

Registered Nursing 25: Acute Medical/Surgical and Nursing of the Childbearing Family: 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. Apply medical/surgical and childbearing family nursing concepts to plan patient-centered, evidence-based care taking into consideration individual differences, developmental level, and culture.</p> <p>a. Apply medical/surgical and childbearing family nursing concepts to plan compassionate, patient-centered, evidence-based care taking individual differences into consideration.</p> <p>b. Conduct, at a basic level, a comprehensive and focused physical, behavioral, psychological, spiritual assessment of medical/surgical patients and childbearing families, eliciting patient values, experiences, and expressed needs.</p> <p>c. Plan holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance of medical/surgical patients and childbearing families within a variety of healthcare systems.</p> <p>d. Demonstrate at a basic 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 basic level patient outcomes, including interpretation of assessment data and appropriate follow-up, to evaluate the effectiveness of nursing interventions.</p> <p>g. Describe the clinical microsystem of the medical-surgical and maternal-newborn units.</p> <p>h. Identify quality measures when evaluating effects of medical-surgical and childbearing family nursing interventions appropriate to the care</p>						<p>a, b, c. Concept Map, Pathophysiology of a Disease Process, and Planning Table</p> <p>d. Psychomotor Skills Reflection Sheet</p> <p>e. No tool for this competency; faculty observation</p> <p>f. Monitoring Outcomes of Care Related to Pain Control</p> <p>g. Through the Eyes of Your Patient: Clinical Microsystem Activity</p> <p>h. Nursing Sensitive Quality Indicators</p> <p>i. Create a Caring Outcome Grid</p> <p>j. Patient Interaction Sheet</p> <p>k. SBAR Patient Report</p> <p>l, m. Patient Teaching Tool</p>

<p>environment.</p> <ul style="list-style-type: none"> i. Describe factors that create a culture of caring for the patient and the patient’s support network. j. Communicate effectively with the patient and the patient’s support network. k. Communicate effectively when reporting care provided and evaluation data including appropriate handoff reports. l. Provide at a basic level appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and level of health literacy. m. Evaluate effectiveness of patient teaching. 						
<p>2. Identify the collaborative role of the nurse when working with the interdisciplinary team when caring for the childbearing family and patients requiring medical/surgical interventions</p> <ul style="list-style-type: none"> a. Use effective communication techniques that produce positive professional working relations in the medical-surgical environment. b. Interact with members of the healthcare team to plan patient care and evaluate progress toward patient outcomes for the patient undergoing medical/surgical procedures and those of the childbearing family. c. Explain the nurse’s role in decision making related to patient care in the medical/surgical and maternal-newborn environments. d. Identify examples of conflict resolution and describes possible solutions. e. Identify own role as a member of the interdisciplinary healthcare team working with medical/surgical patients and childbearing families. f. Describe ways in which team functioning impacts safety and quality improvement for the medical/surgical patient and childbearing families. 						<ul style="list-style-type: none"> a, b. Interprofessional Communication Interaction Sheet c. Making Decisions d. Horizontal Hostility e. Role of the Student Nurse f. Impact of Team Members on Safety and Quality Improvement (Maternal-Newborn Unit and Medical/Surgical Unit)
<p>3. Demonstrate critical thinking/clinical reasoning when caring for the childbearing family and patients requiring medical/surgical interventions.</p> <ul style="list-style-type: none"> a. Use critical thinking/clinical reasoning when planning patient care and working in the medical-surgical and maternal-newborn environments. b. Demonstrate tolerance for ambiguity and unpredictability and its effect on care of the medical-surgical patient and childbearing families. c. Interpret and correctly implement physician and interprofessional orders for the medical-surgical patient and childbearing families. d. Anticipate risks and predict and manage potential complications that commonly occur in the medical-surgical patient and childbearing families. e. Use the nursing process to make decisions about care for the medical-surgical patient and childbearing families. 						<ul style="list-style-type: none"> a, c. Surgery Questions Critical Thinking Activity b. Parameters for Patient Care d, e. Use Tools for Competencies 1, b, c: Concept Map, Pathophysiology of a Disease Process, and Planning Table

<p>4. Implement basic leadership concepts for the purpose of providing and improving care for the childbearing family and patients requiring medical/surgical interventions.</p> <ul style="list-style-type: none"> a. Begin to use the delegation process in the medical-surgical and maternal-newborn settings. b. Compare and contrasts the differences in the provision of patient care among various medical-surgical patients and childbearing families. c. Describe the effect of the nursing leadership on a medical-surgical and maternal-newborn unit. d. Describe the quality improvement processes on a medical-surgical and maternal-newborn unit used to effectively implement patient safety initiatives and monitor performance measures. e. Apply the National Patient Safety Goals to patients on a medical-surgical and maternal-newborn unit and identify any areas in need of improvement. 						<ul style="list-style-type: none"> a. Delegation Tool b. Compare and Contrast Patient Care Plans c. Nursing Leadership and Safe, Quality Patient Care d. Use Tools for Outcome 1, h: Nursing Sensitive Quality Indicators e. National Patient Safety Goal Activity
<p>5. Use information technology to document care for the childbearing family and patients requiring medical/surgical interventions.</p> <ul style="list-style-type: none"> a. Maintain organizational and client confidentiality. b. Explain how the clinical information system is used on the medical-surgical and maternal-newborn unit for safe nursing practice. c. Give examples of the role of information technology in improving patient care outcomes and creating a safe care environment on the medical-surgical and maternal-newborn unit. 						<ul style="list-style-type: none"> a. Organizational and Patient Confidentiality Observation Rubric b, c. Technology is More than Charting
<p>6. Identify ways in which professional standards of legal and ethical conduct apply to safe, quality, patient-centered care for the childbearing family and patients requiring medical/surgical interventions.</p> <ul style="list-style-type: none"> a. Apply rules and regulations that authorize and define professional nursing practice on the medical-surgical and maternal-newborn unit. b. Demonstrate professional standards of moral, ethical, and legal conduct when providing care for the medical-surgical patient and childbearing families. c. Assume accountability for own behaviors, including a recognition for when to ask for assistance. d. Practice within the parameters of individual knowledge and experience. 						<ul style="list-style-type: none"> a, b. Moral, Ethical, Legal, and Professional Standards Observation Rubric c. Accountability Observation Rubric d. Constructive Criticism Tool

Additional Comments:

Signatures:

Midterm Evaluation **Date:** _____
Student _____
Faculty _____

Final Evaluation **Date:** _____
Student _____
Faculty _____