



November 25, 2008

To: Curriculum Committee
From: Nancy Johnson
Allied Health Department Chair
Re: Request for Exception to 6 cr. Communication Requirement for AS degree
ENG 100-3 credits is included in the curriculum, the additional 3 credits is
integrated into the nursing courses.

The Nursing Program is requesting an exception to the requirement based on the extensive focus on communication included in the new Statewide Nursing Program Curriculum. The student learning outcomes related to communication are:

- 8. A competent nurse communicates effectively through the understanding that ...**
- 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients
 - 8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred
 - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach

The Benchmarks related to communication are included in "Collaboration with Health Care Team", "Relationship Centered Care", and "Communication."

HAWAII STATEWIDE NURSING CONSORTIUM BENCHMARKS

Progress toward level benchmarks is expected in each course of the curriculum. In their clinical practice students are expected to:

1. Provide safe care.
2. Practice within the legal scope of practice, and in accordance with the ANA Code of Ethics.
3. Be an active, engaged learner, seeking out new opportunities, and reflecting on their own performance.
4. Be aware of the evidence available to support nursing practices.
5. Provide care that is culturally and age/developmentally appropriate.
6. Practice family and relationship-centered care.
7. Recognize role as a leader, an advocate for individuals, families and communities, and an agent for access and high quality health care.

<p>5. Collaboration with members of the health care team.</p> <ul style="list-style-type: none"> a. Consults and collaborates with own peers, faculty and nursing staff. b. Demonstrates responsibility to fulfill assignments and commitments. c. Recognizes when feedback to team members may be useful. d. Identifies and supports peers and self in efforts toward wellness. e. Verbalizes an understanding of the need and importance of developing professional networks. 	<p>5. Collaboration with members of the health care team.</p> <ul style="list-style-type: none"> a. Readily consults within the health care team; sees self as a participant in collaborative interactions. b. Works well with team members who have varying points of view; enters into team relationships and readily accepts and fulfills assignments and commitments. c. Actively contributes to team work ; offers help and assists team with problem solving and decision making; and shares information necessary to make informed decision. d. Gives feedback in a timely and appropriate manner. e. Regularly and realistically self evaluates own performance: compares self-evaluation with feedback received, verbalizes intent to use the constructive feedback in future situations. f. Recognizes need to manage physical health variables and emotional stressors and sets priorities and time boundaries; asks for assistance and feedback from team members
<p>7. Relationship-Centered Care</p> <ul style="list-style-type: none"> a. Describes personal relationship style. b. Initiates meaningful interactions despite personal discomfort c. Recognizes the importance of maintaining professional boundaries. d. Establishes rapport e. Recognizes importance of relationship by eliciting client/family story. 	<p>7. Relationship-Centered Care</p> <ul style="list-style-type: none"> a. Integrates and adapts personal style with expected professional relationship style b. Intentionally moves out of personal comfort zones to accommodate patient needs c. Consistently sets and respects appropriate boundaries d. Adapts care to individual client/ family needs e. Uses understanding of cultural, economic,

<ul style="list-style-type: none"> f. Identifies and describes aspects of common local cultures including own, attempts individual assessment of relevant cultural aspects, including history of the community. g. Attempts to understand the meaning of the health event/illness/death to the client/family across the lifespan. 	<p>environmental and social differences to assess uniqueness of individual client.</p> <ul style="list-style-type: none"> f. Analyzes the impact of the culture and history of the community on the client's situation. g. Incorporates understanding of client's/family's perspective into plan of care. h. Collaborates with client in care planning i. Acknowledges and accepts client/family attitudes
<p>8. Communication</p> <ul style="list-style-type: none"> a. Shows basic understanding of therapeutic communication strategies . b. Demonstrates active listening. c. Uses open-ended questioning to elicit psychosocial data with increasing confidence. d. Notices cues from client. e. Written assignments show increasing consistency in accuracy and expected format. f. Initiates standardized health teaching but may require assistance in the recognition of client variables impacting learning or health care education needs. g. Communicates plan of care to client and family. h. Demonstrates beginning self-awareness of own cultural and language variations i. Identifies key cultural variables that affect communication in uncomplicated client situations. 	<p>8. Communication</p> <ul style="list-style-type: none"> a. Establishes goals for client-centered therapeutic interactions. b. Effectively utilizes verbal and nonverbal approaches for effective therapeutic communication in non-complicated client situations. c. Readily elicits client's and family's communication. d. Caring apparent through tone and nonverbal behavior. e. Seeks verbal collaboration with other health care team members. f. Assesses client's learning needs, learning styles, and variables impacting the teaching-learning process. Uses appropriate teaching strategies and materials. g. Spontaneously incorporates health care knowledge and education into routine communication. h. Creates individualized health teaching plans. i. Designs and implements health education programs to address learning needs of population. j. Knowledgeable of own communication skills and

	<p>deficits.</p> <ul style="list-style-type: none">k. Recognizes own cultural biases and inexperience.l. Integrates multiple overt variables into the interaction in uncomplicated client situations
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