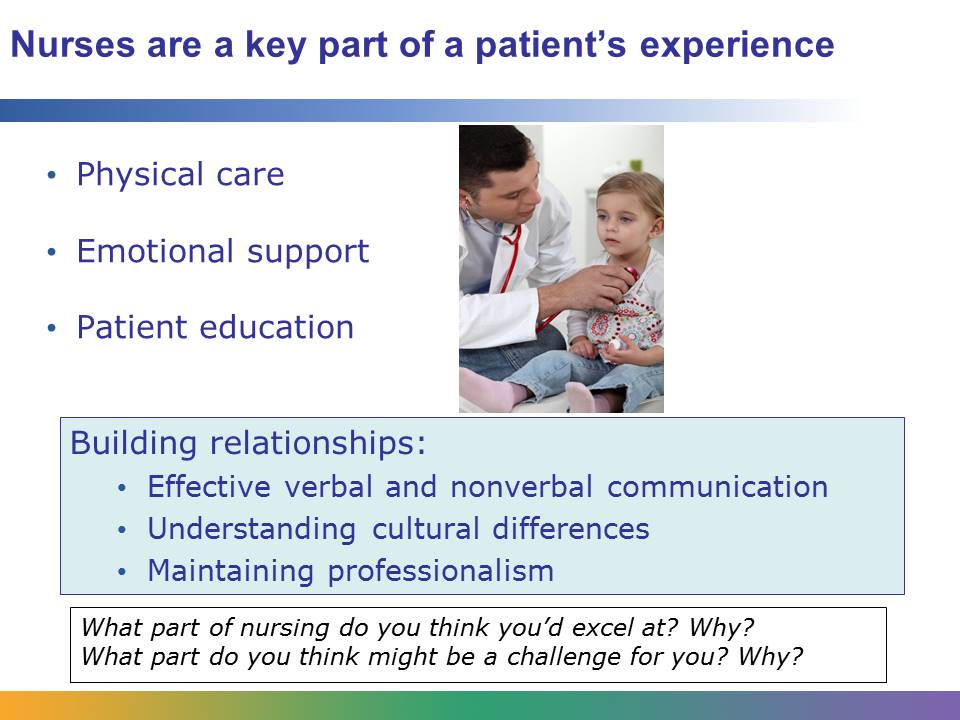


Nurses care for a variety of patients from different cultures, countries, and religions. Their patients may or may not speak English. For some patients, it could be their first time interacting with a health care professional in the United States, and they may be nervous or frightened. Nurses are aware of the cultural differences of their patients and try to accommodate them. For example, with a patient who doesn’t speak English, nurses may use a demonstrative approach in which they use gestures to explain what they are saying. Also, most hospitals have certified interpreters available. If they are not available face to face, they have a telephone program available 24/7 so the patient can receive information in his or her language. This is a requirement of the health care facility.

Different cultures have different ideas about what constitutes personal space. When nurses are aware of this, it can help put patients at ease.



Sticking to professional standards helps nurses build good relationships with their patients. Some of the simple choices nurses make when interacting with patients contribute to their professionalism. These choices include whether or not to address a patient by his or her first or last name and acknowledging and showing respect for the concerns of the patient’s family members. Professionalism also includes treating all patients equally, observing safety guidelines, and protecting the privacy of patients.



Nurses play an indispensable role in a patient’s experience in a hospital or other medical setting. Nurses provide patients not only with physical care but with emotional support and education, too.

Nurses have training and experience in building good relationships with patients. They use verbal and nonverbal skills to communicate effectively with patients. They take cultural differences into account when they interact with patients, and they always maintain professionalism.

Student Resource 9.3

Predictions: The Nursing Process

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: In the first column of the chart below are the five steps in the nursing process. Before you read Student Resource 9.4, Reading: The Nursing Process, fill out the second column of the chart by predicting what happens during each step of the process. Then, as you read Student Resource 9.4, fill out the I Learned column.

When you have completed the reading, your teacher will instruct you to complete the second page of the worksheet.

|  |  |  |
| --- | --- | --- |
| Nursing Process | I Predict This Means | I Learned |
| Assessment |  |  |
| Diagnosis |  |  |
| Outcome / Planning |  |  |
| Implementation |  |  |
| Evaluation |  |  |

Directions: Draw a line from each step of the nursing process in the left column to the appropriate example of that step in the right column.

|  |  |
| --- | --- |
| **Assessment** | The certified nursing assistants (CNAs) at the nursing home offered Matilda three hearty meals and three snacks a day. They sat with Matilda while she ate. They offered her seconds. |
| **Diagnosis** | The RN reviewed Matilda’s assessment and made a diagnosis: “Imbalanced nutrition: less than body requirements.” She wrote the diagnosis in Matilda’s file. |
| **Outcome / Planning** | The RN evaluated Matilda’s condition a week after implementing the plan. Matilda’s weight was stable, and she said that she felt more energetic. The nurse decided to continue with Matilda’s care plan without making any modifications. She noted this information in Matilda’s file. |
| **Implementation** | Matilda is a relatively healthy 86-year-old who lives in a nursing home. Because she is fairly independent, she eats her meals unsupervised. During a visit, Matilda’s son told the nurse that Matilda seemed weak. The RN visited Matilda, who told her that she felt lethargic. The nurse asked Matilda about her eating habits, and Matilda said sometimes she skipped meals or ate only crackers or fruit. The nurse took Matilda’s weight; she had lost several pounds. |
| **Evaluation** | The RN put together a care plan for Matilda. One of the goals of the plan was to increase both Matilda’s food intake and body weight. The care plan involved offering Matilda high-caloric food and supervising her meals more closely. The RN reviewed the plan with the CNAs. |

Student Resource 9.4

Reading: The Nursing Process

There are many different types of registered nurses. They have different responsibilities and work in different settings. One thing they have in common is that they all follow a standardized practice to deliver nursing care. This practice is called the nursing process.

There are five steps in the process that nurses follow, but the nursing process is not linear. At any step in the process, a nurse may return to a previous step, start the process over, or stop the process. The nursing process is cyclical.

This nursing process focuses on the whole patient, including the patient’s physical body, spiritual beliefs, and emotional state.

Step 1: Assessment

The first step in the nursing process is called assessment. During this step, the nurse collects and analyzes information about the patient. The information is not just about the patient’s physical body. The information may be psychological, sociocultural, spiritual, or economic. The nurse uses this information to identify the patient’s problems that require nursing care. These problems may be actual or potential problems. During this step, the nurse takes the patient’s medical history and does a psychological and social examination. The nurse also does a physical examination, which may include taking vital signs and also looking for signs and symptoms of other physical problems. The nurse reviews the patient’s condition (as diagnosed by a physician), medications, and becomes familiar with the patient in general. The nurse carefully records information during the assessment. This information is critical to creating an effective and accurate care plan.

Here’s an example of how assessment works. Let’s say a patient in a nursing home is in pain. The nurse looks for the physical causes of the pain. But she will also examine the patient’s response to pain. Is the patient scared? Is the patient refusing to take pain medication? Is the patient expressing anger or frustration with the nursing home staff? The nurse records the information she takes during the assessment.

Step 2: Diagnosis

|  |  |
| --- | --- |
| The second step is called diagnosis. The nurse uses the information gathered during the assessment to make a diagnosis. The diagnosis may be about a patient’s actual problems. The diagnosis may also be about problems that the nurse thinks the patient is at risk for developing. The nurse must use certain terms to describe and name the diagnosis.  For example, let’s say that in her assessment a nurse learns that a patient who has been admitted to the hospital for pneumonia has been treated for anxiety in the past. The patient also tells the nurse that he’s very worried that his time in the hospital will impact his new job. The nurse may diagnose him for being at risk for anxiety. | **Examples of Nursing Diagnoses**   * Risk for sleep deprivation * Risk for infection * Risk for delayed surgical recovery * Risk for situational low self-esteem * Hypothermia * Anxiety * Impaired swallowing * Ineffective breathing pattern * Fatigue |

A nursing diagnosis is different from a doctor’s diagnosis or the diagnosis obtained through diagnostic imaging. In the example given above, the nurse diagnosed the patient as being at risk for anxiety based on her assessment. However, the patient’s medical diagnosis, pneumonia, was obtained by means of a chest X-ray. The doctor and the radiologist reviewed the results of the X-ray and determined that the patient had pneumonia.

Step 3: Outcomes / Planning

The third step in the nursing process is establishing outcomes and planning. During this step, the nurse puts together a care plan, using the assessment and diagnosis to set short- or long-term goals for the patient. The nurse makes sure that the goals are achievable, or realistic. For example, a nurse’s care plan may involve helping a patient in a nursing home take one walk a day.

If there is more than one diagnosis, the nurse is responsible for prioritizing the patient’s problems. The nurse figures out which problems are most severe and should get attention first.

The nurse records the care plan in the patient’s file so that other health care workers who are caring for the patient will have access to it.

Step 4: Implementation

The fourth step in the nursing process is called implementation. During this step, the nurse implements, or performs, the care plan to provide care for the patient. The nurse may assign parts of the care plan to other workers and monitor their work. All parts of the plan that are implemented are carefully documented in the patient’s record. For example, if the care plan involves helping the patient take a walk every day, the nurses will coordinate when the activity will occur. They will record how long the patient walked for and any observations they had about the patient.

Step 5: Evaluation

The fifth step of the nursing process is called evaluation. In this step, the nurse evaluates the patient’s progress toward meeting the goals. Based on the patient’s progress, the care plan can be modified and the goals can be adjusted. If the patient’s progress is slow or if there are new problems, the nurse may decide to return to a prior step in the process, or decide to create a new care plan. For example, if the diet that was developed to help a patient with nausea is making him feel sicker, the nurse will likely return to the outcomes/planning step.

However, if the goal has been achieved, the nurse may decide to stop the care plan. As in every stage in the nursing process, the work that happens during the evaluation step is closely recorded in the patient’s records.

Student Resource 9.5

Scenarios: Using the Communication Skills of a Nurse

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: In your group, read the scenario that your teacher assigned you. Then practice role-playing the scenario. The role play should not exceed one minute.

Consider these questions as you work on your role play:

* Is the nurse treating both the patient and the caretaker or companion with respect and courtesy?
* Is the nurse showing that he or she is listening carefully to the patient?
* Is the nurse using appropriate body language?
* Is the nurse explaining things in a way that the patient can understand? Are the words the nurse uses appropriate for the patient’s age and cultural background?
* Is the nurse doing everything possible to help the patient?

After you’re done practicing, your group will act out your scenario in front of the class. Do not fill out the notes section yet; your teacher will instruct you to fill it out when groups role-play in front of the class.

Scenario One

A 45-year-old woman has a history of skin cancer in her family. She is waiting with her brother in an exam room to receive the results of a skin biopsy. She is nervous, and her brother is angry because he feels that they have been waiting too long.

Notes:

Scenario Two

A nurse is preparing to give a 4-year-old a vaccination. The mother is with the child. The mother and the child’s first language is Spanish and their English is limited. The nurse does not speak Spanish.

Notes:

Scenario Three

A daughter visits her 77-year-old father in a nursing home. The father has Alzheimer’s disease. A nurse enters the father’s room just as the daughter is becoming upset because her father doesn’t know who she is.

Notes:

Scenario Four

An 80-year-old woman has been hospitalized with a broken hip. Her son tells the nurse that he thinks his mother is in more pain than she is letting on. The son thinks that the mother is too proud to ask for help.

Notes:

Scenario Five

A 26-year-old woman gave birth two days ago. She is being discharged from the hospital. The nurse is reviewing with the woman and her husband information about how much rest the woman needs and things they need to do to care for the baby. The couple seems overwhelmed.

Notes:

Scenario Six

A nurse pays a home visit to an 83-year-old man. She is reviewing his medication with him and his wife. The instructions are complicated. Both the man and his wife seem confused, but they say that they understand.

Notes:

Scenario Seven

At his 12-year-old daughter’s routine checkup, the father tells the nurse that he thinks his daughter is dieting unnecessarily. The daughter disagrees and becomes embarrassed.

Notes:

Student Resource 9.6

Reference Sheets: Nursing

Registered Nurse (RN)

Pathway: Therapeutics

**Getting ready to go home**

Clarence was being discharged from the hospital. Holly made sure that Clarence understood the physician’s orders for home treatment, which had overwhelmed Clarence at first. “Thanks. Your support has meant a lot,” Clarence said.

**Providing patient support**

Holly is a registered nurse (RN). RNs provide patients with physical examination and treatment, education, and support. In a hospital, they may be responsible for making critical decisions about immediate actions that need to be taken. Like Holly, RNs teach patients about how to take care of their illness or injury after they leave the hospital. Often, they supervise licensed practical nurses (LPNs) and nurse aides. RNs work in almost all health care settings, from hospitals to schools to nursing homes.

With more education, RNs can become advanced practice registered nurses (APRNs), which includes nurse practitioners (NPs), who can specialize in women’s health, geriatrics, psychiatric care, etc.; certified nurse-midwifes (CNMs), who provide gynecological and obstetrical care; clinical nurse specialists (CNSs), who handle a wide range of physical and mental problems; and certified registered nurse anesthetists (CRNA), who administer anesthetics.

**Qualities and skills**

Like Clarence, the general feeling that many patients have about their medical care is based on their interactions with RNs. RNs are usually pleasant, positive, and trustworthy, and their work is often openly appreciated by patients. Since they supervise other members of the nursing staff, they must have leadership skills. They must be able to concentrate on critical tasks, even in stressful situations, and they must be able to carefully follow procedures to protect themselves and others against disease and injury.

**I’ve always dreamed of being a nurse. What do I have to do to make it happen?**

Community colleges offer two-year nursing education programs, and hospitals offer three-year programs. Colleges and universities offer four-year programs. Graduates of these four-year programs receive a BSN, or a bachelor of science in nursing. RNs must pass a written exam issued by the state board of nursing and receive state registration. Advanced practice nurses need a BSN and a master’s degree. According to the US Department of Labor in 2013, the mean annual wage for RNs was $68,910.

**How can I prepare now?**

Look for volunteer work at a hospital or medical center; find a nurse who is willing to act as a mentor and help you make college and career choices.

Licensed Practical Nurse (LPN) or Licensed Vocational Nurse (LVN)

Pathway: Therapeutics

**An unfortunate crash**

A drunk driver had smashed into the van that Julia was driving. It was a serious crash, and Julia had multiple wounds. At scheduled intervals, Jacob checked Julia’s vitals. He cleaned and dressed her wounds. Jacob took detailed notes on Julia’s progress to show the RN and Julia’s doctor. With each visit, he asked Julia how she was doing and gave her encouraging words of support.

**Bedside care**

Jacob is an LPN. Like RNs, LPNs provide bedside care and support to patients in a variety of health care settings. LPNs, however, have fewer responsibilities than RNs, and their education and training is more limited. Their responsibilities include giving physical care, taking vital signs, giving medication, and dressing wounds. They prepare patients for exams. They take clear and descriptive notes about a patient’s condition, and they report that information to their supervisor, who is usually an RN or physician.

**Qualities and skills**

Like RNs, LPNs are clear thinkers with positive attitudes who can work productively under stressful conditions. They must be able to handle working with patients who might be agitated or in pain. Their work can be physically demanding. For example, they may need to move patients, so they must follow protocol to protect themselves from back injury and patients from further injury. According to the US Department of Labor in 2013, the mean annual wage was $42,910.

**I think this would be the perfect career for me. What do I have to do to make it happen?**

LPNs complete a one-year program after high school. LPN programs are offered by hospitals, technical colleges, city school systems, and community colleges. After completing the program, students must pass a written exam issued by the state board of nursing and obtain a state license that must be renewed every two years.

**How can I prepare now?**

Like all health care careers, focus on your science courses. Also, consider volunteering or getting a summer job in a health care setting, like a nursing home.

Certified Nursing Assistant (CNA)

Pathway: Therapeutics

**Caring for the elderly**

Bihn gingerly helped Mr. Kim into his robe and slippers. Then he carefully helped him out of bed and into the wheelchair. Bihn wheeled Mr. Kim into the rec room and turned on Mr. Kim’s favorite talk radio program. Mr. Kim patted Bihn’s hand and thanked him.

**Providing basic needs**

Bihn is a CNA. CNAs provide care that covers a patient’s basic needs, which include hygiene, comfort, and nourishment. Their daily tasks may include changing bed linens, transporting patients, taking vital signs, and bathing and feeding patients. They monitor patients and report changes in patients’ behavior or well-being to the RN in charge. In nursing homes, CNAs may be the main caregiver.

**Qualities and skills**

CNAs are often working with patients who may be irritable or uncooperative. Also, they often perform unpleasant tasks, such as changing soiled linens or emptying bedpans, so CNAs must be tolerant and compassionate people. Their work can also be physically demanding. They may be on their feet for most of their work day and be required to lift patients. Like LPNs and RNs, their work can be very rewarding because they are often caring for people who greatly appreciate their work.

**I think this would be a great career for me. What do I have to do to make it happen?**

CNAs must complete a four-month certificate program. They must also pass a written and practical exam issued by the state. CNA programs are offered in vocational and technical schools. According to the US Department of Labor in 2013, the mean annual wage was $26,020.

**How can I prepare now?**

Make contact with a CNA and ask about the specific challenges and highlights of that person’s job. Consider if it is a career that would be a good fit for you.

Student Resource 9.7

Comparison: Nursing Careers

Student Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Directions: Use the information you find on the nursing reference sheets (Student Resource 9.6) to complete the chart. Then use the information in the chart to answer the questions below.

|  | RN | LPN | CNA |
| --- | --- | --- | --- |
| Years of education required after high school |  |  |  |
| Salary |  |  |  |
| Responsibilities and specific duties |  |  |  |
| Personal characteristics |  |  |  |
| Direct supervisor |  |  |  |

1. Explain the connection between the amount of education required for a nursing profession and the salary that profession earns.
2. What are two things that all three professions have in common?
3. Which nursing career requires the most education, earns the highest salary, and has the most responsibilities? Which requires the least? In your notebook, draw a graph or chart that depicts the difference in education, salary, and responsibilities of an RN, LPN, and CNA.

Student Resource 9.8

PowerPoint Presentation: Types of Nursing

Directions: Your teacher will assign your group one type of nursing. Follow the instructions below to create a four-slide PowerPoint presentation about this type of nursing. You will present your presentation to the class. Read all of the instructions before you begin work, and make sure you read and understand the assessment criteria.

1. Your target audience is young people who are interested in a career in nursing. Make sure as you create your presentation that you keep your target audience in mind.
2. Your PowerPoint presentation should contain four slides, as outlined below. Two members of your group will be responsible for researching, writing, designing, and presenting Slides 1 and 2, and two members will be responsible for Slides 3 and 4. Review the topics for the slides with your group, and then decide who will be responsible for each slide.

Slide 1: On this introductory slide, explain the responsibilities of this type of nurse. Explain what sets this type of nursing apart from other types of nursing.

Slide 2: Explain the educational requirements for this type of nurse. If certain experience is also required, explain what it is.

Slide 3: Tell if this nurse provides primary, secondary, or tertiary care, and explain why.

Slide 4: Conclude the presentation by explaining what type of person enjoys and excels at this type of nursing. Explain some of the highlights and challenges of the job.

1. Begin your research using the following sites. You may find that you need to go to more specific sites to get the information you need for your presentation. If you are unsure about the validity of a particular site, ask your teacher to verify it.
   * Bureau of Labor Statistics: “Registered Nurses” <http://www.bls.gov/ooh/healthcare/registered-nurses.htm>
   * American Nurses Association: “Nursing World” <http://nursingworld.org/>
   * College Board: “Major: Nursing (RN)” <http://www.collegeboard.com/csearch/majors_careers/profiles/majors/51.1601.html>
   * Discover Nursing <http://www.discovernursing.com/home>
   * Nurse.com: “Careers in Nursing” <http://www.nurse.com/students/careersinnursing.html>
2. After you research your topics with your partner, create a rough outline for your slides and choose a PowerPoint template. You can choose an existing template. Then share your outline with your group. Make sure that the information your group plans to cover on the four slides is consistent but not too repetitive. Begin writing and designing your slides.
3. When you have finished writing and designing your slides, as a group review the slides in your presentation using the following checklist. Make sure that the information flows smoothly from one slide to the next, then make any necessary edits to improve your group’s presentation using the following guidelines:
   * The slide is simple and easy to read.
   * The information on the slide stays on topic.
   * The slide is visually interesting. Charts, diagrams, illustrations, or photographs that are appropriate for the topic are used that also include appropriate source citations.
   * Information on the slide is organized using headings and bullet points.
   * The slide is clearly geared toward the target audience.
   * The information on the slide is accurate and factually correct.
4. Practice presenting your slides to your own group. Give each other feedback about presentation issues, such as eye contact or the speed at which you deliver the information. Presenting each slide should take about one minute.
5. Carefully review your presentation with your group to make sure that it meets the assessment criteria below.
6. Prepare one question that will be a part of a quiz that students take as they watch the presentations. The question must be about information that is covered in your presentation. Your teacher will instruct you how to write a good quiz question. Write the question and the answer on a sheet of paper and submit it to your teacher.

Make sure your presentation meets or exceeds the following assessment criteria:

* The presentation is geared to the target audience, and each slide appropriately addresses its topic with accurate information.
* The presentation is visually engaging, with effective use of diagrams, charts, illustrations, and photographs.
* The information in the presentation is clearly organized and uses headers and bullet points as appropriate.
* The presentation uses proper spelling and grammar.
* The presenters communicate the information clearly; they make eye contact with the audience and avoid reading the slides word for word.

Student Resource 9.9

Culminating Project: Compiled Interview Notes

Directions: In your group, choose one set of interview notes that you would like to turn in for assessment. Then compile each member’s notes into one document using the chart below. If necessary, use additional pages for questions and answers. Your group notes will be assessed, not your individual notes. When you compile your notes, make sure that your responses aren't repetitious and that the information thoroughly reflects the notes of all your group members. Review the assessment criteria before you begin compiling your notes, and make sure you understand how your work will be assessed. Make sure that each group member is clear about his or her responsibilities to complete this task.

|  |  |
| --- | --- |
| Professional’s name |  |
| Professional’s title and place of work |  |
| Date and time of interview |  |
| Questions | Responses |
|  |  |
| **Additional information** | |

Make sure your compiled notes meet or exceed the following assessment criteria:

* The interview questions are open ended, relevant, and on topic, and they elicit responses on a range of topics.
* The notes taken on the professional’s responses capture important ideas, and they include both the main idea of the response and the significant details.
* The notes include at least one powerful quotation in the professional's exact words.
* The completed notes are neat and use proper spelling and grammar.