

STUDENT			Clinical Nursing Practice			FACULTY		
			<i>Synthesizes assessment data, identifies appropriate evidence based interventions and safely and effectively applies these interventions and evaluates the response. Program Objectives 1,2,5,6,8.</i>					
S	P	U	B: Begins to specify appropriate nursing problems derived from the data base and supported by literature. PR: Specifies appropriate nursing diagnoses derived from the data base supported by nursing research/literature.	S	P	U		
			B/PR: Demonstrates mutual goal setting with clients/families.					
			B: Identifies nursing interventions to resolve client/family problems. PR: Appropriately selects an increasing variety of nursing actions to resolve problems.					
			B: With guidance, selects nursing actions to accomplish long and short term goals. With supervision performs nursing interventions according to standards of care. PR: Independently determines appropriate nursing interventions and performs them according to standards of care.					
			PR: Integrates theory and research from evidence based practice to provide rationales for nursing care of families/clients with complex needs.					
			B: Executes nursing care in a timely manner. PR: Demonstrates increasing organizational skills (e.g. effective use of time, equipment; home visit preparation).					
			B: Prioritizes actions for client/ family with complex needs. PR: Prioritizes and organizes actions for multiple clients/families with complex needs					
			B/PR: Identifies with client/ family needs for teaching and implements plan based on principles of teaching/ learning (e.g. considers clients/ family's cultural and economic backgrounds; includes appropriate family members).					
			B: Evaluates effectiveness of nursing interventions based on client/family responses and with supervision, revises plan of care as necessary. PR: Evaluates effectiveness of nursing interventions based on client/family responses independently revises plan of care appropriately.					
			B: Performs as a client advocate. PR: Demonstrates ability to function in leadership roles of collaboration, coordination, and client advocate.					
Comments:								
Overall Grade for Clinical Nursing Practice: _____								

STUDENT			Communication			FACULTY		
			<i>Communication is a complex, ongoing, interactive process and forms the basis for building interpersonal relationships. Communication includes listening, as well as oral, nonverbal and written communication skills. Program Objectives 6,8.</i>					
S	P	U	B/PR: Demonstrates unconditional positive regard and respect for beliefs and values of clients/family/community.			S	P	U
			B: Demonstrates beginning skill in implementation of appropriate verbal, non-verbal and facilitative communication strategies. PR: Demonstrates increasing skill in implementation of appropriate verbal, non-verbal and facilitative communication strategies.					
			B: Begins to initiate effective communication with other members of the health team. PR: Communicates effectively and works collaboratively with other members of the health team.					
			B/PR: Demonstrates growth in documentation of pertinent assessment data, nursing therapeutics, and client/family/community's response to interventions					
Comments:								
Overall Grade for Communication: _____								

STUDENT			Professional/Personal Role Development <i>The role of the beginning professional nurse continues to encompass three broad areas: provider of direct and indirect care to individuals, families, groups, communities and populations; designer, manager and coordinator of care; and, member of a profession. Program Objectives 3,7.</i>	FACULTY		
S	P	U	B/PR: Demonstrates accountable, ethical, and professional role behaviors when interacting with clients, families, faculty and colleagues	S	P	U
			B/PR: Performs in a safe and effective manner.			
			B/PR: Identifies strengths and limitations in areas of critical thinking, nursing therapeutics, communication, and professional/personal development (e.g. develops goals or objectives for rotation in these areas).			
			B/PR: Demonstrates initiative in seeking out learning experiences to meet personal and course objectives.			
			B/PR: Evaluates own performance related to individual learning needs.			
			B/PR: Demonstrates growth in self-direction within the nursing role.			
Comments:						
Specific Course Assignments, if Applicable:						
Student Response:						
Course Grade: _____ Date: _____ Signatures: _____ Student _____ Faculty _____						

ADDENDUM A

Professional Accountability and Responsibility Requirement

A student in nursing assumes responsibility and accountability for nursing care personally delivered to individuals, families and communities. Responsibility refers to the execution of duties associated with a particular role assumed by the student (e.g., primary care provider for client experiencing surgery or community health nurse providing care for abusive parents). The student is responsible for using the nursing process to help clients promote, maintain, and/or restore health. A responsible student prepares thoroughly in order to be competent in knowledge and skills. The responsibility of the student also involves a willingness to perform ethically within the guidelines of the profession. See American Nurses Association: Code of ethics for nurses with interpretive statements. 2001. <http://www.nursingworld.org/ethics/code/ethicscode150.htm>

Whenever students in nursing perform care, they must be accountable. Accountability refers to being answerable for one's own actions. A student in nursing is accountable to self, the client (s), the nursing profession, the University of Southern Maine College of Nursing and Health Professions, the faculty, clinical agency and to society. Accountability is achieved when a student assumes responsibility for professional competence and uses a systematic process to care to client (s).

Required Accountability and Responsibility Behaviors:

1. Preparation for client care: Each student must obtain the clinical assignment as designated by faculty. The student will read the entire client record. Prior to providing direct client care, the student must review and demonstrate understanding of underlying pathophysiology, assessment needs and nursing interventions with related rationales from course textbooks. The student must also gather data on each medication delineating the drug's bio-physiological action, mode of administration, therapeutic dosage, and common side effects.
2. Safe and effective nursing care: Each student is responsible for providing safe and effective nursing care to client (s). This is accomplished by thorough preparation and utilizing input from faculty and staff nurses. Additionally, should an error occur while providing care, it is the student's responsibility to report the problem immediately to the faculty.
3. Attendance at laboratory and clinical experiences: Attendance is mandatory at all assigned laboratory and clinical experiences.
 - a. Tardiness: Students will arrive on time to laboratory and clinical experiences. If a student is going to be late, s/he should notify the faculty member personally via phone as soon as possible to explain circumstances.
 - b. Absences: Faculty recognize that an absence may be necessitated due to extenuating circumstances. If a student needs to be absent, the faculty must be notified personally via phone before the laboratory/clinical experience.
 - c. Make up: The student is responsible for attaining the objectives of the course. Based on what the student has missed during an excused absence, the faculty will delineate the method (s) of making up the laboratory and/or clinical experience. The student must complete this requirement. Failure to do so will result in failure.

*At any point in the semester, if you encounter difficulty with a course or feel you could be performing at a higher level, consult with the course faculty. Students experience difficulty in courses for a variety of reasons. For problems with writing skills and time management, make an appointment to see a student tutor at the Academic Support Center, 253 Luther Bonney (780-4228). Help is also available through the Counseling Center, 100 Payson Smith (780-4050), the office of your dean, and the Office of Academic Support for Students with Disabilities, 122 Payson Smith (780-4706).

ADDENDUM B

Baccalaureate Program Objectives

1. Apply knowledge from nursing, the physical, the social sciences and the humanities in professional nursing practice.
2. Demonstrate competency for entry level nursing practice.
3. Engage in ethical nursing practice.
4. Exercise leadership and manage resources in partnership with diverse communities.
5. Provide reflective evidence-based nursing practice.
6. Collaborate with consumers and other providers to enhance people's ability to achieve optimal quality of life and wellness.
7. Demonstrate professional and personal accountability as a contributing member of the nursing profession.
8. Participate as a professional nurse in interdisciplinary health care.
9. Utilize appropriate communication (oral, written and technological) in working with individuals, families and communities in professional nursing practice

ADDENDUM C

Clinical Grading Criteria: Pass/Fail/Low Pass/Pass with Distinction

PASS/FAIL

A passing grade in clinical implies that the student is meeting the high standards expected in the nursing program. Students must meet core competencies that are developed from the baccalaureate program objectives in four evaluative areas: critical thinking, clinical nursing practice, communication and personal/professional growth. A student may progress in the program if s/he receives a Pass/Needs improvement in one of the first three areas. A failing grade implies that the student has not satisfactorily met the performance criteria as described below.

A student may not pass or progress in the program if s/he receives a pass/needs improvement in more than one of the first three areas in a course, (and does not meet the criteria for a low pass designation described below), or, if a student needs improvement in professional/personal growth. **A student must adhere to the first two criteria under professional/personal growth regarding safety, accountability and ethical behavior. Failure to meet these criteria may lead to dismissal from the nursing program as described in Addendum A.**

A student may not pass or progress if s/he receives a grade of UNSATISFACTORY in any of the four areas of evaluation.

A second low pass in any subsequent clinical course would constitute an F, would stop progression in clinical coursework and would necessitate a repeat of the clinical course in which it was received.

LOW PASS

A low pass designation is used to identify students who are borderline in terms of clinical nursing performance in a clinical course. A clinical instructor choosing to give a low pass to a student will be required to meet with the student and clearly identify, using the clinical appraisal tool, areas where the student is not meeting requirements. In association with the student, the clinical faculty member will develop strategies for addressing identified weaknesses in subsequent clinical courses. The student will be expected to initiate a meeting with subsequent clinical instructors to discuss issues raised in the clinical appraisal resulting in a low pass designation.

PASS WITH DISTICTION

The faculty at the College of Nursing and Health Professions considers a pass with distinction a high honor awarded only after much consideration and collaboration with other faculty. A pass with distinction is awarded to recognize those students who meet the passing standard in all four areas and, in addition, demonstrate exceptional performance.