**NURS 4020 Clinical Evaluation Midterm \_\_**X**\_\_ Final \_\_\_\_\_ Pass\_\_\_\_ Fail\_\_\_\_\_**

**Student: \_\_\_\_\_\_\_\_**Sarah Ross**\_\_\_\_\_\_\_\_\_\_ Preceptor: \_\_\_\_\_**Emily Morrison **\_\_\_**

**Faculty Advisor: \_\_\_**Christina DiCosmo**\_\_\_ Clinical Practice Site: \_\_\_\_\_\_**CECC**\_\_\_\_\_\_**

**Nature of Clinical Practice (Check all that apply) Practice hours completed \_\_\_\_\_\_132\_\_\_\_\_\_\_**

**The setting is: The population is primarily:**

**\_\_\_\_\_Hospital/Inpatient Unit \_\_X\_\_Adults with medically-related health needs**

**\_\_\_\_\_Hospital/Ambulatory or Day Program \_\_\_\_\_Adults with surgery-related health needs**

**\_\_\_\_\_Hospital/Critical or Emergency care \_\_X\_\_Children or adults with mental health needs**

**\_\_\_\_\_Community/Community Health \_\_\_\_\_Intrapartum families/mothers and newborns (not NICU)**

**\_\_\_\_\_Community/Home Care \_\_\_\_\_Older adults requiring support**

**\_\_\_\_\_Community/Long Term Care \_\_\_\_\_Healthy adults**

**\_\_\_\_\_Industry/Occupational Health \_\_\_\_\_Families/Neonates requiring critical care**

 **\_\_X\_\_Other \_\_\_Corrections\_\_\_ \_\_\_\_\_Adults requiring intensive or critical care**

 **\_\_X\_\_Persons requiring emergency care**

 **\_\_\_\_\_Children with medically or surgically related health needs**

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| **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.

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|  | **Objectives** | **Progress** |
| **Indicators/Evidence** | **SP/S** | **ND** | **UP/U** |
| 1 | Demonstrate key elements of *professional conduct* in accordance with College of Nurses of Ontario standards for nursing practice and ethics: * 1. Critically appraise own practice in relation to nurse-client/family interactions and as a member of the health care team
	2. Demonstrate accountability and accept responsibility for one’s own actions and decisions
	3. Demonstrate professional presence and model professional behaviour as is fitting to a member of the nursing profession
	4. Display self-awareness, initiative, and confidence to engage in care within a NURS 4020 student’s scope of practice
	5. Demonstrate effective and collaborative problem-solving strategies, including conflict resolution
	6. Select appropriate professional development activities as a result of personal reflection and critical inquiry
 | I have demonstrated professional conduct thus far during my placement at Central East Corrections Center (CECC) through my daily actions and communications with staff and clients. I arrive each day on time and in proper uniform. I speak to staff members and guards with respect, as well as inmates. I have become more self-aware of what I am doing when around the inmates, as many of them are in there for offences towards women. It has also given me more confidence in myself as a nurse being more independent through administering medications on my own with preceptor supervision. I have shown accountability and responsibility for my actions, as for example during one of my days I had dropped a narcotic on the floor and could not locate it right away and told my preceptor so we could look for it and mark it as a waste so our count was not off. I have provided weekly reflections which critically appraise my activities during my time at clinical. I frequently communicate with my preceptor to come up with a plan for the day and how we are going to provide care together. Through completing the HESI Pre-Test and learning plan as requirements for the course, I have been able to identify areas I need to improve on and activities such as HESI modules that I can complete to increase my knowledge of these areas. **Preceptor**: *Sarah always conducts herself in a professional manner. Sarah is professional with other health care staff and shows a large amount of respect in her demeanor. She demonstrates a professional presence with showing up to work in professional and appropriate attire equipped with her own stethoscope and nursing watch. Sarah has talked to our in house medical doctor advocating for clients’ needs in a very respectful manner. Sarah demonstrates accountability for her actions and can provide evidence-based rationale to back up her decisions. Sarah is certainly developing critical thinking skills but will still collaborate with me before making any significant decision. Sarah has participated in team meetings updating the health care team on important things regarding sick clients and advocating for clients to be in segregation that need segregation. Sarah is also able to collaborate with correctional officers on the unit to advocate for clients needs and to ensure medications are delivered properly and in a timely manner.* |  |  |  |
| 2 | Demonstrate knowledge that the student’s *primary duty is to the person requiring nursing care,* to ensure safe, competent, ethical nursing care:1. Recognize individual competence within scope of practice
2. Seek support and assistance whenever necessary
3. Assess patient care situations for risks to safety
4. Intervene, as needed, to ensure safety of the person requiring nursing care, and where indicated, the safety of nurses and colleagues
 | Throughout placement so far, I have been able to establish what I am confident in doing, what I am able to do within my scope as a fourth year nursing student and the areas I need to increase my knowledge/skill in. I have become confident in administering medications to clients as well as increasing my comfort level of IM injections through continual practice of each of them. I have communicated with my preceptor that administering Methadone and Suboxone are outside of my scope of practice but I have observed the process of it so that I can know for future practice. I have realized my need to increase my knowledge of medication names and have seeked assistance from my preceptor when there are medications that I do not know or was unsure what their effect was. I assess each situation when with an inmate to ensure safety for others and myself. We ensure a guard is present whenever we are with an inmate and also make sure that when assessing an inmate after a fight, they are in a private, unthreatened area than where it happened. We apply proper safety equipment, such as gloves whenever we need to assess a situation involving bodily fluids. **Preceptor:** *Sarah is aware of her individual competency and is always providing safe care. She is competent with her scope of practice and will voice any concerns if she has them. Sarah has advocated for clients to be placed in medical segregation due to withdrawal from drugs, when officers housed them in the wrong units. Working here at CECC, our non-healthcare staff sometimes needs to be reminded of why clients are in segregation and it is our job as nurses to advocate for them to be placed in a safe area. Sarah provides care within her scope of practice as outlined by the CNO and CECC policies and procedures.* | SP/S | ND | UP/U |
| 3 | Demonstrate safe, competent and ethical nursing practice in the area of *relational practice*: * 1. Engage in critical self-reflection
	2. Engage in therapeutic, caring, and culturally safe relationships
		1. Effectively use self to initiate, maintain and terminate relationships
		2. Demonstrate the intentionality of nursing by listening, questioning and responding:
			1. displaying sensitivity and empathy
			2. relating with curiosity
			3. relating to complexity and uncertainty
			4. relating to vulnerability
		3. Create mutuality and reciprocity in relationships with persons requiring nursing care
	3. Advocate for persons requiring nursing care, working collegially and in concert with other health professionals
 | I have engaged in critical self-reflection through completing weekly reflections about my practice, areas of achievement as well as areas I need to improve on. I have been able to maintain relationships with clients through communication during medication administration as well as when administering treatments. I answering their questions and concerns and pass along any information they have to my preceptor. I have displayed curiosity through asking questions and unsure of what is expected of me. When assess clients I provide sensitivity to the topics they are telling my about, as well as empathy when appropriate. I advocate for my clients through accepting their medical sheets that relay their concerns and follow it up with the facilities doctor. We advocate for medication refills when they need to be re-ordered. As well, I help my preceptor in providing information to clients who are getting released about how their script is being sent to their local pharmacy with the medications they were taking so they can have them on the outside. I collaborate with my preceptor to also provide referrals for our clients to services such as social work, addictions and mental health. When an inmate is in mental health distress I shadow my preceptor in assessing them and advocating for them to be put on a suicide watch for the safety of them and others. **Preceptor:** *Sarah is very appropriate with her interactions with clients, being professional and addressing any questions or concerns that they have. Sarah has taken medical requests from clients and addressed them by booking them to see the doctor or for urgent requests talking to our in house doctor to address the problem. Sarah did shadow me while assessing a potentially suicidal client and Sarah was able to discuss the conversation with me afterwards and when the situation arises again will be able to take the lead with assessing a client’s mental health needs.* | SP/S | ND | UP/U |
| 4 | Demonstrate safe, competent and ethical nursing practice in the area of *clinical decision-making*: * 1. Demonstrate critical inquiry, scientific inquiry, and clinical reasoning:
		1. Informed by the discipline of nursing, use diverse sources of knowledge and ways of knowing in the practice of nursing
		2. Integrate nursing knowledge with knowledge from the basic sciences, health sciences, humanities, research, and ethics in clinical decision-making
		3. Apply models, theories, and frameworks from the discipline of nursing to the practice of nursing
 | I have shadowed my preceptor throughout my placement to understand the different methods of acquiring information needed to make medical decisions for clients, such as retrieving medical health histories from previous facilities and pharmacies. I have used previous knowledge of course material and placements to preform safe, competent intramuscular injections using the Z-track method and assistance from my preceptor. Similarly, I have applied frameworks of nursing to how I approach inmates, such as using a holistic framework in addressing all of the clients health needs. I integrate nursing knowledge of not using assumptions or biases when interacting with clients that have different norms or values than myself and treating them with respect. I have also used previous course knowledge and clinical skill to document any treatments I independently preform and which my preceptor asks of me. **Preceptor**: *Sarah brings a large amount of knowledge and applies it to her nursing practice effectively. Sarah is learning about various medications and learning specifically about specific medications relating to certain mental health conditions. Sarah is always integrating her knowledge from previous placements into her current placement and is gaining a vast knowledge related to mental health.* | SP/S | ND | UP/U |
| 5 | Demonstrate safe, competent and ethical nursing practice in the area of *planning, implementing and evaluating nursing care*:* 1. Use the nursing process to recognize, gather and analyze relevant data from multiple sources in order to develop and implement a plan of care
		1. Encourage collaborative interactions within the nursing and health care team, with the person requiring nursing care as the center of the team
		2. Integrate the nurse’s knowledge with the person’s knowledge and preferences, and factors within the health care setting, to plan and implement care
	2. Utilize evidence to inform nursing actions
	3. Collaborate with the person requiring nursing and other health care providers to assess outcomes of health care using evidence-informed approaches
 | Throughout placement I have been apart of a few collaborations with other health care providers to ensure optimal care for our clients. Each week there are multiple meetings to go over specific care plans for inmates. These include identifying which services they need or could benefit from, where they should be housed or if they are ready to be released from segregation and if they require to be assessed for any psychiatric treatment. I reflect on previous nursing knowledge as well as gain insight from preceptor and previous client behavior when assessing clients medical concerns to establish if they are trying to get something from us or actually in need of treatment. As well, I have learned to prepare diabetic insulin and medications for the inmates who are travelling to court for the day to ensure they receive what they need. **Preceptor:** *Sarah has attended a multidisciplinary segregation meeting, which goes through every client in segregation as a team to determine what the future plan is for them. Sarah has also attended and participated in an inmate care plan meeting, which looks specifically at clients living situations and creates a plan to help integrate them into the outside world to prevent them from committing another crime.* | SP/S | ND | UP/U |
| 6 | Demonstrate enhanced knowledge of nursing and health related to *indigenous populations, women's and environmental health, and aging and rural populations, and mental health*.* 1. Identify gaps in care delivery
	2. Challenge status quo approaches to caring for marginalized populations
	3. Recognizes the unique pathophysiology of disease states and implications for care of special populations, including those with prolonged lengths of stay and older adults
	4. Consistent with student role and novice practitioner, recommends and initiates changes in practice
 | I have been able to challenge the status quo approaches to caring for marginalized populations such as international clients, the homeless, addicts, women and older adults through caring for them in a corrections environment. I have provided advice with my preceptor and when shadowing the facilities nurse practitioner to the pregnant women who are in the facility – as well as assessing them weekly to ensure their needs are met. I have realized the different needs between the different populations of inmates as well. Many older adults require much more treatment and assistance than other clients. Similarly, needs such as assistive devices of wheelchairs and outside shoes are permitted to older adults who need them to increase their health. I shadowed a nurse who advocated to the unit manager that an older inmate with an infection in his feet required personal slippers. I have initiated a change in practice through reviewing the medications that were expired and showing them to my preceptor so they can be re-ordered. With shadowing my preceptor in administering methadone and suboxone to inmates, it is challenging the norm of treatment towards addicts. It is preventing risk and reducing harm, which is very beneficial to the safety of the user and society. **Preceptor:** *Sarah has worked with various vulnerable populations throughout this placement. She displays awareness and sensitivity for all clients regarding age and individuality. Corrections is full of vulnerable populations and marginalized populations including women, indigenous population, people with mental health and addiction issues, and the homeless. Sarah takes special precaution with talking to our correctional population, as it can sometimes be unpredictable. She provides empathetic care while being professional which is very important in a correctional setting. Older adults in corrections can be a challenge, as their needs are not always met. Sarah advocated for a client who had chronic health issues and our MD ended up sending him to a stroke clinic and he had a three day holter monitor applied. Our job as a nurse was to monitor this inmate daily and ensure the holter monitor was set up correctly and working efficiently. Sarah did this effectively.* | SP/S | ND | UP/U |
| 7 | *Assumes the responsibility and care of patients*, within the (NURS 4020) BScN student's scope of practice:1. demonstrates the ability to safely set priorities in the face of competing demands
2. at midterm, demonstrates the ability to manage 2/3 of the preceptor’s assignment or workload with active coaching and guidance from the preceptor
3. By the end of term, demonstrates the ability to manage 2/3 of the preceptor's assignment or workload with minimal coaching and guidance from the preceptor
4. A fourth year nursing student is able to carry out the following nursing activities:
	1. Assessment
		1. Biopsychosocial, head-to-toe, focused, mental status, pain
		2. Vital signs: TPR, BP, SaO2
		3. Situational stressors and coping pattern
		4. Medication administration
		5. Basic knowledge of the medications prescribed
		6. Classification
		7. Purpose
		8. Possible side effects
		9. Adverse effects
		10. Interactions with other drugs
		11. Appropriate dose/route
		12. Implications for nursing care
		13. Health Teaching
		14. Identify client/family learning needs
		15. Collaborate with team to develop plan to meet client’s learning needs
		16. Implement aspects of plan within scope of practice as a learner
	2. Psychosocial/Relational Practice
		1. Recognize and acknowledge client distress as it arises
			1. Demonstrate empathy, active listening, sensitive questioning
			2. Apply principles of motivational interviewing
			3. Offer support
			4. Engage in problem-solving as required, in collaboration with others as needed
		2. Team Communication
			1. Discuss any abnormal findings related to the patient assessment with preceptor, staff nurse, physician, team member
			2. Seek assistance/ask questions before doing procedures for the first time, or for anything about which is uncertain.
				1. Report to team leader/staff nurse when leaving the floor and arrange for coverage of patients
		3. Basic Nursing Care/Activities of Daily Living
			1. Hygiene, skin care
			2. Nutrition, elimination, intake/output
			3. Ambulation/transfers
		4. Nursing and Collaborative Therapeutic Interventions
			1. Determine which interventions are required, what resources, including support and supervision are required, and schedule interventions in consultation with the client
			2. Complete interventions as appropriate and within scope of learner practice
		5. Relationships
			1. Work with the staff to learn and deliver excellent patient care
			2. Maintain a professional manner in dress, behaviour and conversation
			3. Assist others with patient care as time and scope of practice permit
			4. Welcome all opportunities to learn and practice new skills
		6. Evaluation and Documentation
			1. Document vital signs and assessments in the appropriate areas of the chart for assigned patients, accurately and concisely, ASAP after assessment
			2. Use institution’s system of documentation for nursing process and patient progress
			3. Reflect on own performance independently during and after each shift
			4. Reflect on and seek clarification of any feedback from the instructor, who may receive feedback from the staff.
 | I have been able to show my ability to set priorities through completing each task outlined to me by my preceptor, as well as handing in all of my assignments either before or when they are due. I have been able to confidently manage 2/3 of my preceptor’s workload with active coaching in areas such as medication administration, documentation, medication checks/counts, injections and wound care. I have applied skills such as checking vitals of clients being admitted, medication administration and knowledge, collaborating with other team members, health teaching to clients when they ask about their medications/treatments and offering support and active listening to clients when needed. I have provided adequate team collaboration in participating in team meetings for care plans of clients. I seek assistance for my preceptor and other healthcare professionals when I am unsure of something. I work closely with my preceptor to learn the role of the nurse in a corrections facility and gain knowledge to use in my future practice. As well, I accurately document all actions I do and check with my preceptor to ensure I am doing it properly. **Preceptor:** *Sarah has been effectively administered medications with me shadowing her. Every day we are responsible for approximately 150 inmates, not all of them being sick, but we must monitor them.**Sarah has taken part in a medical emergency following a fight between two clients. With assistance, Sarah was able to effectively assess the client who ended up having a broken nose and then discuss this with our in house doctor. Sarah has effectively provided health teaching to clients regarding the medications they are on, or at the clients request will obtain information for the client. Sarah has taken part in doing mental health screens on clients. Sarah has also taken vitals on a client, performing a manual blood pressure as well as apical and radial heart rates. Sarah has monitored clients for high blood pressure and gone back to do a follow up blood pressure if it was abnormal. Sarah has completed safe administration of insulin and educated a new diabetic on how to use insulin and check blood sugars effectively. I have only had to minimally guide Sarah through her assessments as she already has strong assessment skills. Sarah works closely alongside me and is effectively learning how multidisciplinary a correctional nurse must be.* | SP/S | ND | UP/U |

**Student and Preceptor Comments**

**Sarah:** I feel confident in my progress thus far in my clinical placement. Throughout the last half of the semester I hope to increase my knowledge of medications as well as my nursing assessment skills.

**Preceptor:** *Sarah is doing very well in her placement. Sarah was hesitant at the beginning, which makes sense as you are not only dealing with a very different kind of populations being inmates, but you must work alongside correctional officers all the time in order to be able to perform your job effectively and safely. The correctional officers are an integral part of the team and Sarah shows utmost respect for them. There was as situation where an inmate did make an abusive comment towards Sarah, which the correctional officer pulled the client out of the unit and placed the client on misconduct for. Sarah did get an apology later that day from the inmate and an operational manager did approve the misconduct. Correctional nursing is very different from hospital nursing and some people have difficulty with handling it but Sarah is very professional and insightful into the role as a correctional nurse. I look forward to seeing her continue to learn throughout the semester and hopefully take on a majority of the patient assignment.*

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

**Signature of Preceptor*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_* Date*\_\_\_\_\_\_\_\_\_\_\_\_\_*Nov.3/17*\_\_\_\_\_\_\_\_\_***

**Signature of Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_Nov.3/17\_\_\_\_\_\_\_\_\_\_**