

Pacific Lutheran University School of Nursing
CLINICAL EVALUATION

Pass	Not Pass	Incomplete See Comments
X		

Student name Applebee, Kim Preceptor (if applicable) N/A
 Faculty name Steven Roberts Course: NUR 350 Site: St. Peter's Hospital
 Semester: Fall 2008 Dates of Attendance: 09/11/08 – 10/23/08 Total Hours: 104

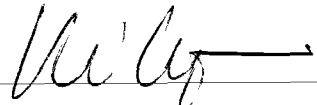
Standard	Met	Not Met
Section I: Professionalism/Role Development		
A. Professional Communication 1. Verbal: Clear effective self-expression with health care team, demonstrates collaboration with health care team, communicates respectfully and courteously to all persons when representing PLU Gives effective constructive, growth enhancing feedback to peers and staff 2. Nonverbal: Projects professional demeanor in accordance with facility and SON policies 3. Written: Documents accurately, clearly and concisely Uses appropriate grammar, spelling, and syntax in all written assignments and documentation	Met	Comments: Kim is a student who is comfortable both receiving and giving useful feedback with/to her peers, the instructor, and the clinical staff @ St. Peter's. She uses clinical resources effectively. Written work is well done, completed on time, concise, and appropriate.
B. Accountability and Responsibility for Ethical Practice 1. Reports violations of academic integrity to instructor immediately 2. Meets all health and certification requirements by due date 3. Accountable for actions in clinical setting 4. Recognizes potential dilemmas & conflicts of personal beliefs/values 5. Recognizes situations requiring patient advocacy and the nurse's role 6. Assignments completed on or before due date 7. Properly cites references, takes credit for own work, does not plagiarize 8. Comes prepared for each clinical experience 9. Participates in pre/post conference 10. Adheres to confidentiality standards		Comments: Kim is always professional in her work. She is prepared for clinical and is an active and enthusiastic participant in clinical conferences.
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: Kim actively seeks opportunities for personal growth. She recognizes her strengths as well as areas for improvement as demonstrated in her journaling.


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Standard			
Section II: Core Knowledge		Met	Not Met
<p>A. Nursing Management</p> <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 physical, and psychosocial needs of the patients 6. Applies pharmacological principles in medication administration 7. Demonstrates application of previously learned knowledge and skills. 		<p>Comments: Kim is able to recognize variations within the mental health setting and comfortably applies this to the DSM-IV TR in formulating a treatment plan. She is safe with medication administration this session.</p>	
<p>B. Health Promotion and Risk Reduction</p> <ol style="list-style-type: none"> 1. Environmental safety Maintains a clean, safe environment 2. Communicates health promotion information to clients 3. Risk assessment/prevention Provides care in a way to insure patient safety Identifies potential risk factors and takes appropriate action 		<p>Comments: Kim communicates well with the clientele and led a creative client focused teaching session in life skills group that was well received by the clientele.</p>	
Section III: Core Competencies		Met	Not Met
<p>A. Therapeutic Communication</p> <ol style="list-style-type: none"> 1. Verbal Utilizes therapeutic approaches in communication with clients/families Encourages and clarifies client's expression of needs/feelings/concerns Demonstrates ability to relate empathetically to client/family Gives effective constructive, growth enhancing feedback to patients 2. Nonverbal Evidences active listening and appropriate timing in the interaction Identifies nonverbal cues/behaviors in self and others Demonstrates understanding of how cues/behaviors support or detract from therapeutic intent/objective 3. Written Documentation reflects outcomes, assessment, interventions, evaluation, planning, and behavioral responses to care 		<p>Comments: Kim conveys a sense of being comfortable in the milieu. She attended and participated in a variety of group sessions. She is able to demonstrate therapeutic communication in the patient milieu as well as when using the tools provided in her syllabus. Written work is clear and appropriately describes variations in client behavior.</p>	

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Section III: (cont)	Core Competencies	Met	Not Met
<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 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 4. Prioritizes nursing interventions <ul style="list-style-type: none"> Identifies what went well and what could have been done differently 		<p style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Met</p>	<p>Comments: Kim comfortably prioritizes and problem solves for changing client needs in the mental health unit. Demonstrated critical thinking skills when constructing Mental Health Plan of Care from a unique perspective based upon her assessment and the DSM-IV TR.</p>
<p>C. Nursing Process</p> <ol style="list-style-type: none"> 1. Assesses the client and family needs and strengths using a nursing framework <ul style="list-style-type: none"> Recognizes 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/families <ul style="list-style-type: none"> Based on assessment Related to nursing diagnosis 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/family and setting Based on evidence Validates interventions with professional nurse 6. Evaluates effectiveness and appropriateness of interventions <ul style="list-style-type: none"> Revises goal and interventions as indicated 7. Assesses client learning needs <ul style="list-style-type: none"> Incorporates age appropriate and cultural health beliefs 			<p>Comments: Kim was able to draw clear conclusions in planning and implementing her plan of care based upon her conversations, the MMSE, the DSM-IV TR, and NANDA.</p>
<p>Additional Comments: Kim is a curious and interested student. She is self directed and learns a great deal. She has a strong sense of her own personal worth and brings this with her to Mental Health Nursing. She truly is beginning to use her "self" as a therapeutic tool. Kim began a bit hesitantly, was able to process this and placed herself totally into the milieu. She is a strong academician, confident in what she knows, competent in what she does, and eager to stretch her boundaries. She is an active learner and will be an asset in any nursing venue.</p>			

Student signature 

Faculty Signature 

Date 10-29-08