

## Nursing 15: Foundations of Nursing: Mid-term and Final Clinical Evaluation Tool – Scoring Sheet

Student: \_\_\_\_\_ Clinical Faculty: \_\_\_\_\_

S = Satisfactory      NI = Needs Improvement      U = Unsatisfactory (Must be Satisfactory by final evaluation)

Course Outcome	Midterm Grade			Final Grade		Evaluation Tool
	S	NI	U	S	U	
<p>1. Provide quality, safe, patient-centered nursing care at the basic level.</p> <p>a. Conduct at a basic level a comprehensive and focused physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs.</p> <p>b. Plan at a fundamental level holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance within a variety of healthcare systems.</p> <p>c. Deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences.</p> <p>d. Demonstrate at a fundamental level the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.</p> <p>e. Deliver care within expected timeframe.</p> <p>f. Monitor at a fundamental level patient outcomes, including interpretation of assessment data and appropriate follow-up, to evaluate the effectiveness of nursing interventions.</p> <p>g. Identify quality measures when evaluating effects of nursing interventions appropriate to the care environment.</p> <p>h. Describe factors that create a culture of caring for the patient and the patient's support network.</p> <p>i. Communicate effectively with the patient and the patient's support network.</p> <p>j. Communicate effectively when reporting care provided and evaluation data including appropriate handoff reports.</p> <p>k. Provide at a fundamental level appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and level of health literacy.</p>						<p>a, b. Concept Map</p> <p>c. Patient Preferences Tool</p> <p>d. Psychomotor Skills Reflect Sheet</p> <p>e. No tool for this competency; faculty observation.</p> <p>f. Signs and Symptoms Critic Thinking Tool</p> <p>g. Quality Measures</p> <p>h. Patient-Centered Care and Caring</p> <p>i. Patient Interaction Sheet</p> <p>j. SBAR patient report</p> <p>k, l. Patient Teaching Tool</p>

	<p>1. Evaluate effectiveness of patient teaching.</p> <p>2. Identify the nurse's role in collaborative relationships with members of the interdisciplinary team.</p> <ol style="list-style-type: none"> <li>Explain effective communication techniques that produce positive professional working relations.</li> <li>Interact with members of the healthcare team to plan patient care and evaluate progress toward patient outcomes.</li> <li>Identify the nurse's role in decision making related to patient care.</li> <li>Identify examples of conflict resolution.</li> <li>Identify own role as a member of the interdisciplinary healthcare team.</li> <li>Describe ways in which team functioning impacts safety and quality improvement.</li> </ol>	<p>a. Interprofessional Communication Interaction Sheet</p> <p>c. Basis for Making Decisions</p> <p>b, e, f. Teamwork Impacting Safety and Quality Improvement Measures</p> <p>d. Conflict Resolution on the Clinical Unit</p>	
	<p>3. Demonstrate critical thinking/clinical reasoning when providing basic nursing care to patients from diverse backgrounds.</p> <ol style="list-style-type: none"> <li>Identify how critical thinking/clinical reasoning is used to approach patient care.</li> <li>Demonstrate at a fundamental level tolerance for ambiguity and unpredictability and its effect on patient care.</li> <li>Interpret and correctly implement physician and interprofessional orders.</li> <li>At the fundamental level anticipate risks and predict and manage potential complications.</li> <li>Use the nursing process to make decisions about patient care.</li> </ol>	<p>a, c, e. Patient Care/Nursing Process Critical Thinking Activity</p> <p>b. Parameters for Patient Care</p> <p>d. Predict and Manage Potential Complications</p>	
	<p>4. Identify the role of leadership for the purpose of providing and improving patient care.</p> <ol style="list-style-type: none"> <li>Identify how the delegation process is used in the healthcare setting.</li> <li>Describe how the individualized plan of care is implemented in the healthcare setting.</li> <li>Describe the differences in the provision of patient care among various healthcare settings.</li> <li>Describe the effect of the nursing leadership in the healthcare setting.</li> <li>At the fundamental level, describe the quality improvement processes in the clinical setting used to effectively implement patient safety initiatives and monitor performance measures.</li> <li>Apply the National Patient Safety Goals to patients in the clinical setting and identify any areas in need of improvement.</li> </ol>	<p>a. Identifying Delegation Responsibilities</p> <p>b, c. Implementing the Individualized Plan of Care</p> <p>d. Nursing Leadership and Safe, Quality Patient Care</p> <p>e. Tool for 1, g: Quality Measures</p> <p>f. National Patient Safety Goal Activity</p>	
	<p>5. Identify simple examples of information management and how they are used in the clinical environment.</p>	<p>a. Organizational and Patient Confidentiality Observation</p>	

<ul style="list-style-type: none"> <li>a. Maintain organizational and client confidentiality.</li> <li>b. Discuss skills used in the clinical area to implement clinical information systems for safe nursing practice.</li> <li>c. Explain the role of information technology in improving patient care outcomes and creating a safe care environment.</li> </ul>						<p>Rubric b, c. Technology is More than Charting</p>
<ul style="list-style-type: none"> <li>6. Explain how professional standards, and legal and ethical principles apply to safe, quality, patient-centered nursing care.             <ul style="list-style-type: none"> <li>a. Apply rules and regulations that authorize and define professional nursing practice.</li> <li>b. Demonstrate professional standards of moral, ethical, and legal conduct.</li> <li>c. Assume accountability for own behaviors, including a recognition for when to ask for assistance.</li> <li>d. Practice within the parameters of individual knowledge and experience.</li> <li>e. Identify limits and boundaries of therapeutic, patient-centered care.</li> </ul> </li> </ul>						<p>a, b, e. Moral, Ethical, Legal, and Professional Standards Observation Rubric c, d. Accountability Observation Rubric</p>

**Additional Comments:**

**Signatures:**

Midterm Evaluation \_\_\_\_\_ Date: \_\_\_\_\_  
 Student \_\_\_\_\_  
 Faculty \_\_\_\_\_

Final Evaluation \_\_\_\_\_ Date: \_\_\_\_\_  
 Student \_\_\_\_\_  
 Faculty \_\_\_\_\_

**The following pages contain the Clinical Activity Portfolio Tools for Foundations of Nursing , Course Student Learning Outcome #1.**