

**Registered Nursing 34: Advanced Medical/Surgical Nursing and Pediatric 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. Apply medical/surgical and pediatric nursing concepts to plan patient-centered, evidence-based care to pediatric patients and patients with complex medical/surgical conditions taking into consideration individual differences, developmental level, and culture.</p> <p>a. Relate physiological processes that require medical/surgical interventions to nursing care for adult and pediatric patients.</p> <p>b. Apply medical/surgical nursing concepts to plan compassionate, patient-centered, evidence-based care taking individual differences including growth and developmental stages into consideration.</p> <p>c. Conduct a comprehensive and focused physical, behavioral, psychological, spiritual assessment of pediatric patients and patients with complex medical/surgical conditions, eliciting patient values, experiences, and expressed needs.</p> <p>d. Plan holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance for pediatric patients and patients with complex medical/surgical conditions within a variety of healthcare systems.</p> <p>e. Perform psychomotor skills for the efficient, safe, and compassionate delivery of nursing care to pediatric patients and patients with complex medical/surgical conditions.</p> <p>f. Deliver care within expected timeframe.</p> <p>g. Apply quality measures when evaluating effects of medical-surgical and pediatric nursing interventions appropriate to the care environment.</p> <p>h. Create a culture of caring for the patient and the patient’s support network.</p>						<p>a. Pathophysiology of a Disease Process and Planning Table</p> <p>b, c. Collecting data for Patient Centered Care</p> <p>d. No tool for this competency; completed with</p> <p>e. Psychomotor Skills Reflection Sheet</p> <p>f. No tool for this competency; faculty observation.</p> <p>g. Evidence-based Care with the RN</p> <p>h. Create a Caring Outcome Grid</p>

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<p>i. Communicate effectively when reporting care provided and evaluation data including appropriate handoff reports.</p> <p>j. Evaluate own level of communication skills in encounters with patients, families, children, and other healthcare providers. Employ patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and level of health literacy for pediatric patients and patients with complex medical/surgical conditions.</p> <p>k. Communicate effectively with the patient and the patient’s support network. Evaluate effectiveness of patient teaching to pediatric and adult patients and families experiencing high-acuity medical/surgical interventions.</p> <p>l. Plan, implement, and evaluate evidence-based care based on the components of research evidence, clinical expertise, and patient/family values.</p>						<p>i. SBAR Patient Report</p> <p>j, k. Patient Teaching Tool</p> <p>l. Using Evidence-Based Guidelines</p> <p>Evaluation of Skills Performance Tool</p>
<p>2. Engage in collaboration with members of the interdisciplinary team when caring for pediatric patients and patients with complex medical/surgical conditions.</p> <p>a. Use effective communication techniques that produce positive professional working relations in the medical-surgical and pediatric environments when caring for pediatric patients and patients with complex medical/surgical conditions.</p> <p>b. Interact with members of the healthcare team to plan patient care based on patient values, preferences, and expressed needs for pediatric patients and patients with complex medical/surgical conditions.</p> <p>c. Examine examples of conflict on the medical/surgical and pediatric units and describe possible resolutions.</p> <p>d. Relate ways the interdisciplinary team functioning impacts safety and quality improvement for pediatric patients and patients with complex medical/surgical conditions.</p>						<p>a. Communication as Perceived by the Patient</p> <p>b. Teamwork for Planning Care</p> <p>c. Conflict Resolution</p> <p>d. Informed Consent</p>

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<p>3. Demonstrate critical thinking and clinical reasoning when addressing patient care issues for pediatric patients and patients with complex medical/surgical conditions.</p> <p>a. Apply critical thinking/clinical reasoning skills when planning patient care and working with pediatric patients and patients with complex medical/surgical conditions.</p> <p>b. Demonstrate ambiguity and unpredictability when caring for pediatric patients and patients with complex medical/surgical conditions.</p> <p>c. Interpret and correctly implement physician and inter-professional orders for pediatric patients and patients with complex medical/surgical conditions.</p> <p>d. Anticipate risks and predict and manage potential complications that may occur when caring for pediatric patients and patients with complex medical/surgical conditions.</p> <p>e. Prioritize patient care activities.</p> <p>f. Identify gaps between local and best practice.</p> <p>g. Identify errors and ways to improve the healthcare system.</p>						<p>a, b, c. Applying Critical Thinking</p> <p>d, e. Predict and Manage Potential Complications</p> <p>f, g. The Joint Commission's Roadmap for Hospitals</p>
<p>4. Differentiate various roles of leadership and how they impact patient care and quality improvement for pediatric patients and patients with complex medical/surgical conditions.</p> <p>a. Apply the delegation process in the care of pediatric patients and patients with complex medical/surgical conditions.</p> <p>b. Compare and contrast the nursing leadership and its effect on a medical-surgical and pediatric unit.</p> <p>c. Adapt the provision of patient care to changing healthcare setting and management system required for the safe care of pediatric patients and patients with complex medical/surgical conditions.</p> <p>d. Describe the quality improvement processes on a pediatric and medical-surgical unit used to effectively implement patient safety initiatives and monitor performance measures.</p> <p>e. Apply the National Patient Safety Goals to patients on a pediatric and medical-surgical unit and identify any areas in need of improvement.</p>						<p>a. Delegation Tool</p> <p>b. Nursing Leadership and Safe, Quality Patient Care</p> <p>c. Adapting Care</p> <p>d. Nursing-Sensitive Quality Indicators</p> <p>e. National Patient Safety Goal Activity</p>

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<p>5. Demonstrate ways information technology can be used to increase safety and quality when caring for pediatric patients and patients with complex medical/surgical conditions.</p> <p>a. Use the clinical information system on the pediatric and medical-surgical unit for safe nursing practice.</p> <p>b. Analyze the role of information technology in improving patient care outcomes and creating a safe care environment on the pediatric medical-surgical unit.</p> <p>c. Use high quality electronic sources of healthcare information.</p>						<p>a, b. Using the Clinical Information System</p> <p>c. Electronic Sources of Healthcare Information</p>
<p>6. Interpret ways in which professional standards of legal and ethical conduct are required for safe, quality care of pediatric patients and patients with complex medical/surgical conditions.</p> <p>a. Apply rules and regulations that authorize and define professional nursing practice related to the care of pediatric patients and patients with complex medical/surgical conditions and their families.</p> <p>b. Demonstrate professional standards of moral, ethical, and legal conduct when providing care for pediatric patients and patients with complex medical/surgical conditions and their families.</p> <p>c. Assume accountability for own behaviors, including a recognition for when to ask for assistance.</p> <p>d. Practice within the parameters of individual knowledge and experience.</p>						<p>a, b. Moral, Ethical, Legal, and Professional Standards Observation Rubric</p> <p>c, d. Accountability Observation Rubric</p>

**Additional Comments:**

REGN 34 Grade \_\_\_\_\_

C.T. Tool Completion \_\_\_\_\_

Expired Immunization \_\_\_\_\_

Skills Checked Off \_\_\_\_\_

Skills Observed \_\_\_\_\_

Clinical Performance:

Signatures:

Midterm Evaluation      Date: \_\_\_\_\_

Student \_\_\_\_\_

Faculty \_\_\_\_\_

REGN 34 Grade \_\_\_\_\_

C.T. Tool Completion \_\_\_\_\_

Expired Immunization \_\_\_\_\_

Skills Checked Off \_\_\_\_\_

Skills Observed \_\_\_\_\_

Clinical Performance:

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