

LOS ANGELES HARBOR COLLEGE
WEEKLY CLINICAL EVALUATION for NURSING 339
COMMUNITY BASED CARE

Student:	Clinical Instructor(s):	Agencies:	Semester:
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<p>Evaluation Criteria</p> <ul style="list-style-type: none"> Satisfactory: Clinical performance demonstrates continued growth towards course competencies. Behaviors are consistent, safe, and performed at expected learner level described in the student competency behavior descriptors for satisfactory performance. Unsatisfactory: Behaviors performed are unsafe. Omits student behaviors required to achieve course competencies. Student behaviors lack knowledge base and skill competencies expected. 	<p>(*)-Represents Critical Competency Behaviors: Competency Behaviors must be met in order to pass the clinical component of this course. "Unsatisfactory" daily ratings will be given for the following behaviors:</p> <ul style="list-style-type: none"> An "Unsatisfactory" rating in any critical behavior (delineated by an "*"). Three or more "Needs Improvement" ratings in any area on one day of clinic or 1 "Unsatisfactory" rating in a non-critical behavior and 1 "Needs Improvement" in 1 clinic day <p>The Student must demonstrate a "Satisfactory" level of performance for 75% of the clinical rotation in order to pass the course. One "Unsatisfactory" clinical week will result in a clinic failure.</p>
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COMPETENCIES/PERFORMANCE CRITERIA

I. APPLY THE NURSING PROCESS USING THE ROY ADAPTAON MODEL IN CARING FOR INDIVIDUALS AND GROUPS ACROSS THE LIFESPAN AND DEVELOPMENTAL STAGES.

1. Reviews appropriate reading material related to normal and pathological, physiological and psychosocial assessments of the elderly.
2. Performs physical and psychosocial assessment of client by using effective communication and critical thinking skills.
3. Incorporates information from client's history, growth and development concepts, physical examination, culture, etc.
4. Demonstrate competence in Mini Mental Status Examination, Focus Notes, and Home Safety Evaluation. *

WEEK/DATE	1		2	
Evaluator	Student	Instructor	Student	Instructor
Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

II. PRACTICE PROFESSIONAL BEHAVIOR FOR NURSING PRACTICE.

1. Constructs one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
2. Integrates the Code of Ethics, Standards of Practice, and policies and procedures of Los Angeles Harbor College, nursing program, and clinical agencies into practice.
3. Displays appropriate behaviors, e.g. prompt and timely arrival to class and clinic; adherence to uniform standards; attendance, honesty; and attitude.
4. Accepts accountability and responsibility for own actions.
5. Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
6. Evaluates own performance correctly and thoughtfully demonstrated on the WCET, clinical self-evaluation tool and journal note.

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Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

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III. DEMONSTRATE CLINICAL DECISION MAKING THAT IS ACCURATE AND SAFE.

1. Analyze and demonstrate critical thinking in making clinical decisions, e.g. information from life stories, home safety evaluation, focus notes, mini-mental status examination and input from the interdisciplinary team.
2. Categorize and document all relevant information and use appropriate geriatric resources and reasoning for clinical decision-making.
3. Demonstrates patient advocacy, protecting patient from injury, infection, and harm.
4. Requests assistance when needed.
5. Analyze the client's situation and provide two relevant community referrals for the client and/or family members*

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Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

IV. PROVIDE SAFE, PATIENT-CENTERED CARE.

1. Provide patient-centered care with sensitivity and respect for developmental stage, values, customs, religion, ethnicity, and culture.
2. Reviews normal versus pathologic changes of aging. Reviews the pathophysiology and nursing interventions for Parkinson's disease, Alzheimer's disease and other progressive dementias. Uses appropriate resources, collected electronically or through other means, as well as, reasoning to assist in solving patient problems. *
3. Scores 75% or better on Home Health test. *
4. Correctly and safely performs therapeutic nursing interventions to promote the physiological adaptation of Geriatric clients including assisting with vital signs, toileting, ADL's, meals, and ambulation according to college or agency policy and procedure guidelines. *
5. Adheres to current National Patient Safety Guidelines. *

WEEK/DATE	1		2	
Evaluator	Student	Instructor	Student	Instructor
Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

V. FUNCTION EFFECTIVELY WITHIN NURSING AND INTERPROFESSIONAL TEAMS UTILIZING EFFECTIVE COMMUNICAITON STRATEGIES.

1. Function competently within scope of practice as a member of the health care team and describe the scopes of practice and roles of health care team members (e.g. geriatric health care practitioner, assisted living or adult day care staff, clinical social worker, recreation therapist, music therapist, spiritual practitioner, patient, family).
2. Utilize therapeutic communication techniques with interdisciplinary team members to assist patient, family, and significant others to cope with alterations of health and achieve goals.
3. Researches, collaborates and conducts an appropriate age-related activity (if assigned). *

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Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

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VI. INCORPORATE EVIDENCE-BASED PRACTICES, WHICH SUPPORT CLINICAL REASONING.

1. Analyze evidence-based practice to include the components of research evidence, clinical expertise, and patient/family values.
2. Compare and contrast efficient and effective search strategies to locate reliable sources of evidence that will provide the ability to make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote health of patients within a family and community context.
3. Systematize the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and other new insights to improve the quality of care for patients, families, and communities.

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Evaluator	Student	Instructor	Student	Instructor
Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

VII. IDENTIFY AREAS FOR IMPROVEMENT IN QUALITY AND SAFETY OF HEALTH CARE SYSTEMS.

1. Analyze a variety of sources of information to review outcomes of care and identify potential areas for improvement.
2. Differentiate nursing and other health professions as parts of systems of care that affect outcomes for patients, families, and communities.
3. Completes care safely, cost effectively, organized and timely to improve the quality of care.
4. Demonstrates systems thinking by reflection student evaluation of facility/agency. *

WEEK/DATE	1		2	
Evaluator	Student	Instructor	Student	Instructor
Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

VIII. UTILIZE TECHNOLOGY TO RESEARCH PATIENT INFORMATION, COMMUNICATE WITH INTERPROFESSIONAL TEAMS, MANAGE KNOWLEDGE; MITIGATE ERROR, AND SUPPORT DECISION-MAKING.

1. Preps appropriately for clinical experience by researching on the internet descriptions of assigned adult day care or assisted living facility.
2. Examine appropriate resources, collected electronically or other means to communicate with the interprofessional teams and solve patient problems.
3. Maintains patient confidentiality and security of all health records. *

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Satisfactory				
Needs Improvement				
Unsatisfactory				
N/A				

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STUDENT:				SEMESTER:							
HOME HEALTH/HOSPICE				SENIOR DAY CARE				ASSISTED LIVING			
Week:		Date:		Week:		Date:		Week:		Date:	
	Sat	NI	UnSat		Sat	NI	Unsat		Sat	NI	Unsat
Week Overall				Week Overall				Week Overall			
Focus Notes				Life Story w/referrals				Life Story w/referrals			
Home Safety Eval				Mini Mental Exam				Mini Mental Exam			
				Activity				Essay			
Journal note				Journal note				Journal note			
Student Evaluation				Student Evaluation				Student Evaluation			
Self-Evaluation				Self-Evaluation				Self-Evaluation			
Instructor Comments				Instructor Comments				Instructor Comments			
<u>FINAL CLINIC GRADE FOR COMMUNITY-BASED EXPERIENCES</u>											
SATISFACTORY _____											
UNSATISFACTORY _____											
<i>Student's Signature:</i>						<i>Date:</i>					
<i>Instructor's Signature:</i>						<i>Date:</i>					

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Competency	Satisfactory (Moving toward independent level. Performing as Expected for this level)	Unsatisfactory (Dependent level, significant concerns for safety)
I. APPLY THE NURSING PROCESS USING THE ROY ADAPTAON MODEL IN CARING FOR INDIVIDUALS AND GROUPS ACROSS THE LIFESPAN AND DEVELOPMENTAL STAGES.	Utilizing appropriate guidelines, resources, & assessment techniques, demonstrates steps of the nursing process. Includes patient values, preferences, expressed-needs, growth & developmental stage, culture, spiritual, adaption levels, & economic factors, as they relate to the patient. Life-story, Mini-Mental Status Examination, Home Safety Evaluation, and Focus note forms contain 95% of pertinent data (< 2 areas needing minor corrections or additions).	Does not utilize appropriate guidelines or resources. Submits work late. Does not utilize appropriate assessment techniques. Mini-mental status examination, home safety evaluation, focus notes and life-story contain less than 75% of pertinent data. Does not relate patient values, preferences, expressed-needs, growth & developmental stage, culture, spiritual, adaption levels, & economic factors when indicated. Inaccurate data obtained.
II. DISPLAY PROFESSIONAL BEHAVIOR FOR NURSING PRACTICE.	Presents to the clinical setting in a punctual manner, dressed appropriately, with name badge (and hospital required ID if indicated), and all prep/paperwork completed. Participates in community-based agency activities while demonstrating a positive and helpful attitude. Researches and adheres to agency guidelines and school policies. Conducts self in an honest and ethical manner within the legal limits and scope of practice of a student nurse. Treats staff, patients, instructors, and peers respectfully and with dignity. Engages in self-reflection to accurately identify performance areas for personal and professional growth.	Any tardiness or absence without notification of instructor or agency. Does not comply with instructor or agency's request/instructions. Does not correct behaviors after being discussed by instructor. Is dishonest, disrespectful or argumentative with patient, agency staff, or instructor. Leaves agency without reporting to agency or instructor. Assignments submitted > 1 day late, or < 2 weekly assignments submitted late. Consistent use of unapproved abbreviations. Non-compliance with the college dress code. Does not correctly evaluate self for second week during the rotation. Does not reflect on how to correct or improve upon major weakness.
III. DEMONSTRATE CLINICAL DECISION MAKING THAT IS ACCURATE AND SAFE.	Identifies critical values (blood pressure, blood sugar) and reports them to agency nurses for intervention. Assists clients with toileting, ADL's and ambulation according to agency policy. Identifies 2 relevant community based resources that assist the patient or family in improved education or quality of life. . Seeks assistance or mentorship when needed.	Fails to report critical vital signs or blood sugar readings to nursing staff. Does not recognize behavior outside geriatric norms. Does not recognize or report adverse medication side effects. Does not ask questions when unsure of patient status or appropriate interventions.
IV. PROVIDES SAFE, PATIENT-CENTERED CARE.	Identifies and complies with National Behavioral Health Patient Safety Guidelines. Immediately reports and patient behavior that is unsafe to the charge nurse or clinical supervisor. Follows agency policy for fall precautions and medical emergencies. Assesses developmental stage, values, customs, religion, ethnicity and culture in all care given.	Fails to adhere to National Behavioral Health Patient Safety Guidelines. Cannot answer instructor's questions regarding significant patient information, medication and plan of care. Does not follow standard precautions or agency policies concerning patient safety (fall precautions, medical emergencies). No use of hand washing or universal precautions when necessary. Does not notify instructor of errors. No use of patient identifier when providing care. Commit actions that cause or have the potential to cause significant harm to a patient.

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Competency	Satisfactory (Moving toward independent level. Performing as Expected for this level)	Unsatisfactory (Dependent level, significant concerns for safety).
V. FUNCTION EFFECTIVELY WITHIN NURSING AND INTERPROFESSIONAL TEAMS UTILIZING EFFECTIVE COMMUNICAITON STRATEGIES.	Able to relate knowledge of the different roles of the members of the health care team and communicate with appropriate member to meet patient needs. Demonstrates communication techniques utilized for Alzheimer's disease or other dementias. Demonstrates a non-judgmental acceptance of views differing from own. Assess are reports clinical condition consistently throughout shift. Able to demonstrate SBAR communication if association with patient handoffs. Conducts and receives satisfactory evaluation of age-related group activity.	Does not utilize communication channels with members of the healthcare team as indicated by patient needs. Displays a judgmental attitude toward patients or other members of the health care team. Does not assess or report detrimental change in condition to instructor or assigned nurse. Unable to relate pertinent information in SBAR format. Unsatisfactory age-related group activity rating with evidence that it was due to lack of effort by student.
VI. INCORPORATE EVIDENCE-BASED PRACTICES TO SUPPORT CLINICAL REASONING.	Able to verbalize and incorporate reliable evidence-based data when planning and providing patient care.	Cannot locate resources for obtaining evidence-based data to provide for patient care. Cannot describe evidence-based guidelines for care given in the clinical setting.
VII. IDENTIFY AREAS FOR IMPROVEMENT IN QUALITY AND SAFETY OF HEALTHCARE SYSTEMS.	Able to identify individual measures that move the system to improved quality and safety. Addresses personal biases and stereotypes in journal notes. Recognizes the lack of use of quality and safety measures in place at the clinical agency.	Unable to verbalize or demonstrate system based thinking. Cannot verbalize potential quality or safety issues in the clinical setting. Does not recognize personal biases or stigma in the geriatric population. Does not follow protocols of safety and quality at the clinical agency.
VIII. UTILIZE TECHNOLOGY TO RESEARCH PATIENT INFORMATION AND COMMUNICATE WITH INTERPROFESSIONAL TEAMS, MANAGE KNOWLEDGE, MITIGATE ERROR, AND SUPPORT DECISION MAKING.	Researches and completes an essay for assigned adult assisted living facility. Strictly maintains patient confidentiality and reports any breach observed. Researches and analyzes community-based support resources that enhance patient or family well-being.	Breach of patient confidentiality in oral, written or social media form. Submits paperwork with patient name. Fails to researches and analyzes community-based support resources that enhance patient well-being.