

Benjamín León School of Nursing



Miami Dade
College

CLINICAL NURSING MANUAL

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 Miami Dade
College
Medical Campus

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INTRODUCTION

The purpose of this manual is to help the student navigate through the clinical and skills courses taught in the Generic, Bridge/Transitional, and Accelerated options of the ADN nursing program. Nursing is a unique profession that combines both an “art” and a “science.” The “art” or caring component of nursing is an aspect that each of us brings to the profession with our individual backgrounds and experiences. The caring component is enhanced throughout the curriculum.

This manual identifies the psychomotor activities required to perform nursing skills safely. Psychomotor skills are an integral component of the practice of nursing. Students must study and practice to be able to perform prescribed skills in a safe, efficient, and effective manner. Both the teaching and learning of psychomotor skills include an emphasis on cognitive learning. The theory component of teaching and learning activities serves as the basis for critical thinking and decision-making for the functioning of the nurse in the care provider role. The theoretical component focuses on concepts related to supplies, equipment, and the rationale for procedures. Performing the psychomotor component of the skills is directly related to understanding the theory associated with the skill. Knowledge of theory underscores the “science” of nursing.

Safely performing psychomotor skills require compliance with critical elements. Critical elements are the minimum safety standards. Students are required to consistently demonstrate the overrides and critical elements of all skills performed on patients. Throughout the program, students are responsible for skills learned in previous semesters.

For all nursing skills courses, (NUR 1025C, NUR 1214C) and Health Assessment (NUR 1060C) students must achieve a minimum grade of “C” or 77% to progress to the next course. There is a skills return demonstrated performance testing for each course.

For all clinical nursing courses students must receive a grade of “Satisfactory (S)” to progress in the nursing program. The clinical evaluation tools for each course describe the required performance expected by the faculty. The clinical evaluation tool is designed to provide daily feedback to the student on the progress being achieved in the clinical area. A midterm evaluation and a final evaluation will also be presented to the students, so the students will know at all times where they stand in clinical performance.

It is important to review this Clinical Manual carefully to understand what will be expected of students in the skills and clinical area through the nursing program.

CLINICAL EVALUATION COMPONENTS

Professional Behaviors: Professional behaviors are actions which reflect the values, rules, and practices of nursing and are expected of all nurses and nursing students. These must be demonstrated throughout each course and throughout the program.

Skills Performance Examination: This comprises the student's demonstration of the ability to meet the critical elements of selected skills under the observation of an examiner.

Required Course Assignments: These are additional learning activities assigned by course faculty. Submission of completed materials by the assigned date is considered a Professional Behavior.

Plan of Care - A written document, in which the student assesses the patient's needs, develops a plan of nursing care, implements the plan, evaluates, and modifies the plan based on the patient's response to the care given. The ability to write the nursing plan of care for one patient will be demonstrated in the clinical setting weekly or per course requirements (refer to Plan of Care Guidelines, page 36).

DEFINITION OF TERMS

Critical Elements - Observable behaviors that must be demonstrated to successfully complete each skill. Critical elements identify the minimal safe competencies for the performance of a skill; therefore, the student must meet all critical elements for the successful completion of a skill.

Overrides/Standard Protocol - These are specific nursing competencies that are inherent in the safe performance of all skills. Overrides/Standard Protocols must be performed successfully in all aspects of nursing care to be safe. Overrides/Standard Protocols are critical elements of every skill and must be performed consistently with each patient for patient safety.

1. Asepsis - Washes hands before and after each patient situation and each skill. Follows Universal/Standard Precautions. Protects self and others from cross contamination. Uses sterile technique when necessary. Disposes of contaminated articles in designated containers.

2. Communication - Verifies written orders in the chart. Checks Patient's name band and identifies patient according to Joint Commission National Patient Safety Goals. Assesses patient for any allergies. Provides privacy. Explains procedure(s) to patient. Reports changes in patient's condition to faculty and staff. Documents findings. Uses verbal and nonverbal communication that demonstrates respect, understanding, and caring. Introduces self with name and title. Avoids abusive, threatening, patronizing, or familiar communication patterns.

3. Safety - Uses correct body mechanics. Raises side rails when bed is in elevated position or patient is in need of protection. Keeps environment free from potentially harmful elements (e.g. cleans up spills, avoids electrical hazards). Protects patients from temperature extremes. Provides care consistent with knowledge gained from previous courses. Uses Universal/Standard Precautions.

4. Universal/Standard Precautions - Uses handwashing and personal protective equipment (PPE) (gloves, masks, gowns, and/or goggles) to protect against contamination by potentially harmful microorganisms, according to standards of the Occupational and Safety Health Act (OSHA). Blood and body secretions are always considered to be contaminated regardless of the patient's diagnosis.

5. Joint Commission - Adheres to the agency that provides health care agencies with specific standards that must be followed in the nursing care of patients. Infraction of these standards could result in a healthcare agency losing its accreditation and the ability to provide care for patients.

Professional Behaviors – These are actions which reflect the values, rules, and practices of nursing and are expected of all nurses and nursing students. These must be demonstrated throughout each course and throughout the program. Deviations will result in the reduction of a grade in the clinical course, a failing clinical grade, and/or withdrawal from the program.

All students are expected to:

1. follow the policies and guidelines of the College, Program, and the affiliating agency.
2. treat others with respect.
3. provide patient care only when the instructor is on the premises.
4. maintain personal appearance according to program policies.
5. maintain confidentiality.
6. report promptly to the clinical area and clinical conferences.
7. notify the instructor and unit personnel prior to lateness or absence.
8. attend all clinical sessions. Any student who misses a clinical session will be required to complete an alternative experience to be decided upon by the course faculty.
9. report to instructor and assigned staff member when coming on and leaving the clinical area.
10. prepare for clinical experiences by collecting patient data and researching and developing a preliminary plan of care.
11. submit completed required course assignments when due.
12. cooperate with others on the health care team.
13. report all pertinent information, including abnormal findings, to the clinical instructor and staff member or designated person.
14. participate in pre- and post-conference and share learning experiences with others.
15. accept responsibility for assignment (e.g. complete assignment, complete own work, perform ongoing chart review for changes).
16. seek instructor's guidance before performing new or invasive procedures, administering a medication, or when changes occur in the patient's status.
17. apply knowledge from previous courses. adhere consistently to all overrides.

Students must refer to the Associate of Science in Nursing Student Handbook and the MDC Students Rights and Responsibilities Handbook policies as they relate to clinical rotations. Areas in the Handbook include, but are not limited to, the following:

Attendance

Mandatory for all classes. Refer to the Student Handbook

Clinical Conduct

Refer to the Student Handbook and Student's Rights and Responsibilities Handbook

Dress Code

Refer to the Student Handbook

Clinical Equipment

Refer to the Student Handbook

Clinical Pre-Assignments/Rotations

Refer to the Student Handbook

Exposure Procedure

Refer to the Student Handbook

NUR 1025C

LIST OF SKILLS

Communication

- Therapeutic communication

Asepsis

- Handwashing, non-surgical
- Universal/Standard Precautions (Override)
- Using sterile gloves
- Opening a sterile package and establishing a sterile field
- Sterile dressing changes
- Measuring vital signs (manual)
- Oral electronic thermometer
- Electronic blood pressure device

Health Assessment

- Measuring vital signs

Hygiene

- Bathing a patient
- Making an occupied or unoccupied bed
- Assisting the patient with oral hygiene
- Caring for an oral appliance
- Assisting the patient with the bedpan or urinal
- Shaving the male patient

Mobility and Support

- Moving and positioning
- Assisting with ambulation and transfer
- Mechanical devices
- Application of restraints
- Application of antiembolic devices (Support Hose, ACE Bandages)

Administration of Specific Substances/Treatments

- Feeding the patient
- Collecting a specimen
- Measuring intake and output of fluids
- Hot and cold applications
- Regulating intravenous fluids
- Monitoring oxygen devices
- Administering an enema

Administration of Medications

- Administering oral and parenteral medications
- Gastric feeding and medication administration

Care of Tubes and Drains

- Drainage system care

Communication

SKILL: THERAPEUTIC COMMUNICATION

Definition: Verbal and non-verbal behaviors, which establish a positive, helpful, and professional relationship.

Critical Elements

1. Demonstrate basic principles of therapeutic communication.

Examples are:

- Giving recognition
 - Making observations
 - Verbalizing the implied
 - Demonstrating acceptance
 - Utilizing silence
 - Presenting reality
 - Suggesting collaboration
 - Exploring past methods of coping
 - Encouraging formulation of a plan
 - Encouraging a comparison
 - Voicing doubt
 - Restating
 - Giving information
 - Seeking consensual validation
 - Reflecting
 - Translating into feelings
 - Offering general leads
 - Offering self
 - Place events in time or sequence Focusing
 - Summarizing
2. Maintain a realistic perception of events.
3. Maintain adequate situational support.
4. Support adequate coping mechanisms.

SKILL: HANDWASHING, NON-SURGICAL

Definition: Handwashing is the vigorous, brief rubbing together of all surfaces of the hands lather in soap and water. The goal is to reduce microorganisms from the hands and to prevention the transmission of infections.

Critical Elements

1. Assess hands for breaks and cuts in the skin and cuticles.
2. Do not use artificial nails, gel polish, extenders, or long unkempt nails.
3. Be sure finger nails are short and smooth.
4. Wash fingers, palms, backs of hands, and wrists with warm water and soap.
5. Avoid splashing of water.
6. Lather and friction for 15 seconds.
7. Rinse and dry thoroughly.
8. Use dry paper towel to turn off faucet and dry around sink.

SKILL: UNIVERSAL/STANDARD PRECAUTIONS

Definition: Standard precautions are a set of infection control practices used to prevent transmission of diseases that can be acquired by contact with blood, body fluids, non-intact skin (including rashes), and mucous membranes. These measures are to be used when providing care to all individuals, whether or not they appear infectious or symptomatic.

Following recognized protective practices to prevent the spread of microorganisms.

Critical Elements

1. Assess patient's potential for acquiring an infection before apply a mask or other PPE.
2. Don protective gear, specific to isolation type, before entering the room.
3. Apply and remove mask, gown, gloves, footwear, and/or goggles without contamination.
4. Use CDC, OSHA, and/or hospital guidelines to handle and bag soiled items.
5. Label bags appropriately.

SKILL: USING STERILE GLOVES

Definition: Sterile gloves act as a barrier against the transmission of pathogenic microorganism. Sterile gloves are applied before performing sterile procedure.

Critical Elements

1. Consider the type of procedure to be performed.
2. Assess patients risk for infection, pre-existing condition and size or area being treated.
3. Check expiration date on the sterile glove package.
4. Wash your hands.
5. Assess the work area for cleanliness.
6. Elevate table above the waist.
7. Don gloves without contaminating them.
8. Remove gloves without contamination of self.
9. Remove first glove by touching only outside.
10. Remove second glove by touching only inside when two gloves are worn.
11. Touch only the inside of a contaminated glove with bare skin.

SKILL: OPENING A STERILE PACKAGE AND ESTABLISHING A STERILE FIELD

Definition: Protecting the patient who has had an invasive procedure from the spread of microorganisms through the use of sterile equipment and technique.

Critical Elements

1. Verify in facility policy and procedural manual that the procedure requires surgical aseptic technique.
2. Check expiration date on all kits, packs, and supplies.
3. Assess and anticipate patients' needs prior to the procedure.
4. Wash your hands.
5. Place sterile package above waist level.
6. Open the package in the correct position and sequence to create and maintain a sterile field.
7. Prepare and place equipment and containers with liquid on the sterile field.
8. Do not hold arm over sterile field.
9. Observe standard/universal precautions to remove and dispose of all equipment, liquids, and packaging.
10. Document how patient tolerated procedure.

SKILL: STERILE DRESSING CHANGES

Definition: A dressing is protective cover that comes in direct contact with a wound bed. It also prevents the wound from being contaminated by microorganisms.

Critical Elements

1. Wash your hands.
2. Apply non-sterile gloves.
3. Remove soiled dressing without contamination and dispose of in the designated container (red bag).
4. Assess the dressing for drainage, color and amount of secretions.
5. Remove gloves and wash hands again.
6. Apply non-sterile clean gloves.
7. Clean wound as prescribed without contamination.
8. Apply and secure sterile dressing.
9. Label the dressing with the date, time and initials.
10. Reassess and document how patient tolerated the procedure

SKILL: MEASURING VITAL SIGNS

Definition: Measuring temperature, pulse, respiration, blood pressure and pain

These are indicators of the body's ability to regulate body temperature, oxygenate body tissues, and maintain blood flow.

SKILL: ORAL TEMPERATURE

Definition: The temperature obtained by placing a thermometer under the patient's tongue with lips closed for three minutes or by electronic thermometer for the length of time noted on the readout or the manufacturer's directions.

Critical Elements

1. Wash your hands.
2. Prepare appropriate equipment and ascertain that they are clean and in working conditions.
3. Use correct thermometer for area of body.
4. Shake thermometer down prior to taking the temperature (If mercury thermometer).
5. For oral temperatures, place tip of thermometer under the patient's tongue.
6. Leave thermometer in place for the designated time.
7. Determine correct temperature within + 0.2 of a degree.
8. Use non-sterile gloves for removal of thermometer and discard cover shield.
9. Use non-sterile gloves for removal of thermometer and discard cover.
10. Document vital signs as per facility policy.

Optional skill Oral Electronic Thermometer

SKILL: ORAL ELECTRONIC THERMOMETER

Definition: Rechargeable battery-powered display unit with a thin wire cord and a temperature with a processing probe covered by a disposable cover. The thermometer has separate probes for oral and axillary temperature measurement (Oral blue tip) (Rectal red tip).

Critical Elements

1. Use correct thermometer for area of body (blue for mouth and red for rectal).
2. Check battery is charged.
3. Explain route by which you will take the temperature.
4. Wash your hands.
5. Apply clean gloves when there are respiratory secretions or facial or mouth wound drainage.
6. Slide disposable plastic probe over thermometer.
7. Leave probe in place for the designated time.
8. Remove probe with a non-sterile glove.
9. Document vital signs as per facility policy.

SKILL: PULSE (HEART RATE)

Definition: The rate at which the heart beats per minute, usually measured to obtain a quick evaluation of a person's health.

Critical Elements

1. Wash your hands.
2. Assess patient's medical condition (ie, medical diagnosis, medications).
3. Assess patient's best location to take the pulse.
4. Determine previous baseline pulse.
5. Explain procedure to the patient.
6. Note pulse rhythm and quality.
7. If the pulse is regular, count rate for 30 seconds and multiply total by two.
8. Determine correct pulse rate within + 4 beats/minute.

SKILL: RESPIRATION

Definition: The rate at which a person inhales and exhales, usually measured to obtain a quick evaluation of a person's health.

Critical Elements

1. Wash hands.
2. Identify medications or treatments that may influence respiratory rate.
3. Assess for signs and symptoms of altered respiratory function.
4. Identify the patient is in a comfortable position.
5. If rhythm is regular, count number of respirations in seconds and multiply by two.
6. Determine respirations within ± 2 breaths/minute.
7. Compare findings with previous baseline and acceptable range for patient.
8. Document vital signs as per facility policy.

SKILL: BLOOD PRESSURE

Definition: The pressure of the blood in the circulatory system, often measured for diagnosis since it is closely related to the force and rate of the heartbeat and the diameter and elasticity of the arterial walls.

Critical Elements

1. Wash your hands.
2. Identify medications or treatments that may influence the cardiac rate.
3. Assess for signs and symptoms of altered cardiac function.
4. Assess factors affecting patients that may influence the blood pressure.
5. Use correct sized cuff for the individual.
6. Determine baseline systolic pressure using radial or brachial artery.
7. Inflate cuff approximately 20-30 mm of mercury above the estimated systolic pressure.
8. Wait 30-60 seconds between repeated applications of pressure (if it is necessary to repeat the procedure).
9. Deflate cuff in a slow and steady manner.
10. Obtain correct systolic pressure within ± 4 mm of mercury.
11. Obtain correct diastolic pressure within ± 4 mm of mercury.
12. Clean stethoscope with alcohol after listening.
13. Compare findings with previous baseline and acceptable range for patient.
14. Document vital signs as per facility policy.

Optional skill:

SKILL: BLOOD PRESSURE USING ELECTRONIC DEVICE

Definition: The pressure of the blood in the circulatory system. The electronic blood pressure device measures the (B/P) by relying on sound waves or vibrations that are interpreted electronically and converted into blood pressure values

Critical Elements

1. Wash your hands.
2. Determine the appropriateness of using electronic BP measurement.
3. Determine that the equipment is working.
4. Identify medications or treatments that may influence the cardiac rate.
5. Assess for signs and symptoms of altered cardiac function.
6. Assess factors affecting patients that may influence the blood pressure such as weight and height.
7. Determine best site for cuff placement.
8. Assist patient in a comfortable position.
9. Select an appropriate cuff size for patient's extremities.
10. Set the parameter for manual and or automatic B/P.
11. Document vital signs as per facility policy.

HYGIENE

SKILL: BATHING A PATIENT

Definition: Personal hygiene maintains skin integrity by promoting adequate circulation, hydration and physical and psychosocial assessment opportunities.

Critical Elements

1. Assess degree of assistance needed for bathing.
2. Assess risk factors such as mobility, falls and mental status.
3. Assess for allergies to cleaning products.
4. Gather the hygiene bathing supplies needed.
5. Explain the procedure to the patient and family.
6. Provide for privacy.
7. Use water approximately 105-110 degrees Fahrenheit.
8. Cover with a bath blanket or towel, exposing only those areas being bathed.
9. Use short light strokes when washing the legs of a patient at risk for VTE (Venous thromboembolism).
10. Wash, rinse and dry all areas of the body.
11. Wash face first, perineum last.
12. Clean buttocks from front to back.
13. Wash penis in a circular motion.
14. Provide hair, oral, and perineal care.
15. Provide for facial shave of male patients, if indicated or desired by the patient.
16. Document how patient tolerated procedure.

SKILL: MAKING AN OCCUPIED OR UNOCCUPIED BED

Definition: Providing a clean, dry, wrinkle-free environment to facilitate the patient's comfort and protect the skin.

Critical Elements

1. Wash hands and apply clean gloves.
2. Assess restriction in mobility and provide for safety (side rails).
3. Remove the linen without contaminating self or environment.
4. Keep linen off the floor.
5. Provide for smooth sheet(s) beneath the patient.
6. Provide for linen (draw sheet) between the bottom sheet and the patient.
7. Provide the patient with a cover.
8. Place soiled linen in designated container.
9. Wash your hands.

SKILL: ASSISTING THE PATIENT WITH ORAL HYGIENE

Definition: Oral hygiene maintains the integrity of oral cavity mucosa, helps control plague-associated oral disease such as halitosis and cavities, improves appetite, and promotes comfort.

Critical Elements

1. Assess oral cavity for oral related disease such as, dryness, sores, gingivitis.
2. Wash hands.
3. Position patient for comfort and safety.
4. Elevate head of bed while performing oral hygiene, unless contraindicated.
5. Use device and appropriate oral hygiene products to clean mouth and gums.
6. Rinse all surfaces with water and/or mouthwash unless contraindicated.
7. Reassess gums and dentures are intact.
8. Document how patient tolerated procedure.

SKILL: CARING FOR AN ORAL APPLIANCE

Definition: An artificial replacement of one or several of the teeth (partial denture) or all of the teeth (full denture) of either or both jaws; dental prosthesis.

Cleansing dental appliances and assessing oral mucosa.

Critical Elements

1. Wash hands and apply non-sterile gloves.
2. Grasp appliance with thumb and index finger wrapped in gauze, if necessary, to remove dentures.
3. Carry appliance(s) in a container consistent with purpose.
4. Assess dentures for cracks and any oral discomfort.
5. Wash appliance(s) with tepid water and cleansing solution or toothbrush and rinse with cool water.
6. Store oral appliance in water in a denture cup.
7. Assess buccal mucosa and provide oral care before reinserting appliance(s).

SKILL: ASSISTING THE PATIENT WITH THE BEDPAN OR URINAL

Definition: Assisting the patient who is unable to use the bathroom independently for elimination.

Critical Elements

1. Wash hands and use non-sterile gloves to apply bedpan or urinal.
2. Assess patient's level of mobility and physical health status.
3. Use the proper elimination equipment for the patient's condition.
4. Position patient.
5. Place call light within reach.
6. Provide hygienic care in a proper manner.
7. Document how patient tolerated procedure.

SKILL: SHAVING THE MALE PATIENT

Definition: Providing personal hygiene and comfort to the patient unable to meet his own needs and maintain a positive body image.

Critical Elements

1. Prior to shaving review medical history and laboratory values that may indicate possible risk for bleeding.
2. Assess the skin for rashes, sores, and lesions
3. Elevate the head of the bed to semi-Fowler's position or position of comfort.
4. If patient can shave himself, assess ability to manipulate razor.
5. Apply warm moist towels over patient's face.
6. Begin shaving from the ear down to the mouth, pulling skin in the opposite direction from the shaving stroke.

BODY MECHANICS (MOBILITY, POSITIONING, TRANSFER, AMBULATION, AND SUPPORT)

SKILL: MOVING AND POSITIONING

Definition: Assisting with the movement and positioning of a bedridden patient.

Critical Elements

1. Wash hands.
2. Assess the patient's mobility and strength to determine the assistance she/he needs and or can assist with during the transfer.
3. Determine pillows and or mechanic devices need for the procedure.
4. Place bed in proper position.
5. Support weak or injured body part(s).
6. Support patient's head, trunk, and extremities while turning.
7. Maintain patient's correct body alignment.
8. Use supportive device(s) to maintain functional alignment.
9. Protect soft tissues.
10. Allow for chest expansion.
11. Document how patient tolerated the procedure.

SKILL: ASSISTING WITH AMBULATION AND TRANSFER

Definition: Assisting the patient to walk and/or move from bed to chair.

Critical Elements

1. Wash hands.
2. Determine patient's prescribed activity and need for special adaptive techniques.
3. Assess for presence of weakness, dizziness, postural hypotension and mental status.
4. Assess patient for pain.
5. Use correct body mechanics.
6. Use transfer belt when possible.
7. Place bed in proper position.
8. Support patient in a manner appropriate for needs.
9. Use supportive device(s) to maintain functional
10. Document how patient tolerated procedure.

SKILL: USING A MECHANICAL DEVICE TO MOVE A PATIENT

Definition: Transferring a patient to a chair, stretcher, or tub with a device to support the patient's weight.

Critical Elements

1. Obtain assistance for the procedure.
2. Assess equipment for safety and malfunction of the device.
3. Determine if the patient can bear weight and is cooperative.
4. Assess vital signs and patient's willingness.
5. Elevate and position the bed correctly for the equipment.
6. Use the equipment safely and correctly.
7. Leave the patient in a safe and comfortable position.
8. Document how the patient tolerated the procedure.

SKILL: APPLICATION OF RESTRAINTS

Definition: Applying a device or devices ordered by a physician to protect a patient from injury.

Critical Elements

1. Select the device consistent with the purpose.
2. Assess peripheral circulation.
2. Secure the restraint correctly to the designated body part.
3. Secure the restraint to the mattress frame with a slipknot if indicated.
4. Protect the patient's circulation and alignment by performing CMS checks after application.
5. Document per agency protocol.

SKILL: APPLICATION OF ANTIEMBOLIC DEVICES (Support Hose, ACE Bandages)

Definition: Applying an elasticized device to encourage venous return.

Critical Elements

1. Select the device consistent with the purpose.
2. Assess skin, peripheral pulses and capillary refill.
3. Position patient with extremity(ies) elevated.
4. Apply device to correct body part.
5. Apply device according to principles while supporting body part.
6. For stocking: no overlap or wrinkles.
7. For ACE bandages: begin distally, overlap edges, and cover extremity, toes or fingers visible, secure edges.
8. Ask patient for subjective data.
9. Remove elastic stockings or SCD sleeves at least once per shift.
10. Perform neurovascular (CMS) check bilaterally.
11. Document how patient responds to the device.

OPTIONAL

SKILL: SEQUENTIAL COMPRESSION DEVICE

Definition: Sequential device pump blood into deep veins, removing pooled blood and preventing venous stasis.

Critical Elements

1. Select the device consistent with the purpose.
2. Assess skin, peripheral pulses, and capillary refill.
3. Apply device to correct body part.
4. Apply device according to principles while supporting body part.
5. For SCD arrange sleeve under patient's leg according to position indicated on inner lining of sleeve.
6. Wrap SCD sleeve securely around patient's leg. Check fit of SCD sleeve by placing two fingers between the patient and sleeve.
7. Ask patient for subjective data.
8. Remove elastic stockings or SCD sleeves at least once per shift.
9. Perform neurovascular (CMS) check bilaterally every shift and prn.
10. Document how patient responds to the device.

SKILL: FEEDING THE PATIENT

Definition: Maintaining an adequate intake of essential nutrients and fluids in order to improve the patient's sense of well-being and to promote growth and healing.

Critical Elements

1. Position the patient in Semi-Fowler's to Fowler's.
2. Wash the patient's face and hands if indicated and provide for toileting.
3. Place correct diet on over bed table.
4. Feed patient slowly.

SKILL: COLLECTING A SPECIMEN

Definition: Obtaining a specimen of bodily secretion or excretion for testing.

Critical Elements

1. Use the correct container.
2. Follow appropriate collection guidelines.
3. Use collection equipment consistent with its purpose.
4. Label the container with the patient's name, hospital number, date, and type of specimen.
5. Transport in the correct container and in the allotted time following CDC guidelines and hospital protocol.

SKILL: MEASURING INTAKE AND OUTPUT OF FLUIDS

Definition: Identifying, measuring, and recording fluids which are ingested, infused, excreted, or secreted.

Critical Elements

1. Record at time of intake or output.
2. Record type and amount of fluid intake and fluid output with 10% accuracy.
3. Dispose of output in appropriate receptacle or toilet following standard/universal precautions and asepsis.

SKILL: HOT AND COLD APPLICATIONS

Definition: Using physician ordered heat and/or cold treatments applied to various parts of the body, including sterile or non-sterile, dry or moist dressings.

Critical Elements

1. Use device consistent with purpose.
2. Protect skin from injury.
3. Avoid electrical hazards.
4. Apply device to designated body part for prescribed amount of time.

SKILL: REGULATING INTRAVENOUS FLUIDS

Definition: Adjusting the rate of flow of intravenous fluids via gravity, pump, or controller.

Critical Elements

1. Assess infusion site.
2. Verify that the prescribed fluid is infusing.
3. Position the patient and tubing to facilitate flow.
4. Adjust the fluid to the correct flow rate to + 1-3 drops per minute.
5. If fluid infusing via pump or controller, verify correct settings.
6. Record I & O.

SKILL: MONITORING OXYGEN DEVICES

Definition: Administering oxygen by means of a nasal cannula, simple face mask, non- rebreather, rebreather, or Venturi mask as ordered by a physician.

Critical Elements

1. Position the patient to facilitate respiration.
2. Apply correct oxygen delivery device.
3. Set or adjust oxygen flow to correct rate.
4. Provide for humidification of oxygen when required.
5. Remove flammable articles from the room.

SKILL: ADMINISTERING AN ENEMA

Definition: Introducing a prescribed solution into the rectum and sigmoid colon to facilitate the removal of feces or flatus.

Critical Elements

1. Position patient to facilitate flow.
2. Use correct temperature for the type of enema.
3. Prime tubing.
4. Lubricate the tip of the tubing.
5. Insert tubing 3-4 inches.
6. Position patient for comfort.
7. Provide for bedpan/assistance to bathroom.
8. Document solutions and results.

ADMINISTRATION OF MEDICATIONS

SKILL: ADMINISTERING ORAL AND PARENTERAL MEDICATIONS

Definition: Administering a prescribed medication observing the “five rights” and overrides.

Critical Elements

1. Perform the five rights of medication administration: Right patient, right medication, right time, right dose, right route
2. Perform the three verifications of the medication before administration (when obtaining the medication, before pouring, and after pouring the medication).
3. Document on Medication Administration Record.

Additional Critical Elements for Parenteral Medication

1. Select correct syringe and needle for the route and medication.
2. Maintain sterility of needle and syringe.
3. Use site consistent with the route and medication.
4. Administer according to protocol for the site and medication.

SKILL: GASTRIC FEEDING AND MEDICATION ADMINISTRATION

Definition: The administration of a prescribed substance via a nasogastric or gastric tube.

Critical Elements

1. Verify tube placement.
2. Determine amount of gastric residual and hold feeding if residual is more than 100cc.
3. Position patient in Semi-Fowler's to Fowlers.
4. Perform the five rights of medication administration.
5. Administer medication/feeding via bolus or drip.
6. Flush tube with water before and after administration of medication/feeding.
7. Clamp tube after feeding.

CARE OF TUBES AND DRAINS

SKILL: DRAINAGE SYSTEM CARE

Definition: Caring for the tissue surrounding tubes and drains to promote cleanliness and skin integrity and the adjustment of the device to meet its purpose.

Critical Elements

1. Clean skin/tissue and tube around entry site.
2. Secure tubing.
3. Adjust connective tubing to facilitate drainage.
4. Measure output as indicated.

NUR 1214C

LIST OF SKILLS

Asepsis

Sterile Central Venous Access Device Dressing Change

Care of Tubes and Drains

Nasogastric Tube – Insertion, Removal, Suction, and Irrigation

Gastric Decompression

Gastric Irrigation

Foley Catheter Insertion and Discontinuation

Care of a Thoracotomy Tube with Closed Chest Drainage System

Suctioning – Upper Airway, Tracheal, Endotracheal, and Nares

Tracheostomy Care

Monitoring Devices

Electrocardiograph Monitoring

Administration of Specific Substances/Treatments

Insertion of Intravenous Lines

Administration of Continuous Intermittent Intravenous Fluids Using Primary and Secondary Lines

Administration of Medications

Administration of Intravenous Medications

Administering Medication by Non-pressurized Nebulization Aerosol

Mobility and Support

Cast Care

NUR 1214C

SKILLS AND CRITICAL ELEMENTS

ASEPSIS

SKILL: STERILE CENTRAL VENOUS ACCESS DEVICE DRESSING CHANGE

Definition: Covering a central venous access device site to prevent contamination by microorganisms.

A central venous catheter (CVC), also known as a central line, central venous line, or central venous access catheter, is a catheter placed into a large vein. Catheters can be placed in veins in the neck (internal jugular vein), chest (subclavian vein or axillary vein), groin (femoral vein), or through veins in the arms (also known as a PICC line, or peripherally inserted central catheters). It is used to administer medication or fluids that are unable to be taken by mouth or would harm a smaller peripheral vein, to obtain blood tests (specifically the “central venous oxygen saturation”), and to measure central venous pressure.

Critical Elements

1. Wash hands.
2. Review medical record and assess appearance of device to determine its type.
3. Assess skin integrity around the site.
4. Maintain sterility of equipment and wound site.
5. Implement overrides.
6. Position patient in supine position unless contraindicated.
7. Prevent injury to insertion site and skin.
8. Don mask and apply mask to patient.
9. Done non-sterile gloves.
10. Remove soiled dressing without contamination and dispose in designated container.
11. Assess and clean wound at least 3 cm from catheter insertion site using sterile technique.
12. Secure with occlusive covering.
13. Label dressing with date, time and initials.
14. Document patient’s tolerance to procedure.

CARE OF TUBES AND DRAINS

SKILL: NASOGASTRIC TUBE – INSERTION, REMOVAL, SUCTION, AND IRRIGATION

Definition: The insertion of a nasogastric tube into the stomach for nutrition (feeding) and elimination (decompression).

Critical Elements

1. Wash hands.
2. Perform mental and abdominal assessment.
3. Inspect patient's oral and nasal cavity.
4. Review patient's history of nasal and oral surgery.
5. Position the patient in Semi-Fowler's to High Fowler's.
6. Assess patient's ability to swallow.
7. Prepare equipment.
8. Don non-sterile dressing.
9. Measure length of tubing for insertion.
10. Lubricate tube.
11. Insert the tube into the nasopharynx while maintaining patient's head in hyperextension.
12. Advance tube into the stomach maintaining patient's head in flexion.
13. Secure tube prior to ascertaining correct placement.
14. Verify placement in the stomach.
15. Clamp tube appropriately.
16. Secure tube to patient's gown.
17. Provide oral and nasal care as needed.
18. Document how patient tolerates procedure.

SKILL: GASTRIC DECOMPRESSION

Definition: The removal of air and fluid from the stomach via a nasogastric or gastric tube.

Critical Elements

1. Wash hands.
2. Don on non-sterile gloves.
3. Verify tube placement by inserting 30ml of air.
4. Use stethoscope, apply bell to upper left abdomen and listen to sounds produce by the air.
5. Connect tube and adjust suction as ordered.
6. Assess color and amount of secretions.
7. Leave vent on sump tube open and above level of stomach.
8. Document color, amount, and client's tolerance to the procedure.

SKILL: GASTRIC IRRIGATION

Definition: The insertion and removal of fluid into the stomach via a nasogastric or gastric tube.

Critical Elements

1. Position the patient in Semi-Fowler's to High Fowler's.
2. Don on non-sterile gloves.
3. Put the suction on off.
4. Verify tube placement.
5. Assess the abdomen for distention and nasal passage for secretions.
6. Check for placement using 30ml of air and withdraw 30ml of gastric secretions.
7. Irrigate with appropriate solution.
8. Provide for return of solution via aspiration or suction.
9. Document patient's responses to treatment.

SKILL: NASOGASTRIC DISCONTINUATION

Definition: Removing a nasogastric tube.

Critical Elements

1. Wash hands and don non-sterile gloves.
2. Position the patient in Semi-Fowler's to Fowler's.
3. Close suction machine valve.
4. Flush tube with 20-30 mL of air.
5. Clamp nasogastric tube.
6. Instruct patient to hold breath during removal.
7. Remove tube in one continuous move.
8. Provide assistance for oral and nasal care.
9. Document patient's response to removal of the N/G tube.

SKILL: FOLEY CATHETER INSERTION

Definition: Urinary catheterization is the placement / Insertion of a tube into the bladder to remove urine.

Critical Elements

1. Wash hands.
2. Position patient for procedure.
3. Provide perineal care to the patient unable to care for himself.
4. Assess perineal area for signs and symptoms of infections.
5. Maintain sterility of supplies.
6. Clean the meatus with antibiotic solution using sterile technique.
7. Lubricate the catheter.
8. Insert catheter a minimum of 7 inches for the male and 3 inches for the female until urine begins to flow.
9. Inflate the balloon with solution according to the manufacturer's instructions.
10. Secure the catheter to the patient's upper thigh.
11. Attach the drainage bag to the bed, keeping the drainage bag and tubing free of side rails and the drainage bag below the bladder.
12. Document amount, color, and patient's tolerance to the procedure.

SKILL: FOLEY CATHETER DISCONTINUATION

Definition: Removing a Foley catheter.

Critical Elements

1. Wash hands.
2. Position patient.
3. Prepare for perineal care.
4. Initiate bladder training.
5. Position patient appropriately.
6. Remove tape from thigh and deflate balloon completely.
7. Withdraw catheter with smooth motion.
8. Document how patient tolerated procedure.
9. After four hours, assess if patient voided.

SKILL: CARE OF A THORACOTOMY TUBE WITH CLOSED CHEST DRAINAGE SYSTEM

Definition: Maintaining the patency of a chest tube drainage system.

Critical Elements

1. Wash hands and gather the equipment.
2. Complete respiratory assessment, pain, baseline vital signs, and oximetry.
3. Adjust tubing to facilitate drainage.
4. Place padded Kelley/Hemostat clamps at bedside.
5. Maintain drainage system below chest level.
6. Keep air vent unobstructed.
7. Tape connections securely.
8. Assess insertion site for signs and symptoms of infections.
9. Assess the tubing and water seal drainage system for leaks and obstructions.
10. Document patient's assessment and response to treatment.

SKILL: SUCTIONING – UPPER AIRWAY, TRACHEAL, ENDOTRACHEAL, AND NARES

Definition: Using a device to remove secretions and maintain a patent airway.

Critical Elements

1. Wash hands.
2. Position patient for suctioning.
3. Assess O₂ saturation, oral and nasal passage.
4. Select appropriate suction device and size.
5. Maintain sterility.
6. Hyper oxygenate patient before and after procedure.
7. Lubricate device consistent with purpose.
8. Insert catheter.
9. Apply suction on withdrawal and withdraw device within 10 seconds.
10. Maintain suction pressure between 80 – 120 mm for adults or according to agency procedure.
11. Discard suction device within glove.
12. Document patient's response to suctioning.

SKILL: TRACHEOSTOMY CARE

Definition: Cleaning the tracheostomy tube and maintaining the integrity of the tracheostomy site.

Critical Elements

1. Wash hands.
2. Gather equipment including PPE supplies.
3. Maintain integrity of sterile field.
4. Auscultate lungs, O2 Sat and vital signs as needed.
5. Clean inner cannula with brush in peroxide in full strength and or half strength and rinse with normal saline.
6. Clean stoma site with 1:1 mixture of peroxide and normal saline.
7. Applies dressing to stoma site.
8. If no assistant is available, do not remove the old ties until the new one is in place.
9. Assure integrity of retention device(s).
10. Document how the patient handled the procedure.

MONITORING DEVICES

SKILL: ELECTROCARDIOGRAPH MONITORING

Definition: The application of an electrocardiograph monitor.

Critical Elements

1. Wash hands.
2. Assess skin for integrity.
3. Apply electrodes to the correct sites.
4. Adjust the gain of the QRS complex to ensure accurate detection of rate.
5. Document as needed.

SKILL: INSERTION OF INTRAVENOUS LINES, CONTINUOUS OR INTERMITTENT

Definition: Aseptic access of a vein.

Critical Elements

1. Use equipment consistent with purpose.
2. Wash hands.
3. Instruct patient about rationale for infusion and procedure for inserting IV.
4. Maintain sterility.
5. Check IV solution using the six rights of medication administration.
6. Assess venipuncture site.
7. Apply tourniquet for a maximum of two minutes.
8. Clean site with antiseptic solution.
9. Perform venipuncture, establish patency, and secure catheter.
10. Dress venipuncture site and label with date, time, and initials.
11. Document how the patient tolerated the procedure.

SKILL: INTRAVENOUS FLUIDS, USING PRIMARY AND SECONDARY LINES

Definition: The administration and management of fluids directly into a vein by gravity, pump, or controller.

Critical Elements

1. Verify physician's orders.
2. Wash hands.
3. Select the prescribed solution.
4. Inspect the solution container for defects, expiration date, color and consistency
5. Check IV solution using the six rights of medication administration.
6. Select appropriate tubing.
7. Prime line, maintaining sterility of spike and distal tip.
8. Clamp old tubing; connect new tubing to IV access device.
9. Prevent access device from becoming dislodged when connecting tubing.
10. Label the IV bag/bottle, and tubing with appropriate information.
11. Labels must include time, date, and initial.
12. Regulate the calculated IV rate within +1-3 drops.
13. Document procedure.

ADMINISTRATION OF MEDICATIONS

SKILL: ADMINISTRATION OF INTRAVENOUS MEDICATIONS

Definition: The administration of a medication via the parenteral route.

Critical Elements

1. Perform the six rights of medication administration.
2. Verify patency and placement of intravenous device.
3. Assure compatibility of medication and IV solution.
4. Use appropriate injection port according to compatibility.
5. Label the IV bag/bottle and tubing with appropriate information.
6. Labels must include time, date, and initial.
7. Calculate and regulate the rate within +1-3 drops.
8. Inject intravenous lock with proper solution.
9. Document how the patient tolerated the procedure.

SKILL: ADMINISTERING MEDICATION BY NON-PRESSURIZED NEBULIZATION AEROSOL (NPA)

Definition: Using a device to aerolize and deliver medications directly into the lungs.

Critical Elements

1. Perform the six rights of medication administration.
2. Wash hands.
3. Place medication in nebulizer chamber.
4. Turn on air or oxygen source and observe for mist flow.
5. Apply mask/mouthpiece.
6. Clean and dispose of equipment per agency protocol.
7. Document how patient responded to treatment.

MOBILITY AND SUPPORT

SKILL: CAST CARE

Definition: Caring for the patient with a cast with special attention to circulation and neurological function of the body part.

Critical Elements

1. Wash hands.
2. Follow health care provider instructions.
3. Assess for pain, peripheral pluses and capillary refill.
4. Handle wet cast with palms of hands.
5. Inspect cast using senses of touch, sight and smell.
6. Elevate extremity if order by physician.
7. Do not place ice on a damp cast.
8. Perform neurovascular circulation, mobility and sensation (CMS) check bilaterally.
9. Document patient's response to cast care.

HANDOFF REPORT

Handoff report will allow the student provide an effective bedside report and apply communication practices that minimize risks associated with handoffs among providers and across transitions in care. Students are educated on the concepts of bedside reporting, priority frameworks, and a handoff report during their clinical orientation. Handoff helps to improve communication, observations, or concerns related to hazards and errors to patients, families and the health care team. It also allows a discussion among the other students to stimulate critical reasoning of priority frameworks.

HANDOFF REPORT

SITUATION S	PATIENT'S INITIALS: _____ DATE: _____ AGE: _____ GENDER: M ___ F ___ DOB: _____ ROOM: _____ DIAGNOSIS: _____ PRESENTATION: _____ ALLERGIES: _____		
BACKGROUND B	HX: _____ PSX: _____ ADVANCE DIRECTIVES: YES ___ NO ___ DNR: YES ___ NO ___ FULL CODE: YES ___ NO ___ FALL PRECAUTIONS: YES ___ NO ___ RESTRAINTS: YES ___ NO ___ ISOLATION (TYPE) _____ PPE NEEDED: MASK ___ GLOVES ___ GOWN ___ DIALYSIS: YES ___ NO ___ DATES: _____		
ASSESSMENT A	NEURO AWAKE: _____ ALERT: _____ ORIENTED: _____ DISORIENTED: _____ NON-RESPONSIVE: _____ _____	CARDIOVASCULAR TELE PACK ON: _____ RHYTHM: _____	RESPIRATORY O2: _____ RA: _____ ABGS pH: _____ pCO2: _____ HCO3: _____ pO2: _____
	GASTROINTESTINAL DIET: _____ _____	GENITOURINARY FOLEY: YES ___ NO ___ LAST BM: _____	INTEGUMENTARY INTACT: YES ___ NO ___ VTE PROPHYLAXIS: _____
	IV FLUIDS/DRIPS/SITE	TUBES/DRAINS	PROCEDURES ACTIVITY LEVEL
	LABS CBC ___ CR ___ Hg ___ Lactic A. ___ Hct ___ INR ___ Plat ___ Na ___ K ___	PENDING LABS/CRITICAL LABS	VITAL SIGNS BP ___ HR ___ TEMP ___ RR ___ O2 ___ PAIN ___ BP ___ HR ___ TEMP ___ RR ___ O2 ___ PAIN ___ BG: ___ COVERAGE: ___ BG: ___ COVERAGE: ___
RECOMMENDATION R	SCHEDULE PROCEDURES _____ CONSULTS: _____ DISCHARGE TO: _____ _____ _____ _____ _____ _____		

GUIDELINES FOR SKILLS PERFORMANCE EXAMINATION

Purpose: To evaluate the student's ability to perform selected nursing skills.

Setting: The examination is administered in the Nursing Skills Laboratory. Mannequins, models, or other students or college personnel may serve as patients. Equipment provided in the Nurse Pak or supplemental equipment will be used during testing.

Critical Elements: Critical elements for each skill are described in this manual.

Selection of Skills: Students are required to demonstrate the ability to perform mandatory nursing skills and randomly selected nursing skills for each skills course. These skills will be identified at the beginning of each course. However, the selection of randomly tested skills will be done immediately before each performance testing session in which randomized testing is required.

Evaluation: Each skills performance exam will be evaluated on a pass/fail basis. All critical elements must be met to pass the exam. A

second faculty member may act as an observer for any exam session. The role of the observer is to validate the actions of the student, the examiner, and the skills performance exam process.

Repeat Testing: Students who are unsuccessful in correctly demonstration performance of a required skill on the **first** attempt will have two additional opportunities to satisfactorily demonstrate competency in the performance of nursing skill(s) before the end of the course. These additional opportunities provide the unsuccessful student with time to practice in the Skills Lab and in the clinical setting prior to repeating the examination experience. Students who are required to test on their third attempt will be tested by two faculty members within the course level other than the original examiner.

Time Limitations: The student in NUR 1025C will be allotted 15 minutes to perform a skill. The student in NUR 1214C will be allotted 20 minutes to perform a skill. The designated time allotted for each skill will begin as soon the skill is selected. The faculty will record the time the exam begins and ends. The student may ask for the amount of time remaining during the examination period.

Expectations of Students: Students are expected to arrive at the scheduled time. Failure to do so may result in the loss of a testing opportunity. Students may not refer to books or papers during the exam situation. Students will perform selected skills, adhere to Overrides, and demonstrate all Critical Elements. Students may request assistance if the equipment or supplies are not available but may NOT ask the instructor or another person for help or directions in performing the skill. Students who make an error and recognize it before harm is done to the patient may correct the error, within the time frame of the examination.

Expectations of the Examiner/ Observer: The examiner will be a faculty member in the School of Nursing. The examiner will NOT "quiz" or otherwise verbally interact with the student once the examination has begun. The examiner will stop an examination only at the time that a patient would be injured. This includes any point at which the patient's safety has been jeopardized. A second faculty member may act as an observer for any testing situation. The role of the observer is to validate the actions of the student, the examiner and the process.

Criteria for Success or Failure: The student must demonstrate all critical elements within the time allotted in order to successfully complete the skills performance exam. Unsuccessful completion of the required exam criteria will result in failure of the skills performance exam.

Results: Students will be informed of the results and given a written statement indicating any unmet critical elements immediately after the examination. The student and the faculty will sign the document indicating the outcome of the skills performance examination and a copy will be given to the student.

**Miami Dade College
School of Nursing
Skills Performance Test**

Name: _____ Student Number: _____

Skill: _____

Circle one:	
Attempt <u>#1</u> <u>#2</u> <u>#3</u>	Date: _____
Pass _____	Fail _____
Comments: _____	

Student Signature: _____	
Instructor Signature: _____	

SKILLS AND CRITICAL ELEMENTS

NUR 1060C

SYSTEMS HEALTH ASSESSMENT

SKILL: NEUROLOGIC ASSESSMENT

Definition: Assessing level of consciousness, pupillary responses, and motor function.

Critical Elements

1. Determine level of response.
2. Determine orientation to person, place, and time.
3. Assess pupil reactivity.
4. Test motor responses of extremities bilaterally noting strength and movement against gravity and resistance.

SKILL: ASSESSMENT OF LUNG SOUNDS

Definition: Auscultating the lungs to determine normal and adventitious lung sounds.

Critical Elements

1. Use diaphragm of the stethoscope.
2. Instruct the patient to inhale and exhale deeply through the mouth.
3. Listen to anterior, posterior, and lateral areas of the chest, from apices to bases for one complete respiratory cycle.
4. Compare the chest wall bilaterally.
5. Clean stethoscope with alcohol after listening.

SKILL: ASSESSMENT OF HEART SOUNDS

Definition: Using the stethoscope to identify S₁, S₂, and abnormal sounds.

Critical Elements

1. Use the diaphragm of the stethoscope to auscultate the five points: aortic, pulmonic, Erb's point, tricuspid, and mitral. Palpate the carotid pulse to verify S₁.
2. Repeat auscultation of the five points using the bell of the stethoscope. Palpates the carotid pulse to verify S₁.
3. Clean stethoscope with alcohol after listening.

SKILL: ASSESSMENT OF BOWEL SOUNDS

Definition: Auscultating the abdomen to determine the presence or absence of bowel sounds.

Critical Elements

1. Listen to all four quadrants of the abdomen using the diaphragm of the stethoscope for up to 5 minutes before determining absent bowel sounds.
2. Clean stethoscope with alcohol after listening.

SKILL: NEUROVASCULAR ASSESSMENT (CMS CHECKS, I.E. CIRCULATION, MOVEMENT, SENSATION)

Definition: Assessing extremities to determine adequacy of circulation and neuromuscular function.

Critical Elements

1. Assess correct extremity or extremities.
2. Compare extremities bilaterally.
3. Assess capillary refill, color, temperature, and presence and strength of femoral and pedal or brachial and radial pulses.
4. Assess for movement, sensation, and presence or absence of edema.

GUIDELINES FOR THE PLAN OF CARE DEVELOPMENT

PURPOSE:

The purpose of development of a care plan is to measure the student's ability to write a basic nursing plan of care for a patient who is experiencing an interruption in health.

SETTING:

The development of a weekly care plan will be a requirement of each clinical rotation.

TIME LIMITATION:

Determined by clinical instructor

EXPECTATIONS FOR THE STUDENT:

The student will develop a weekly Plan of Care on the form provided by the clinical instructor. The student will write develop a Plan of Care in a manner that is consistent with the expectations for students throughout the course.

EXPECTATIONS FOR THE PLAN OF CARE:

The student will use the data collected from assigned patient records

1. Document medical diagnosis.
2. One nursing diagnosis which is a priority for that patient.
3. Subjective and objective data which support the nursing diagnosis.
- 3 Outcome criteria (patient goals) related to the nursing diagnosis.
4. Nursing actions designed to assist the patient to reach the desired outcome that are measurable (goal) and include assessing, assisting, and teaching.

SUCCESS:

Clinical Instructors will utilize a grading rubric to objectively grade each student's care plan per course level requirements.

**Miami Dade College
Medical Campus
Benjamín León School of Nursing**

CARE PLAN

Medical Diagnosis:

Subjective Data:

Objective Data:

Priority Nursing Diagnosis:

Expected Outcome:

Nursing Actions:

*Must include assessment, interventions, and patient teaching, accompanied by rationale for doing each.

Action	Rationale

**Miami Dade College
Medical Campus
Benjamín León School of Nursing**

CARE PLAN GRADING RUBRIC

Student: _____

Date: _____

<u>CATEGORIES</u>	<u>POSSIBLE POINTS</u>	<u>YOUR POINTS</u>	<u>COMMENTS</u>
Subjective Data	10		
Objective Data	15		
Nursing Diagnosis (NANDA, Related To, AEB)	20		
Goal (Condition, Time Frame, Parameters)	15		
Assessment, Interventions, Patient Teaching, and Rationales for each	40		
TOTAL:			

Reviewed with Student: _____ **(Signature)**

Date: _____

RECOMMENDED ATI NURSING SKILLS MODULES

1. Central Venous Access Devices
2. Closed-Chest Drainage
3. Infection Control
4. Medication Administration I, II, III, IV
5. Nasogastric Tube
6. Ostomy Care
7. Oxygen Therapy
8. Physical Assessment of an Adult
9. Surgical Asepsis
10. Urinary Catheter Care
11. Vital Signs
12. Wound Care

CLINICAL EVALUATIONS TOOLS

All students are required to adhere to the outlined Professional Behaviors throughout the nursing program.

Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the nursing program.

Faculty will provide written documentation to the student throughout the semester, at the midterm with suggestions for improvement of clinical progression, and at the end of each clinical course.

Students must be satisfactory in ALL objectives by the end of the course in order to pass this course.

The following Clinical Evaluation Tools are contained in this manual:

Fundamentals of Nursing

Medical Surgical Nursing

Community Health Nursing

Pediatric Nursing

Psychiatric Nursing

Obstetrical Nursing

Advanced Medical Surgical Nursing

Professional Nursing Leadership

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 1 SEMESTER 1
FUNDAMENTALS OF NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

CLINICAL EVALUATION ACHIEVEMENT LEVELS

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge, with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses
- Communicates in an angry, disrespectful or inappropriate manner.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills taught in Semester 1.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Components.

S=Satisfactory

N/I= Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area, pre-conferences, and post-conferences.				
Attends all clinical sessions or completes alternative assignment.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan of care for each assigned patient.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Cooperates with other members of the health care team.				
Reports all pertinent information and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks instructor's guidance before performing new or invasive procedures or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal and nonverbal communication that demonstrates respect, understanding and caring. Avoids abusive, threatening, patronizing, or familiar communication patterns.				
Identifies components of a shift report between nurses.				
Uses therapeutic communication techniques to collect pertinent patient data.				
Reports and documents assessment findings, interventions, skills, medication administration and progress toward patient outcomes while maintaining confidentiality.				
Identifies components of a care plan.				
Completes one care plan on an assigned patient.				
Identifies therapeutic/non-therapeutic statements during patient Interactions.				

S=Satisfactory

N/I= Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
ASSESSMENT				
Identifies cultural diversity within the community.				
Assesses special learning needs of individuals and groups in the community in terms of resources and strengths.				
Assesses cognitive, psychosocial, cultural, and spiritual status of assigned patients.				
Completes a health history on one patient.				
Performs a head to toe assessment of one patient.				
Assesses assigned patients and significant others for learning strengths, capabilities, barriers, and educational needs.				
Identifies principles of growth and development throughout the life span and during end of life care.				
MANAGING CARE				
Identifies components of time management and principles of organization.				
Demonstrates organizational and time management skills when providing basic care for assigned patients.				
Develops a plan of care to meet patient's individual needs.				
Determines and accesses appropriate resources and equipment to meet patient needs.				
Identifies cost-efficient use of equipment and resources.				
Utilizes equipment in the clinical setting consistent with its purpose.				
CLINICAL DECISION MAKING				
Uses assessment data to plan care.				
Identifies clinical judgments to support safe nursing care.				
Evaluates the effectiveness of nursing care towards meeting patient outcomes.				
Develops a weekly care plan				
Participates in group critical thinking activities such as: case studies critical thinking situations concept mapping concept clarification NCLEX questions graphic organizers				
Demonstrates proficiency on the critical situation examination within two attempts.				
Demonstrates proficiency on a care plan within two attempts.				

S=Satisfactory

N/I= Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
CARING INTERVENTIONS				
Performs hand washing before and after each patient situation and each skill.				
Follows Universal and Standard Precautions.				
Promotes the patient's dignity and privacy.				
Performs semester one skills competently.				
Maintains an environment free from potentially harmful elements.				
Administers oral and parenteral medications demonstrating the "five rights."				
Regulates intravenous therapy.				
TEACHING LEARNING				
Develops and implements at least one teaching intervention for each assigned patient.				
Participates in one group teaching/learning project with peers.				
COLLABORATION				
Identifies the role of each member of the health care team.				
Attends interdisciplinary rounds as applicable.				
Attends campus health initiatives as applicable.				
Explains the role of affiliating agencies in the health care delivery system.				

MIDTERM PROGRESS:

Satisfactory_____ Needs Improvement_____

Dates of Absences_____ Tardiness _____

Instructor comments

Instructor Signature_____ Date _____

Student Comments

Student Signature_____ Date _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor Signature _____ Date _____

Student Comments

Student Signature _____ Date _____

Final Grade: S _____ U _____

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 1 SEMESTER 2
MEDICAL-SURGICAL NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

CLINICAL EVALUATION ACHIEVEMENT LEVELS

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge, with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses.
- Communicates in an angry, disrespectful or inappropriate manner.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills taught in Semester 1.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Components.

S=Satisfactory

N/I=Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area, pre-conferences and post-conferences.				
Attends all clinical sessions or completes alternative assignments.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan of care for each assigned patient.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Cooperates with other members of the health care team.				
Reports all pertinent information and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks instructor's guidance before performing new or invasive procedures or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal communication and nonverbal communication that demonstrates respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives and receives relevant information for shift report.				
Reports and documents assessment findings, interventions, skills, medication administration and progress toward patient outcomes while maintaining confidentiality.				
Completes a weekly care plan on assigned patients.				
Uses therapeutic communication techniques of communication when providing care to assigned patients.				

S=Satisfactory

N/I=Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
ASSESSMENT				
Analyzes the special learning needs of groups in the community, resources available, and responds to newly identified needs.				
Assesses assigned patients and significant others for learning strengths, capabilities, barriers and educational needs.				
Performs a comprehensive head to toe assessment on each patient and documents normal and abnormal findings.				
Differentiates and prioritizes the cognitive, psychosocial, cultural, and spiritual needs of the patient and significant others based on growth and development norms.				
Uses available resources to resolve the patient's problems and needs.				
MANAGING CARE				
Demonstrates organization and time management when providing complete care for one or more patients.				
Prioritizes and individualizes care to meet patient's needs.				
Determines how acuity level and patient numbers are factored into the development of the day's workload.				
Identifies how the role and preparation of each nursing team member impacts patient care assignments.				
Implements nursing actions designed to help patients reach long term goals.				
Completes transfer and discharge summaries for patients.				
Demonstrates cost-efficient use of equipment and resources.				
Uses equipment in the clinical setting consistent with the purpose.				
CLINICAL DECISION MAKING				
Analyzes and prioritizes assessment data to plan care.				
Organizes and prioritizes clinical judgments to support and promote safe and effective nursing care.				
Evaluates the effectiveness of nursing care and makes the appropriate modifications to meet patient needs.				
Participates in various critical thinking activities: case studies critical thinking situations concept mapping concept clarification NCLEX review graphic organizer development				
Demonstrates proficiency on the critical situation examination within two attempts.				
Demonstrates proficiency on a care plan examination within two attempts.				

S=Satisfactory

N/I Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
CARING INTERVECTIONS				
Washes hands before and after each patient situation and each skill.				
Follows Universal and Standard Precautions.				
Promotes patient's dignity and privacy.				
Maintains the environment clean, organized, and free from potentially harmful elements.				
Performs appropriate procedures when providing care for patients. Administers medications while demonstrating the "five rights" and knowledge of medications being administered.				
Support patients and significant others when making life altering or end of life decisions.				
TEACHING LEARNING				
Implements teaching interventions which patients can adapt to meeting their own needs.				
Validates teaching interventions with staff to support achievement of patient outcomes.				
Evaluates and modifies patient's progress towards goal attainment.				
Participates in assigned community-based health screening and education initiatives such as the following: 1. Disease of the Month 2. Mission Project 3. SHARP Project 4. Service Learning Project 5. Community Health Fair 6. CHESP Project				
Participates in a group teaching project with peers, which reflects course content.				
COLLABORATION				
Participates in one or more daily unit activities such as: 1. Interdisciplinary rounds. 2. Campus/college health initiatives. 3. Team meetings.				
Prepares and support transfers to affiliating health care agencies.				
Collaborates with health team members.				
Determines the appropriate health team member, department, or affiliating agency for patient referral.				
Observes and discusses the interaction of the interdisciplinary health care team.				

MIDTERM PROGRESS:

Satisfactory _____ Needs Improvement _____

Dates of absences _____ Tardiness _____

Instructor comments

Instructor Signature _____ Date _____

Student Comments

Student Signature _____ Date _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor Signature _____

Date _____

Student Comments

Student Signature _____

Date _____

Final Grade: S_____

U_____

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 2 SEMESTER 3
PSYCHIATRIC NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

CLINICAL EVALUATION ACHIEVEMENT LEVELS

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses.
- Communicates in an angry, disrespectful or inappropriate manner.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills taught in previous semester.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Components.

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing, and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area, pre-conferences and post-conferences.				
Attends all clinical sessions or completes alternative assignment.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan of care for each assigned patient.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Cooperates with other members of the health care team.				
Reports all pertinent information and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks instructor's guidance before performing new or invasive procedures, or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal communication and nonverbal communication that demonstrate respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives relevant, accurate, and complete information in a clear and concise manner.				
Reports and documents assessments, interventions, and progress toward patient outcomes while maintaining confidentiality.				
Uses therapeutic communication skills when interacting with patients and significant others.				
Presents summary of community mental health agency visit in pre/post conference.				

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
ASSESSMENT				
Identifies assessment strategies for collecting data on psychiatric patients.				
Develops strategies and skills needed to intervene appropriately for patients of various cultures.				
Analyzes needs and determines nursing management of selected psychiatric patients.				
Discusses the components of the mental status examination.				
Identifies laboratory/psychological tests used for diagnostic and evaluation purposes of psychiatric patients.				
Evaluates personal response to the psychiatric setting and the mentally ill.				
MANAGING CARE				
Develops one plan of care for patients experiencing psychopathological alterations.				
Accesses appropriate resources, handouts, and referrals to meet assigned patients' needs in the community.				
Discusses the concepts of patients' rights and safety.				
Participates in discharge planning of patients in a psychiatric setting.				
CLINICAL DECISION MAKING				
Integrates assessment data to organize and prioritize care for selected patients with psychopathological alterations.				
Integrates psychological interventions and management decisions to ensure safe and effective care for selected patients.				
Modifies nursing care to meet the needs of patients with psychopathological alterations.				
Participates in various critical thinking activities such as: <ul style="list-style-type: none"> case studies critical thinking situations concept mapping concept clarification NCLEX questions therapy modalities 				
Demonstrates proficiency on the critical situation examination within two attempts.				
CARING INTERVENTIONS				
Demonstrates behavior that would promote patients' trust.				
Establishes a therapeutic nurse-patient relationship incorporating dynamics of the three identified stages.				
Promotes patient's dignity and privacy, while demonstrating empathy and nonjudgmental attitude.				
Analyzes the administration of medications to patients experiencing psychopathological alterations including the five rights, knowledge of medications, appropriate nursing interventions, and patient education.				
Discusses pharmacodynamics, adverse reactions, side effects, and related nursing interventions of each family of psychotherapeutic medications in pre/post conference.				
Applies at least one psychobiological theory when providing care for the psychiatric patient.				
Demonstrates the ability to differentiate between therapeutic and non-therapeutic communication.				

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
TEACHING LEARNING				
Develops teaching interventions for assigned patients.				
Participates in one group teaching/learning project with peers or patients.				
COLLABORATION				
Identifies the role of each member of the psychiatric health care team.				
Attends interdisciplinary rounds, group therapies, or other related treatment modalities.				
Attends campus health initiatives that focus on individual or community mental health.				
Explains the role of affiliating agencies in the psychiatric health care delivery system.				

MIDTERM PROGRESS: SATISFACTORY _____ NEEDS IMPROVEMENT _____

ABSENCES _____ TARDINESS _____

INSTRUCTOR COMMENTS

INSTRUCTOR
SIGNATURE _____ DATE _____

STUDENT COMMENTS

STUDENT
SIGNATURE _____ DATE _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor Signature _____ Date _____

Student Comments

Student Signature _____ Date _____

Final Grade: **S**_____ **U**_____

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 2 SEMESTER 3
PEDIATRIC NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

CLINICAL EVALUATION ACHIEVEMENT LEVELS

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses.
- Communicates in an angry, disrespectful, or inappropriate manner.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills taught in previous semester.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Components.

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing, and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area, pre-conferences, and post-conferences.				
Attends all clinical sessions or completes alternative assignment.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan of care for assigned patients/areas.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting				
Cooperates with other members of the health care team.				
Reports all pertinent information and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks instructor's guidance before performing new or invasive procedures or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal and nonverbal therapeutic communication techniques that demonstrate respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives and receive relevant information for shift report.				
Reports and documents assessment findings, interventions, skills, medication administration, and progress toward patient outcomes.				
Completes care plans on assigned patients.				
Adapts age specific growth and development principles when communicating and providing care to assigned patients.				

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
ASSESSMENT				
Analyzes the identified learning needs of children and their families during hospitalization.				
Performs a comprehensive assessment on each child.				
Assesses assigned child and care givers for learning strengths, capabilities, barriers, and educational needs.				
Differentiates and prioritizes the cognitive, psychosocial, cultural, and spiritual needs of the child and family, based on growth and development norms.				
Uses principles of growth and development to differentiate normal from abnormal responses.				
Uses available resources to resolve the child's and family problems and needs.				
MANAGING CARE				
Demonstrates organization and time management when providing complete care for one or more children.				
Demonstrates cost-efficient use of equipment and resources.				
Utilizes equipment in the clinical setting consistent to the purpose.				
Participate in admissions, transfers, and discharges for children and their caregivers.				
Implements nursing actions for the child that are age appropriate.				
Implements long-term goals in the plan of care.				
Prioritizes and individualizes care to meet child's needs.				
Determines how acuity level and patient numbers are factored into the development of the day's work load.				
Identifies how the role and preparation of each nursing team member impact patient care assignments.				
CLINICAL DECISION MAKING				
Organizes and prioritizes clinical judgments to support and promote safe and effective nursing care.				
Evaluates the effectiveness of nursing care and makes the appropriate modifications to meet child's needs.				
Participates in various critical thinking activities reflecting growth and development norms and pediatric disease processes such as: <ol style="list-style-type: none"> 1. case studies 2. critical thinking situations 3. concept mapping 4. concept clarification 5. NCLEX review 6. graphic organizer development 				

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
CARING INTERVENTIONS				
Supports child and caregivers during life altering or end-of-life situations.				
Follows standard precautions at all times.				
Promotes child's dignity and privacy.				
Maintains a clean, organized environment free from potentially harmful elements.				
Applies growth and development principles to medication administration while demonstrating the "five rights."				
Demonstrates knowledge of the purpose and effects of medication prescribed for the child.				
TEACHING LEARNING				
Validates teaching interventions with staff to support achievement of patient outcomes.				
Evaluates/modifies patient's progress towards goal attainment as appropriate.				
Implement and evaluate growth and development specific teaching interventions with children and caregivers.				
COLLABORATION				
Participates in one or more unit activities such as the following: <ol style="list-style-type: none"> 1. Special Care Unit Rounds 2. Interdisciplinary Rounds 3. Child Life Activity Periods 				
Determines the appropriate health care team member or affiliating agency for resolution of problems, discharge planning, or social service referral to support child and/or family.				

MIDTERM PROGRESS: SATISFACTORY _____ NEEDS IMPROVEMENT _____

ABSENCES _____ TARDINESS _____

INSTRUCTOR COMMENTS

INSTRUCTOR
SIGNATURE _____ DATE _____

STUDENT COMMENTS

STUDENT
SIGNATURE _____ DATE _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor Signature _____

Date _____

Student Comments

Student Signature _____

Date _____

Final Grade:

S _____

U _____

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 2 SEMESTER 3
OBSTETRICAL NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

CLINICAL EVALUATION ACHIEVEMENT LEVELS

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses.
- Communicates in an angry, disrespectful or inappropriate manner.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills taught in previous semester.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Components.

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area, pre-conferences, and post-conferences.				
Attends all clinical sessions or completes alternative assignment.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan of care for assigned patients/areas.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Cooperates with other members of the health care team.				
Reports all pertinent information and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks instructor's guidance before performing new or invasive procedures, or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal and nonverbal therapeutic communication techniques that demonstrate respect, understanding, and caring.				
Avoids patronizing or familiar communication patterns.				
Gives and receives relevant information for shift report.				
Reports and documents assessment findings, interventions, skills, medication administration.				
Completes a care plan on assigned patients.				

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
ASSESSMENT				
Analyzes special learning needs of maternity patients and their families, resources available, and anticipate newly identified needs.				
Performs a comprehensive perinatal assessment on assigned maternity patients.				
Performs a comprehensive newborn assessment.				
Differentiates and prioritizes the cognitive, psychosocial, cultural, and spiritual needs of maternity patients and their families.				
Uses available resources to resolve the patient's problems and needs.				
MANAGING CARE				
Demonstrates organization and time management when providing complete care for maternity/newborn patients.				
Demonstrates cost-efficient use of equipment and resources.				
Utilizes equipment in the clinical setting consistent to the purpose.				
Participates in admissions, transfers, and discharges for assigned perinatal patients.				
Implements nursing actions for maternity patients designed to foster self-care and newborn care after discharge.				
Implements long-term and short-term goals.				
Prioritizes and individualizes care to meet maternal/infant needs.				
Determines how acuity level and patient numbers are factored into the development of the day's work load.				
Identifies how the role and preparation of each nursing team member impacts patient care assignments.				
CLINICAL DECISION MAKING				
Organizes and prioritizes clinical judgments to support and promote safe and effective nursing care.				
Evaluates the effectiveness of nursing care and makes the appropriate modifications to meet needs of the maternity patient.				
Participates in group critical thinking activities such as the following: <ol style="list-style-type: none"> 1. case studies 2. critical thinking situations 3. concept mapping 4. concept clarification 5. NCLEX review 6. graphic organizer development 				
CARING INTERVENTIONS				
Supports spiritual and cultural beliefs and practices of the maternity patients and families.				
Supports maternity patients and families when accepting or making life-altering or end-of-life decisions.				
Demonstrate aseptic procedures required to enter surgical suites, delivery rooms, and newborn nurseries.				
Maintains a clean, organized environment free from potentially harmful elements.				
Demonstrates knowledge of medications administered to maternal/infant patients.				
Promotes maternal-newborn attachment.				
Provides safe and effective nursing care in the maternal-child setting.				

S=Satisfactory

N/I=Needs Improvement

US=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	US
TEACHING LEARNING				
Validates teaching interventions with staff to support achievement of patient outcomes.				
Evaluates/modifies patient's progress towards goal attainment as appropriate.				
Provides appropriate instruction and materials in the following areas: Postpartum care Newborn hygiene Cord care Breastfeeding and /or formula preparation Infant safety Growth and development Health maintenance Urgent/emergent care needs				
COLLABORATION				
Participates in a daily unit activity or attends special care units: 1. Interdisciplinary rounds. 2. Special care nursery or neonatal intensive care unit.				
Determines the appropriate health care team member or affiliating agency for resolution of problems, discharge planning, or social service referral to support mother and/or baby.				

MIDTERM PROGRESS: SATISFACTORY _____ NEEDS IMPROVEMENT _____

ABSENCES _____ TARDINESS _____

INSTRUCTOR COMMENTS

INSTRUCTOR SIGNATURE _____ DATE _____

STUDENT COMMENTS

STUDENT SIGNATURE _____ DATE _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor Signature _____

Date _____

Student Comments

Student Signature _____

Date _____

Final Grade:

S _____

U _____

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 2 SEMESTER 3
COMMUNITY HEALTH NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills.
- Applies previous learning to Community Nursing.
- Gathers data about the community systematically.
- Uses therapeutic communication with patients, families, staff, peers, and others.
- Applies critical thinking to nursing care situations with community nursing.
- Is self-directed.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer previous learning.
- Uses communications patterns that are angry, judgmental, disrespectful, familiar, false, or otherwise inappropriate.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Component.

S=Satisfactory**N/I=Needs Improvement****U=Unsatisfactory**

EVALUATION OF CORE COMPONENTS	Midterm		Final	
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing, and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to reflections and all required classroom sessions.				
Attends all assigned service-learning activities.				
Notifies the instructor and community agency regarding absence or tardiness prior to the start of activities.				
Reports to the instructor and/or assigned community personnel when entering and leaving the agency/activity.				
Receives instructor approval prior to contacting/attending community activities.				
Submits journals by the due dates during the semester and keeps the community activity log current.				
Provides hand on care and physical assessments only when the instructor is present.				
Reports all pertinent information to the instructor and/or community personnel.				
Adheres to legal/ethical guidelines.				
Accepts responsibility for own work, organizing activity and maintaining activity log signature sheet.				
Applies knowledge from the physical sciences, previous nursing courses and concurrent courses (maternity and pediatrics).				
Seeks instructor's guidance for planning activities.				
COMMUNICATION				
Uses verbal and nonverbal therapeutic communication techniques that demonstrate respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives and receives relevant information from community personnel.				
Maintains journal as a communication tool between faculty and student. Journal must follow syllabus guidelines.				

S=Satisfactory

N/I=Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
ASSESSMENT				
Assess the learning needs of the identified community.				
Assess the effectiveness of the community agency/activity in meeting the needs of the identified community.				
Identifies the cultural, cognitive, and psychosocial needs of the community.				
Identifies community resources available to selected communities.				
MANAGING CARE				
Demonstrates organization and time management when providing services to the community.				
Demonstrates cost-efficient use of equipment and resources.				
Uses equipment in the community setting consistent with its purpose.				
Individualizes community activities to meet the needs of the community.				
Provides appropriate services to the community.				
Develops priorities for interventions based on community needs.				
Uses knowledge and resources of community agencies to promote the health of community members.				
CLINICAL DECISION MAKING				
Organizes and prioritizes community activities/education based on an identified need.				
Evaluates the effectiveness of community interventions and suggests appropriate modifications.				
Participates in group critical thinking activities, for example: Using Healthy People 2020 to evaluate the effectiveness of community interventions using: <ul style="list-style-type: none"> case studies community education government/private-sponsored community services/support educational programs current health care issues found in written/oral media political responsiveness to community needs (local, state, national and international). 				

S=Satisfactory

N/I=Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
CARING INTERVENTIONS				
Supports spiritual and cultural beliefs and practices of the community.				
Supports community members when making decisions regarding their health state.				
Collaborates with classmates/community agencies to develop and provide an activity to resolve an identified community need.				
Provides health education and health assessments in the community.				
Maintains a safe environment while providing services.				
Promotes community cohesion.				
Provides safe and effective nursing services in the community.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
TEACHING LEARNING				
Develops an evaluation tool to obtain feedback from the community as to the value of service received.				
Provides appropriate instruction and materials in the following to women and children.				
COLLABORATION				
Participates with community agencies in developing and implementing an activity.				
Identifies community services available in the community.				

FINAL COURSE GRADE: (Based on grading criteria)

Dates Of: Absences _____ Tardiness _____

ACTIVITY	PASSED	FAILED	FACULTY INITIALS
Satisfactory journal entries according to course guidelines.			
Attendance and documentation of progress toward course objectives in the journal and during reflections of the following:			
Orientation and Healthy People 2020 (2 hours)			
Forum on Civic Responsibility (2 hours) & Ethics in Healthcare (1 hour)			
Community Health Lecture (2 hours)			
Approved Service Learning Activities (23 hours)			
Attendance and meaningful participation during reflections (10 hours)			

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 2 SEMESTER 4
ADVANCED MEDICAL-SURGICAL NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. Students must be satisfactory in all objectives by the end of the semester.

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes complex psychomotor skills.
- Applies previous learning to care of patients with complex problems.
- Gathers data independently and systematically.
- Communicates effectively with patients, families, health team and others.
- Independently applies theoretical knowledge and critical thinking to patient situations.
- Is self-directed.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer previous learning
- Uses communication patterns that are angry, judgmental, disrespectful, familiar, false, or otherwise inappropriate.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Component.

S= Satisfactory**N/I=Needs Improvement****U=Unsatisfactory**

PART 1: CORE COMPONENTS	Midterm		Final	
	S	U	S	U
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to all scheduled activities.				
Attends all clinicals.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan for each assigned patient.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Reports changes in patient status and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, and performs ongoing chart review for changes).				
Applies knowledge from the physical sciences and previous nursing courses.				
Seeks instructor's guidance before performing new or invasive procedures or administering medications.				
COMMUNICATION				
Uses verbal communication and nonverbal communication that demonstrate respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives and receives relevant information during shift report.				
Documents assessment findings, interventions, skills, medication administration, and progress towards patient outcomes according to agency protocol.				
Completes/updates the care plan on assigned patients.				
Uses therapeutic communication techniques when providing care.				
Interacts with the medical team when necessary.				

CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
ASSESSMENT				
Assesses learning needs of patients with complex, multi-system health problems and significant others.				
Performs a comprehensive head to toe assessment on each patient.				
Discriminates assessment data and determine priorities for patient care.				
Assesses the cognitive, psychosocial, cultural, and spiritual needs of the patient and significant others.				
MANAGING CARE				
Coordinates care for 1-2 patients in a timely manner.				
Prioritizes and individualizes care to meet patient needs.				
Determines priorities for nursing interactions based on assessed needs.				
Evaluates how the role and preparation of each nursing team member impacts patient care assignments.				
Participates in admissions, transfers, and discharges.				
Plans activities to assist the patient's access to available community resources.				
CLINICAL DECISION MAKING				
Implements the plan of care for patients with multi-system health problems based on evaluation of assessment data.				
Make clinical judgments to ensure safe and effective nursing care for patients with complex problems.				
Modifies nursing care based on evaluation of interventions and outcomes.				
Uses a variety of resources to meet the needs of the patient and to resolve identified patient problems.				
Adapts clinical judgments to changing patient needs.				
Participates in various critical thinking activities: case studies critical thinking situations concept mapping NCLEX-RN questions graphic organizer development Human Patient Simulator				
CARING INTERVENTIONS				
Promotes patient's dignity and privacy.				
Maintains the environment that supports safe patient outcomes.				
Supports patients and significant others when making life-altering or end of life decisions.				
Administers medications while demonstrating the "five rights" and knowledge of medications being administered, including classification, actions, safe dosage, side effects, nursing implications, and client teaching.				
Modifies care according to patients' values, customs, culture, and or habits.				

Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
TEACHING LEARNING				
Validates teaching plans with patients and significant others.				
Evaluates and modifies patient progress towards achievement of learning goals.				
Participates in a group teaching project with peers, which reflects course content.				
Participates in community based health screening and education initiatives such as: 1. Disease of the Month 2. Mission Project 3. SHARP Project 4. Service Learning Project 5. Community Health Fairs				
COLLABORATION				
Participates in unit activities such as: 1. Transdisciplinary rounds. 2. Campus/college health initiatives. 3. Team meetings.				
Prepares and assists with patient transfers to other units or health care agencies.				
Collaborates with colleagues and health team members to deliver care.				
Refers patients to affiliating agencies in collaboration with health team members as necessary.				
Participates in complex nursing procedures for assigned patients.				

MIDTERM PROGRESS:

Satisfactory _____ Needs improvement _____

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor
Signature _____ **DATE** _____

Student Comments

Student
Signature _____ **DATE** _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor
Signature _____ **Date** _____

Student Comments

Student
Signature _____ **Date** _____

FINAL GRADE: S _____ **U** _____

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 2 SEMESTER 4
PROFESSIONAL NURSING LEADERSHIP

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills.
- Applies previous learning to Community Nursing.
- Gathers data about the community systematically.
- Uses therapeutic communication with patients, families, staff, peers, and others.
- Applies critical thinking to nursing care situations with community nursing.
- Is self-directed.
- Meets all objectives in Core Components.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer previous learning.
- Uses communications patterns that are angry, judgmental, disrespectful, familiar, false, or otherwise inappropriate.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Component.

S=Satisfactory

N/I= Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area for shift report.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the assigned staff member(s) when entering and leaving the clinical area.				
Submits completed assignments by the due date.				
Reports all pertinent information and abnormal findings to the preceptor.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, and performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks preceptor's guidance before performing new or invasive procedures or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal communication and nonverbal communication that demonstrates respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives and receives relevant information during shift report.				
Reports and documents assessment findings, interventions, skills, medication administration and progress toward patients' outcomes while maintaining confidentiality.				
Completes/updates the care plan on assigned patients.				
Uses therapeutic communication techniques when providing care to assigned patients.				
Documents patient care, clinical experiences, and achievement of objectives in log.				

S=Satisfactory

N/I= Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
ASSESSMENT				
Analyzes special learning needs of individual patients and uses available resources.				
Performs a comprehensive head to toe assessment on each patient according to acuity.				
Assesses assigned patients and significant others for learning strengths, capabilities, barriers, and educational needs.				
Discriminates assessment data and sets priorities for patient care.				
Differentiates and prioritizes the cognitive, psychosocial, cultural, and spiritual needs of the patient and significant others based on growth and development norms.				
MANAGING CARE				
Coordinates care for groups of patients in a timely manner.				
Prioritizes and individualizes care to meet patients' needs.				
Determines how acuity level and patient numbers are factored into the development of the day's workload.				
Evaluates how the role and preparation of each nursing team member impacts patient care assignments.				
Participates in admissions, transfers, and discharges.				
Plans activities to assist the patient's access to available community resources.				
Demonstrates cost-efficient use of equipment and resources.				
CLINICAL DECISION MAKING				
Organizes and prioritizes clinical judgments to support and promote safe and effective nursing care.				
Evaluates the effectiveness of nursing care and makes the appropriate modifications to meet outcomes of a group of patients.				
CARING INTERVENTIONS				
Promotes patient's dignity and privacy.				
Maintains the environment clean, organized, and free from potentially harmful elements.				
Performs previous learned nursing skills competently.				
Supports patients and significant others when making life-altering or end of life decisions.				
Administers medications while demonstrating the "five rights" and knowledge of medications being administered; these include classification, actions, safe dosage, side effects, nursing implications, and client teaching with preceptor.				
Modifies care according to patients' values, customs, culture, and or habits.				

S=Satisfactory

N/I= Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
TEACHING LEARNING				
Validates teaching interventions with preceptor to support achievement of patient's outcomes.				
Evaluates and modifies patient's progress towards goal attainment.				
Participates in a group teaching project with peers, which reflects course content.				
COLLABORATION				
Participates in one or more daily unit activities such as the following: 1. Interdisciplinary rounds. 2. Campus/college health initiatives. 3. Team meetings.				
Prepares and support transfers to affiliating health care agencies.				
Collaborates with health team members.				
Determines the appropriate health team member, department or affiliating agency for patient referral.				

MIDTERM PROGRESS: SATISFACTORY _____ NEEDS IMPROVEMENT _____

ABSENCES _____ TARDINESS _____

INSTRUCTOR COMMENTS

INSTRUCTOR SIGNATURE _____ DATE _____

STUDENT COMMENTS

STUDENT SIGNATURE _____ DATE _____

FINAL COURSE GRADE: (Based on contractual grading criteria)

Dates of absences _____ Tardiness _____

EXIT EXAMINATION		
PASSED	FAILED	FACULTY INITIALS
FIRST ATTEMPT DATE _____	FIRST ATTEMPT DATE _____	
SECOND ATTEMPT DATE _____	SECOND ATTEMPT DATE _____	

Instructor comments

Instructor Signature _____ Date _____

Student Comments

Student Signature _____ Date _____

Final Grade: (A, B, C, D, F or I) _____

BRIDGE/TRANSITIONAL OPTION

SPECIAL NOTE
BRIDGE/TRANSITIONAL OPTION
NUR 1002/1002L

Students in the Bridge/Transitional Option will have instruction and practice for the following advanced skills prior and during their first clinical rotation. Advanced skills include, but are not limited to, the following:

Tracheostomy Care and Suctioning

Insertion of Intravenous line

Administration of Intravenous Medications

Nasogastric Tube - Insertion, Removal, Decompression, Irrigation

Physical Assessment

Foley catheter insertion Students will be held responsible and must demonstrate mastery of the above skills prior to the clinical rotation. The student is responsible for all other skills outlined in the Transition to Professional Nursing and Advanced Medical Surgical courses.

MIAMI DADE COLLEGE-MEDICAL CAMPUS
Benjamín León School of Nursing
Clinical Evaluation Tool
LEVEL 1 SEMESTER 1
TRANSITION TO PROFESSIONAL NURSING

STUDENT NAME _____ **STUDENT N°** _____
COURSE REFERENCE N° _____ **SEMESTER** _____ **YEAR** _____

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation throughout the semester for any behaviors requiring improvement or designated as unsatisfactory. Students must be satisfactory in all areas by the end of the semester to pass this course.

CLINICAL EVALUATION ACHIEVEMENT LEVELS

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in Core Component.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses
- Communicates in an angry, disrespectful, or inappropriate manner.
- Violates policies of affiliating agency and/or College
- Unsafely executes psychomotor skills taught in Semester 1
- Fails to act on constructive feedback
- Fails to meet course objectives due to excessive tardiness or absence
- Fails to meet all objectives in Core Components.

S=Satisfactory**N/I=Needs Improvement****U=Unsatisfactory**

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
PROFESSIONAL BEHAVIORS				
Follows the policies and guidelines of MDC, the School of Nursing, and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area, pre-conferences, and post-conferences.				
Attends all clinical sessions or completes alternative assignments.				
Notifies the instructor and unit personnel regarding absence or tardiness at least one hour prior to the start of clinical sessions.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Develops a preliminary plan of care for each assigned patient.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Cooperates with other members of the health care team.				
Reports all pertinent information and abnormal findings to the instructor and assigned staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, and performs ongoing chart review for changes).				
Applies knowledge from all previous courses.				
Seeks instructor's guidance before performing new or invasive procedures or administering medications.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
Accepts constructive feedback.				
COMMUNICATION				
Uses verbal communication and nonverbal communication that demonstrate respect, understanding, and caring. Avoids patronizing or familiar communication patterns.				
Gives and receives relevant information for shift report.				
Reports and documents assessment findings, interventions, skills, medication Administration, and progress toward patient outcomes while maintaining confidentiality.				
Completes a weekly care plan on assigned patients.				
Uses therapeutic communication techniques of communication when providing care to assigned patients.				

S=Satisfactory

N/I=Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
ASSESSMENT				
Analyzes the special learning needs of groups in the community, resources available, and responds to newly identified needs.				
Assesses assigned patients and significant others for learning strengths, capabilities, barriers, and educational needs.				
Performs a comprehensive head to toe assessment on each patient and documents normal and abnormal findings.				
Differentiates and prioritizes the cognitive, psychosocial, cultural, and spiritual needs of the patient and significant others based on growth and development norms.				
Uses available resources to resolve the patient's problems and needs.				
MANAGING CARE				
Demonstrates organization and time management when providing complete care for one or more patients.				
Prioritizes and individualizes care to meet patient's needs.				
Determines how acuity level and patient numbers are factored into the development of the day's workload.				
Identifies how the role and preparation of each nursing team member impacts patient care assignments.				
Implements nursing actions designed to help patients reach long-term goals.				
Completes transfer and discharge summaries for patients.				
Demonstrates cost-efficient use of equipment and resources.				
Uses equipment in the clinical setting consistent with the purpose.				
CLINICAL DECISION MAKING				
Analyzes and prioritizes assessment data to plan care.				
Organizes and prioritizes clinical judgments to support and promote safe and effective nursing care.				
Evaluates the effectiveness of nursing care and makes the appropriate modifications to meet patient needs.				
Participates in various critical thinking activities: case studies critical thinking situations concept mapping concept clarification NCLEX review graphic organizer development				
Demonstrates proficiency on the critical situation examination within two attempts.				
Demonstrates proficiency on a care plan examination within two attempts.				

S=Satisfactory

N/I Needs Improvement

U=Unsatisfactory

EVALUATION OF CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
CARING INTERVECTIONS				
Washes hands before and after each patient situation and each skill.				
Follows Universal and Standard Precautions.				
Promotes patient's dignity and privacy.				
Maintains the environment clean, organized, and free from potentially harmful elements.				
Performs appropriate procedures when providing care for patients. Administer medications while demonstrating the "five rights" and knowledge of medications being administered.				
Support patients and significant others when making life-altering or end of life decisions.				
TEACHING LEARNING				
Implements teaching interventions which patients can adapt to meeting their own needs.				
Validates teaching interventions with staff to support achievement of patient outcomes.				
Evaluates and modifies patient's progress towards goal attainment.				
Participates in assigned community based health screening and education initiatives such as: 7. Disease of the Month 8. Mission Project 9. SHARP Project 10. Service Learning Project 11. Community Health Fair 12. CHESP Project				
Participate with peers in a group teaching project, which reflects course content.				
COLLABORATION				
Participates in one or more daily unit activities such as: 4. Interdisciplinary rounds. 5. Campus/college health initiatives. 6. Team meetings.				
Prepares and support transfers to affiliating health care agencies.				
Collaborates with health team members.				
Determines the appropriate health team member, department, or affiliating agency for patient referral.				
Observes and discusses the interaction of the interdisciplinary health care team.				

MIDTERM PROGRESS:

Satisfactory_____ Needs Improvement_____

Dates of absences_____ Tardiness _____

Instructor comments

Instructor Signature_____ Date _____

Student Comments

Student Signature_____ Date _____

FINAL COURSE GRADE: (Based on grading criteria)

Dates of absences _____ Tardiness _____

Instructor Comments

Instructor Signature _____

Date _____

Student Comments

Student Signature _____

Date _____

Final Grade: S _____

U _____

Benjamin Franklin School of Nursing

