

# LEARNING PLAN

STUDENT NAME: **MIGMAR TSERING**

PRACTICAL NURSING PROGRAM, HUMBER COLLEGE DATE:

PREGRAD LEARNING PLAN- MADE BEFORE THE MID TERM

<p><b>AREAS THAT REQUIRE DEVELOPMENT:</b>  <i>Be more proficient and become expert in nursing assessment, intervention and evaluation of post op patients-with COPD, asthma, and shortness of breathing using CNO standards of nursing-client therapeutic relationship.</i></p>	<p><b>LEARNING GOAL # ONE</b>          Become expert in dealing with client with respiration distress symptoms- COPD, Asthma- in a post op setting doing right nursing intervention, therapy, collaborative practice using therapeutic nurse client relationship and communication.</p>	
<p><b>STRATEGIES AND RESOURCES TO BE UTILIZED</b></p> <ul style="list-style-type: none"> <li>- <i>Always calm down before taking vitals-prepare your equipment, read client history, medical conditions, medications -before taking vitals.</i></li> <li>- <i>Continue to expand on knowledge about common respiratory diseases, doing right assessment, right nursing interventions- right nursing evaluation and - patho-physiologies, etiology, and relate them effectively with nursing implications- especially with clients with respiration distress issues and clients requiring LOC assessment in a post op orthopedic setting.</i></li> <li>- <i>Continue to receive feedbacks from preceptor in developing my nursing skills and get evaluated on my progress</i></li> <li>- <i>Watch online video posted on College website and resources on the topic</i></li> <li>- <i>Practice in COLLEGE SIM LAB-</i></li> <li>- <i>Continue to evaluate myself on my progress</i></li> <li>- <i>And create and recreate new learning plan based on my progress.</i></li> <li>- <i>Use college SIM LAB for further skill development.</i></li> </ul>	<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>- Understand how to create concept map and critical thinking in doing right interventions for client with respiration distress- especially in client with RR over 20 and O2 Sat less than 90</li> <li>- Able to analyze medical diagnosis and relate it with nursing problem to create correct nursing diagnosis</li> <li>- Correctly does Glascoma Scale in client with neurological issues.</li> <li>- Able to rate Alertness and orientation to person place and time correctly</li> <li>- Will be able to create correct nursing diagnosis from list of nursing problem with</li> </ul>	<p><b>TIME LINE</b></p> <p><b>By End of</b>  <b>March 2015</b></p>

	<p>contributory and immediate stimuli related to client with respiration issue</p> <ul style="list-style-type: none"> <li>- Continue to use skills under preceptor's guidance to assess, monitor, intervene and evaluate client with respiration, distress especially SOB.</li> <li>- To get over 80% in nursing theory class exam to update my knowledge.</li> </ul>	
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**RESOURCES AND REFERENCE LISTS:**

Medical-Surgical Nursing: Assessment and Management of Clinical Problems by Sharon L. Lewis

Canadian Fundamentals of Nursing by Potter and Perry

Pharmacology for Canadian Health Care Practice by Linda Lane Liley, Scott Harrington, and Julie S. Snyder.

## LEARNING PLAN

STUDENT NAME: **MIGMAR TSERING**

PROGRAM PRACTICAL NURSING- HUMBER COLLEGE DATE: February 25, 2015

<p><b>AREAS THAT REQUIRE DEVELOPMENT:</b>  <i>Nursing Standards-</i></p> <p><i>Therapeutic listening</i>  <i>Client Education</i>  <i>Knowing the boundary of practice as a student nurse and future RPN in a post op setting/ knowing when to report to charge nurse about practice for patient and nurse safety</i></p>	<p><b>LEARNING GOAL # TWO</b>  <i>To be proficient in client education about Post hop hip and knee replacement</i>  <i>Excel in assessment through therapeutic listening especially client with cognitively impaired and senior step patients on the floor/fully understand the boundary of professional practice as a student nurse and future RPN</i></p>	
<p><b>STRATEGIES AND RESOURCES TO BE UTILIZED</b></p> <ul style="list-style-type: none"> <li>- <i>Read, research and learn from the class text book, Medical Surgical Nursing</i></li> <li>- <i>Read relevant videos on the blackboard</i></li> <li>- <i>Read Potter and Perry's Canadian</i></li> <li>- <i>Continue to receive feedback from preceptor on progress and performance</i></li> <li>- <i>Always practice basic elements of communication when dealing with clients and read thoroughly on lecture notes on therapeutic communication</i></li> <li>- <i>Read thoroughly CNO literature on the topic- especially scope of practice standards for RPN and nurse client therapeutic relationship</i></li> <li>- <i>Always observe for client satisfaction if your communication skill is effective with the client</i></li> </ul>	<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>- <i>Self Evaluation</i></li> <li>- <i>Peer Evaluation</i></li> <li>- <i>Self Reflection (Journaling on my progress on clinical nursing skills</i></li> <li>- <i>Preceptor's feedback and evaluation</i></li> <li>- <i>Continue to receive feedback from my preceptor on my knowledge and psychomotor skills in this area</i></li> <li>- <i>Receive feedback from other floor nurse</i></li> </ul>	<p><b>TIME LINE</b></p> <p><i>By the end of the mid term.</i></p>

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STUDENT NAME: **MIGMAR TSERING**

PROGRAM PRACTICAL NURSING- HUMBER COLLEGE DATE: February 25, 2015

<p><b>AREAS THAT REQUIRE FURTHER DEVELOPMENT:</b>  <i>Medication via IV                  PCA pump use/machine fixing/changing cassette/adjusting dose as per institution protocol                  IV complications and required interventions                  Fluid balance- monitoring- and interventions to achieve healthy fluid balance in post op patients                  Post op-complications- especially, ilius, hypotension dt blood loss, NVD, bowel, DVT, and urinary retention                  Post-op teaching/ and  <b>Blood transfusion</b> if the facility allows.</i></p>	<p><b>LEARNING GOAL # THREE</b></p> <p><i>To become proficient and expert in nursing care related to IV therapy, IV infusion, IV adjustment, medication via IV, and IV device maintenance and knowledge of common IV complications in clinical settings especially with Post OP patients- Accurate monitoring of client's fluid balance-/ Intake and Output- / be expert in changing PCA pump cassette, dosage</i></p> <p><i>Blood transfusion- experience- knowing how to spot hemolytic reaction.</i></p>	
<p><b>STRATEGIES AND RESOURCES TO BE UTILIZED</b></p> <ul style="list-style-type: none"> <li>- Read, research and learn from the class text book, Medical Surgical Nursing</li> <li>- Read relevant videos on the blackboard</li> <li>- Read Potter and Perry's Canadian Fundamental of Nursing to learn about techniques to give best IV care</li> <li>- Read Agency policy and protocols regarding IV care and documentation</li> <li>- Continue to learn from my preceptor</li> </ul>	<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>- Classify and describe IV solutions</li> <li>- Know Different kinds of Patient control pain management</li> <li>-</li> <li>- Perform IV infusion, drip chamber rate, change new bag, adjust flowrate,</li> </ul>	<p><b>TIME LINE</b></p> <p><i>By the End of Midterm Before the term ENDS.</i></p>

<p><i>on giving IV care</i></p> <ul style="list-style-type: none"> <li>- <i>Doing return demonstration correctly in giving correct IV care and priming</i></li> <li>- <i>Receive feedbacks on my return demonstration performance</i></li> <li>- <i>Read topics on Patient control Analgesics</i></li> <li>- <i>Go to college SIM LAB to practice</i></li> </ul>	<p><i>use electronic pump, and how to spot kink and IV tubing problems.</i></p> <ul style="list-style-type: none"> <li>- <i>Self Evaluation</i></li> <li>- <i>Peer Evaluation</i></li> <li>- <i>Self Reflection (Journaling on my progress on clinical nursing skills</i></li> <li>- <i>Preceptor's feedback and evaluation</i></li> <li>- <i>Continue to receive feedback from my preceptor on my knowledge and psychomotor skills in this area</i></li> <li>- <i>As per agency protocol, continue to get knowledge and experience on blood transfusion nursing care.</i></li> </ul>	
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Preceptor

Student

