**TEMPLE COLLEGE Name: \_\_Paul Briery\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Vocational Nursing Program

VNSG 1460: Clinical-LVN Training II

Clinical Evaluation Tool

*Using the* ***Rating Scale for Clinical Performance****, rate student performance using a* ***“0”, “1”, “2”, or “3”.*** *Cite specific care examples to support your ratings whenever possible.* ***Use the definitions on the rating scale****.*

**Critical elements are those performance expectations that are marked with a (\*). These behaviors are those which may stand alone as evaluation criteria. IA student who receives a zero on an asterisked item on their final evaluation will fail VNSG 1460: Clinical-LVN Training II.**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **STUDENT** | | | **INSTRUCTOR(S)** | | | |
|  | **Grade** | | **Comments** | **Grade** | | **Comments** | |
| **I. PROVIDER OF PATIENT CENTERED CARE** | | | | | | | |
| **1. Assessment/Diagnosis** | | | | | | | |
| \*A. Perform, report, and document assessments | 3 | | Completed assessments on each patient and reported/documented findings to nursing staff. Findings such as unilateral weakness which was confirmed and addressed by PT. |  | |  | |
| \*B. Report any changes in the patient’s condition | 3 | | Reported observed changes in pt’s demeanor, ambulation ability, and pain levels to staff. |  | |  | |
| **2. Goals/Plan for Care** | | | | | | | |
| A. Identify predictable and multiple health needs of the patient(s) | 3 | | Recognized and addressed unilateral weakness as well as weakness due to metabolic acidosis by providing walkers and education about fall precautions and diabetic care. |  | |  | |
| B. Recognize signs of abnormal patient findings | 2 | | Continually learning to read lab reports to understand abnormal findings. |  | |  | |
| C. Demonstrate knowledge of disease prevention and health promotion | 3 | | Wash hands before/after leaving the pt room and before/after wearing gloves. Proper use of PPE. Provide education to pt’s about care of selves. |  | |  | |
| D. Identify short-term goals and outcomes | 3 | | Identify short-term goals (goals to be attempted prior to end-of-shift or sooner). Goals such as having a BM or demonstrate safe ambulatory skills. |  | |  | |
| E. Identify nursing interventions considering cultural aspects, and establishing priorities for care | 3 | | One pt, a devote Muslim, needed a dietary menu fit for his religion. Prior to not having that menu provided prior it caused undue worry and stress to pt. |  | |  | |
| **3. Implementation** | | | | | | | |
| A. Correctly perform skills for level | 3 | | Performed vital signs and physical assessments (skills checked off on) |  | |  | |
| B. Maintain professional nurse/patient boundaries | 3 | | Respectful, addressed pt’s by name, provided privacy, ended relationship once shift was over. |  | |  | |
| C. Adapt pharmacotherapy concepts to meet the needs of the patient(s) | 2 | | Understand test results requires certain medications to be provided i.e. insulin for hyperglycemia or calcium gluconate for hypocalcemia. |  | |  | |
| \*D. Administer medications according to the “6 Rights” | 2 | | Not checked off to administer medications at the time of patient care but observed administrations. Successfully passed medication administration checkoff. |  | |  | |
| **4. Teaching-Learning** | | | | | | | |
| A. Identify patient teaching-learning needs | 3 | | Was able to identify teaching opportunities with each pt. Diabetes care and walker use education are two examples of pt teaching provided. |  | |  | |
| **5. Clinical data/current literature** | | | | | | | |
| A. Written work reflects knowledge base and patient data and is prepared according to standards | 2 | All written work has been complete | | |  | |  |
| B. Apply relevant, current nursing journal articles to practice and clinical decisions | 2 | Use multiple sources (Nursing Diagnosis, Med-Surg textbooks, and others) | | |  | |  |
| **II. MEMBER OF THE HEALTH CARE TEAM** | | | | | | | |
| **1. Collaboration with patients and healthcare team members** | | | | | | | |
| A. Communicate and collaborate in a timely manner with patients and members of the interdisciplinary healthcare team | 3 | Make best efforts to introduce self to as many members of healthcare team as possible, day and night. | | |  | |  |
| B. Demonstrate effective communication with the instructor | 3 | Communication with instructor has been effective. | | |  | |  |
| **2. Patient Advocate** | | | | | | | |
| A. Act as an advocate for patients and families | 3 | One pt, a devote Muslim, needed a dietary menu fit for his religion. Prior to not having that menu provided prior it caused undue worry and stress to pt. | | |  | |  |
| **3. Technology** | | | | | | | |
| A. Use resources and current technology to provide patient care | 3 | Utilize EHR and network of healthcare team to effectively provide care to pt’s. | | |  | |  |
| **4. Conflict Resolution** |  |  | | |  | |  |
| A. Recognize conflict and follow the chain of command | 3 | Have not witnessed conflict yet in clinical setting but am aware of chain of command. | | |  | |  |
| **III. MEMBER OF THE PROFESSION** | | | | | | | |
| **1. Accountability & Responsibility** | | | | | | | |
| A. Demonstrate clinical preparedness | 3 | Come prepared each day with tools (stethoscope, light, pens, paperwork, and attitude). Always arrive early and speak with night staff prior to rounds to develop better relationships and teamwork. | | |  | |  |
| B. Adhere to all Temple College, VN Department, and clinical agency policy and procedures | 3 | Adhered to all rules, policies, and procedures. | | |  | |  |
| C. Seek out new learning opportunities | 3 | Constantly look for new opportunities to learn. Frequently request to observe procedures and ask for clarification on things such as lab results, assessments, and roles/responsibilities of other healthcare team members. | | |  | |  |
| \*D. Adapt behavior in response to instructor feedback | 3 | Accepts and utilizes feedback from instructors. Listen to the feedback given to others and implement that as well. | | |  | |  |
| E. Demonstrate respect for patients, instructors, peers & staff | 3 | Respectful of all. Look at person during conversation, address by name, actively listen and respond appropriately. | | |  | |  |
| \*G. Maintain patient confidentiality and privacy | 3 | Always cover and take paperwork with whenever leaving room. Never take patient information home and only discuss patient information in secure areas. | | |  | |  |
| H. Demonstrate effective time management | 3 | Consistently early at of start day, bundle tasks, when possible, prepare to give reports 15 min before handoffs. | | |  | |  |
| **IV. PATIENT SAFETY ADVOCATE** | | | | | | | |
| \*A. Promote a safe, effective environment for self and others | 3 | Follow all safety procedures established by facility and Temple College. | | |  | |  |
| \*B. Accurately identify patients | 3 | Verify patients verbally and with wristband. | | |  | |  |
| \*C. Seek assistance when practice requires behaviors or judgment outside individual knowledge or expertise. | 3 | When uncertain of tasks, procedure, or diagnosis asks for advice and guidance | | |  | |  |
| **TOTALS** | 33 |  | | |  | |  |

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Clinical Evaluation Tool

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| --- | --- | --- | --- |
| **Scale average** | **Percentage Grade** | **STUDENT Comments and Signature** |  |
|  |  | Able to successfully apply skills and knowledge learned in class in clinical setting. Successfully used clinical setting to gain deeper and better understanding of knowledge nursing process. |  |
| **STUDENT Signature and Title** | **INSTRUCTOR(S) Signature and Title** |