

Practical Nursing Diploma Program-Clinical SEM I-NRSG 11

Final Evaluation

Student Name:

Student ID:

Clinical Instructor:

Agency and Unit: Absent 1 Clinical shift due to sickness. Deducted 10 marks as per what final evaluation states.

Clinical Dates:

Clinical Days: Absent: 10 points deducted for each 12 hour missed

Level Sem 1	Outstanding performance:	Good performance:	Minimal performance:	Unsatisfactory performance:	Unsafe performance:
Definition	Consistently, skillfully, and with early and progressive independence is able to meet all objectives (90-100% of the time)	With limited guidance is able to meet all clinical objectives (80-89% of the time)	With ongoing guidance is able to meet all clinical objectives (50-79%) of the time- - Meets minimal standards for safe practice	Inconsistent in meeting clinical objectives (26-49%) of the time— inconsistent in meeting any/all minimal standards for safe practice),	(0.0%- 25%--failure in meeting any/all minimal standards for safe practice)
Points	136	102-135	101-68	67-34	33-0
Grade	4	3	2	1	0

***note-points will be deducted if in person clinical can not be attended (please see PN Program Handbook)**

Minimum Level – Designated Standards

Criterion Grouping	Requirement
4.0 Professional Accountability – Safety in the Practice Setting	A minimum performance level of 3 in all elements in the final evaluation
5.0 Ethical Practice	A minimum performance level of 3 in all elements in the final evaluation

PASS: The student demonstrated acquisition >67 points and met the minimum required level in designated standards.

FAIL: The student did not demonstrate acquisition of >67 points, and/or did not meet the minimum required level in designated standards

This document represents a formal and legal representation of the performance of the student during their clinical rotation and must be fully completed and electronically submitted in a manner that reflects professionalism. The student must continue to abide by the Fleming Confidentiality Form and any Agency Confidentiality Forms

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Mid-term Status: **Pass Fail** **Virtual 1 Complete:** **Yes No**

Student Success Alert Implemented: **Yes No**

Final Status: **Pass Fail**

1.0 PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY – ASSESSMENT

Criteria	Faculty					Student
	4	3	2	1	0	Met/Not Met
Identifies and describes the effect of stressors on the health status of specific clients		●				Met
Identifies the growth and development status of clients.		●				Met
Identifies alterations in physical and mental health in the aging population		●				Met
Identifies deficits that affect or may affect the client's ability to explain self, ask questions, and/or to understand information.		●				Met

Student Comments: (REQUIRED)

I can Identify how some stressors of specific clients can affect them by changing their mood or causing them to feel more anxious. I can identify how some clients overall wellbeing improved from the first week of clinical to the last. I have observed deficits that may affect client's ability to speak, explain self, ask questions or understand information (For example, a nonverbal patient may have an harder time explaining themselves or ask questions while a client having trouble hearing may have difficulty understand information). I can identify alterations in physical and mental health in the aging population, such as tinner skin or an increase in memory loss and confusion.

Faculty Comments:

2.0 PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY – PLANNING AND IMPLEMENTATION

	Faculty					Student
	4	3	2	1	0	Met/Not Met
Plans the delivery of care based on the established nursing care plan, taking into account patient preference and choice		●				Not Met
Adheres to the established client care plan	●					Met
Identifies self to client and family	●					Met
Explains his/her role to client and family	●					Met
Establishes a therapeutic relationship with the client		●				Met
Demonstrates the basic principles of therapeutic communication with clients, specifically active listening and sensitivity to emotional contexts		●				Met
Describes nursing interventions undertaken with clients		●				
Identifies to the clinical instructor changes in client health status		●				
Documents nursing care provided according to agency policy and CNO standards		●				

Student Comments: (REQUIRED)

I did not plan the delivery of care for clients, I just followed the already prepared care plan while making sure the client was okay with the steps I was taking at all times by asking them how they felt and if they needed anything else. When entering a residents room I first Knocked then introduced myself by my name followed by my role as a practical nursing student. In times where my help was not needed, I walked around the residence to see if anyone needed help or to chat to some residents who were by themselves. I would carefully listen and base my reply off anything a resident would say.

Faculty Comments:

3.0 PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY –IMPLEMENTATION - COMMUNICATION WITH THE HEALTH CARE TEAM

	Faculty					Student
	4	3	2	1	0	Met/Not Met
Introduces self and explains status to health team members	●					Met
Respects the roles of the members of the health care team including peers	●					Met
Demonstrates the basic principles of relational practice with others on the health care team, specifically active listening and sensitivity to emotional contexts	●					Met
Participates in post conference by listening, asking questions, answering questions and demonstrating professional and respectful towards other students		●				Not Met

Student Comments: (REQUIRED)

I introduced my self to current and new staff by my name followed by my role as a practical nursing student. Listened attentively to instructions of healthcare staff in the home. Participated in 1 out of the 5 post conference meetings.

Faculty Comments:

4.0 PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY –IMPLEMENTATION - SAFETY IN THE PRACTICE SETTING

**** A MINIMUM PERFORMANCE LEVEL OF “3” IS REQUIRED FOR THIS STANDARD TO ATTAIN AN OVERALL PASS IN THE COURSE**

	Faculty					Student
	4	3	2	1	0	Met/Not Met
Seeks clinical instructor assistance in a timely and appropriate manner.	•					Met
Seeks clinical instructor supervision as directed with the performance of nursing skills	•					Met
Prepares for clinical assignments in advance	•					Met
Provides safe patient care with knowledge, level and skill of Semester One student.	•					Met

Student Comments: (REQUIRED)

If I had any questions or concern, I talked to clinical instructor in a way I believed was timely and appropriate. Prepared for all assignment before the due date and submitted them all. Provided care according to what was practiced in the skills lab, to ensure patient safety and care knowledge.

Faculty Comments:

5.0 ETHICAL PRACTICE

**** A MINIMUM PERFORMANCE LEVEL OF “3” IS REQUIRED FOR THIS STANDARD TO ATTAIN AN OVERALL GRADE OF PASS IN THE COURSE ****

	Faculty					Student
	4	3	2	1	0	Met/Not Met
Respects and maintains client confidentiality/privacy	•					Met
Promotes client well-being by respecting the client's right to safety, dignity, privacy and independence.	•					Met
Shows regard for the client's right of choice	•					Met
Ensures that the client is the focus of the client-student relationship	•					Met
Adheres to the Fleming College, Agency and CNO Confidentiality Policies	•					Met

Student Comments: (REQUIRED)

Was very careful not to speak about residents publicly to make sure information is not overheard by bystanders. When leaving a resident room, I always asked if they preferred the room door close or open to respect the patient preference and choice. When providing certain type of care like changing clothes I closed the door for client's privacy. When communicating with residents I constantly asked questions to make sure they remain the focus, like how they felt or they're preferences on different subjects or topics. Even while walking with a resident I would ask where they liked to walk, talk about paintings on walls or ask if they felt tired and wanted to sit.

Faculty Comments:

6.0 SELF-REGULATION – ASSESSMENT

	Faculty					Student
LEARNING PLANS	4	3	2	1	0	Met/Not Met
Seeks opportunities for professional growth		•				Met
Incorporates changes into practice in the health care setting		•				Met
Assumes responsibility for own behavior and actions	•					Met
Seeks out and accepts constructive feedback on own behavior and modifies behavior based on feedback	•					Met
Student Comments: (REQUIRED) Anytime I realized a mistake I made I would work on improving time. For instance, I once knocked on the door of a sleeping resident to take temperature and I was told that if a patient is sleeping and all you need is temperature then you can silently walk in and take it without waking them up. So I acknowledged my mistake and kept that in mind so that the next time I can follow that approach and improve as a result.						
REFLECTIVE PRACTICE	4	3	2	1	0	
Describes a clinically relevant event/experience (in post-conference)			•			Not Met
Describes and analyzes personal feelings regarding the identified event/experience and gains a deeper insight in order to learn from the event/experience (in post-conference)			•			Not Met
Input from others was sought and considered regarding the identified event/experience (in post-conference)			•			Met
Identifies an action plan regarding the identified event/experience for dealing with a similar situation in the future (in post-conference)			•			Not Met

Student Comments: (REQUIRED)

I listened carefully to input from others, and applied the knowledge gained and learned to future events and experiences.

Semester 1 Virtual Clinical Assignment

	Title of Module	Mark Received	Competencies Practiced**
Virtual Clinical Assignment*	Module #2 Vital signs and Head to Toe Assessment Prebrief Information	100%	<input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Interventions/ Implementation <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Ethical Care <input checked="" type="checkbox"/> Professionalism

*Please note, any modules that were completed as supplementation for on-unit clinical practice hours do not count towards your Virtual Clinical Assignments

**Select all competencies that were practiced in a virtual environment (this may include prebrief, simulation, post-simulation activity or debrief)

Final Comments

Student Final Comments:

Areas of Strength	<u>Listening to constructive feedback to apply to my practice, Following instructions</u>		
Areas of Weakens	<u>Jumping in without given instructions</u>		
Ideas to improve	<u>Ask to help out anytime help seems needed instead of offering to help out</u>		
Evaluation of SMART GOALS Achieved? How? Not achieved? Why?	<u>GOAL 1</u> <u>Achieved not by Dec 1st, but by Dec 10.</u> <u>I communicated with residents that were by themselves when my help was not needed, and sometimes took walks with them. I read and watched videos on the topic.</u>	<u>GOAL 2</u> <u>Achieved by Dec 1st.</u> <u>Practice bed making by making the bed of residents and practice with other students. I reviewed content discussed in nursing skill lab and watched videos.</u>	<u>GOAL 3</u> <u>Achieved by Dec 1st.</u> <u>Practice simple wound care on some residents. I watched videos and review content from textbook.</u>

Please ensure you have commented on each section 1.0 to 6.0

Faculty Final Comments:

Final Status:
Student Signature
Faculty Signature

Uvbi arrived to Clinical prepared for the Clinical day. Assignments were done well. Uvbi met all of her learning goals that she had set for herself while at Clinical. I encourage Uvbi to continue to work on her Therapeutic Communication with residents. I also encourage Uvbi to work on her confidence level to be able to speak out and communicate with classmates and co-workers. It was a pleasure to have met Uvbi and I wish her well in her future Nursing career.