

Pacific Lutheran University School of Nursing
CLINICAL EVALUATION

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|---------|----------|------|----------------------------|
| Pass | Not Pass | Date | Incomplete See Comments |
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Student name Kim Applebee

Faculty name: Janet Dubois Course: NURS 340 Site:

Semester: Fall 2008 Dates of Attendance: October –November 2008 Total Hours: 96 hours

| Standard | | | |
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| Section I: Professionalism/Role Development | | Met | Not Met |
| A. Professionalism 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 2. Communication: Clear, effective self-expression with health care team members Maintains effective working relationships with an interdisciplinary team | | Comments: Met Kim uses quality communication skills with her patients, colleagues and faculty. She demonstrates a professional approach to her care. Kim readily recognized the importance of team. She complimented her fellow student on her willingness to negotiate patient assignments to assure that both of them were able to meet their learning goals. She did not hesitate to offer assistance to her nurse or other students as needed. Because of her openness to assist others, the nurses on the unit often invited Kim to participate in interesting care or procedures of other patients | |
| B. Accountability and Responsibility for Ethical Practice 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 & 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 | | Comments: Met Kim was prepared for clinical each week demonstrating a positive attitude and a readiness to learn. Her references were correctly documented in APA style. Kim did participate in post conference, showing interest in her own learning as well as her peers' learning. An area of ongoing growth, though, is to open up more and not hesitate to share what she learned. Kim often acted like "this was no big deal" which down played interesting stories and events that could have been shared and enhance the learning of the other students. | |
| C. Critically Reflects Upon Own Performance, Identifies Own Need for Growth, 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 | | Comments: Met Kim was open to feedback and responded in a positive manner. During clinical, she was able to readily identify her learning needs and perform care safely after seeking guidance. She actively looked for learning opportunities to increase her experience and understanding. She took the time to think about her questions, was prepared to discuss them as I made rounds and then acted upon the information discussed. Kim's final reflection is an excellent exploration of her own personal thoughts about nursing and this clinical rotation. Her honesty is refreshing and the ability to reflect in this way will truly be an asset as she develops into an excellent nurse – in whatever area truly fits her personal goals. | |

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| Section II: Core Knowledge | Met | Not Met |
| A. Nursing Management <ol style="list-style-type: none"> 1. Applies theory of selected developmental and/or pathological or environmental processes to clinical practice 2. Seeks out additional resources and information 3. Discriminates normal versus altered processes of health and/or development 4. Takes appropriate action 5. Manages the holistic needs of the client 6. Applies pharmacological principles when administering medications 7. Demonstrates application of previously learned knowledge and skills. | Comments: Met In discussion, Kim was able to demonstrate an understanding of the patient's medical problem and nursing care. Kim's weekly pathophysiology write-ups showed improvement based on previous feedback. Kim did a nice job at altering the required write-up on pathophysiology to match her own learning style. She developed a picture story using arrows and lines instead of words to develop the patho that matches her patient and link signs and symptoms. The ability to link concepts in this way truly showed Kim's commitment to understanding the concepts. This is an ongoing area of growth as she works to make the connections and think critically about each patient as an individual. | |
| B. Health Promotion, Risk Reduction and Disease Prevention <ol style="list-style-type: none"> 1. Maintains a clean, safe environment 2. Communicates health promotion information to clients 3. Risk assessment/prevention <ul style="list-style-type: none"> Provides care in a way to insure client safety Identifies potential risk factors and takes appropriate action | Met | Not Met |
| | Comments: Met Kim created an environment that was safe for the patient and health care providers recognizing the special needs of patients at risk for falls. Kim discussed the importance of patient teaching and her discharge plan for her patient each week demonstrating an ability to look at the needs of the patient. | |
| Section III: Core Competencies | Met | Not Met |
| A. Communication <ol style="list-style-type: none"> 1. Verbal <ul style="list-style-type: none"> Utilizes therapeutic approaches in communication with clients Encourages and clarifies client's expression of needs/feelings/concerns Demonstrates ability to relate empathetically to client Gives effective constructive, growth enhancing feedback to clients, peers and staff 2. Nonverbal <ul style="list-style-type: none"> Demonstrates active listening and appropriate timing in the client interaction Identifies nonverbal cues/behaviors in self and others Demonstrates understanding of how cues/behaviors support or detract from therapeutic intent/objective 3. Written <ul style="list-style-type: none"> Documentation reflects outcomes, assessment, interventions, evaluation, planning, and behavioral responses to care Documents accurately, clearly and concisely Uses appropriate grammar, spelling, and syntax in all documentation and written assignments | Comments: Met Kim worked well with a variety of patients and nurses. She readily changed her approach based on the patient's condition/needs. Her bedside manner demonstrate caring and compassion. In general, I think an area for Kim to reflect on is her comfort level in unfamiliar settings. In a subtle way, at times it appeared that Kim was hesitant in challenging new settings. | |

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| Section III: (cont) Core Competencies | Met | Not Met |
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| <p>B. Critical Thinking and Reflective Practice</p> <ol style="list-style-type: none"> 1. Clinical Judgment: <ul style="list-style-type: none"> Recognizes and defines the clinical problem Prioritizes nursing diagnosis based on assessment 2. Problem Solving <ul style="list-style-type: none"> Analyzes information (including assumptions and evidence) Identifies and seeks out resources used in problem solving Evaluates information Considers alternative solutions 3. Decision Making: <ul style="list-style-type: none"> Able to identify priorities Identifies and weighs the important variables in each solution Draws conclusions based on sound rationale and treatment objectives | <p>Comments: Met Discussions with Kim demonstrated she was able to look at each patient as an individual, shift through the data, and use solid problem solving skills to determine the steps of care. Kim appears to have a natural curiosity – her desire to learn and understand is evident. When given a critical thinking question Kim took the extra time to seek out the information and build understanding.</p> | |
| <p>C. Nursing Process</p> <ol style="list-style-type: none"> 1. Assesses the client needs and strengths using a nursing framework <ul style="list-style-type: none"> Addresses physical, developmental, social, cultural, spiritual, and psychological dimensions 2. Prioritizes appropriate nursing diagnoses/issues 3. Identifies discharge goal 4. Develops mutually acceptable and realistic outcomes for clients <ul style="list-style-type: none"> Based on assessment Related to nursing diagnoses and discharge plan Appropriate for age, developmental level, culture, sexual orientation Written in behavioral and measurable terms 5. Implements appropriate nursing interventions <ul style="list-style-type: none"> Individualized to the client and setting Based on evidence Validates interventions with professional nurse 6. Assesses client learning needs <ul style="list-style-type: none"> Age appropriate and incorporates cultural health beliefs 7. Evaluates effectiveness and appropriateness of interventions <ul style="list-style-type: none"> Revises goal and interventions as indicated | <p style="text-align: center;">Met</p> | <p style="text-align: center;">Not Met</p> |
| <p>Additional Comments. Kim had a variety of experiences during this clinical rotation. She took advantage of opportunities to see interesting test or procedures. Her enthusiasm for learning was contagious and will be an asset as she continues in the nursing program. Kim should feel proud of what she has learned and her performance this clinical rotation.</p> | | |

Student signature

W. Apple

Date

12/17/08

Faculty Signature

Janet Dulois

Date

12/17/08