

REFERENCES

- Amidone, E., and Flanders, N. Interaction Analysis As A Feedback System. Masseurhusses, Addison-wesely, 1967. quoting E.H. and N.F. The Role of the Teacher in the Classroom, 1963.
- _____, and Hough, J.B. Interaction Analysis: Theory Research and Application. London: Adision Wesley, 1967.
- _____, and Hunters, E. Verbal Interaction in the Classroom: The Verbal Category System. Massachusetts: Addison Wesley, 1966.
- _____. Interaction Analysis: Recent Developments. Chicago: American Educational Research Association Convention, 1966. Ary, D., Lucy, C.J., and Asghar, R. Introduction to Research Education. U.S.A.: Rinehart and Winston Company, 1979. Bloom, B. Taxonomy of Educational Objectives Handbook 1: Cognitive domain. New York: McKey Company, 1976.
- Brunner, Emerson, Farguso, and Sudarth, Medical and Surgical nursing. 2nd ed. Philadelphia: J.B.Lippincott, 1970.
- Boonnart Laisnitsarekul, Chaloom Varavithya, and Seri Ruamsuke, Classroom Interaction Between Teacher and New Track Medical Student. Faculty of Medicine, Chulalongkorn University. Oct.7. 1990
- Center for Learning Resources. Teaching Improvement Projects System. Lexington: University of Kentucky, n.d.

- Choonglin Cumvijit. Verbal Interaction Analysis in Civic Instruction a lower Secondary Educational Level Department of Secondary Education. Ph.D. Dissertation, University of North Colorado, 1975.
- Cogan, M.L. Theory and Design of a Study of Teacher-Pupil Interaction. quoting Amindon and Hough. Interaction Analysis: Theory Research and Application, 1967.
- Cohen, D.L., McCullaugh, Danial L. et.al. Informed Consent Policies Governing Medical Student Interaction with Patient. A.J. Med. 62 (October 1987) 789-798
- Castello, J., Learning from each other: peer teaching and learning in student nurse training. Nurse Educ Today; 1989 Jun; 9(3);p203-6.
- Czapracki, D. M; "Performance Skill Education for I.V. Nurse." J. Intrav. Nurs; 1989 May-jun; 12(3);P161-72.
- Flanders, N.A. Analysing Teaching Behavior. Massachusetts: Addison Wesley, 1978.
- _____. Interaction and Feedback: A Preparation for Teaching. Journal of Teacher Education 14 (1963): 251-260.
- _____. The problem of Observer Training and Reliability. Interaction Analysis Theory Research & Application by Amindon and Hough 158-161.
- Folley, R., Samilasky, J., and Yanke, A. Teacher Student Interaction in a Medical Clerkship. J. Med. Educ. 54 (Aug 1979): 622-626.
- Frick, T., Semmel, M. Observers Agreement and Reliability of Classroom observational Methods. Reviews of Educ Res. 41 (Winter 1978): 157-184.

- Guilbert, J.J. Teacher training workshop in education: Summary of 15 years' personal experience. Med.Educ:1985 Sept: 19(5):p 332-43.
- Health Learning Material Project. Certificate Nursing Curriculum. Tribhuban University, Institute of Medicine Kathmandu, Nepal, 1987.
- Hugh, J.B., and Amindon, E.T. The Relationship of Personality Structure and Training in Interaction Analysis to Attitude Change During Student Teaching. Chicago: American Education Research Center, 1985.
- King, M.M., and Wieck, L. Illustrated Manual of Nursing Techniques. 2nd and 3rd ed. RT. 51 K 54. Philadelphia:J.B.Lippincott, 1981.
- Lacthen, H.J. and McTavis, D.G. Descriptive & Inferential Statistics: An Introduction. 2nd ed. town: Hllyn & Bacon, 1980.
- Leonard, B.J., and Red Land A.R. Process in Clinical Nursing. St.Louis, Missouri: Prentice Hall, 1981.
- Lamonica, E.L. The Nursing Process A Humanistic Approach. Mento Park, California: Adison Wesley, 1979.
- Levis, L.W., and Timby, B.K. Fundamentals of Skill and Concepts in Patient Care. 4th ed. New York: J.B. Lippincott, 1988.
- Malee Phulklontan, Chaloeam Varavithya, and Tongchan Hongladarom. Effectiveness of Short-Term Teacher Training Program. Journal of the Graduate school Chulalongkorn University. 3 (September 1982): 120-124.
- Maniratt Jaroongdaechakul, "Student readiness In CTPB Program". Network of Community Oriented Educ. for Health science (1990).

- Medley, M.D., and Mitzel, H.E. Studies of Teacher Behavior the Refinement of Two Technique for Assessing Teachers Classroom Behavior. New York: Office of Research and Evaluation Division of Teachers Education and Higher Education, 1955.
- Medley, M. D., and Mitzel, H.E. A Technique for Measuring Classroom Behavior J. of Education Psychology 49 (1958): 86-92.
- Nalinee Vanchai. A Study of Ideal Teacher Relationship as Perceived by Teacher and Student. Master's Thesis, Chulalongkorn University, 1976.
- Nhodim J.O. Learning human anatomy: does learning occur during a lectuer? Med. Educ: 1988 March: 22(2); P88-93.
- Potter, P.A., and Perry, A.G. Basic Nursing Theory and Practice. St.Louis: Mosby, 1987.
- Parfitt B.A. A practical approach to creative teaching: an experience. J Adv. Nurs; 1989 Aug; 14 (8); P665-77
- Rayan, J.F. The Association of Teacher, Student, Relationship and Classroom Interaction. Ph.D. Dissertation, University of Chicago, 1972.
- Reichman, F., Browing, F.E., and Hinshaw, J.R. Observations of Undergraduate Clinical Teaching in Action. J.Med.Educ. 39 (February 1964):147-154.
- Rockff, M.A. Interactions Between Medical Student and Nursing Personnel. A.J. Med.Educ. 48 (1973): 725-731.
- Roichman, E., Browning, F.E, and Hinshaw, J.R. Observation of Undergraduate Clinical Teaching in Action. Indian Med. Educ. 39: 147-164.
- Romm F.J. Teaching Clinical Eopidemiology: A Controlled Trial of Two Methods Am J. Prev Med;1989 jan-Feb; 5(10:P50-1.

- Rostkar, L.E. A Method for Determining Criteria of Teaching Ability in Term of Measurable Pupil Change. Educ. Amondon Super. 28: 1-19.
- Ross M; et al; Using The OSCE to Measure Clinical Skills Performance in Nursing. J. Adv. Nurs, 1980 Jan 13 (1); p. 45-56.
- Wang, Amerfil Manongdo. A Study on Interaction Technique of Nursing Faculty in the Clinical Area. American Journal of Nursing. 22 (April 1983): 144-151.
- Whiteman, N.I., Graham, B.A., Gleit, C.J., and Duncan, M. Teaching in Nursing Practice A Professional Model. Journal of Nursing Education: Volume (1986): 130-133.
- Wright, M.E. A Rational for Direct Observation of Behaviors in the Mathematics Class. Master's Thesis, University of Phillipines, 1989.

APPENDICES

A. The name list of experts:

- | | |
|--|--|
| 1. รศ.นพ.ยอด สุกนธมาน
Assoc.Prof.Yod Sukontaman | รองคณบดีฝ่ายวิชาการ คณะแพทยศาสตร์
Faculty of Medicine |
| 2. รศ.พญ.ประไพ พงษ์ประสิทธิ์
Assoc.Prof.Prapai Pongprasit | ภาควิชากุมารเวชศาสตร์ คณะแพทยศาสตร์
Faculty of Medicine |
| 3. อาจารย์มุกดา อานันท์สิทธิ์
Inst.Mookda Anumdhasit | วิทยาลัยพยาบาล สภากาชาดไทย
Nursing College.
Thai red cross society |
| 4. อาจารย์อังคณา สิริยาภรณ์
Inst. Ankana Sriyaporn | วิทยาลัยพยาบาล สภากาชาดไทย
Nursing College,
Thai red cross society |
| 5. อาจารย์กรองจิต วาทีสารทกิจ
Inst. Krongjit Vatusatogkit | วิทยาลัยพยาบาล สภากาชาดไทย
Nursing College,
Thai red cross society |
| 6. พตท.หญิงพวงเพ็ญ ชูถนพราณ
Pol. Major Puangphen Choonhapran | ภาควิชาพยาบาลศึกษา คณะครุศาสตร์
Faculty of Education |
| 7. รศ.ดร.พวงรัตน์ บุญญานุรักษ์
Assoc.Prof.Dr.Puangrat Boonyanurak | ภาควิชาพยาบาลศึกษา คณะครุศาสตร์
Faculty of Education |
| 8. รศ.ดร.จินตนา ยูนิพันธ์
Assoc.Prof.Dr. Jintana Yunuphan | ภาควิชาพยาบาลศึกษา คณะครุศาสตร์
Faculty of Education |
| 9. ผศ. พวงทิพย์ ชัยพิบาลสมัญญ์
Assis.Prof.Puwangtip Chaipibansalitr | ภาควิชาพยาบาลศึกษา คณะครุศาสตร์
Faculty of Education |
| 10. รศ.ดร.ประนอม โอถกานนท์
Assoc.Prof.Dr.Pranom Otakanon | ภาควิชาพยาบาลศึกษา คณะครุศาสตร์
Faculty of Education |
| 11. ศ.นพ.เฉลิม วราวิทย์
Prof.Chaloem Varavithya | ศูนย์วิจัยและพัฒนาแพทยศาสตรศึกษา
Research and Development for
Medical Education Centre |

B. Letter for request:

January 22, 1990

The Dean
Graduate School
Chulalongkorn University

Dear Sir,

To make myself assure and confident I would like to have checked my instrument and its content by the experts on the subject. Will you please kindly refer my request to the experts (given in attached paper) for checking my instrument which I have prepared to use in my research on "Interaction between teacher and students in the classroom setting and clinical procedure," to learn whether the teaching process is achieving the learning objectives or not, specially in the clinical procedure.

I hope you will kindly accept my request. Thank you very much.

Yours sincerely,

Nani M. Shrestha
Std. M.Sc. Health development

บันทึกข้อความ

ส่วนราชการ แผนกมาตรฐานการศึกษา บัณฑิตวิทยาลัย โทร. 2150895-9 ต่อ 3530
 ที่ ทม 0309/805 วันที่ 25 มกราคม 2533
 เรื่อง ขอความร่วมมือในการวิจัย

เรียน ศาสตราจารย์ นายแพทย์ เฉลิม วราวิทย์

เนื่องด้วย Miss Nani M. Shrestha นิสิตชั้นปริญญาโทบัณฑิต สาขาวิชา
 การพัฒนาสุขภาพ กำลังดำเนินการวิจัยเพื่อเสนอเป็นวิทยานิพนธ์เรื่อง "ปฏิสัมพันธ์ระ
 หว่างครู และนักศึกษาพยาบาลนชั้นเรียนและการปฏิบัติการทางคลินิก วิทยาลัยพยาบาล
 บาลมหาราชกานจ์ กรุงกาคัมมิชเช ประเทศเนปาล" โดยมีศาสตราจารย์นายแพทย์ เฉลิม
 วราวิทย์ เป็นอาจารย์ที่ปรึกษา ในการนี้ นิสิตขอเรียนเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจสอบ
 เครื่องมือวิจัยที่นิสิตสร้างขึ้น

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านได้โปรดพิจารณาตรวจสอบเครื่องมือ
 วิจัยที่นิสิตสร้างขึ้นดังกล่าว เพื่อประโยชน์ทางวิชาการ จักเป็นพระคุณยิ่ง

(ศาสตราจารย์ ดร.ถาวร วัชรวิทย์)

คณบดีบัณฑิตวิทยาลัย

Faculty of Medicine
Chulalongkorn University
Rathdamri Road
Bangkok, Thailand 1033

6 February 1990

Prof. Indira Singh
Nursing Campus, Maharajgunj
Kathmandu
Nepal

Dear Dr. Singh,

As you will recall one of your teacher, Miss Nani M Shrestha who is now studying in the M.Sc. in Health Development Programme. She is working quite well and outstanding in many subjects. At present she is conducting the research project on "Student Teacher Interaction in the Classroom Setting and the Clinical Procedure." We believe that if we get the data from Nepal, it would be much better than Thailand because the feedback would benefit to her country. For this reason I would appreciate very much if you kindly permit her to conduct the research as the enclosed copy. In the meantime if you think anything should be changed to suit your need please don't hesitate to contact us.

Thank you for your kindness.

Sincerely yours,

Chaloem Varavithya

C. The research Instruments:

Flanders Interaction Analysis Categories (FIAC)

Teacher Talk:

1. Accepts feeling: accepts & clarifies an attitude or the feeling tone of student in nonbreathing feeling may be included.
2. Praise or encourages: praises and encourages pupil action or behavior. Tells jokes that releases tension, but not at expense of another individual; nodding head or saying "un hm?" or "go no" are included.

Response

3. Accepts or uses ideas of pupils : clarifies, bulds or develops ideas suggested by a pupil. Teacher extensions pupil ideas are included, but, as the teacher brings more of his own ideas into play, they shift to catagory 5.

4. Ask questions : asks a question about content or procedure, based on teacher ideas, with the intend that a pupil will answer.

5. Lectures : gives facts or opinions about content or procedures; express his own ideas, gives his own explanation, or cites an authority other than a pupil.
6. Gives directions: gives directions, commands, or roders to which a pupil is expected to comply.

Initiation

7. Criticizes or justifies authority: makes statements intended to change pupil behavior from nonacceptable to acceptable pattern; bawls someone out: states why he is doing what he is doing; extreme self-reference.
-

Pupil Talk Response

8. Pupil-talk-response: talk by pupil in response to teacher. Teacher initiates the contact, solicits pupil statements, or structures the situation, Freedom to express own ideas is limited.
-

Initiation

9. Student talk-initiation: talk by student that they initiate. They express their own ideas: initiate a new topic; have freedom to develop opinions and a live of thought, like asking thoughtful questions; go beyond the existing structure.
-

Silence

10. Silence or confusion: Pause, short periods of silence and periods of confusion in which communication cannot be understood by observer.

Example of classroom

Date of observation

Class on

Form No.

Observed by

Observation form for the Classroom Interaction

Total class of 45 minutes.

Total

Flanders Interaction Category Nos. 5 mts 5 mts 10 mts 5 mts 10 mts 5 mts Score

1		1		2		3
2	F	O	I	O	I	O
3	I	B	N	B	N	B
4	X	S	T	S	T	S
5	I	E	R	E	R	E
6	N	R	V	R	V	R
7	T	V	A	V	A	V
8	H	A	L	A	L	A
9	E	T		T		T
10	C	P	P	P	P	P
	L	E	E	E	E	E
	I	R	R	R	R	R
	M	I	I	I	I	I
	A	O	O	O	O	O
	T	N	N	N	N	N
	E	P	P	P	P	P
		E	E	E	E	E
		R	R	R	R	R
		I	I	I	I	I
		O	O	O	O	O
		D	D	D	D	D

Total Score

Observation form for the classroom & clinical interaction

Date of Observation.....

Class or Procedure on...

From No.....

Observed by.....

Flander's Interaction Categories	1	2	3	4	5	6	7	8	9	10
1 st 5 mits										
2 nd 5 mits										
3 rd 5 mits										
Total score										

1st 5 mits2nd 5 mits3rd 5 mitsTotal
score

During whole class of one hour only 3 period of 5 minutes
observation is done inbetween some interval period

Student's Skill Performance Check List Form.

Procedure: 4. No. of Performance:
 Ward: 5. No. of observation:
 Date of Performance: 6. Observed by:

Bed Making ^{occupied}

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
1.	<u>Preparation of equipment:</u> 1. bed sheet 2. draw sheet 3. pillow cases 4. mackintosh or rubber sheet 5. blanket as needed 6. wash basin with antiseptic solution and wiper. 7. duster and dry cloth.	10				
2.	<u>Preparation of patient:</u> 1. patient should be bathed or finish morning care before making occupied bed. 2. explain the procedure to the patient.	8				
3.	<u>Procedure</u> 1. wash hand before & after bed-making. 2. bring all the materials at bed side. 3. inform the patient 4. adjust the bed and drop the sideroils. 5. strip the bed. 6. roll the patient at far side at the edge of the bed, with the help of other nurse if needed. 7. role dirty linen to patient side and use the clean bedsheet and draw sheet. 8. tuck the linen on top and bottom edge and also the side and make it neat and tidy.	10 4 5 4 5 8 6 5				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Granted Score
	8. after complete the side patient should rolled on the clean side and remove the dirty linen then make the bed as before & make it complete.	6				
	9. top sheet should be loose and convenient to the patient to move.	6				
	10. while making bed nurse should be careful not to contact dirty linen with uniform.	6				
	11. keep soiled linen in the linen hamper carefully.	4				
	12. make patient comfort.	5				
	13. wipe the bed with wet and dry cloth, and complete the bed making.	4				
	14. remove all the equipments from bed side and keep them in the proper place	4				

Student's Skill Performance Check List Form.

1. Procedure: 4. No. of Performance:
2. Ward: 5. No. of observation:
3. Date of Performance: 6. Observed by:

Bed Bath.

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
1.	<u>Preparation of equipment:</u> 1. Wash basin 2. Soap 3. Powder and methy. spirit, skin lotion 4. Bath Towel and wash cloth. 5. Hot and Cold water 6. Mackintosh 7. Clean dress 8. Clean Linen if needed. 9. Bath blanket	10				
2.	<u>Preparation of patient:</u> 1. Explain the procedure to the Patient and convince her or him 2. Findout warm or cold water prefers by the patient 3. Bring all necessary equipments at bed side 4. Screen the patient.	3				
3.	<u>Procedure:</u> 1. Wash the hands before and after the procedure 2. Prepare the patient by removing the clothes and cover with bath towel or bath blanket. 3. The steps of giving bath is as follows: (a) face (b) Arms and hands (c) Chest and abdomen (d) Legs and feets, then change water (e) back (f) Perinium and anal region 4. When applied soap should rinse quickly. 5. Skin should be kept dry by using bath towel and spirit.	10 5 15 4 4				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grant Score
	6. Apply methylated spirit and powder, specially at the pressure areas to prevent the pressure sore.	6				
	7. Care should be taken to avoid scrach during bath.	4				
	8. Observe if any skin disease or pressure areas involve in the body.	5				
	9. Bath should be given with gentle and form manner.	6				
	10. After completion of bath patient should dress up comfortably.	4				
	11. Clear the surroundings of the patient and leave the patient in comfortable position	5				
	12. Clean the equipments and keep in proper place.	5				
	13. Write the nursing note on patients chart.	5				
	14. report to the senior.	4				

Student's Skill Performance Check List Form.

Procedure:

Ward:

Date of Performance:

4. No. of Performance:

5. No. of observation:

6. Observed by:

Backrub

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
1.	Wash the hand before and after	10				
2.	Preparation of equipments 1. Methy. spirit 2. Powder 3. Skin lotion 4. Towel. 5. Bowel of warm water if needed..	6				
3.	Preparation of patient : - If the pt is conscious- 1. Convince patient and explain the importance of procedure and how it effects 2. Screen the patient before procedure. 3. Bed linen should be kept neat and tidy and bed should be flat. - If patient is unconscious- 1. Screen the patient & inform about procedure. 2. Clean the patient and bed if needed prior to the back rub.	10				
4.	Procedure : 1. Turn the patien on convinient side or the dorsal position 2. Remove the clothes at rubbing parts. 3. Wipe the back with warm water if patient seeks otherwise apply alcohol or lotion at the back & rub it.	54 6 4 6				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grants Score
	4. Lotion or Aleohol should be warmed in the hand before being applied.	8				
	5. The back rub should be begin near the spine and rotate outward including exntire back.	10				
	6. The process should be continued for 5 to 10 minutes.	8				
	7. To leave the patient comfortable, excess skin moisture should be removed with a towel.	8				
	8. Use powder after removing the excess skin moisture if patient prefers.	4				
5.	Remove all the equipments from bed side & keep them in proper place.	5				
6.	Write down the nurses note on patient's chart as follows - appearence of the skin - feeling of the patient; - time of backrub etc.	10				
7.	Report to the senior	5				

Student's Skill Performance Check List Form.

1. Procedure: 4. No. of Performance:
 2. Ward: 5. No. of observation:
 3. Date of Performance: 6. Observed by:

Intramuscular Injection

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grants Score
1.	wash hand before & after procedure	10				
2.	<u>Preparation of equipment:</u> Injection tray with the following articles and equipments: 1. Syringe size as needed. 2. Needle size as needed at least two. 3. Spirit swab in a container 4. Sterile kidney basin for syringe. 5. Medicine ampule or vial as order. 6. Distilled water. 7. Cardex to check the medicine. 8. Container for receiving used syring & swab. 9. Find out whether the patient had this drug before or not.	9				
3.	<u>Procedure:</u> 1. Strictly follow the 5R. rules 2. Check cardex carefully 3. Check the medication with cardex, at least 3 times (a) before removing from the box (b) before drawing or dissolving the medication. (c) before giving to the patient.	10 5 9				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Granted Score
4.	To prepare injection (a) clean the rubber stopper with alcohol swab. (b) disolve the medicine with distilled water and shake well untill it is mixed well. (c) inject air into vial, an amount equale to the solution to be drawn. (d) Draw medication into syringe as needed amount (e) Expell air from syringe after drawing the medicine. (f) if it is a ampule, file one side of the neck of the ampule and break off the top of the ampule. (g) the ampule may be inverted to draw the medicine.	18				
5.	Take the tray to the bedside and prepare the patient: (a) Screen the patient (b) explain the procedure to the patient. (c) find out whether the patient had this drug before or not. (d) select the site and clean the area with spirit swab. (e) prick the needle into muscle and see needle is not in the blood vessel (pull back the-plunger a little, if no blood seen in the sysing) then gradually push the medication into muscle. (f) pullout the needle quickly then rub the skin with alcohol swab. (g) leave patient in comfort.	21				
6.	Record in cardex and sign on it.	8				
7.	Report to senior.	5				
8.	Clean the equipments and keep them in proper place.	5				

Student's Skill Performance Check List Form.

- | | |
|-------------------------------|------------------------------|
| 1. Procedure: | 4. No. of Performance: |
| 2. Ward: | 5. No. of observation: |
| 3. Date of Performance: | 6. Observed by: |

T.P.R. (oral temperature)

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error - Grante Score
1.	Wash hand before & after procedure.	10			
2.	<u>Preparation of equipments:</u> Temperature tray contain with- 1. Thermometer (oral and rectal) in antiseptic solution 2. Clean water gar 3. Clean swabs 4. Dirty swab receiver 5. Alcohol swabs 6. Lubricant 7. Watch with second hand. 8. Paper and Pencil (Red and-Blue)	8			
3.	<u>Preparation of the patient:</u> 1. Explain the procedure and convince the patient. 2. Patient should be at rest while taking vital signs. 3. No cold or hot drinks and also no smoke before taking oral temperature.	6			
4.	<u>Procedure:</u> (A) Taking Temperature 1. Shake the thermometer until the mercury line reach the lowest marking. 2. Wipe the thermometer with clean swab before use it. 3. Thermometer should be placed according to patient's condition (oral, rectal or-exilla) 4. Oral temperature taken for 2 mins. under the tongue.	24			

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
	5. Tell patient to close the mouth tightly but not to bite the thermometer.					
	6. Wipe the thermometer immediately after removing from mouth and keep/read the temperature by keeping the thermometer at eye level, then keep it in the antiseptic solution					
	(B) Taking Pulse	20				
	1. Use second and third fingers along the appropriate artery and press gently.					
	2. The pulse should be counted for 30 to 60 second, if it is regular, if abnormal count for full minute.					
	3. The radial pulse should be taken on the inner wrist area.					
	4. Rates volum, and quality of the pulse should be noted accurately.					
	(C) Respiration	20				
	1. Respiration is noted by rise and fall of patient's chest while checking the temperature.					
	2. Respiration should count immediately after counting the pulse with the finger tips still on the patient, to avoid the consciousness about checking the respiration.					
	3. Check the respiration at least 30 sec. if the range is normal.					
	4. The characteristics and rates of the breathing should be noted accurately.					
5.	Record the T.P.R. in patient's chart, & report to senior	8				
6.	Keep the equipment in proper place.	4				

Student's Skill Performance Check List Form.

. Procedure:

4. No. of Performance:

. Ward:

5. No. of observation:

. Date of Performance:

6. Observed by:

Medicine Distribution

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grants Score
1.	wash hand before & after procedure	10				
2.	<u>Preparation of equipments:</u> Medicine trolley with- 1. Medicines as order 2. Medicine glass 3. Spoon or paper bags 4. Bowl of clean water 5. Cardex file of patients 6. medicine crusher bowl	10				
3.	<u>Patient preparation:</u> 1. Explain the procedure to the patient. 2. Inquire patient about drug reaction 3. See whether patient has enough water at bedside or not 4. Find out if medicine is available with patient or not, if it is not hospital supplied.	8				
4.	<u>Procedure:</u> 1. Check the cardex carefully 2. Check the medicine level with cardex at least 3 times: - before removing from cupboard. - before pouring into medicine glass or spoon - before giving to the patient 3. Do not return medicine to Container from medicine glass or spoon.	4 6 5				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
	4. If the medicine is liquid - shake the suspension well before pouring into glass. - pour medicine into glass on eye level with label in view. - use appropriately marked glass or cups only. - wipe the edge of the bottle before replacing the cap.	5				
	5. Crush the tablet and make it liquid form for one who can not swallow it.	5				
	6. Follow strictly the rules of 5 R.	10				
	7. Do not give drug which have changed color	5				
	8. Do not give medicine from container which have no label.	5				
	9. Do not give mixture if it is precipitated even after well shaken.	4				
	10. Never ask patients to take medicine by themselves.	4				
	5. Record the time in the cardex and sign on it.	5				
	6. Clean the equipment and keep them in proper place.	5				
	7. Write the Report on nursing note.	5				
	8. Report to the senior or charge nurse.	4				

Student's Skill Performance Check List Form.

1. Procedure: 4. No. of Performance:
2. Ward: 5. No. of observation:
3. Date of Performance: 6. Observed by:

Admission of Patient

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grants Score
1.	<u>Preparation of equipments:</u> 1. admission form with complete set according to hospital regulation 2. B.P. Apparatus and stethoscope 3. Watch with second center 4. thermometer tray 5. weighing scale 6. hospital dress 7. bed bath or send to bath room if possible. 8. pen : red and blue	12				
2.	<u>Procedure:</u> 1. greet the patient 2. orient patient and family about hospital environment. 3. explain hospital rules and regulation about visiting hours, consent forms and concerning the operations and its expense if needed. 4. help or let the patient change into hospital dress 5. let patient sign all the consent forms or the patient's relative. 6. weight the patient. 7. let patient in the bed, then check the vital signs when the patient at rest, such as temp. Pulse. Resp. and B.P. 8. urine and stool should be obtained at the same time if possible, if not write in nursing note for next morning to save.	4 5 5 4 10 5 6 5				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
9.	Observe patient properly and write all the findings in the chart as follows: - general condition - skin texture condition - sensitivities - complains - medications ordered by doctors - valuable if the pt has. - specimen obtained and to be obtained. - sign in cardex if medicine is given.	15				
10.	Complete the chart and sign on it.	5				
11.	Let patient feel secure and comfort.	5				
12.	Report to the senior or ward incharge about new patient.	4				
13.	Place the equipments in proper place.	5				
3.	Wash the hand before & after procedure	10				

Student's Skill Performance Check List Form.

1. Procedure:

2. Ward:

3. Date of Performance:

4. No. of Performance:

5. No. of observation:

6. Observed by:

Blood Pressure

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
1.	Wash the hand before and after the procedure	10				
2.	<u>Preparation of equipment:</u> 1. sphygmomanometer 2. stethoscope 3. paper and pencil 4. take all the equipment at bedside.	4				
3.	<u>Preparation of the patient:</u> 1. explain the procedure to the patient. 2. position the patient with arm resting on bed.	4				
4.	<u>Procedure :</u> 1. place the cuff 2 inches above elbow 2. wrap the cuff arround the arm securly 3. join the tube to B.P.apparatus 4. place the disk of stethoseop on artery 5. close the air screw on air bulb 6. pump the bulb untill the mercury rises about the last beat. 7. open the screw slowly 8. note the mercury line when first hearbeat is heard (systolic reading) 9. note the last hearthbeat range (diastolic reading) 10. allow the remaining air to release quickly.	5 4 4 5 5 8 4 8 6 4				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Granted Score
	11. remove the stethoscope and cuff and expell all air from the cuff.	4				
	12. keep patient in comfortable position.	5				
	13. clean the earpiece of stethoscope with spirit swab and keep the equipments in proper place.	4				
5.	Record the reading in the patient's chart.	6				
6.	Report the reading to the senior.	4				
7.	Keep the equipments in the proper place, after procedure.	4				

Student's Skill Performance Check List Form.

1. Procedure: 4. No. of Performance:
2. Ward: 5. No. of observation:
3. Date of Performance: 6. Observed by:

Care of Unconscious Patient.

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grante Score
1.	Wash the hand before and after taking care of patient.	10				
2.	<u>Preparation of equipments:</u> 1. Complete set of morning or evening care tray. 2. B.P. Apparatus 3. Torch light	6				
3.	<u>Preparation of the patient:</u> 1. Convince the family and let them go away from the patient during procedure time. 2. Screen the patient 3. Remove the bed railings 4. Loosen the bed sheets.	6				
4.	<u>Nursing management:</u> 1. Remove unnecessary cloths and linen of the patient. 2. Give complete bath followed with mouth care, eyes care, backrub and skin care. 3. Change linen and keep patient in comfortable position. 4. Vital signs should be checked time to time according to Dr.'s order & record in the chart. 5. Check the pupil reaction and record it. 6. Check the level of consciousness and record in the chart.	60 (15x4)				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grand Score
	<p>7. If patient is having air way, it has to be taken care.</p> <ul style="list-style-type: none"> - See whether it is patent or not. - See whether it is properly placing or not. <p>8. Patient should be in lateral position and change position 2 hourly, if possible.</p> <p>9. Passive exercise to prevent contracture of the joints and hypotrophy of the muscles.</p> <p>10. Nutrition should be taken care by providing ryle's tube feeding, 2 hourly or as ordered by physician</p> <p>11. Bowel and bladder care</p> <p>12. Maintain intake and output record.</p> <p>13. Patient should be in quite and peaceful environment.</p> <p>14. After taking care of patient, side rails must be used.</p> <p>15. Convince and help family.</p>					
5.	Write the complete records in the patient chart, and also what ever have to do with in 24 hour.	8				
6.	Report to the senior about patient after taking care of the patient.	5				
7.	Clean the equipments and keep them in proper place.	5				

Student's Skill Performance Check List Form.

Procedure: 4. No. of Performance:
 Ward: 5. No. of observation:
 Date of Performance: 6. Observed by:

Surgical Dressing.

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Granted Score
1.	Hand washing wash the hand before and after the procedure.	10				
2.	<u>Preparation of equipments:</u> Dressing trolley with (a) dressing Sets (b) dressing drums with gauze and cottons (c) medications and antiseptic solution as needed. (d) normal saline (e) Elastoplast (f) Scissors (g) disposal bucket (h) mackintosh (i) bandages	15				
3.	<u>Preparation of patient:</u> 1. inform the patient. 2. sedate the patient 15 minutes before dressing if necessary 3. bring all the equipments to bedside. 4. screen the pt. if in general ward.	8				
4.	<u>Procedure:</u> 1. wash the hands: again 2. remove the outer dressing 3. wash the hands with methy spirit, for inner dressing 4. remove inner dressing with forceps, if the dressing is sticking in the wound soak it with normal saline or sterile water before removing it.	5 5 5 6				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Grant Score
5.	dirty dressing should discard in a disposal bucket and cover it.	6				
6.	Wound should be swabed with wet swab at first the outer area then clean the wound, and swab should be changed after each wipe.	10				
7.	dry sterile dressing should be used to cover the wound after the application of medicine as ordered.	8				
8.	dressing should be taped securely in the place before using bandage or binder.	5				
9.	patient should be left in clean and comfortable environment	5				
10.	clean the equipments and keep them in proper place.	5				
11	write the notes on patient's chart and report to the senior if needed.	5				

Student's Skill Performance Check List Form.

Procedure: 4. No. of Performance:
 Ward: 5. No. of observation:
 Date of Performance: 6. Observed by:

Health Teaching to Patient and Family.

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Granted Score
1.	<u>Preparation of health teaching:</u> 1. prepare the lesson plan with appropriate wordings and ideas according to level of knowledge of the patients and families. 2. select the convenient and suitable place for teaching. 3. audiovisual aid should be present in teaching, which should be easily understandable and other teaching materials should be brought to the teaching, learning situation as needed, such as : - treatment equipments - charts and models etc. 4. collect the patients and the families & explain them what is going to do.	20				
2.	<u>Steps in teaching:</u> 1. explain what topic is teaching to them. 2. demonstrate the interest according to need of the patient by observing, by physician's prescriptions and direct communication with the patient and family. 3. have well defined objectives and clear outline for the session. 4. avoid stereotype approach 5. begin teaching from simple to complex, explaining new words.	20 5 6 10 6 8				

Serial No.	The Procedure Steps	Score for each Steps	Yes	No.	Remarks or error	Granted Score
	6. encourage the group to participate in the teaching, learning process by questioning and asking for exauples etc.	5				
	7. get feed back from the group in between teaching process.	6				
	8. give examples, of which, group can believe easily and understand, to reinforce the teaching.	8				
	9. teaching should be more concepts rather than too detail.	8				
	10. encourage learners to understand the concepts only.	5				
	11. evaluate the process as well as the knowledge of the learners by - asking questions - let them explain or giving them, chances to question.	8				
	12. after complition of the teaching, keep everything in proper place.	5				

Procedures Included in The StudyFundamentals of Nsg.Nsg. Care of Adult

- | | | | |
|----|----------------------------|---|-------------------------|
| 1 | Bed Making (occupied) | 1 | Care of unconscious pt. |
| 2 | Bed Bath | 2 | Care of g/v fluid |
| 3 | Back Care | 3 | Surgical dressing |
| 4 | Hair wash | 4 | Total Care of patient |
| 5 | I/M Injection | 5 | Health teaching |
| 6 | Temp. Pulse Resp. | | |
| 7 | Medicine Distribution | | |
| 8 | Admission of patient | | |
| 9 | Discharge of patient | | |
| 10 | Blood pressure measurement | | |



Autobiography

The researcher is a Nepali Citizen. She holds a lecturer post in nursing in Nepal. She finished her Bachelor of Science in Nursing from Punjab University Chandigarh, India in 1981. She obtained a scholarship from Rockefeller foundation and Red Barna to study this Master Degree in Science in Health manpower, major in Education from Chulalongkorn University, Bangkok, Thailand in November 1988.

She started the job as a staff nurse in His Majesty's Government Nursing Service in Nepal. Promoted in gazetted rank of His Majesty's Government. After the long time of hospital nursing experience, changed the service line with her own will to become a nurse teacher and now she is one of the senior teacher in Nursing campus Maharajgunj, Kathmandu.