

# MULTITERM EVALUATION

## Pacific Lutheran University School of Nursing CLINICAL EVALUATION

Faculty Use Only

Pass	Not Pass
Incomplete (See Comments)	

Student name: Sarah Voelpel Preceptor: Alicia J. Rogers, RNC BSN  
 Faculty name: Dana Zaichkin / Sara Swett Course: N499 Nursing Synthesis Site: T6 NICU  
 Semester: Spring 2009 Dates of Attendance: Feb. 2009 - April 2, 2009 Total Hours: 144

Standard		Met	Not Met
<b>Section I: Professionalism/Role Development</b>			
<b>A. Professionalism</b>		<b>Comments:</b>	
<ol style="list-style-type: none"> <li>Behavior:                             <ul style="list-style-type: none"> <li>Demonstrates caring in the practice of professional nursing</li> <li>Respectful and courteous to all persons when representing PLU</li> <li>Projects professional demeanor in accordance with facility and SON policies</li> </ul> </li> <li>Communication:                             <ul style="list-style-type: none"> <li>Clear, effective self-expression with health care team members</li> <li>Maintains effective working relationships with an interdisciplinary team</li> </ul> </li> </ol>		<p>Sarah is very professional and has represented PLU extremely well.</p>	
<b>B. Accountability and Responsibility for Ethical Practice</b>		<b>Comments:</b>	
<ol style="list-style-type: none"> <li>Comes prepared for each clinical experience</li> <li>Accountable for actions in clinical setting</li> <li>Recognizes situations requiring client advocacy and the nurse's role</li> <li>Recognizes potential dilemmas &amp; conflicts of personal beliefs/values</li> <li>Adheres to confidentiality standards</li> <li>Participates in pre/post conference</li> <li>Reports violations of academic integrity to instructor immediately</li> <li>Assignments completed on or before due date</li> <li>Properly cites references, takes credit for own work, does not plagiarize</li> <li>Meets all health and certification requirements by due date</li> </ol>		<p>She is always on time and prepared for her clinicals.</p>	
<b>C. Critically Reflects Upon Own Performance, Identifies Own Need for Growth,</b>		<b>Comments:</b>	
<ol style="list-style-type: none"> <li>Accurately assesses own abilities</li> <li>Recognizes own limitations and seeks guidance before implementing interventions</li> <li>Receptive to questions, suggestions, and feedback</li> <li>Uses feedback and questions to improve performance as needed.</li> <li>Consistently progresses toward clinical competency and expanding knowledge base for professional practice</li> <li>Seeks out opportunities to become increasingly proficient</li> </ol>		<p>Sarah definitely takes accountability for areas that need growth and improvement.</p>	
Standard			
<b>Section II: Core Knowledge</b>			
<b>A. Nursing Management</b>		<b>Comments:</b>	
<ol style="list-style-type: none"> <li>Applies theory of selected developmental and/or pathological or environmental processes to clinical practice</li> <li>Seeks out additional resources and information</li> <li>Discriminates normal versus altered processes of health and/or development</li> <li>Takes appropriate action</li> <li>Manages the holistic needs of the client</li> <li>Applies pharmacological principles when administering medications</li> <li>Demonstrates application of previously learned knowledge and skills.</li> </ol>		<p>I have been very impressed with Sarah's knowledge and desire to learn. She seeks out resources frequently to better understand the neonate.</p>	
<b>B. Health Promotion, Risk Reduction and Disease Prevention</b>		<b>Comments:</b>	
<ol style="list-style-type: none"> <li>Maintains a clean, safe environment</li> <li>Communicates health promotion information to clients</li> <li>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>		<p>Excellent hand hygiene &amp; protects our patients' safe practice</p>	

Section III: Core Competencies	Met	Not Met
<p><b>A. Communication</b></p> <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>	<p>Comments:</p> <ul style="list-style-type: none"> <li>• Great communication skills</li> <li>• Actively listens and learns</li> <li>• Thorough &amp; effective charting</li> </ul>	
Section IV: Core Competencies	Met	Not Met
<p><b>B. Critical Thinking and Reflective Practice</b></p> <ol style="list-style-type: none"> <li>1. Clinical Judgment: <ul style="list-style-type: none"> <li>Recognizes and defines the clinical problem</li> <li>Prioritizes nursing diagnosis based on assessment</li> </ul> </li> <li>2. Problem Solving <ul style="list-style-type: none"> <li>Analyzes information (including assumptions and evidence)</li> <li>Identifies and seeks out resources used in problem solving</li> <li>Evaluates information</li> <li>Considers alternative solutions</li> </ul> </li> <li>3. Decision Making: <ul style="list-style-type: none"> <li>Able to identify priorities</li> <li>Identifies and weighs the important variables in each solution</li> <li>Draws conclusions based on sound rationale and treatment objectives</li> </ul> </li> </ol>	<p>Comments:</p> <p>Impressive ability to prioritize and organize care. She is beyond the level of most students I work with for critical thinking skills.</p>	
<p><b>C. Nursing Process</b></p> <ol style="list-style-type: none"> <li>1. Assesses the client needs and strengths using a nursing framework</li> <li>Addresses physical, developmental, social, cultural, spiritual, and psychological dimensions</li> <li>2. Prioritizes appropriate nursing diagnoses/issues</li> <li>3. Identifies discharge goal</li> <li>4. Develops mutually acceptable and realistic outcomes for clients <ul style="list-style-type: none"> <li>Based on assessment</li> <li>Related to nursing diagnoses and discharge plan</li> <li>Appropriate for age, developmental level, culture, sexual orientation</li> <li>Written in behavioral and measurable terms</li> </ul> </li> <li>5. Implements appropriate nursing interventions <ul style="list-style-type: none"> <li>Individualized to the client and setting</li> <li>Based on evidence</li> <li>Validates interventions with professional nurse</li> </ul> </li> <li>6. Assesses client learning needs <ul style="list-style-type: none"> <li>Age appropriate and incorporates cultural health beliefs</li> </ul> </li> <li>7. Evaluates effectiveness and appropriateness of interventions <ul style="list-style-type: none"> <li>Revises goal and interventions as indicated</li> </ul> </li> </ol>	<p>Comments:</p> <p>Strong patient care with ability to adjust interventions as needed for benefit of patient.</p>	
<p><b>Additional Comments:</b></p> <p>It is a pleasure to precept Sarah.</p>		

Preceptor Signature: Alicia J. Rogan, RNC BSN Date: 4/2/09

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_