

Pacific Lutheran University School of Nursing  
CLINICAL EVALUATION

Student name Kim Applebee Faculty name Cynthia Wolfer, RN, MSN

Course: N 440 Site: St Joseph's Medical Center  
Semester: Fall 2009 Dates of Attendance Sept 14-Oct 20, 2009 Total Hours: 96 hours with 3 hrs of orientation

Standard	Met	Not Met
<p><b>Section I: Professionalism/Role Development</b></p> <p><b>A. Professionalism</b></p> <p>1. Behavior: Demonstrates caring in the practice of professional nursing Respectful and courteous to all persons when representing PLU Projects professional demeanor in accordance with facility and SON policies</p> <p>2. Communication: Clear, effective self-expression with health care team members Maintains effective working relationships with an interdisciplinary team.</p>	Met	Not Met
<p><b>B. Accountability and Responsibility for Ethical Practice</b></p> <p>1. Comes prepared for each clinical experience 2. Accountable for actions in clinical setting 3. Recognizes situations requiring client advocacy and the nurse's role 4. Recognizes potential dilemmas &amp; conflicts of personal beliefs/values 5. Adheres to confidentiality standards 6. Participates in pre/post conference 7. Reports violations of academic integrity to instructor immediately 8. Assignments completed on or before due date 9. Properly cites references, takes credit for own work, does not plagiarize 10. Meets all health and certification requirements by due date</p>	Met	Not Met
<p><b>C. Critically Reflects Upon Own Performance, Identifies Own Need for Growth,</b></p> <p>1. Accurately assesses own abilities 2. Recognizes own limitations and seeks guidance before implementing interventions 3. Receptive to questions, suggestions, and feedback 4. Uses feedback and questions to improve performance as needed. 5. Consistently progresses toward clinical competency and expanding knowledge base for professional practice 6. Seeks out opportunities to become increasingly proficient</p>	Met	Not Met

Pass	Not Pass	Date	Incomplete
cbw		10/20/09	See Comments

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Standard		Met	Not Met
<b>Section II: Core Knowledge</b>			
<b>A. Nursing Management</b>			
<ol style="list-style-type: none"> <li>1. Applies theory of selected developmental and/or pathological or environmental processes to clinical practice</li> <li>2. Seeks out additional resources and information</li> <li>3. Discriminates normal versus altered processes of health and/or development</li> <li>4. Takes appropriate action</li> <li>5. Manages the holistic needs of the client</li> <li>6. Applies pharmacological principles when administering medications</li> <li>7. Demonstrates application of previously learned knowledge and skills.</li> </ol>	<p>Comments: Met. Able to safely give PO, SQ, IV meds and SVN treatments. Utilizes the Internet to expand her knowledge. Selects appropriate research studies and is able to relate them to her patient care.</p>		
<b>B. Health Promotion, Risk Reduction and Disease Prevention</b>			
<ol style="list-style-type: none"> <li>1. Maintains a clean, safe environment</li> <li>2. Communicates health promotion information to clients</li> <li>3. Risk assessment/prevention               <ul style="list-style-type: none"> <li>Provides care in a way to insure client safety</li> <li>Identifies potential risk factors and takes appropriate action</li> </ul> </li> </ol>	Met	Not Met	
<b>Section III: Core Competencies</b>			
<b>A. Communication</b>			
<ol style="list-style-type: none"> <li>1. Verbal           <ul style="list-style-type: none"> <li>Utilizes therapeutic approaches in communication with clients</li> <li>Encourages and clarifies client's expression of needs/feelings/concerns</li> <li>Demonstrates ability to relate empathetically to client</li> <li>Gives effective constructive, growth enhancing feedback to clients, peers and staff</li> </ul> </li> <li>2. Nonverbal           <ul style="list-style-type: none"> <li>Demonstrates active listening and appropriate timing in the client interaction</li> <li>Identifies nonverbal cues/behaviors in self and others</li> <li>Demonstrates understanding of how cues/behaviors support or detract from therapeutic intent/objective</li> </ul> </li> <li>3. Written           <ul style="list-style-type: none"> <li>Documentation reflects outcomes, assessment, interventions, evaluation, planning, and behavioral responses to care</li> <li>Documents accurately, clearly and concisely</li> <li>Uses appropriate grammar, spelling, and syntax in all documentation and written assignments</li> </ul> </li> </ol>	Met	Not Met	<p>Comments: Met. Documented in patients charts as well as communicated pertinent information during report to the next shift. I would encourage her to continue to work on documenting her pain assessments/reassessments, IV site assessments as well as her patient teaching. Collaborated with care manager/SW.</p>

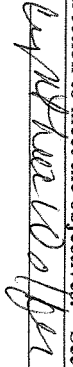
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Section III: (cont) Core Competencies	Met	Not Met
<p><b>B. Critical Thinking and Reflective Practice</b></p> <ol style="list-style-type: none"> <li>Clinical Judgment: Recognizes and defines the clinical problem Prioritizes nursing diagnosis based on assessment</li> <li>Problem Solving Analyzes information (including assumptions and evidence) Identifies and seeks out resources used in problem solving Evaluates information</li> <li>Decision Making: Able to identify priorities Identifies and weighs the important variables in each solution Draws conclusions based on sound rationale and treatment objectives</li> </ol>	Met	<p>Comments: Met. Able to demonstrate an appropriate focused assessment. Identifies nursing care priorities. With lab values, she is beginning to analyze reasons for abnormalities by applying her knowledge from theory class.</p>
<p><b>C. Nursing Process</b></p> <ol style="list-style-type: none"> <li>Assesses the client needs and strengths using a nursing framework Addresses physical, developmental, social, cultural, spiritual, and psychological dimensions</li> <li>Prioritizes appropriate nursing diagnoses/issues</li> <li>Identifies discharge goal</li> <li>Develops mutually acceptable and realistic outcomes for clients Based on assessment Related to nursing diagnoses and discharge plan Appropriate for age, developmental level, culture, sexual orientation Written in behavioral and measurable terms</li> <li>Implements appropriate nursing interventions Individualized to the client and setting Based on evidence</li> <li>Validates interventions with professional nurse</li> <li>Assesses client learning needs</li> <li>Age appropriate and incorporates cultural health beliefs</li> <li>Evaluates effectiveness and appropriateness of interventions Revises goal and interventions as indicated</li> </ol>	Met	<p>Comments: Met. Able to do daily plan of care for her patients with some assistance. Recognized barriers for teaching with her patients Beginning to use concept maps to demonstrate the nursing process. Able to do appropriate discharge assessments.</p>
<p><b>Additional Comments:</b> During this medical-surgical rotation, Kim has cared for a variety of medical-surgical patients. She cared for two to three patients most weeks and she also was on a telemetry unit for most weeks. One day she had the opportunity to observe in the ICU and another day in the ED. She improved in documenting her IV site assessments more. I would encourage her to continue to work on documenting her patient teaching and writing her patient outcomes for the shift more. It has been a pleasure to watch her grow as a nurse. Kim is highly motivated and needed little direction to meet the objectives. See back.</p>		

Student signature



Faculty Signature



Date


10/20/09

## NURSING 440 CLINICAL MID EVALUATION SUMMARY

At the midway point in N440 clinical, Kim has made great progress in meeting the objectives for her clinical rotation and she learns quickly. She has established a positive working relationship with the nurses on her assigned medical –surgical/telemetry unit. Kim is beginning to take care of 2-3 patients who are more complex and on telemetry. In administering medications, she remembers to check the client's armband and verify their medical record number. She has begun to utilize flow sheets to document her care and I would encourage her to continue working on documenting her pain reassessments, IV site assessments, and any patient teaching she does using her peers, instructor and preceptors as a resource. For the second half of the rotation she also needs to work on writing a goal for her patients each day as well as taking care of 2-3 patients each day. As a student nurse Kim learns quickly, and is perseverant and self-confident.

I have met with my instructor and received a copy of this evaluation.

Student signature: 

Faculty signature: 

Date: 10/6/09

Reflective thinking: 3/6 done  
Peer reviews: 0/3 done  
D/C assessments: 3/3 done  
Concept Map: 3/4 done  
Special assessment is done

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CLINICAL SELF-EVALUATION For N440

Student name Kim Applebee Nurse Partner/Preceptor (if applicable) Fall 2009  
Faculty name Cyndi Walker Site: SJMC Unit/Shift ED/ER/ICU

Dates of Attendance & Total Hours: 84 hours + 96 hrs

**Self Evaluation:**

**A. Describe how you met the course objectives**

I met the first objective: I was able to take care of 2-3 patients, perform assessments, hang/administer medications, care for patients with central lines, administer blood, document my assessments, write measurable goals for my patients, give report at shift change, plan and perform D/C instructions, and work with other disciplines.

I met the second objective: I consistently provided holistic and individualized care for each patient I worked with during the last seven weeks,

**B. Service: Identify any service activities in which you currently participate. If none, what service activities do you envision for yourself in the future?**

I am the Vice President of Delta and am an active member in a variety of community service projects within the organization. I am a co-coordinator for the Thanksgiving Turkey basket drive. I am also a co-coordinator for Team Development with the 2010 Relay for Life along with being the Delta team captain. I am also a member of NSNA.

**C. Identify your strengths:**

I think that I have really developed the skill of time management, particularly in working with 2-3 patients. I have become comfortable in performing assessment on a variety of patients. I have become a good communicator with both fellow nurses and with patients. I like to challenge myself and am able to voice my opinion.

**D. Identify your greatest challenge:**

Initially the greatest challenge was taking on more than one patient, but once I was thrown into that situation and conquered it, it didn't seem like much of a challenge. The last piece that I need to work on is really thinking past the daily tasks of patient care and developing goals and interventions for each patient.

**E. Identify your greatest learning experience during this rotation:**

The greatest learning experience was when I worked with a nurse who really challenged me both mentally and physically. I learned how to quickly manage more than one patient and develop time management in a quick manner. I also learned through this experience that you environment and fellow staff members can truly make a difference in your day's work.

Student signature:   
10/19/09