

ALLEGANY COLLEGE OF MARYLAND - CLINICAL EVALUATION
CRITICAL BEHAVIORS NURSING

Please Circle the Nursing Course this evaluation is being completed:

Basic Medical Surgical Mental Health Women's Health/Pediatrics Advanced Medical/Surgical

STUDENT _____

DATES _____

To be completed by ACM Faculty:

ABSENCES

GRADE ____

CLINICAL _____

CAMPUS LAB _____

THEORY _____

S=Satisfactory U=Unsatisfactory	S	U	SUPPORT DATA
ASSESSMENT			<ul style="list-style-type: none"> • Performs assessment of 8 basic needs identifying how they are affected by various pathologies and developmental • Stages Uses all sources available to gather information pertinent to 8 basic needs Collects data by physical assessment • Techniques of inspection, palpation and auscultation, pertinent to the adult, pediatric and maternity client • Performs developmental assessment according to Erickson's theory of development • Establishes a baseline on client's health status through initial assessment prior to beginning client care • Continuously monitors health status of client by independently making observations pertinent to established needs of client • Identifies changes in health status related to course content • With minimal guidance, examines chart to determine all pertinent data that affect client care. Defines all appropriate medical diagnoses in care plan • With minimal guidance, prioritizes needs according to Maslow's hierarchy
NURSING DIAGNOSIS			<ul style="list-style-type: none"> • With minimal guidance, identifies all actual and high-risk nursing diagnoses of clients based on analysis of assessment data • With minimal guidance, analyzes assessment data to identify abnormalities and state significance according to course content • Correctly states nursing diagnosis as client problem + cause(s)

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NURSING DIAGNOSIS (contd.)			<ul style="list-style-type: none"> • Independently establishes priority of nursing diagnosis according to Maslow's hierarchy • With minimal guidance, identifies underlying pathology of actual and high-risk nursing diagnosis • Identifies new diagnoses that arise in assigned client throughout clinical experience
PLANNING			<ul style="list-style-type: none"> • With supervision, utilizes information gathered in assessment to formulate a plan of care for an individual client with specialized health care needs • Involves client and/or significant support person(s) and health personnel in formulating plan of care • States desired outcomes for nursing diagnoses • With minimal guidance, develops teaching/learning plan for a client or select group of clients appropriate for audience • Independently identifies appropriate rationale for nursing interventions • With minimal guidance, develops any necessary alternate plan of care based on evaluation of assessed needs while providing care and has it verified by instructor/team leader • With supervision, plans to administer medications to a group of clients by identifying the medical diagnoses, weight, allergies, appropriate lab values, scheduled diagnostic tests and/or other pertinent data that would influence medicine intake for each client • Completes a proposed schedule for time management including physical, educational, and developmental needs of select clients

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IMPLEMENTATION			<ul style="list-style-type: none"> • With supervision, implements caring and deliberative nursing action for clients with specialized health care needs in a safe, efficient and cost-effective manner • With minimal guidance, implements the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice • With supervision, organizes time, care and equipment to complete assignment for individuals and multiple clients on time • With minimal guidance, establishes priorities of care based on client needs for one or more clients • With supervision, establishes, maintains and terminates therapeutic nurse-client- significant support person(s) therapeutic relationships • With supervision, utilizes verbal, non-verbal, and written skills to effectively communicate with individuals or groups • With minimal supervision, reports pertinent information relating to client's condition, including changes in health status to Team Leader and Instructor • With supervision, implements teaching plan to meet learning needs of client and/or significant support person(s) • With supervision, implements community teaching project to promote wellness or health maintenance • Collaborates with members of the multidisciplinary health team to meet the needs of the individual client • With supervision, implements an alternative plan of care based on evaluation of assessed needs, while providing care, as previously verified by Instructor or Team Leader • With supervision, safely provides and manages care for a client or group of clients in diverse settings

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<p>IMPLEMENTATION (contd.)</p>			<ul style="list-style-type: none"> • With minimal guidance, assumes same day assignments and collaborates with members of the health care team • With minimal supervision, identifies sources of conflict and possible solutions to conflicts on nursing unit • With minimal guidance, facilitates post conference based on assigned topic and client situations • With supervision, implements priorities of care for a client or a group of clients • With guidance, listens to shift report and identifies pertinent components of care on a newly assigned client
<p>EVALUATION</p>			<ul style="list-style-type: none"> • Evaluates the effectiveness of the plan of care based on client outcomes for clients with specialized health care needs and revises as necessary • With supervision, evaluates attainment of desired outcomes and specifically evaluates each nursing action based on client response • With minimal supervision, identifies modifications required in plan of care when desired outcomes are not obtained • Evaluates effectiveness of client teaching completed either by self or health care team members • Identifies and implements modified teaching plan when client's/significant support person(s) learning needs have not been met • Evaluates effectiveness of community teaching projects • With supervision, evaluates completion of proposed schedule for time management
<p>TECHNICAL SKILLS</p>			<ul style="list-style-type: none"> • Maintains and improves technical skills and bases performance of all skills on scientific principles in a safe, efficient and accountable effective manner • With supervision of preceptor performs more complex selected skills and bases performance on scientific principles. • With supervision, recognizes own and client's feelings related to the skill

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PROFESSIONAL ROLE			<ul style="list-style-type: none"> • Perform activities which promote own personal and professional growth by independent study, self-direction in clinical, and self-evaluation • Seeks assistance for skills when situation encountered is beyond students' knowledge and experience • Identifies and avoids potential and evident environmental hazards • Assumes responsibility for nursing actions • Assumes responsibilities for own learning and consequences associated with these choices according to course content • Comes to health care agency prepared to provide safe care • With minimal guidance, evaluates self-strengths and limitations and identifies learning goals • Follows institutional policies when in community and clinical settings • Communicates truthfully in verbal and written form • Maintains and promotes professional regard for confidentiality • Displays professional values as described in the American Nurses Association, (ANA), Code of Ethics in attitude, communication and dress • Seeks guidance when indicated • Complies with Allegany College of Maryland Nursing Policies when in community and clinical setting(s) • Seeks assistance when situation encountered is beyond student's knowledge and expertise • Utilizes CAI to enhance knowledge of nursing process, enhance learning and aid in making decisions regarding care of clients

Student Clinical Evaluation by Preceptor

The student nurse will meet the following daily objectives at the intermediate level:

The following guidelines are to be used when rating student behavior. Description of each guideline is found on the reverse side of this form.

I- Independent **S**- Supervised **A**- Assisted **M**- Marginal **D**-Dependent

I, S, A are satisfactory behaviors. M or D are unsatisfactory behaviors. One or more M or D may result in a clinical unsatisfactory day. Repeated unsatisfactory performances may lead to clinical failure and failure of the NUR course.

	I	S	A	M	D
1. Is prepared & participates in pre/post conference					
2. Initiates and provides nursing care to a variety of assigned patients in an organized manner.					
3. Prepares data from resources in order to administer safe care for the clinical experience (as assigned).					
3. Prepares, organizes, and administers safe and effective care in a time efficient manner on assigned patients utilizing basic concepts of the nursing process.					
4. Prepares, organizes, and safely administers medications in a time efficient manner on assigned patients					
6. Demonstrates and begins to apply a satisfactory transfer of knowledge from classroom to clinical practice setting in a variety of healthcare settings. Includes diagnostic tests, patient assessment, medications, and critical thinking.					
7. Acquires and demonstrates the use of effective professional written and verbal communication techniques with patients, families, members of the healthcare team, faculty and peers at all times during clinical.					
8. Recognizes own strengths & weaknesses. Able to objectively evaluate effectiveness of care.					
9. Clinical Skills Performed: Accucheck Dressing Catheter insertion Catheter removal NGT insert/care Peg/TF care SQ injection IM Injection IV maintenance IV Meds Other					
10. Consistently demonstrates the following areas of professional behaviors during the clinical performance:					
a. Punctuality/attendance					
b. Completes assignments on time					
c. Professional appearance/behavior					
d. Maintains confidentiality					

Re: 2009

SATISFACTORY- I, S, or A	UNSATISFACTORY – M or D
<p>I = Independent – defined as appropriately independent in meeting objectives; performs safely, effectively, efficiently:</p> <ul style="list-style-type: none"> • Proficient; coordinated, confident • Organized • Safe, accurate • Needs no supporting cues • Performs appropriately independently • Focuses on the patient • Demonstrates attainment of clinical skills • Demonstrates attainment of knowledge • Written work reflects same qualities 	<p>M= Marginal – defined as requires instructor intervention to meet objectives; unable to perform alone:</p> <ul style="list-style-type: none"> • Safe but not alone • Performs at risk to patient or others • Accurate – not always • Unskilled, inefficient • Considerable expenditure of excess energy, disorganized • Anxiety- apparent or masked • Disrupting or omitting behaviors • Focuses on skill and/or self • Continuous verbal and frequent physical cues • Requires close supervision, constant prompting and direction • Subjective or emotional rationale rather than scientific • Inaccurate verbal and written information • Written work is poor even with frequent guidance and assistance
<p>S = Supervised – defined as requires supervision to meet objectives; performs safely, effectively, efficiently</p> <ul style="list-style-type: none"> • Efficient, coordinated, confident • Organization, time management shows expenditure of excess energy • Needs occasional supporting cues • May need assistance in focusing on patient • Safe, accurate • May need initial direction from instructor • Minimal assistance and guidance in written work • Minimal assistance and guidance with clinical skills, knowledge 	<p>D= Dependent – defined as does not meet objectives; performs unsafe, ineffective, or inefficient</p> <ul style="list-style-type: none"> • Unsafe, violates basic safety principles • Unable to demonstrate procedure/behavior or unsuccessful attempts to demonstrate procedure/behavior • Lacks confidence, coordination, efficiency • Appears unable to function • Expend unreasonable energy, or expends no energy • Continuous verbal and physical cues • Instructor actually performing behavior/procedure • Written work inaccurate, incomplete; does not do
<p>A= Assisted/Guidance – defined as requires assistance to meet objectives; performs safely, effectively, efficiently • Skillful in parts of behavior</p> <ul style="list-style-type: none"> • Safe, accurate • Focuses more on the skill and self rather than patient • Frequent verbal and occasional physical directive cues in addition to supportive cues • Lacks efficiency, coordination, organization • Anxious, worried, flustered at times • Expend excess energy • Demonstrates average knowledge and skill base • Relies on instructor to meet objectives • Written work requires much direction and assistance for accuracy 	

General Comments From Preceptor: (to help the student grow professionally please include strengths and areas of improvement for the student)

STUDENT'S COMMENTS:

Signatures:

STUDENT _____ **PRECEPTOR** _____

DATE _____ **DATE** _____

Faculty _____ **DATE** _____

Signature indicates that this evaluation was read, not that the student is in agreement with the views of the preceptor and or instructor.