

1986

Essential Competencies for Patient Care

V. Jane Muhl R.N., M.Ed., M.S.
Iowa Department of Public Instruction

Find similar works at: <https://stars.library.ucf.edu/jhoe>
University of Central Florida Libraries <http://library.ucf.edu>

This Book Review is brought to you for free and open access by STARS. It has been accepted for inclusion in Journal of Health Occupations Education by an authorized editor of STARS. For more information, please contact STARS@ucf.edu.

Recommended Citation

Muhl, V. Jane R.N., M.Ed., M.S. (1986) "Essential Competencies for Patient Care," *Journal of Health Occupations Education*: Vol. 1 : No. 1 , Article 11.
Available at: <https://stars.library.ucf.edu/jhoe/vol1/iss1/11>

Muhl: Essential Competencies for Patient Care

Journal of Health Occupations Education
Spring 1986, Vol. 1, No.1

Essential Competencies for Patient Care, Mary Elizabeth Milliken and Gene Campbell. C.V. Mosby Company, St. Louis, 1985, 826 pp.

Essential Competencies for Patient Care presents a comprehensive approach in identifying the fundamental knowledge, skills, and attitudes required of the practical/vocational nurse, as an entry-level practitioner. While the knowledge base and technology of the health field continues to expand rapidly, the authors have identified and presented **competencies** appropriate for the practical/vocational nurse, where it is anticipated that the primary place of **employment will** be an acute care setting.

The text is divided into five distinct components, including an orientation to the field of nursing, basic patient care, nursing care during illness, nursing care throughout the life span, and transition from student to graduate nurse. Theoretical and **skill** content is presented sequentially from simple to complex **while** flexibility of presentation remains inherent. Suggestions are provided for a variety of assignments at the end of each chapter and in a supplemental workbook which include the application of the competencies addressed. The suggestions which address the affective domain as well as the cognitive and psychomotor aspects of learning are major strengths of these assignments.

Elements of chapters are personably written, which provide added incentives for reader use. Appropriate illustrations and pictures expand the written content and provide an eye-appealing basic text.

V. Jane Muhl, R.N., M.Ed., M.S., Iowa Department of Public Instruction.