

**NURS 4021 Clinical Evaluation** Midterm  Final  Pass  Fail

**Student:** Sarah Ross **Preceptor:** Amy Ferguson

**Faculty Advisor:** Wendy Fucile **Clinical Practice Site:** PRHC Unit: B4

Nature of Clinical Practice (Check all that apply)

Practice hours completed 120

The setting is:

The population is primarily:

- Hospital/Inpatient Unit
- Hospital/Ambulatory or Day Program
- Hospital/Critical or Emergency care
- Community/Community Health
- Community/Home Care
- Community/Long Term Care
- Industry/Occupational Health
- Other \_\_\_\_\_

- Adults with medically-related health needs
- Adults with surgery-related health needs
- Children or adults with mental health needs
- Intrapartum families/mothers and newborns (not NICU)
- Older adults requiring support
- Healthy adults
- Families/Neonates requiring critical care
- Adults requiring intensive or critical care
- Persons requiring emergency care
- Children with medically or surgically related health needs

the/next learning in the required area and using sufficient evidence, the student has the potential to meet the objective at

Program Goals
Graduates are generalists entering a self-regulating profession in situations of health and illness.
Graduates are prepared to work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings.
Graduates continuously use critical and scientific inquiry and other ways of knowing to develop and apply nursing knowledge in their practice.
Graduates will demonstrate leadership in professional nursing practice in diverse health care contexts.
Graduates will contribute to a culture of safety by demonstrating safety in their own practice, and by identifying, and mitigating risk for patients and other health care providers
Graduates will establish and maintain therapeutic, caring and culturally safe relationships with clients and health care team members based upon relational boundaries and respect.
Graduates will be able to enact advocacy in their work based on the philosophy of social justice.
Graduates will effectively utilize communications and informational technologies to improve client outcomes.
Graduates will be prepared to provide nursing care that includes comprehensive, collaborative assessment, evidence-informed interventions and outcome measures.

Before completing the evaluation form, students and preceptors should review the objectives and sub-objectives. While students and preceptors should comment on each of the seven course objectives, it is not necessary to write comments about each sub-objective. It is better to provide specific and detailed comments about a few sub-objectives than to write broadly about many.

**Each objective should be awarded one of the following ratings:**

**Midterm:**

**Satisfactory Progress (SP):** The student demonstrates sufficient knowledge, and skill and ability to safely practice or achieve a competency with an average level of teaching support and guidance; or the level of performance is what the instructor would expect of an average student at that level and point in time; and the instructor reasonably anticipates that if the student continues at the current pace of practice and achievement, the student should be able to fully meet the objective at the end of the course.

**Needs Development(ND):** The student demonstrates sufficient knowledge and ability to safely practice or achieve a competency, but requires more than average teaching support and guidance; or the student demonstrates knowledge but needs more practice to achieve the competency; or the level of performance is below what the instructor would expect of the average student at that level and point in time; and the instructor reasonably anticipates that if the student focuses



his/her learning in the required area, and gains sufficient practice, the student has the potential to meet the objective at the end of the course.

**Unsatisfactory Progress (UP):** The student does not demonstrate sufficient knowledge, or skill, or ability to safely practice or achieve a competency, even with constant, intensive teaching support and guidance; or the level of performance is far below what the instructor would expect of the average student at that level and point in time; and the instructor reasonably anticipates that if the student continues at the current pace of practice and achievement, the student is not likely to meet the objective at the end of the course.

**Final:**

**Satisfactory (S):** The student demonstrates sufficient knowledge, and skill and ability to safely practice or achieve a competency with an average level of teaching support and guidance; or the level of performance is what the instructor would expect of an average student at that level.

**Unsatisfactory:** The student does not demonstrate sufficient knowledge, or skill, or ability to safely practice or achieve expected competencies, even with constant or intensive teaching support and guidance; or the level of performance is far below what the instructor would expect of the average student at that level.

	Objectives	Progress			
		Indicators/Evidence	SP/S	ND	UP/U
1	<p>Demonstrate professional conduct in accordance with College of Nurses of Ontario standards for nursing practice and ethics:</p> <ul style="list-style-type: none"> <li>• Critically appraise own practice in relation to nurse-client/family interactions and as a member of the health care team</li> <li>• Demonstrate accountability and acceptance of responsibility for one's own actions and decisions</li> <li>• Demonstrate professional presence and model professional behaviour befitting a BScN student</li> <li>• Display self-awareness, initiative, and confidence to engage in care within a NURS 4021 student's scope of practice</li> <li>• Demonstrate effective and collaborative problem-solving strategies, including conflict resolution</li> <li>• Select appropriate professional development activities as a result of personal reflection and critical inquiry</li> </ul>	<p><i>(Comment on professional conduct)</i></p> <p>I have demonstrated professional conduct thus far during my placement at Peterborough Regional Health Centre (PRHC) Unit: B4 through my daily interactions and communications with the staff and clients on the unit. I arrive early each shift in proper uniform with everything I will need for the day. This ensure I allow myself enough time to get prepared for my shift by preparing my client sheet, getting report and going through the Kardex's for each of my patient's. I speak to all staff, clients and family members on the floor with respect and in a professional manner at all times. I have shown responsibility through completing all tasks for each patient on my shift and reporting anything that I haven't done or forgotten to my preceptor as well as the next nurse coming on shift. I have shown accountability through checking with my preceptor before I complete any task, as well as asking for assistance in areas I do not feel confident in. For example, I will notify my preceptor when I am giving medications and what they are (i.e. routine or PRN). I have shown confidence through increasing my workload and independence throughout my time on the floor. I started with shadowing my preceptor with patients and am now confident caring for my own three patients independently. I effectively collaborate with my preceptor and other staff members through asking for their assistance and help with clarifying things when needed, as well as working with the other disciplines on the floor such as physio and social work. I have continued to select</p>	✓		



		appropriate professional development activities and conduct personal reflection through completing the HESI modules outlined in my Learning Plan and submitting my weekly reflections on time.	✓		
2	<p>Demonstrate the student's primary duty to the person requiring nursing care—safe, competent, ethical nursing practice:</p> <ul style="list-style-type: none"> <li>• Recognize individual competence within scope of practice</li> <li>• Seek support and assistance whenever necessary</li> <li>• Assess patient care situations for risks to safety</li> <li>• Intervene, as needed, to ensure safety of the person requiring nursing care, and where indicated, the safety of nurses and colleagues</li> </ul>	<p><i>(Comment on safety, general competency, and ethics)</i></p> <p>I have been able to recognize my individual competence within my scope of practice through asking my preceptor for assistance when I do not feel comfortable completing a task alone yet or am unsure of the process. I have had my preceptor demonstrate tasks such as giving medications through NG tubes; administering IV medications and tracheostomy care where I would observe first before then trying it on my own. As well, any medications I am unsure of I look up to know what they are for, their actions and adverse effects. Similarly, for every IV medication that I administer I ensure I look it up on the PRHC IV manual to make sure I have the correct infusion rates and times. I have been able to assess patient care situations for risks to safety through inquiring how each patient moves before ambulating, asking for assistance when they requiring more than one person to walk and having my preceptor or other staff member present when using a mechanical lift. I have intervened when necessary such as providing walkers and wheelchairs to newly admitted patients who need them as well as grip socks for each patient. I ensure all bed and chair alarms are for the designated patients before leaving the room as well as always sobering the exits as our floor has wanderers.</p>	✓		
3	<p>Demonstrate safe, competent and ethical nursing practice in the area of relational practice:</p> <ul style="list-style-type: none"> <li>• Engage in critical self-reflection</li> </ul>	<p><i>(Comment on relational practice)</i></p> <p>I have engaged in critical self-reflection throughout</p>			



	<ul style="list-style-type: none"> <li>○ Identify and mitigate barriers to personal and professional development</li> <li>○ Prioritize specific aspects of personal development in order to engage in person-centered, relational practice</li> <li>● Engage in therapeutic, caring, and culturally safe relationships             <ul style="list-style-type: none"> <li>○ Effectively use self to initiate, maintain and terminate relationships</li> <li>○ Demonstrate the intentionality of nursing by listening, questioning and responding:                 <ul style="list-style-type: none"> <li>▪ displaying sensitivity and empathy</li> <li>▪ relating with curiosity</li> <li>▪ relating to complexity and uncertainty</li> <li>▪ relating to vulnerability</li> </ul> </li> <li>○ Create mutuality and reciprocity in relationships with persons requiring nursing care</li> </ul> </li> <li>● Advocate for persons requiring nursing care, working collegially and in concert with other health professionals</li> </ul>	<p>the semester so far through completing weekly journal reflections of my practice, as well as taking and listening to my preceptor's feedback. As well I have organized a learning plan and study guide to help me in my learning needs and preparedness for the NCLEX. This includes completing HESI modules and reading scholarly articles weekly. I have engaged in therapeutic, caring and culturally safe relationships throughout placement. I have maintained solid relationships and rapport with my patients as I have mostly had the same patients each shift. This has made it easier to know their needs, complexities and baselines. It allows me to better work with my patients and understand their goals. Similarly, I have effectively terminated relationships through being apart of multiple discharges. I have advocated for my [patients through referring them to different disciplines I think are necessary, such as dieticians, CACC and physio. As well, I advocate for my patients through getting doctors to order medications and review patient medication lists.</p>	<p>✓</p>		
4	<p>Demonstrate safe, competent and ethical nursing practice in the area of <i>clinical decision-making</i>:</p> <ul style="list-style-type: none"> <li>● Demonstrate critical inquiry, scientific inquiry, and clinical reasoning:</li> <li>● Informed by the discipline of nursing, use diverse sources of knowledge and ways of knowing in the practice of nursing             <ul style="list-style-type: none"> <li>○ Integrate nursing knowledge with knowledge from the basic sciences, health sciences, humanities, research, and ethics in clinical decision-making</li> <li>○ Evaluate how models, theories, and frameworks from the discipline of nursing inform the practice of nursing in the current clinical setting</li> </ul> </li> <li>● Compare and contrast personal approaches to critical inquiry and clinical reasoning with those of expert nurses</li> <li>● Create new strategies for critical inquiry and developing expertise in response to increasing complexity of patient care requirements</li> </ul>	<p><i>(Comment on clinical decision-making)</i></p> <p>Through placement I have integrated knowledge I have gained from all of my previous placements and preceptors. Luckily I was placed on this unit for my Acute placement semester; therefore it gave me background knowledge of the floor and where things were. I have taken the knowledge gained from labs and previous placements such as head to toe assessments, checking vitals, pouring and administering medications and providing therapeutic communication to my patients. Through shadowing my preceptor I have inquired how to organize my days and tasks in order to get everything done I need to. As well I have gained a better understanding of how theories and frameworks play a role in real clinical settings. For</p>	<p>✓</p>		



		<p>example, being a part of discharge planning you have to ensure that each patient has what they need to be successful within the community. This includes setting up follow-ups, sending scripts and providing education to patients and families about the recovery processes. I have been able to effectively start to fully be able to organize my time during my shifts through using all of my current knowledge to work within my scope of practice to give my patients the best treatment I can.</p>	<p>✓</p>
<p>5</p>	<p>Under the supervision of the preceptor, but with minimal guidance, demonstrate safe, competent and ethical nursing practice in the area of <i>planning, implementing and evaluating nursing care</i>:</p> <ul style="list-style-type: none"> <li>• Use a deliberative, critical nursing process to recognize, gather and analyze relevant data from multiple sources in order to develop and implement a plan of care</li> <li>• Engage in collaborative interactions with the nursing and health care team, with the person requiring care as the center of the team</li> <li>• Integrate own knowledge with client and family knowledge and preferences, and factors within the health care setting, to plan and implement care</li> <li>• Utilize the best available evidence to inform nursing actions             <ul style="list-style-type: none"> <li>○ Identify gaps in current knowledge</li> <li>○ Seek and evaluate evidence to support nursing actions</li> <li>○ With minimal guidance, identify and enact appropriate nursing care</li> </ul> </li> <li>• Collaborate with other health care providers and the person requiring nursing to assess outcomes of nursing and health care using evidence-informed approaches</li> </ul>	<p><i>(Comment on nursing care planning)</i></p> <p>Throughout placement I have demonstrated planning, implementing and evaluating nursing care through gathering information of my patients from multiple sources. I receive report from the previous nurse at the beginning of each shift as well as go through each patients Kardex to get the pertinent information I will need such as code status, diagnosis, health histories, allergies and treatment plans. I have been apart of rounds during day shifts (during the week) where all of the disciplines come together to go over the treatment plans for every patient on the floor and what is needed for them to be able to be discharged. Here we give everyone report of our patients and our opinions of what they may need in order to be successful. I have also been able to independently complete the admission process for patients coming onto the floor. This includes doing full head to toe assessments as well as inquiring about their home life, diet, mobility and other medical needs. As well, it allows me the opportunity to see if they may need a consult from other areas too. I have collaborated with many other health care professionals, especially when I need guidance. I have utilized my preceptor and other staff members for instruction on procedures and how to navigate the meditech. I have also been able</p>	<p>✓</p>



		to identify client needs such as the need of prn medications with minimal guidance.			
6	<p><i>Demonstrate enhanced knowledge of nursing and health related to indigenous populations, women's and environmental health, mental health, and aging and rural populations</i></p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in providing nursing care to these special populations based on the student's knowledge and experience             <ul style="list-style-type: none"> <li>○ Identify gaps in care delivery</li> <li>○ Challenge status quo approaches to caring for marginalized populations</li> <li>○ Recognize the unique pathophysiology of disease states and implications for care of special populations, including those with prolonged lengths of stay and older adults</li> <li>○ Consistent with student role, recommend and initiate changes in practice</li> </ul> </li> </ul>	<p><i>(Comment on care of special populations)</i></p> <p>Throughout placement and dealing with the older aged population within our community I have been able to recognize their different health needs. Older adults tend to have memory problems such as dementia and confusion causing them to forget where they are and people the people they know. This has allowed me to recognize the patients who may need wander bracelets and reorienting them to where they are and why. As well many older adults have mobility issues, which has also allowed me to recognize when individuals need assistance or walkers/wheelchairs and bed alarms so they do not hurt themselves. Many of the older population also have DNR's which are important to know when working with a patient who has one. In patients who have been here for a prolonged stay I ensure they are regularly moved and changed to prevent pressure ulcers as well as administer anticoagulants to prevent blood clots from immobility. Older adults usually have family members involved in there care which requires educating them on treatments and interventions to help with their family members. As a student I have been able to do this in practice through interacting with families and patients and addressing concerns they may have.</p>	✓		
7	<p>Independently perform care of patients, within the (NURS 4021) BScN student scope of practice</p> <ul style="list-style-type: none"> <li>• By midterm, the student should be able to manage a full and reasonable patient assignment in the preceptor's practice setting, with coaching from preceptor             <ul style="list-style-type: none"> <li>○ Demonstrate increasing ability to safely set priorities and manage time in the face of competing demands</li> <li>○ Safely and accurately complete patient assessments</li> </ul> </li> </ul>	<p><i>(Comment on managing care)</i></p> <p>At this point in the semester, I have been able to manage 3 out of 4 of my preceptor's patient assignments with coaching and guidance from my preceptor. I have increased my workload and task's each shift for where I feel comfortable in. This has included taking on more patients, doing report and</p>	✓		



- Demonstrate increasing level of independent clinical decision-making, with support from preceptor
- Safely and accurately enact nursing interventions
- Evaluate nursing care outcomes and adjust plan as needed with minimal guidance
- Collaborate with team members with minimal preceptor guidance
- By end of term the student should be able to manage a full and reasonable patient assignment in the preceptor's practice setting, with minimal coaching from preceptor
  - Independently and safely set priorities and manage time, safely carry out required assessments and nursing interventions, consult with team members, demonstrate leadership at the point of care in relation to clinical decision-making, anticipate changes in patient condition and intervene appropriately; seek assistance when necessary with no direction from preceptor, who acts as supervisor
- A fourth year nursing student is able to carry out the following nursing activities:
  - Assessment
    - Vital signs (Temperature/Pulse/ Respirations, arterial B/P, SaO<sub>2</sub>)
    - Biopsychosocial
      - Health history
      - Functional (elderly)
      - Nursing admission, pregnant woman, post-partum woman, newborn/HEADSS, well child
    - Head-to-toe
    - Pre/post-operative,
    - Glucometer testing
    - Focused: mental status/cognition, cardiovascular (normal heart sounds, bradycardia, tachy-cardia, NSR, Afib), neck vessels, peripheral vascular system (edema), respiratory (breath sounds), abdominal (bowel sounds),

administering medications independently. Each shift I complete all assessments for my patients and report all vital signs and anything abnormal to my preceptor. I have preformed tasks such as: glucometer testing and insulin administration, bed making and bathing, Morse Falls Scales, assisting patients with walking, managing IVs and administering medications through them, proper PPE application, hooking up tube feedings and administering medications through NG/G tubes, Foley care and removal, wound care, attempts at starting IV's, maintaining oxygen through applying nasal prongs/masks and monitoring patients for any changes in O2 stats, deep suction and tracheostomy care, administering medications through IV, injections and orally, giving report and documenting all tasks I preformed during my shift. I have increased my confidence this far through completing many tasks and inquiring more learning for areas I am unsure of. I feel that this placement is giving me good experience to become a novice-practicing nurse and look forward to more learning experiences.





neurological (Glasgow Coma Scale, motor, sensory, cranial nerve), breast, testicular exam, pain

- Hygiene Care
  - Bed-making
    - Unoccupied
    - Occupied
  - Bathing
    - Complete
    - Partial/supported
- Promoting Activity/Mobility
  - Falls Prevention (Morse Falls Scale)
  - Restraint Assessment
  - Body Mechanics/Transfers
    - Assessing body alignment and posture
    - Positioning/turning person in bed
    - Use of positioning devices
    - Positioning a person on a bedpan
    - Transfer with transfer belt
    - Assisting a person to walk
    - Using assistive devices for walking
- Administering Parenteral Therapy
  - Intravenous Therapy
    - Initiation of peripheral IV
    - Managing IV infusion/pumps
    - Administering TPN
  - CVAD *(may do only if taught and practiced in lab, and under direct supervision of an RN, and as consistent with agency policy)*
  - Blood Component Therapy *(student may do if consistent with agency policy)*
    - Initiation/management
- Promoting Safety/Controlling Infection
  - Standard precautions
  - Handwashing



- Use of protective barriers
- Donning a surgical mask
- Donning an N95 mask
- Donning sterile gloves
- Gowning
- Removing equipment
- Care of equipment and disposal of waste
- Nutrition/Elimination
  - Safe oral feeding-person with dysphagia
  - Enteral feeding
  - Insertion and care of indwelling catheter
  - Collecting a urine/stool sample
  - Care of condom drainage
  - Care of ostomy
  - Monitoring and recording intake/output
- Maintaining Oxygenation
  - Pulse oximetry
  - Nasal prongs
  - Inhalers/nebulizers
  - Home oxygen
  - Pulmonary care
    - Suctioning
    - Tracheostomy
      - Dressing change
      - Cannula change
    - Chest tube
- Post-operative Care
  - Assessment
  - Use of clinical pathways
  - Applying anti-embolic stockings
  - Post-operative exercises
  - Post-operative teaching
  - Staple, Suture removal
  - Packing removal



<ul style="list-style-type: none"> <li>○ Medication administration <ul style="list-style-type: none"> <li>▪ Oral medications</li> <li>▪ IV medications <i>above the drip</i></li> <li>▪ IM, S/C, intradermal administration</li> <li>▪ PCA</li> </ul> </li> <li>○ Wounds <ul style="list-style-type: none"> <li>▪ Care of wounds/sutures/drains</li> <li>▪ Pressure ulcers <ul style="list-style-type: none"> <li>• Braden scale</li> </ul> </li> <li>▪ Chronic wounds</li> <li>▪ Dressing changes</li> <li>▪ Wound care products</li> <li>▪ Drains: JP, Penrose, Hemovac</li> </ul> </li> <li>○ Post-mortem care</li> <li>○ Reporting and Recording <ul style="list-style-type: none"> <li>▪ Giving report</li> <li>▪ Charting</li> <li>▪ Transcribing orders</li> </ul> </li> <li>○ Medication administration <ul style="list-style-type: none"> <li>▪ Topical, oral, parenteral (s/c, IM, above the drip IV) administration</li> <li>▪ Basic knowledge of the medications prescribed <ul style="list-style-type: none"> <li>• Classification</li> <li>• Purpose</li> <li>• Possible side effects</li> <li>• Adverse effects</li> <li>• Interactions with other drugs</li> <li>• Appropriate dose/route</li> <li>• Implications for nursing care</li> </ul> </li> </ul> </li> <li>○ Health Teaching <ul style="list-style-type: none"> <li>▪ Identify client/family learning needs</li> <li>▪ Collaborate with team to develop plan to meet client's learning needs</li> </ul> </li> </ul>				
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- Implement aspects of plan within scope of practice as a learner
- Psychosocial/Relational Practice
  - Recognize and acknowledge client distress as it arises
  - Demonstrate empathy, active listening, sensitive questioning
  - Apply principles of motivational interviewing
  - Offer support
  - Engage in problem-solving as required, in collaboration with others as needed
- Team Communication
  - Discuss any findings related to the patient assessment with preceptor, staff nurse, physician, team member
  - Seek assistance/ask questions before doing procedures for the first time, or for anything about which is uncertain
  - Report to team leader/staff nurse when leaving the floor and arrange for coverage of patients
- Nursing and Collaborative Therapeutic Interventions
  - Determine which interventions are required, what resources, including support and supervision are required, and schedule interventions in consultation with the client
  - Complete interventions as appropriate and within scope of learner practice
- Documentation
  - Document vital signs and assessments in the appropriate areas of the chart for assigned patients, accurately and concisely, ASAP after assessment
  - Use institution's system of documentation for nursing process and patient progress

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**Student and Preceptor Comments**

Able to independently do total care for 3 pt's on days + 3-4 on nights with minimal supervision. Sarah asks for guidance + direction when needed. Sarah is professional + reliable. She is becoming more comfortable as a Student nurse here on B4. Keep up the great work Sarah!

**Faculty Advisor Comments (All areas marked as unsatisfactory must have a comment)**

Signature of Preceptor	<u><i>[Signature]</i></u>	Date	<u>Feb 27, 2018</u>
Signature of Advisor	<u><i>Sarah Ross MSN</i></u>	Date	<u>Feb. 27, 2018</u>
Signature of Student	_____	Date	_____