

Me, Myself, and I

Curriculum Module



By
Teresa W. Banks, RN, Ph.D.
Coastal Region Education Consultant
Center for Aide Regulation and Education
Health Care Personnel Registry Section
North Carolina Division of Health Service Regulation
North Carolina Department of Health & Human Services
2000

Me, Myself, and I

Curriculum Module



Introduction

Me, Myself, and I Curriculum Module

Directions for Use

Me, Myself, and I is a curriculum module that has been prepared for two groups of people. First, the instructors, for whom we wish to provide a curriculum that can be used to complement their teaching skills and help them to educate nurse aides to remain knowledgeable, efficient, and caring. Second, the nurse aides, for whom we wish to provide the knowledge and skills necessary to remain competent and current in their provision of care.

Curriculum Pages

Each objective has been featured on a single page divided into two areas – Content Area and Instructor Notes.

- The “Content” area included in each part of the curriculum module outlines the lecture information to be covered in order to meet the objective. Handouts, discussions, and overheads complimenting each part of the curriculum module are also included.
- The “Notes” area for each part of the curriculum module includes a blank area specially designed for instructor notes. Instructors may choose to write notes beforehand, during class, or afterwards. The notes may serve as reminders for the instructor or may include additional content or examples.

Overhead Transparencies

Each of the three parts of the curriculum module contains a set of overhead transparencies. Each transparency corresponds with a specific objective or objectives and includes information gleaned from curriculum pages. Each transparency is numbered and corresponds with the curriculum content. Even though use of overhead transparencies by the instructor is optional, their use may be an effective teaching tool for nurse aides who are visual learners.

Handouts

A set of handouts for each part of the curriculum module is included. Each handout is numbered and corresponds with specific content. Handouts include information gleaned from each of the three parts of the curriculum module. The master copy of each handout should be duplicated and distributed to each nurse aide at the appropriate time during the lecture sequence.

Group Discussions

Group discussions are incorporated throughout the curriculum module.

Me, Myself, and I Syllabus

Description:

Me, Myself, and I is a curriculum module designed for the health and well-being of the health care provider, employed in a variety of health care settings.

The health care provider will compare his/her current body image to the physical characteristics of a competent and caring practitioner. He/she will also learn what comprises a positive health care work ethic. Will he/she fit the profile?

Burnout is common among health care providers who face incredible workloads and must deal with the emotional strain of illness and dying.

Burnout is defined as mental and physical exhaustion caused by excessive work-related stress and characterized by a negative self-concept, negative attitude on the job, and loss of concern for residents/patients. It is critical for the health care provider to understand how burnout occurs and methods to prevent it from happening to him/her.

Objectives:

1. Identify personal needs, values, and goals as a means of getting to know thyself.
2. Relate self-concept and self-esteem to who you really are as a person.
3. Evaluate the level of control you have over your life.
4. Describe the appearance of a competent, caring health care provider and compare this picture with your current body image.
5. Describe the characteristics of a positive work ethic.
6. Distinguish between stress, stressor, and stress reactivity.
7. List psychological, physiological, and behavioral/emotional adaptive responses to stress that may lead to diseases or disorders.
8. Describe how role stress and role strain contribute to burnout among health care providers.
9. Discuss stress management techniques that health care providers can use to prevent burnout.

Teaching Methods:

- Lecture;
- Overhead Transparencies (Optional); and
- Class Discussion

Method of Evaluation:

In order to meet requirements for the curriculum module, the health care provider must:

- Attend the entire class;
- Participate in class discussions;
- Pass the "closed book" written test at 80%.

Me, Myself and I Curriculum Module Vocabulary

<u>Biological stressor</u>	negative event related to the body.
<u>Body image</u>	your mental picture of what you think of yourself physically.
<u>Burnout</u>	mental and physical exhaustion caused by excessive work-related stress and characterized by a negative self-concept, negative attitude on the job, and loss of concern for residents/patients.
<u>Conflict</u>	state of tension brought about by competing motives.
<u>Coping mechanism</u>	psychological adaptive responses.
<u>Daily hassles</u>	a type of stressor that is negative and affects us regularly.
<u>Denial</u>	rejecting information.
<u>Displacement</u>	taking anger out on something or someone else who is less likely to seek revenge.
<u>Frustration</u>	a type of stressor that occurs when our efforts to achieve our goals are hampered.
<u>Goal</u>	satisfaction of a need becomes a goal.
<u>I deal-self</u>	our concept of what we ought to be.
<u>Identification</u>	the act of looking like or acting like someone else.
<u>Life changes</u>	a type of stressor that occurs now and then and may be positive or negative.
<u>Need</u>	a state of want, or a condition arising from a shortage of something.

<u>Psychosomatic illness/disorder</u>	an illness or disorder that is caused by or aggravated by stress.
<u>Rationalization</u>	relieving personal liability by saying someone or something else is the blame.
<u>Reaction formation</u>	acting just the opposite of how you really feel
<u>Regression</u>	behaving as someone would behave if he/she were much younger.
<u>Role strain</u>	reaction to role stress.
<u>Role stress</u>	when on-the-job role duties and tasks are unrealistic and too much is expected to be done in the time available, or the job is too hard to do, or the person is over/underqualified for the job.
<u>Self-concept</u>	how you really see yourself.
<u>Self-esteem</u>	how you value yourself.
<u>Stress</u>	a reaction of the body and mind to the mental and emotional strain placed upon them.
<u>Stress reactivity</u>	the body's reaction to stress that involves chemicals, hormones, and nerve impulses. May also be called the General Adaptation Syndrome (GAS) or the fight-or-flight response.
<u>Stressor</u>	a source of stress.
<u>Values</u>	a person's ideas about what is important in life.
<u>Work ethic</u>	a set of standards and principles of right behavior in the work setting.

Handouts

Duplicate the following as handouts:

- Syllabus
- Vocabulary

Overhead Transparencies



Overhead - Title

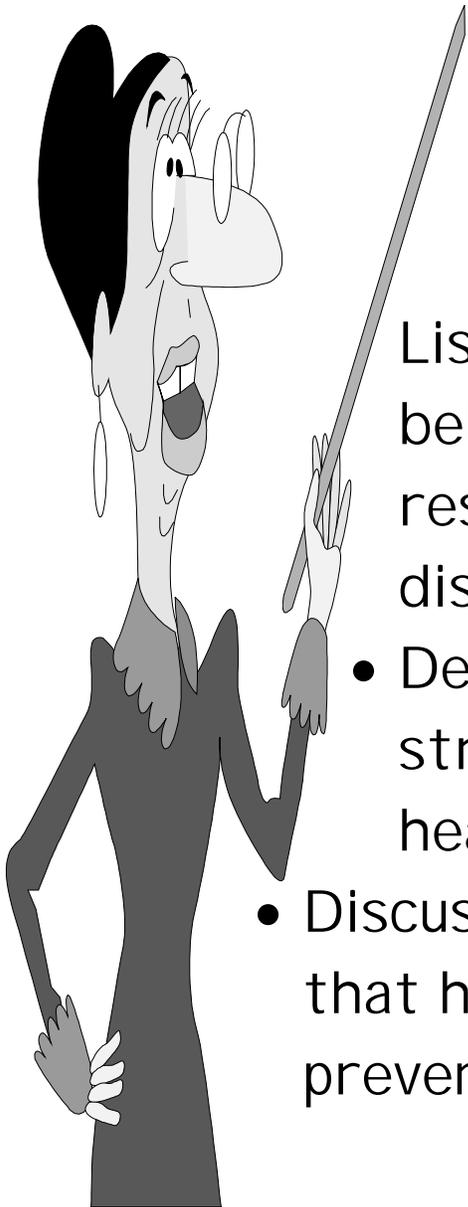
Me, Myself, and I Objectives



- I identify personal needs, values, and goals as a means of getting to know thyself.
- Relate self-concept and self-esteem to who you really are as a person.
- Evaluate the level of control you have over your life.
- Describe the appearance of a competent, caring health care provider and compare this picture with your current body image.
- Describe the characteristics of a positive work ethic.

Me, Myself, and I

Objectives



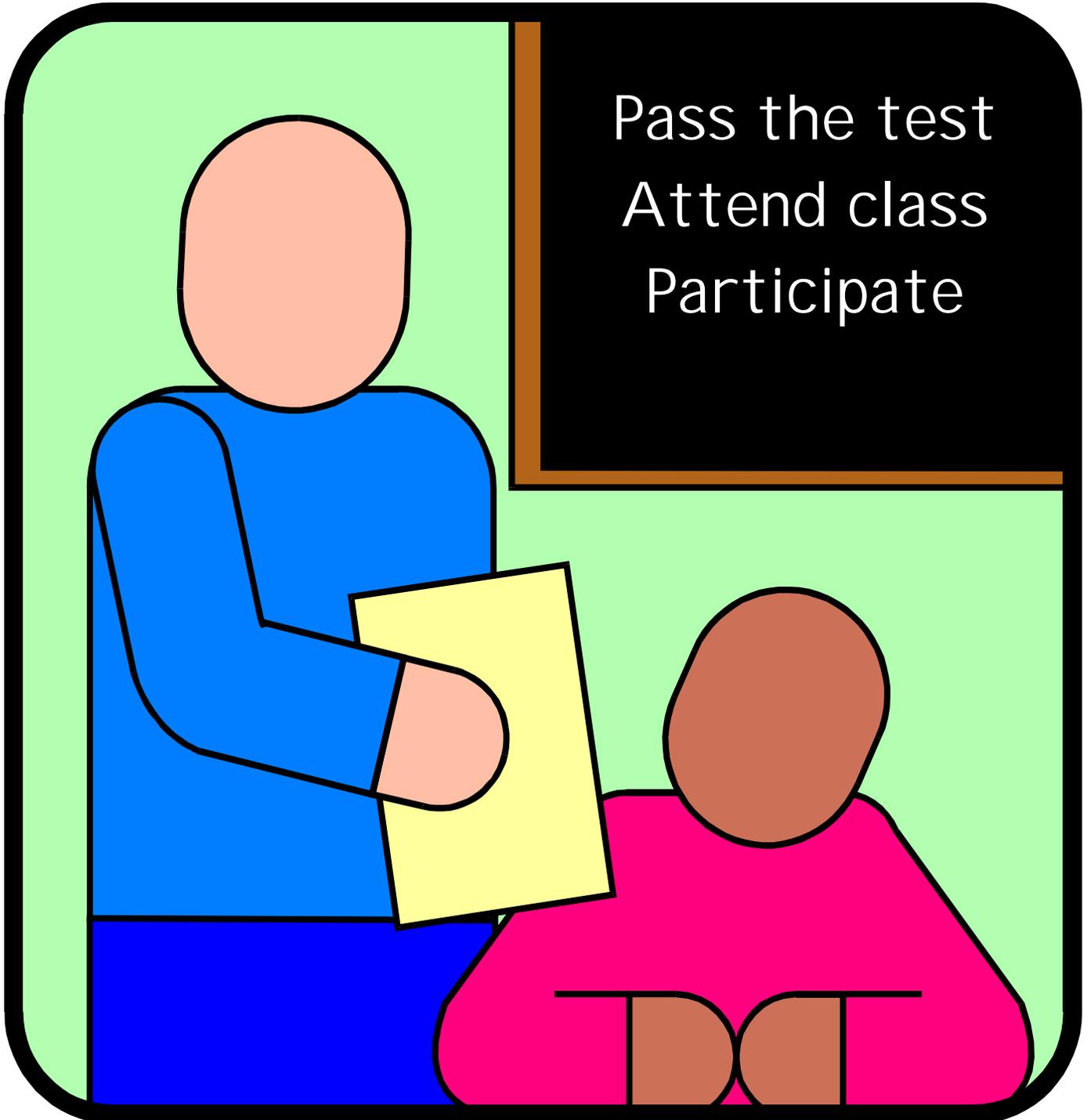
- Distinguish between stress, stressor, and stress reactivity.

List psychological, physiological, and behavioral/emotional adaptive responses to stress that may lead to diseases or disorders.

- Describe how role stress and role strain contribute to burnout among health care providers.
- Discuss stress management techniques that health care providers can use to prevent burnout.

Me, Myself, and I

Method of Evaluation



Me, Myself, and I Curriculum Module



Part One

Objective 1: I identify personal needs, values, and goals as a means of getting to know myself.

Content

Notes

Handout - Distribute Handout #1

Overhead - Show Overhead #1

Ask the participants to describe what types of foods they like to eat, what kinds of music they like to listen to, and what types of movies they enjoy.

Ask the participants to decide just how much they know about themselves - a little bit or a lot?

Overhead - Show Overhead #2

Greek philosopher Socrates once said, "Know thyself."

Ask the participants to raise their hands if they have ever defined their underlying dimensions of their personalities - including their needs, values, and goals?

Overhead - Show Overhead #3

Needs

Need - a state of want, or a condition arising from a shortage of something.

Ask the participants to describe things they need. (Will probably include food, water, clothing, shelter, money, a house, etc.)

Whenever a person experiences a need, he/she feels a motivation to do something to satisfy the need.

The needs that a person has explains motives for human

Objective 1: I identify personal needs, values, and goals as a means of getting to know myself.

Content

Notes

behavior, or simply why we do the things we do – why we get up every morning and go to work, why we go to school, or even why we might rob a bank.

Overhead – Show Overhead #4

Abraham Maslow proposed a model of needs that are ordered in the form of a hierarchy.

Maslow believed that needs are ordered on 5 levels

- Bottom 2 levels of needs represent basic needs
- Upper 3 levels of needs represent growth needs

Overhead – Show Overhead #5

- 1st level – physiological needs for food, water, air, sleep, sex, elimination, warmth, pain avoidance;
- 2nd level – safety needs for security, stability, and freedom from threat or danger (includes housing, clothing, crime control);
- 3rd level – love and belong needs for belonging, acceptance, affiliation, affectionate relations, identification (includes intimate relationships, membership in social groups, having friends);
- 4th level – esteem needs for recognition, status, being needed, achievement, and competence; and
- 5th level – self-actualization needs for self-fulfillment, ideal development, full power of self.

Objective 1: I identify personal needs, values, and goals as a means of getting to know myself.

Content

Notes

Maslow said that a person must meet the basic needs before moving onto higher levels of needs.

In addition to understanding myself, Maslow's Hierarchy is also an excellent way for health care providers to understand resident/patient behavior and to prioritize nursing care.

Residents/patients admitted to a health care facility typically have unmet needs.

For example, basic physiological and safety needs are usually first priority. A person who is having difficulty breathing (or getting air) will not worry about missing a senior citizen's meeting. A person who has to go to the bathroom may not worry about whether or not he/she can get there safely. Persons who need to be fed or need a drink of water should be taken care of before a bed linen is changed.

Ask the participants to decide where they are located on Maslow's Hierarchy (Are they in school? Are they active in social activities? Are they just making ends meet? Have they achieved great things in life or at work? Are they where they want to be or do they hope to make it to the top?)

Overhead - Show Overhead #6

Values

Values - a person's ideas about what is important in life.

Objective 1: I identify personal needs, values, and goals as a means of getting to know myself.

Content

Notes

Values:

- Our personal standard for what is good and bad;
- They guide our choices;
- Importance of certain values may change along time;
- May increase or decrease in intensity based on how the thing is valued;
- Are shaped by our experiences and important people who have touched our lives;
- People may disagree about each other's values.

Class Discussion: Ask participants to discuss what's important to them? Are there any common values shared by the group? Does age seem to matter?

Examples of value items:

- Money;
- Health;
- Family;
- Honesty;
- Trust;
- Independence;
- Faith

Examples:

- A person may value independence at age 18, but values stability and family at age 40;
- A person may value an air conditioner more on a hot day in the summer, than a cold day in the winter

Objective 1: I identify personal needs, values, and goals as a means of getting to know thyself.

Content

Ask the participants to identify which values would be important for a health care provider to possess.

Overhead - Show *Overhead #7*

Goals

Because most of us desire to move higher up Maslow's Hierarchy, we each have needs. We are motivated or encouraged to satisfy our needs. The satisfaction of a need becomes a goal.

Example, if you need a friend - your goal may be to join a group. If your need is to achieve - your goal may be to make lots of money or make high grades in school.

Think about what your needs are, set goals that are practical, and then GO FOR IT. Challenge yourself.

Notes

2. Relate self-concept and self-esteem to who you really are as a person.

<u>Content</u>	Notes
<p>Overhead - Show Overhead #8</p> <p><u>Self-concept</u></p> <p>Self-concept - how you really see yourself and includes:</p> <ul style="list-style-type: none">• Your strengths & weaknesses;• Your perception of your physical, psychological, emotional, intellectual, and spiritual parts; and• Your evaluation of what others think of you <p>A person with an accurate concept of him/herself fully understands who he/she truly is.</p> <p><u>Self-esteem</u></p> <p>Self-esteem - how you value yourself.</p> <p>High self-esteem means you consider yourself worthy, yet know your limitations.</p> <p>A person with high self-esteem expects to grow and "better" themselves. Having a high self-esteem can make you feel competent and accepted.</p> <p>Low self-esteem is often linked to dullness, anxiety, poor physical health, alcohol/drug dependence, and lack of accomplishment.</p>	

2. Relate self-concept and self-esteem to who you really are as a person.

Content

Notes

Our ideal self

I deal-self - our concept of what we ought to be.

Ask the group how close they are to their ideal selves?

Objective 3. Evaluate the level of control you have over your life.

Content

Notes

Overhead - Show Overhead #9

Locus of control - the degree to which a person believes that he/she is in control of life events.

- Internal locus of control - the belief that a person is in control of life's rewards and punishments. The person believes that what he/she gets from life is a product of what he/she does and is in charge of his/her life.
- External locus of control - the belief that life's rewards and punishments are beyond one's control and are merely chance happenings or due to luck.

People with an internal locus of control believe that they hold the keys to success and are more apt to make positive changes in their lives. These people are more likely to give themselves credit for those successes.

People with an external locus of control are more apt to attribute their successes to fate and luck. They are more likely to sit back and wait their lives to unfold before them.

Example, people who believe they can control their healthy states to some degree are more likely to take preventative measures to prevent illness, such as eating nutritional foods and exercising. People who believe that health is beyond their control are more likely to view health as a given and are at the mercy of genetics and the medical team.

Handouts

Me, Myself and I
Part One
Handout #1

Need – a state of want, or a condition arising from a shortage of something.

What are some things that you need?

Abraham Maslow proposed a model of needs that are ordered in the form of a hierarchy. Bottom 2 levels of needs represent basic needs and upper 3 levels of needs represent growth needs

- 1st level – physiological needs for food, water, air, sleep, sex, elimination, warmth, pain avoidance;
- 2nd level – safety needs for security, stability, and freedom from threat or danger (includes housing, clothing, crime control);
- 3rd level – love and belong needs for belonging, acceptance, affiliation, affectionate relations, identification (includes intimate relationships, membership in social groups, having friends);
- 4th level – esteem needs for recognition, status, being needed, achievement, and competence; and
- 5th level – self-actualization needs for self-fulfillment, ideal development, full power of self.

Where are you located on Maslow's Hierarchy?

Values – a person's ideas about what is important in life.

Values:

- Our personal standard for what is good and bad;
- They guide our choices;
- Importance of certain values may change along time;
- May increase or decrease in intensity of how the thing is valued;
- Are shaped by our experiences and important people who have touched our lives;
- People may disagree about each other's values

What is important to you?

Examples of value items:

- Money;
- Health;
- Family;
- Honesty;
- Trust;
- Independence;
- Faith

Goals - because most of us desire to move higher up Maslow's Hierarchy, we each have needs. We are motivated or encouraged to satisfy our needs. The satisfaction of a need becomes a *goal*.

Self-concept - how you really see yourself and includes: your strengths & weaknesses; your perception of your physical, psychological, emotional, intellectual, and spiritual parts; and your evaluation of what others think of you.

Self-esteem - how you value yourself.

Ideal-self - our concept of what we ought to be.

Locus of control - the degree to which a person believes that he/she is in control of life events.

- Internal locus of control - the belief that a person is in control of life's rewards and punishments. The person believes that what he/she gets from life is a product of what he/she does and is in charge of his/her life.
- External locus of control - the belief that life's rewards and punishments are beyond one's control and are merely chance happenings or due to luck.

Do you have an internal or external locus of control?

Overheads

Me, Myself, and I

What types of:

- foods do I like to eat?
- music do I enjoy?
- movies do I enjoy?

"Know thyself."



- Greek philosopher Socrates

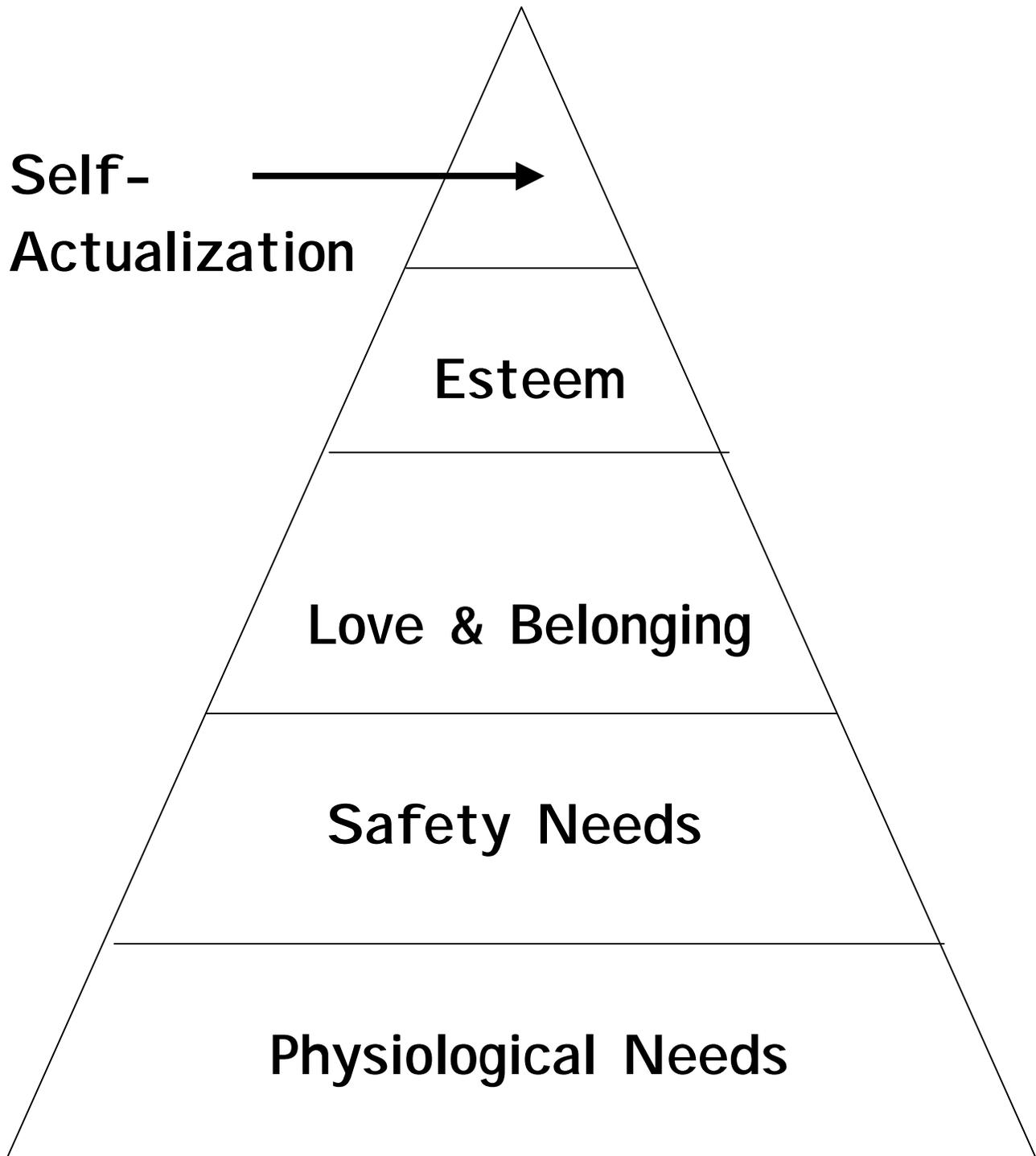
Need

A state of want, or a condition arising from a shortage of something.

The needs that a person has explains:

- why we do the things we do,
- why we get up every morning and go to work,
- why we go to school, or even
- why we might rob a bank.

Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs

- 1st level – physiological needs for food, water, air, sleep, sex, elimination, warmth, pain avoidance;
- 2nd level – safety needs for security, stability, and freedom from threat or danger;
- 3rd level – love and belonging needs, acceptance, affiliation, affectionate relations, identification;
- 4th level – esteem needs for recognition, status, being needed, achievement, and competence; and
- 5th level – self-actualization needs for self-fulfillment, ideal development, full power of self.

Where are you located?

Values

A person's ideas about what is important in life.

- Our personal standard for what is good and bad;
- They guide our choices;
- Importance of certain values may change along time;
- May increase or decrease in intensity based on how the thing is valued;
- Are shaped by our experiences and important people who have touched our lives;
- People may disagree about each other's values

What is important to you?

Goals

The satisfaction of a need.

- Because most of us desire to move higher up Maslow's Hierarchy, we each have needs.
- We are motivated or encouraged to satisfy our needs.
- The satisfaction of a need becomes a goal.

Think about what your needs are,
set goals that are practical, and
then GO FOR IT.

Challenge yourself.

Definitions

Self-concept

how you really see yourself.

Self-esteem

how you value yourself.

Ideal-self

our concept of what we ought to be.

Locus of Control

The degree to which a person believes that he/she is in control of life events.

Internal locus of control - the belief that a person is in control of life's rewards and punishments. The person believes that what he/she gets from life is a product of what he/she does and is in charge of his/her life.

External locus of control - the belief that life's rewards and punishments are beyond one's control and are merely chance happenings or due to luck.

Do you have an internal or external locus of control?

Me, Myself, and I Curriculum Module



Part Two

Objective 4: Describe the appearance of a competent, caring health care provider and compare this picture with your current body image.

<u>Content</u>	<u>Notes</u>
<p>Body image - your mental picture of what you think of yourself physically.</p> <p><i>Handout - Distribute Handout #1</i></p> <p><i>Overhead - Show Overhead #1</i></p> <p>A person's body image may not be consistent with his/her actual body structure or appearance.</p> <p>A person's body image involves:</p> <ul style="list-style-type: none">• The notion of masculinity and femininity;• Physical ability;• Endurance; and• Capabilities <p>Body image:</p> <ul style="list-style-type: none">• Develops gradually over several years;• May change in a matter of hours or days;• Dependent upon external forces on the body (sun, chemicals, etc), and changes in structure and function;• Dependent on how others see us. <p>How important is a person's physical appearance? It takes 15 seconds to make a first impression. First impressions are very important - whether it be meeting a resident/patient for the first time or showing up for a job interview. Looking good and feeling good about one's self increases self-confidence, and this in turn, increases the likelihood that the resident/patient will have confidence in you as a health care provider.</p>	

Objective 4: Describe the appearance of a competent, caring health care provider and compare this picture with your current body image.

<u>Content</u>	<u>Notes</u>
<p><i>Class discussion – Ask participants to envision a competent, caring health care provider and describe how he/she looks.</i></p> <p><i>Overhead – Show Overhead #2</i></p> <ul style="list-style-type: none">• Conforming to the facility's dress code is the minimum; <p>Plus</p> <ul style="list-style-type: none">• Neatly dressed;• Shoes clean;• Personal hygiene (clean, free of offensive odors);• Nails neatly trimmed and cleaned;• Long hair is pulled back away from the face;• No heavy make-up;• Minimal body piercings (other than the traditional one earring per ear);• Minimal jewelry;• No smacking of gum;• No perfume;• No cigarette smoking in resident/patient care areas; and a• Warm and friendly smile. <p><i>Pose the following question to the participants: How close does your self image match the physical image of a competent, caring health care provider?</i></p>	

Objective 5: Describe the characteristics of a positive work ethic.

<u>Content</u>	<u>Notes</u>
<p data-bbox="181 363 651 394"><i>Overhead - Show Overhead #3</i></p> <p data-bbox="181 453 993 531">Work ethic - a set of standards and principles of right behavior in the work setting.</p> <p data-bbox="199 585 1036 663">A good rule of thumb regarding a positive work ethic: <i>Draw a solid ethical line and never cross it!</i></p> <p data-bbox="181 720 967 795">Examples of behavior consistent with a positive work ethic:</p> <ul data-bbox="181 852 1052 1728" style="list-style-type: none">• Perform an honest day's work for an honest day's pay;• Show up for work and show up for work on time;• Use your sick time for just that - sick time;• Maintain your integrity - always be honest with yourself and others;• Don't use profanity or tell off-color jokes;• Don't lie, cheat, or steal (not even a note pad or ink pen);• Make good on your promises;• Be a good team player;• If you are not sure that what you are about to do is right, don't do it - it's your conscience talking!!!• Always seek the good in others;• Remain loyal to your facility and your employer;• Always take the opportunity to praise others when the chance arises;• Show respect to your boss and your supervisors (in everything you do). Don't join in when the others are criticizing management;• Don't be a complainer;	

Objective 5: Describe the characteristics of a positive work ethic.

<u>Content</u>	<u>Notes</u>
<ul style="list-style-type: none">• Be aware of your facility's philosophy and vision;• And if you choose to resign, provide the facility with a minimum of 2 weeks notice. <p><i>Ask the participants to think about the characteristics of a positive work ethic and then to think about how close each of them comes to performing at work in a manner consistent with those characteristics. They do not need to respond in class!</i></p>	

Handouts

Me, Myself and I
Part Two
Handout #1

Body image – your mental picture of what you think of yourself physically.

Body image:

- Develops gradually over several years;
- May change in a matter of hours or days;
- Dependent upon external forces on the body (sun, chemicals, etc), and changes in structure and function;
- Dependent on how others see us.

How important is a person's physical appearance?

What does a competent, caring health care provider look like?

Work ethic – a set of standards and principles of right behavior in the work setting.

A good rule of thumb regarding a positive work ethic:
Draw a solid ethical line and never cross it!

Examples of behavior consistent with a positive work ethic:

- Perform an honest day's work for an honest day's pay;
- Show up for work and show up for work on time;
- Use your sick time for just that – sick time;
- Maintain your integrity – always be honest with yourself and others;
- Don't use profanity or tell off-color jokes;
- Don't lie, cheat, or steal (not even a note pad or ink pen);
- Make good on your promises;
- Be a good team player;
- If you are not sure that what you are about to do is right, don't do it – it's your conscience talking!!!
- Always seek the good in others;
- Remain loyal to your facility and your employer;

- Always take the opportunity to praise others when the chance arises;
- Show respect to your boss and your supervisors (in everything you do).
Don't join in when the others are criticizing management ;
- Don't be a complainer;
- Be aware of your facility's philosophy and vision;
- And if you choose to resign, provide the facility with a minimum of two weeks notice.

Overheads

Body Image

Your mental picture of what you think of yourself physically.

- Develops gradually over several years;
- May change in a matter of hours or days;
- Dependent upon external forces on the body (sun, chemicals, etc), and changes in structure and function.
- Dependent on how others see us.

How important is a person's physical appearance?

What Does a Competent, Caring Health Care Provider Look Like?

- Conforms to the facility's dress code is the minimum;
- Neatly dressed;
- Shoes clean;
- Personal hygiene;
- Nails neatly trimmed and cleaned;
- Long hair pulled back away from the face;
- No heavy make-up;
- Minimal body piercings;
- Minimal jewelry;
- No smacking of gum;
- No perfume;
- No cigarette smoking in resident/patient areas; and
- Displays a warm and friendly smile.

Work Ethic

A set of standards and principles of right behavior in the work setting.

Examples of behavior consistent with a positive work ethic:

- Honest day's work for an honest day's pay;
- Show up for work and show up for work on time;
- Use your sick time for sick time;
- Maintain your integrity;
- Don't use profanity or tell off-color jokes;
- Don't lie, cheat, or steal;
- Make good on your promises;
- Be a good team player;
- Let your conscience be your guide;
- Always seek the good in others;
- Remain loyal to your facility and your employer;
- Praise others when the chance arises;
- Respect your boss and supervisors;
- Don't be a complainer;
- Be aware of your facility's philosophy and vision;
- Give at least 2 weeks notice, if you resign.

Me, Myself, and I Curriculum Module



Part Three

Objective 6. Distinguish between stress, stressor, and stress reactivity.

<u>Content</u>	<u>Notes</u>
<p data-bbox="134 365 634 399"><i>Handout - Distribute Handout #1</i></p> <p data-bbox="134 453 597 487"><i>Overhead - Show Overhead #1</i></p> <p data-bbox="134 541 237 575"><u>Stress</u></p> <p data-bbox="134 630 964 709">Defined - a reaction of the body and mind to the mental and emotional strain placed upon them.</p> <p data-bbox="134 764 266 798"><u>Stressor</u></p> <p data-bbox="134 852 561 886">Defined - a source of stress.</p> <p data-bbox="134 940 404 974">Stressors may be:</p> <ul data-bbox="134 1029 987 1285" style="list-style-type: none">• Negative (distress) - events that bring about negative mental or physical responses, such as exams, loss of a job, death of a family member• Positive (eustress) - joyous events that require a need to adjust, such as marriage, birth of a child, winning the lottery. <p data-bbox="134 1339 602 1373"><i>Overhead - Show Overhead #2</i></p> <p data-bbox="134 1428 423 1461">Types of stressors:</p> <ul data-bbox="134 1516 984 1818" style="list-style-type: none">• Daily hassles - stressors that are negative and affect us regularly, such as long lines at grocery stores, difficulty in getting a doctor's appointment, heavy traffic;• Life changes - occur now and then and may be positive or negative, such as winning the lottery, getting married, terminal illness, loss of a parent;	

Objective 6. Distinguish between stress, stressor, and stress reactivity.

Content

Notes

- Frustration – when our efforts to achieve our goals are hampered, such as a teenager is told he/she is too young to date, lack of money for college;
- Conflict – state of tension brought about by competing motives, such as deciding on whether to go to graduate school or get a job, deciding on whether to quit a job.
- Biological – negative event related to the body, such as pain, infection.

Overhead – Show Overhead #3

Stress Reactivity

Defined – the body’s reaction to stress that involves chemicals, hormones, and nerve impulses.

May also be called the General Adaptation Syndrome (GAS) or the fight-or-flight response.

3 stages:

- Alarm reaction – the body mobilizes its forces to meet the threatening situation. It is a “call to arms.” The body uses its available physical and mental resources to do battle against the stress-producing situation – stressor.
- Resistance – the body attempts to calm itself and return to its normal state after the immediate threat, or stressor, has disappeared.
- Exhaustion – occurs when a person is bombarded with so many stressors, the body does not have time to return to its unstressed, steady state, or equilibrium.

Objective 6. Distinguish between stress, stressor, and stress reactivity.

Content

- Exhaustion (cont.) - The body eventually becomes exhausted and enters into the exhaustion stage. The body can no longer defend itself against the impact of the stressor. This is the period of time when a person is more prone to illness or disease.

**STRESS RESULTS FROM A REACTION TO EVENTS,
NOT FROM THE EVENTS THEMSELVES!!!**

Notes

Objective 7. List psychological, physiological, and behavioral/emotional adaptive responses to stress that may lead to diseases or disorders.

<u>Content</u>	<u>Notes</u>
<p data-bbox="134 422 602 457"><i>Overhead - Show Overhead #4</i></p> <p data-bbox="134 512 849 590">Exposure to a stressor results in physiological, psychological and behavioral adaptive responses.</p> <p data-bbox="134 644 927 680"><u>Psychological adaptive responses (coping mechanisms)</u></p> <p data-bbox="134 735 980 898">As people are exposed to stressors, their ability to meet their basic needs are threatened. This threat causes anxiety, frustration, and tension. May be constructive or destructive.</p> <ul data-bbox="134 953 1005 1776" style="list-style-type: none"><li data-bbox="134 953 1005 1297">• Task-oriented behaviors are constructive (help the person cope with a stressor)<ul data-bbox="180 1045 1005 1297" style="list-style-type: none"><li data-bbox="180 1045 1005 1123">- Attack behavior is acting to remove or defeat the stressor;<li data-bbox="180 1129 1005 1207">- Withdrawal behavior is removing the self physically or emotionally from the stressor;<li data-bbox="180 1213 1005 1297">- Compromise behavior is deciding to make a deal with or to make concessions with the stressor.<li data-bbox="134 1352 1005 1776">• Ego-defense mechanisms are often destructive and are the body's unconscious attempts to protect the body against a stressor.<ul data-bbox="180 1486 1005 1776" style="list-style-type: none"><li data-bbox="180 1486 1005 1564">- Repression - forgetting about the stressor, such as not remembering being sexually abused as a child<li data-bbox="180 1570 1005 1696">- Suppression - purposely avoiding thinking about the stressor, such as saying he/she will "sleep on a problem"<li data-bbox="180 1703 1005 1776">- Denial - rejecting information, such as denying that one is dying	

Objective 7. List physiological, psychological, and behavioral/emotional adaptive responses to stress that may lead to diseases or disorders.

Content

Notes

Psychological adaptive responses (coping mechanisms)
(cont)

- Rationalization - relieving personal liability by saying someone or something else is the blame, such as blaming the failing of a test because it was too hard
- Displacement - taking anger out on something or someone else who is less likely to seek revenge, such as kicking the trashcan after being fussed at by the boss
- Regression - behaving as someone would behave if he/she were much younger, such as an adult sucking his/her thumb when anxious
- Reaction formation - acting just the opposite of how you really feel, such as being extremely nice to someone you truly dislike
- Identification - the act of looking like or acting like someone else, such as an unpopular teenager dressing like the popular kids in class

Overhead - Show *Overhead #5*

Physiological adaptive responses

- Elevated blood pressure, pulse, respiration;
- Increased muscle tension in neck, back, shoulders;
- Sweaty palms;
- Cold hands and feet;
- Slumped posture;

Objective 7. List physiological, psychological, and behavioral/emotional adaptive responses to stress that may lead to diseases or disorders.

<u>Content</u>	<u>Notes</u>
<p data-bbox="131 422 716 457"><u>Physiological adaptive responses (cont.)</u></p> <ul data-bbox="131 512 586 768" style="list-style-type: none">• Tension headache;• Upset stomach;• Higher-pitched voice;• Nausea, vomiting, diarrhea;• Change in appetite;• Dilated pupils <p data-bbox="131 821 602 856"><i>Overhead - Show Overhead #6</i></p> <p data-bbox="131 909 743 945"><u>Behavioral/emotional adaptive responses:</u></p> <ul data-bbox="131 999 1008 1820" style="list-style-type: none">• Anxiety;• Depression;• Burnout;• Increased use of chemical substances (drugs, alcohol);• Change in eating habits, sleep, and activity patterns;• Mental exhaustion;• Insecurity;• Loss of self-esteem;• Increased irritability;• Loss of motivation;• Emotional outbursts and crying;• Decreased productivity and quality of job performance;• Tendency to make mistakes;• Forgetfulness;• Decreased attention to detail;• Daydreaming, unable to concentrate on tasks;• Sluggishness;• Loss of energy, loss of interest;• Accident-prone	

Objective 7. List physiological, psychological, and behavioral/emotional adaptive responses to stress that may lead to diseases or disorders.

<u>Content</u>	<u>Notes</u>
<p data-bbox="134 411 605 443"><i>Overhead - Show Overhead #7</i></p> <p data-bbox="134 499 626 531"><u>Psychosomatic illness or disorder</u></p> <p data-bbox="134 588 902 667">Defined - an illness or disorder that is caused by or aggravated by stress.</p> <ul data-bbox="134 724 617 1272" style="list-style-type: none">• Allergic disorders;• Failure to ovulate, infertility;• Bronchial asthma;• Cancer;• Irregular heartbeats;• Eczema, psoriasis;• Hair loss;• Herpes simplex;• High blood pressure;• Low back pain;• Multiple sclerosis;• Rheumatoid arthritis;• Tension headaches	

Objective 8. Describe how role stress and role strain contribute to burnout among health care providers.

<u>Content</u>	<u>Notes</u>
<p data-bbox="134 409 639 443"><i>Handout - Distribute Handout #2</i></p> <p data-bbox="134 495 602 529"><i>Overhead - Show Overhead #8</i></p> <p data-bbox="134 583 302 617"><u>Role stress</u></p> <p data-bbox="134 674 980 842">Defined - when on-the-job role duties and tasks are unrealistic and too much is expected to be done in the time available, or the job is too hard to do, or the person is over/underqualified for the job.</p> <p data-bbox="134 896 967 1148">Role overload occurs when multiple demands are being made and the person has difficulty deciding which tasks should be done first. The expectations often become overwhelming because the person does not have the physical means or knowledge base to adapt to the situation.</p> <p data-bbox="134 1203 298 1236"><u>Role-strain</u></p> <p data-bbox="134 1291 678 1325">Role strain - reaction to role stress.</p> <p data-bbox="134 1379 634 1413">Role-strain includes the following:</p> <ul data-bbox="134 1470 1000 1808" style="list-style-type: none">• Psychological responses (anxiety, tension, irritation, resentment, depression);• Physiological responses (increased heart rate, respiration, blood pressure; sweating; increased muscle tension)• Social responses (withdrawal from interaction, job dissatisfaction, reduced involvement with colleagues at work)	

Objective 8. Describe how role stress and role strain may lead to burnout among health care providers.

<u>Content</u>	<u>Notes</u>
<p>IF ROLE STRAIN AND ROLE STRESS CONTINUE, BURNOUT OCCURS.</p> <p>Burnout – mental and physical exhaustion caused by excessive work-related stress and characterized by a negative self-concept, negative attitude on the job, and loss of concern for residents/patients.</p> <p>LOSS OF CONCERN FOR RESIDENTS/PATIENTS MAY THEN LEAD TO RESIDENT/PATIENT ABUSE.</p> <p><u>Signs of Burnout:</u></p> <ul style="list-style-type: none">• Loss of energy, physical and mental exhaustion;• Increased irritability and temper;• Stress-related problems, such as headaches, backaches, etc;• Difficulty concentrating at work;• Feeling detached from work;• No longer motivated and concerned;• Lack of satisfaction or sense of accomplishment;• Feeling that he/she has nothing else left to give. <p>BURNOUT IS COMMON AMONG HEALTH CARE PROVIDERS WHO FACE INCREDIBLE WORKLOADS AND MUST DEAL WITH THE EMOTIONAL STRAIN OF ILLNESS AND DYING</p>	

Objective 9. Discuss stress management techniques that health care providers can use to prevent burnout.

<u>Content</u>	<u>Notes</u>
<p data-bbox="131 409 837 443"><u>Learn to Recognize Stressors in the Workplace</u></p> <ul data-bbox="131 497 1003 753" style="list-style-type: none">• Determine the things about your job that are stressful and list each stressor frequently encountered;• Attempt to understand why the stressor occurs;• Develop a plan to effectively deal with each stressor beforehand; and• Incorporate the plan into your workday. <p data-bbox="131 808 886 842"><u>Learn How to Manage Your Time and Set Priorities</u></p> <ul data-bbox="131 896 1003 1726" style="list-style-type: none">• Think about how you spend your time each day at work.• Prioritize your activities that you do each day at work:<ul data-bbox="180 982 1003 1192" style="list-style-type: none">- Not all of your activities are equally important.- In order to prioritize, make a list of things that need to be done. Label them: (A) must be done right now, (B) can wait till later (C) does not need to be done.• Once you get your work assignment, take time to think about your day, and organize your time. Make a list of your activities, prioritize them, and mark them off as they are done.• Remember Maslow's Hierarchy of Needs when you must decide which tasks to do first.• Think about the task you are about to do, gather supplies beforehand, and avoid having to keep going back to get supplies that you forgot.• Do not hesitate to seek help when needed and when you are short of time.• Help others when you have time.	

Objective 9. Discuss stress management techniques that health care providers can use to prevent burnout.

<u>Content</u>	<u>Notes</u>
<p data-bbox="180 380 922 415"><u>Build Supportive Relationships and Share Feelings</u></p> <ul data-bbox="180 470 1047 680" style="list-style-type: none"><li data-bbox="180 470 1047 590">• Do not keep angry, frustrated, or sad feelings “bottled up inside.” It is better to express these feelings than hold them inside.<li data-bbox="180 600 776 636">• Share feelings with people you trust.<li data-bbox="180 646 711 680">• Learn to laugh with your friends. <p data-bbox="180 732 987 768"><u>Do Things That You Enjoy and Take Time for Yourself</u></p> <ul data-bbox="180 823 1003 907" style="list-style-type: none"><li data-bbox="180 823 1003 858">• Plan time for yourself when you are away from work.<li data-bbox="180 869 873 907">• Do something you enjoy at least once a day. <p data-bbox="180 959 570 995"><u>Take Note of Your Health</u></p> <ul data-bbox="180 1050 982 1260" style="list-style-type: none"><li data-bbox="180 1050 982 1127">• Be aware of physical, psychological and behavioral/ emotional symptoms of stress.<li data-bbox="180 1138 678 1173">• Realize that you are stressed.<li data-bbox="180 1184 878 1220">• Incorporate stress management techniques.<li data-bbox="180 1230 743 1266">• Seek medical help when necessary. <p data-bbox="180 1318 553 1354"><u>Other Things You Can Do</u></p> <ul data-bbox="180 1409 813 1564" style="list-style-type: none"><li data-bbox="180 1409 509 1444">• Exercise regularly.<li data-bbox="180 1455 542 1491">• Eat nutritional meals.<li data-bbox="180 1501 646 1537">• Rest and learn how to relax.<li data-bbox="180 1547 813 1583">• Sign up for stress management classes.	

Objective 9. Discuss stress management techniques that health care providers can use to prevent burnout.

- *Class Discussion: Divide class into groups of 3-5. Ask that one member of each group be the team leader, responsible for reporting back to the class. Ask that one member be the recorder. Ask that each group discuss the following questions and report findings to the entire class. Allow 15 minutes for individual group discussion. Let groups know when they have 2 minutes left. At the end of the exercise, bring the groups together for sharing. Be prepared to lead discussion.*

Questions for Discussion

1. Identify things about your job or life that are stressful.

2. How will you manage those stressors based on what you have learned in this course?

Instructor Notes: After discussion, distribute end of course test. Let students know they have 30 minutes to complete the test.

Notes

Handouts

Me, Myself and I
Part Three
Handout #1

Stress - a reaction of the body and mind to the mental and emotional strain placed upon them.

Stressor - a source of stress.

Stressors may be:

- Negative (distress) - events that bring about negative mental or physical responses, such as exams, loss of a job, death of a family member
- Positive (eustress) - joyous events that require a need to adjust, such as marriage, birth of a child, winning the lottery.

Types of stressors:

- Daily hassles
- Life changes
- Frustration
- Conflict
- Biological

Stress Reactivity - the body's reaction to stress that involves chemicals, hormones, and nerve impulses. May also be called the General Adaptation Syndrome (GAS) or the fight-or-flight response.

3 stages:

- Alarm reaction
- Resistance
- Exhaustion

STRESS RESULTS FROM A REACTION TO EVENTS, NOT FROM THE EVENTS THEMSELVES!!!

Exposure to a stressor results in physiological, psychological and behavioral adaptive responses.

Psychological adaptive responses (coping mechanisms)

- Task-oriented behaviors are constructive (help the person cope with a stressor)
- Attack behavior is acting to remove or defeat the stressor
- Withdrawal behavior is removing the self physically or emotionally from the stressor
- Compromise behavior is deciding to make a deal with or to make concessions with the stressor⁴
- Ego-defense mechanisms are often destructive and are the body's unconscious attempts to protect the body against a stressor.
- Repression – forgetting about the stressor, such as not remembering being sexually abused as a child
- Suppression – purposely avoiding thinking about the stressor, such as saying he/she will “sleep on a problem”
- Denial – rejecting information, such as denying that one is dying
- Rationalization – relieving personal liability by saying someone or something else is the blame, such as blaming the failing of a test because it was too hard
- Displacement – taking anger out on something or someone else who is less likely to seek revenge, such as kicking the trashcan after being fussed at by the boss
- Regression – behaving as someone would behave if he/she were much younger, such as an adult sucking his/her thumb when anxious
- Reaction/formation – acting just the opposite of how you really feel, such as being extremely nice to someone you truly dislike

- Identification – the act of looking like or acting like someone else, such as an unpopular teenager dressing like the popular kids in class

Physiological adaptive responses

- Elevated blood pressure, pulse, respiration;
- Increased muscle tension in neck, back, shoulders;
- Sweaty palms;
- Cold hands and feet;
- Slumped posture;
- Tension headache;
- Upset stomach;
- Higher-pitched voice;
- Nausea, vomiting, diarrhea;
- Change in appetite;
- Dilated pupils

Behavioral/emotional adaptive responses:

- Anxiety;
- Depression;
- Burnout;
- Increased use of chemical substances (drugs, alcohol);
- Change in eating habits, sleep, and activity patterns;
- Mental exhaustion;
- Insecurity;
- Loss of self-esteem;
- Increased irritability;
- Loss of motivation;
- Emotional outbursts and crying;
- Decreased productivity and quality of job performance;
- Tendency to make mistakes;
- Forgetfulness;
- Decreased attention to detail;
- Daydreaming, unable to concentrate on tasks;
- Sluggishness;
- Loss of energy, loss of interest;
- Accident-prone

Psychosomatic illness or disorder - an illness or disorder that is caused by or aggravated by stress.

- Allergic disorders;
- Failure to ovulate, infertility;
- Bronchial asthma;
- Cancer;
- Irregular heartbeats;
- Eczema, psoriasis;
- Hair loss;
- Herpes simplex;
- High blood pressure;
- Low back pain;
- Multiple sclerosis;
- Rheumatoid arthritis;
- Tension headaches

Me, Myself and I
Part Three
Handout #2

Role stress - when on-the-job role duties and tasks are unrealistic and too much is expected to be done in the time available, or the job is too hard to do, or the person is over/underqualified for the job.

Role-strain - reaction to role stress.

Role-strain includes the following:

- Psychological responses (anxiety, tension, irritation, resentment, depression);
- Physiological responses (increased heart rate, respiration, blood pressure; sweating; increased muscle tension)
- Social responses (withdrawal from interaction, job dissatisfaction, reduced involvement with colleagues at work)

IF ROLE STRAIN AND ROLE STRESS CONTINUE, BURNOUT OCCURS.

Burnout - mental and physical exhaustion caused by excessive work-related stress and characterized by a negative self-concept, negative attitude on the job, and loss of concern for residents/patients.

LOSS OF CONCERN FOR RESIDENTS/PATIENTS MAY THEN LEAD TO RESIDENT/PATIENT ABUSE.

Signs of Burnout:

- Loss of energy, physical and mental exhaustion;
- Increased irritability and temper;
- Stress-related problems, such as headaches, backaches, etc;
- Difficulty concentrating at work;
- Feeling detached from work;
- No longer motivated and concerned;
- Lack of satisfaction or sense of accomplishment;
- Feeling that he/she has nothing else left to give.

Stress Management Techniques to Prevent Burnout

Learn to Recognize Stressors in the Workplace

Determine the things about your job that are stressful and list each stressor frequently encountered;

Attempt to understand why the stressor occurs;

Develop a plan to effectively deal with each stressor beforehand; and

Incorporate the plan into your workday.

Learn How to Manage Your Time and Set Priorities

Think about how you spend your time each day at work.

Prioritize your activities that you do each day at work.

- Not all of your activities are equally important.
- In order to prioritize, make a list of things that need to be done. Label them: (A) must be done right now, (B) can wait till later (C) does not need to be done.

Once you get your work assignment, take time to think about your day, and organize your time. Make a list of your activities, prioritize them, and mark them off as they are done.

Remember Maslow's Hierarchy of Needs when you must decide which tasks to do first.

Think about the task you are about to do, gather supplies beforehand, and avoid having to keep going back to get supplies that you forgot.

Do not hesitate to seek help when needed and when you are short of time.

Help others when you have time.

Build Supportive Relationships and Share Feelings

Do not keep angry, frustrated, or sad feelings “bottled up inside.” It is better to express these feelings than hold them inside.

Share feelings with people you trust.

Learn to laugh with your friends.

Do Things That You Enjoy and Take Time for Yourself

Plan time for yourself when you are away from work.

Do something you enjoy at least once a day.

Take Note of Your Health

Be aware of physical, psychological and behavioral/ emotional symptoms of stress.

Realize that you are stressed.

Incorporate stress management techniques.

Seek medical help when necessary,

Other Things You Can Do

Exercise regularly

Eat nutritional meals

Rest and learn how to relax

Sign up for stress management classes

Overheads

Stress

Reaction of the body and mind to the mental and emotional strain placed upon them.

Stressor - source of stress.

- Negative (distress)

- Positive (eustress)

Types of Stressors

- **Daily hassles**
- **Life changes**
- **Frustration**
- **Conflict**
- **Biological**

Stress Reactivity

The body's reaction to stress that involves chemicals, hormones, and nerve impulses.

May also be called the General Adaptation Syndrome (GAS) or the fight-or-flight response

3 stages of stress reactivity:

- Alarm reaction
- Resistance
- Exhaustion

Psychological Adaptive Responses

Task-oriented behaviors

- Attack behavior
- Withdrawal behavior
- Compromise behavior

Ego-defense mechanisms

- Repression
- Suppression
- Denial
- Rationalization
- Displacement
- Regression
- Reaction formation
- Identification

Physiological Adaptive Responses

- Elevated blood pressure, pulse, respiration;
- Increased muscle tension in neck, back, shoulders;
- Sweaty palms;
- Cold hands and feet;
- Slumped posture;
- Tension headache;
- Upset stomach;
- Higher-pitched voice;
- Nausea, vomiting, diarrhea;
- Change in appetite;
- Dilated pupils

Behavioral/Emotional Adaptive Responses

- Anxiety; depression; burnout;
- Increased use of chemicals;
- Change in eating habits/sleep/activity;
- Mental exhaustion;
- Insecurity; loss of self-esteem;
- Increased irritability;
- Loss of motivation;
- Emotional outbursts and crying;
- Decreased productivity and quality of job performance;
- Tendency to make mistakes;
- Forgetfulness;
- Decreased attention to detail;
- Daydreaming, unable to concentrate;
- Sluggishness; loss of energy/interest;
- Accident-prone

Psychosomatic Illness or Disorder

An illness or disorder that is caused by or aggravated by stress.

- Allergic disorders;
- Failure to ovulate, infertility;
- Bronchial asthma;
- Cancer;
- Irregular heartbeats;
- Eczema, psoriasis;
- Hair loss;
- Herpes simplex;
- High blood pressure;
- Low back pain;
- Multiple sclerosis;
- Rheumatoid arthritis;
- Tension headaches

Definitions

Role Stress?

Role Strain?

Burnout?

**BURNOUT IS COMMON AMONG
HEALTH CARE PROVIDERS WHO
FACE INCREDIBLE WORKLOADS
AND MUST DEAL WITH THE
EMOTIONAL STRAIN OF
ILLNESS AND DYING**

*What Can Health Care Providers
Do to Prevent Burnout?*

Final Test

Name _____

Me, Myself, and I Test

Answer the following questions. You may not use your notes or handouts. You have 30 minutes to complete the test.

Part 1. Match the type of stressor with the correct example.

- | | |
|-----------------------|--|
| _____ 1. Daily hassle | a. developing an infection |
| _____ 2. Life change | b. getting married. |
| _____ 3. Biological | c. deciding on whether to go to school or go to work |
| _____ 4. Conflict | d. getting in a long line at the grocery store. |

Part 2. Read the following statements. If the statement is true, write true on the blank. If the statement is false, write false on the blank.

- _____ 1. Needing food and water are basic needs.
- _____ 2. Loving your husband is a safety and security need.
- _____ 3. Maslow's Hierarchy has 10 levels.
- _____ 4. Stress is a person's idea about what is important in life.
- _____ 5. A person with an external locus of control believes in luck.
- _____ 6. Body image is your mental picture of what you think of yourself physically.
- _____ 7. A person with dirty shoes, a lot of jewelry, and a body odor demonstrates appropriate dress for work in a health care facility.
- _____ 8. A work ethic is a set of standards and principles of right behavior in the work place.
- _____ 9. A person should perform an honest day's work for an honest day's pay.

_____ 10. Stress is only negative.

Part 3. Read each of the following questions and circle the correct answer.

1. A source of stress:
 - a. Work ethic
 - b. Stressor
 - c. Self-image
 - d. Value

2. These stressors occur now and then and may be positive or negative:
 - a. Life changes
 - b. Daily hassles
 - c. Conflict
 - d. Biological

3. If I deny information, I am using _____ as a defense mechanism.
 - a. Denial
 - b. Suppression
 - c. Repression
 - d. Identification

4. Which of the following is a symptom of someone experiencing stress?
 - a. Slowed heart rate
 - b. Low blood pressure
 - c. Dilated pupils
 - d. Relaxed state

5. Which one of the following statements best represents someone with burnout?
- a. "I love my job."
 - b. "I enjoy the people I work with."
 - c. "I have a headache, my back hurts, and I don't care if I ever go back to work again."
 - d. "My boss is a great guy."
6. Which one of the following activities is **not** a way to prevent burnout?
- a. Regular exercise;
 - b. Eat a lot of junk foods;
 - c. Rest and learn how to relax;
 - d. Pay attention to your health

Me, Myself, and I Test Answer Key

A note about grading the test: The test consists of three parts - matching, true/false, and multiple choice. There are a total of twenty questions with each question worth five points.

Part 1:

1. Daily hassle - (d.) getting in a long line at the grocery store.
2. Life change - (b.) getting married.
3. Biological - (a.) developing an infection
4. Conflict - (c.) deciding on whether to go to school or go to work

Part 2:

1. True
2. False
3. False
4. False
5. True
6. True
7. False
8. True
9. True
10. False

Part 3:

1. (b.)
2. (a.)
3. (a.)
4. (c.)
5. (c.)
6. (b.)

Bibliography

- Frisch, N. and Frisch, L. (1998) Psychiatric mental health nursing. New York: Delmar Publishing.
- Fuszard, B. (1995) Innovative teaching strategies in nursing. 2nd Ed. Gaithersburg, Maryland: Aspen Publishers, Inc.
- Kozier, B., Erb, G., and Blais, K. (1997) Professional nursing practice, 3rd Ed. Menlo Park, California: Addison Wesley Longman, Inc.
- Leahy, J. and Kizilay, J. (ed.) (1998) Foundations of nursing practice – a nursing process approach. Philadelphia: W.B. Saunders Co.
- Nevid, J., Rathus, S. and Rubenstein, H. (1998) Health in the new millennium. New York: Worth Publishers.
- Potter, P. and Perry, A. (1997) Fundamentals of nursing – concepts, process, and practice, 4th Ed. St. Louis: Mosby Publishing Company.
- Pruitt, B. and Stein, J. (1999) Healthstyles – decisions for living well. Boston: Allyn & Bacon.
- Swansburg, R. (1993) Introductory management and leadership for clinical nurses. Boston: Jones and Bartlett Publishers.
- Tappen, R. (1995) Nursing leadership and management: concepts and practice. Philadelphia: F.A. Davis Company.
- Taylor, C., Lillis, C. and LeMone, P. (1997) Fundamentals of nursing – the art and science of nursing care, 3rd Ed. Philadelphia: Lippincott-Raven Publishers.
- Timby, B., Scherer, J. and Smith, N. (1999) Introductory medical-surgical nursing, 7th Ed. Philadelphia: Lippincott Williams & Wilkins.

Curriculum Module Evaluation

Evaluation Form for Instructor Me, Myself & I Clinical Proficiency Module

Instructions: Please take a few minutes to complete the following evaluation. Read each statement and circle the response that represents your opinion about the curriculum module. Your responses and comments will help us improve the contents of the curriculum module, Me, Myself & I. Thank you for your time.

Statements	Rating Scale				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not Apply
1.The objectives were appropriate for the content.	1	2	3	4	0
2.The content was appropriate for the nurse aide's level of learning.	1	2	3	4	0
3.The Activity Worksheets were appropriate and complemented the teaching/learning process.	1	2	3	4	0
4.The role-play activities were appropriate and complemented the teaching/learning process.	1	2	3	4	0
5.Clinical practice was appropriate and complemented the teaching/learning process.	1	2	3	4	0
6.The handouts were appropriate and complemented the teaching/learning process.	1	2	3	4	0
7.The overhead transparencies were used, were appropriate and complemented the teaching/learning process.	1	2	3	4	0
8.The nurse aides will be able to use what they have learned in the work setting.	1	2	3	4	0
9.The nurse aides will be able to use what they have learned away from the work setting.	1	2	3	4	0

Please write additional comments in the space below:

What are the learning needs of the nurse aides employed at your facility?

Evaluation Form for Nurse Aide Me, Myself & I Clinical Proficiency Module

Instructions: Please take a few minutes to complete the following evaluation. Read each statement and circle the response that represents your opinion about the curriculum module. Your responses and comments will help us improve the contents of the curriculum module, Me, Myself & I. Thank you for your time.

Statements	Rating Scale				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not Apply
1.The objectives were written clearly and easy to understand.	1	2	3	4	0
2.The content was appropriate for my level of learning.	1	2	3	4	0
3.The Activity Worksheets were helpful and helped me learn the content.	1	2	3	4	0
4.The role-play activities were helpful and helped me learn the content.	1	2	3	4	0
5.Clinical practice was helpful and helped me learn the content.	1	2	3	4	0
6.The handouts were helpful and helped me learn the content.	1	2	3	4	0
7.The overhead transparencies (if used) were helpful and helped me learn the content.	1	2	3	4	0
8.I will be able to use what I learned in the work setting.	1	2	3	4	0
9.I will be able to use what I learned away from the work setting.	1	2	3	4	0

Please write additional comments in the space below:

What other learning needs do you have?