DEFINITION:

Evaluation: the process of observing and gathering data in order to assess actual versus expected clinical behaviors and performance

- Formative: based on a single clinical experience
- Summative: based on a series of clinical experience

A formative clinical evaluation is conducted following each student’s clinical experience. This evaluation includes both faculty/preceptor and student input. The student is graded based on the following criteria:

- (S) Satisfactory = fully meets behavioral outcome
- (N) Needs Improvement = partially meets behavioral outcome*
- (U) Unsatisfactory = fails to meet behavioral outcome
- (NA) Not Applicable = experience not available in clinical setting

A mid-term conference is conducted in order to review the student’s progress and to discuss student strengths and areas requiring improvement.

At the completion of the course, a summative clinical evaluation is conducted. The student must receive 100% “Satisfactory” in summative ratings. The final course grade is based on satisfactory completion of the clinical experience and a minimum grade of “C” in the didactic portion of a course.

*Note: A “Needs Improvement” rating may be received on time in an area. Unless improvement is demonstrated during the next clinical experience in that area, the student will receive a rating of “Unsatisfactory” for that clinical experience.

Review Student Handbook for grading specific to the clinical evaluation.
GREAT BASIN COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
CLINICAL EVALUATION – DEFINING CHARACTERISTICS

NURSING 273 – ROLE OF THE ASSOCIATE DEGREE NURSE MANAGER

PROVIDER OF CARE/MANAGER OF CARE

ASSESSMENT/INTERPRETATION:

Critical Thinking Characteristics:

♦ Understands, comprehends, or deciphers written materials, verbal or nonverbal communications, empirical data, theoretical formulations, graphics, questions, etc.
♦ Explains the meaning of or makes understandable.
♦ Paraphrases, summarizes, clarifies the meaning of written material or verbal communication.
♦ Recognizes one's own interpretations and distinguishes them from evidence/raw data.
♦ Recognizes and considers alternative explanations.

Clinical Examples

♦ Conducts a health history interview and physical assessment.
♦ Utilizes the client, family member(s), medical record and health team personnel for data collection.
♦ Utilizes communication skills (interviewing), observation and selected physical assessment techniques as part of the nursing assessment.
♦ Identifies interrelationships among data.

PLANNING/ANALYSIS:

Critical Thinking Characteristics:

♦ Examines, organizes, classifies, categorizes, or prioritizes variables (e.g., signs and symptoms, evidence, facts, research findings, concepts, ideas, beliefs, views, elements).
♦ Differentiates fact from opinion.
♦ Identifies implications, possible consequences, cost versus benefit of alternative decisions, etc.

Clinical Examples:

♦ Appropriately organizes assessment data based on physiologic and psychosocial parameters, subjective/objective findings.
♦ Identifies priorities for plan of care.
♦ Formulates possible courses of action related to the care of clients.
♦ Adapts communication appropriate to client’s developmental level and/or sensory alterations.
INTERVENTION/IMPLEMENTATION:

Critical Thinking Characteristics:
- Applies criteria appropriate to particular situations.
- Monitors, reflects on and questions one’s own thinking and actions on an ongoing basis.
- Reconsiders interpretations or judgments as appropriate based on further analysis of facts or added information.

Clinical Examples:
- Demonstrates competency in selected psychomotor skills (see skills list).
- Adapts nursing skills to meet basic needs of the client.
- Provides emotional support during situational and developmental crises.
- Identifies client’s need for referral and communicates that need to appropriate nursing personnel.

EVALUATION:

Critical Thinking Examples:
- Assesses the credibility of sources of information.
- Assesses the strength of evidence/inferences to support conclusions.

ROLE OF COMMUNICATOR AND TEACHER

COMMUNICATION ABILITIES:
- Sets the climate.
- Communicates warmth and acceptance.
- Is genuine and honest.
- Demonstrates comfort and relaxation as noted by tone of voice, rate of speech, posture, facial expression and eye contact.
- Uses touch appropriately.
- Utilizes play as communication technique.
- Incorporates therapeutic techniques and principles when teaching and learning.

MEMBER OF THE PROFESSION

ACCOUNTABILITY/PROFESSIONALISM:
- Comes to clinical prepared.
- Functions within the realm of legal-ethical standards.
- Functions within the realm of agency policy and procedure.
- Maintains confidentiality of all client information.
- Conscientiously provides needed care based on current capabilities and level within program.
- Demonstrates the attributes of honesty and integrity.
- Abides by rules and regulations regarding clinical experience.
- Abides by the contract established between the community agency and GBC.