**NURS1020 Clinical Course Evaluation**

**Final Evaluation**

**Student: \_\_\_\_\_\_\_\_\_Sarah Ross\_\_\_\_\_\_\_\_\_\_\_**

**Clinical Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Missed Clinical Hours: \_\_6\_\_\_\_ Missed Lab Hours: \_\_\_0\_\_\_**

**Satisfactory Unsatisfactory**

*Please circle the appropriate box*

**NURS1020 Clinical Course Evaluation**

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| **Program Goals** |
| Students graduating from this program are prepared as generalists entering a self-regulating profession in situations of health and illness. |
| Students graduating from this program are prepared to work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings. |
| Students graduating from this program are prepared to work with people of all ages and genders (individuals, families, groups, communities and populations) in a variety of settings. |
| Graduates will learn to continuously use critical and scientific inquiry and other ways of knowing to develop and apply nursing knowledge in their practice. |
| Students graduating from this program will be prepared to demonstrate leadership in professional nursing practice in diverse health care contexts. |
| Graduates will be prepared to 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. |
| Students will demonstrate the ability to establish and maintain therapeutic, caring and culturally safe relationships with clients and health care team members based upon relational boundaries and respect. |
| Graduates of this program 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. |

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| **Year One Goals** | | | |
| Define and describe the term 'self-regulating' and what it means to a part of a 'self-regulating' profession. Build a sense of identity between building a sense of self and profession. | | | |
| Demonstrate the ability to work with the aging populations in the residential settings. | | | |
| Recognize the meaning and relevance of the five foci within the nursing program. | | | |
| Define the ways of knowing and learning with a focus on critical and scientific inquiry. | | | |
| Recognize the experience of leadership in nursing and undertake a leadership role in peer groups. | | | |
| Articulate their role as individuals and professionals in providing safe nursing care. | | | |
| Establish and maintain a professional relationship with peers and an engaged, caring, and culturally safe relationship with older adults. | | | |
| Understand the concepts of advocacy and social justice. Begin to develop self-advocacy skills. | | | |
| Explain the relevance of information and technology skills that are essential to safe health care. | | | |
| Explain the components of the nursing process. Perform a basic bio psychosocial assessment of an individual.  Identify evidence informed interventions and outcome measures with guidance. | | | |
|  | **Progress** | | | |
| **Course Objective** | **Evidence/Indicators: (The student has ...)** | **Met Objective** | **Did not meet objective** | |
| Established therapeutic nurse-resident relationships in residential long-term care settings. | I have established therapeutic nurse-resident relationships throughout being in clinical with a few of the residents. They recognize & warm up to me now when they see me. I enjoy spending time with them and talking to them when there is a relationship established. |  |  | |
| Performed skills relevant to situating an individual within his/her personal, familial and community context | I helped a resident become situated within their own room by helping them clean and re-do their room. They were switching rooms and I helped the resident to place things to where she wanted them to go. By doing this I used my communication skills and nurse-client relationships skills to help with this task. |  |  | |
| Developed and demonstrated skills in basic assessment techniques relevant to the long-term care population | I feel I have demonstrated skills in basic assessment techniques relevant to the long-term care population as I am capable of preforming a full vital sign assessment, respiratory assessment and a can preform the basic tasks need to help with basic care for a resident. |  |  | |
| Demonstrated skills in providing (resident) client-centered support for activities of daily living | I feel I have demonstrated skills in providing client-centered support for activities of daily living by assisting in some of the daily activities such as bowling and trivia. |  |  | |
| Developed knowledge about the experience of residents living in a long-term care setting | I have developed knowledge about the experience of residents living in a long-term care setting, as I now am more aware of the complications that the elderly face and am familiar with the common daily routines of the residents. | The |  | |
| Demonstrated safe and ethical clinical practice at the level appropriate for a year one nursing student | I feel I have demonstrated safe and ethical clinical practice at the level appropriate for a year one nursing student as I have applied proper PPE equipment when needed and have also taken the appropriate precautions when I needed to. |  |  | |
| Participated in professional development based on reflective practice and clinical inquiry | I demonstrated sufficient professional development based on reflective practice and clinical inquiry as my professionalism when writing documents can be improved and self-regulation and focus to be improved as well. |  |  | |
| Examined personal attitudes regarding the elderly and other residents of long-term care homes | My attitudes towards the elderly have changed by a lot since first beginning clinical placement. Before I was not sure what to think of the elderly population and now I realize I genuinely enjoy them and working with them. |  |  | |
| Developed a basis knowledge of the clinical manifestations and relevant nursing interventions of chronic diseases | I have developed knowledge about the clinical manifestations and relevant nursing interventions of chronic diseases as now I have an understanding of how facilities deal with outbreaks and disease and what precautions to take and proper PPE equipment to use. |  |  | |

**Identify 3 personal strengths developed in this placement**.

1. Confidence in my abilities & myself
2. Therapeutic Relationships with residents
3. Able to recognize the experience of leadership in nursing and undertake a leadership role in peer groups.

**Identify 3 areas requiring further development.**

1. To effectively utilize communications and informational technologies to improve client outcomes.
2. To use spare time effectively to enhance my learning opportunities and gain more knowledge.
3. Encourage myself to do tasks that I am not 100% confident to gain practice for future events.

**Clinical Instructor Comments**

**Attendance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 |  | Week 2 |  | Week 3 |  |
| Week 4 |  | Week 5 |  | Week 6 |  |
| Week 7 |  | Week 8 |  | Week 9 |  |
| Week 10 |  | Week 11 |  | Week 12 |  |

Total number of clinical hours completed\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Evaluation Completed *\_\_\_\_\_\_\_\_\_\_\_\_* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Sarah Ross**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 25/03/2015