

STUDENT EVALUATION WORKSHEET

DIAGNOSIS	GOALS	INTERVENTIONS	EVALUATION
<p>WEAK ORGANIZATIONAL SKILLS r/t being an “advanced beginner” in nursing AEB: Inexperience in caring for more than two patients.</p>	<p>STG: WEEK ONE:</p> <ul style="list-style-type: none"> • Orient to unit • Become more organized • Care for two patients and finish on time with assistance. <p>STG: WEEK TWO:</p> <ul style="list-style-type: none"> • Care for at least 3 patients and finish on time with minimum assistance. <p>STG: WEEK THREE:</p> <ul style="list-style-type: none"> • Care for preceptor’s normal patient load and finish on time with minimum assistance. <p>STG: WEEK FOUR:</p> <ul style="list-style-type: none"> • Care for a full patient load and finish on time with no assistance. 	<ul style="list-style-type: none"> • Develop an organizational worksheet. • Conduct time management exercise. • Read articles on improving organizational skills. • Orient self to unit. Become familiar with equipment and materials needed for patient care. • Add one patient at a time to meet weekly goal until able to carry full patient load. • Take report and organize patient care form report. • Give an organized report on each patient to oncoming shift. • Identify patient care situations that pose legal/ethical dilemmas for practicing RN. • Progressively assume more responsibility RT patient care. • Organize materials needed hour by hour. 	

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<p>NON-INDEPENDENCE: PSYCHOMOTOR SKILL PERFORMANCE r/t being an “advanced beginner” in nursing AEB limited experience in procedures, dressing changes, catherizations, chest tubes, and IV medication administration.</p>	<p>STG: WEEK ONE:</p> <ul style="list-style-type: none"> • Perform all procedures with supervision of preceptor. <p>STG: WEEK TWO:</p> <ul style="list-style-type: none"> • Progressively perform all patient procedures with increasing independence. <p>LTG: WEEK FOUR</p> <ul style="list-style-type: none"> • Perform all procedures independently with minimum or no assistance from preceptor. 	<ul style="list-style-type: none"> • Complete Skills Checklist to determine areas of greatest need; review with preceptor. • Reread any procedures that are unfamiliar in skills textbook and De Anza’s skills packet. • Ask other staff nurses to allow me to perform procedures on their patients with preceptor’s assistance. • Review rationales and reasons for treatments. • Review hospital policies and procedures of commonly performed skills for this unit. 	

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<p>INSUFFICIENT PHARMACOLOGICAL KNOWLEDGE</p>	<p>STG: will develop a list of the most common drugs given by the end of the first week.</p> <p>STG: Develop a list of medication prescriptions for each patient.</p> <p>LTG: by the end of the fourth week, I will be able to correlate patient care RT medications administered and signs and symptoms of side effects. I will also be able to teach patients about the medications they are taking.</p>	<ul style="list-style-type: none"> • Make a list of the most commonly prescribed drugs used, includes common dosage, action, action, classification, and side effects. • Look up all medications I've never administered before administering to patient. • Have preceptor quiz me regarding side effects and action of drugs. • Before teaching patients about the drugs they are taking, use preceptor as a "patient" to go over information. 	

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<p>POTENTIAL FOR IMPROVED LAB FINDING INTERPRETATIONS AND CORRECT ACTION.</p>	<p>STG: by the end of the 2nd week:</p> <ul style="list-style-type: none"> • Will know the normal values for the most common lab tests. <p>LTG: by the fourth week:</p> <ul style="list-style-type: none"> • Will be able to examine lab results and identify potential/actual decline or improvement in patient condition. 	<ul style="list-style-type: none"> • Make a sheet with common normal lab values and causes of abnormal findings. • Study sheet every day. • At the beginning of each shift, look up each patient's lab values in the computer. • Discuss each patient's lab values with preceptor. • Have preceptor ask me what I would do in real or hypothetical situations RT lab findings. 	

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<p>WEAK PATIENT TEACHING SKILLS</p>	<p>STG: WEEK ONE:</p> <ul style="list-style-type: none"> • Will identify one teaching need per patient and address this need with preceptor's assistance. <p>• STG: WEEK TWO and THREE:</p> <ul style="list-style-type: none"> • Formulate teaching plan tailored to each patient with assistance. <p>STG: WEEK FOUR:</p> <ul style="list-style-type: none"> • Will identify patient's learning needs and develop and implement teaching plan with minimum or no assistance.. 	<ul style="list-style-type: none"> • Preread text r/t patient and family teaching specific to patient's diagnosis. • Assess learning needs and write down ideas for teaching and review with preceptor before implementing. • Use a variety of teaching methods—reading material; video, if available; and hands on experience. • Consider patient's social, cultural, familial view of health. • Locate teaching materials and resources in hospital; and phone numbers for community resources. • Locate telephone number for non-English speaking patients. Watch patient's body language and eye while using an interpreter to determine if information was understood. 	

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<p>Potential for Development of Managerial/Leadership Skills</p>	<p>STG: by the end of Week Two:</p> <ul style="list-style-type: none"> • Admit a patient and generate a patient care based on the admission data. • Discharge a patient with all appropriate teaching, family involvement considerations, and referrals utilizing other health team members and community resources. <p>STG: THIRD WEEK:</p> <ul style="list-style-type: none"> • Attend a patient care conference and, if possible, participate. Conference should be on one of my own patient's if possible. • Conduct a patient care conference with assistance of preceptor. <p>LTG: FOURTH WEEK:</p> <ul style="list-style-type: none"> • Perform some team leadership responsibilities. 	<ul style="list-style-type: none"> • Spend one day with charge nurse in the first and fourth weeks. • Admit a patient with preceptor's assistance. • Develop a new care plan for patient discussing diagnosis and plans with preceptor. • Discharge patient and perform final patient teaching considering family and patient needs, community resources, etc. • Attend a patient care conference preferably on one of my own patient's. OR • Conduct and plan a patient care plan conference with assistance of preceptor. • Write a plan for nursing coverage for patients on unit for one shift. • Learn how hospital determines acuities. • Describe actions that you take as a team leader in order to obtain information TR quality of patient care. • Assess and evaluate functioning and skills of team members. 	

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<p>LACK OF ASSERTIVENESS (especially with more experienced staff members); RT delegation/assignment of tasks, dealing with an aggressive or uncooperative patient, communicating knowledgeably and effectively with physician.</p>	<p>WEEK ONE:</p> <ul style="list-style-type: none"> • Begin to assign/delegate tasks (e.g., a.m. care) to other staff with confidence. <p>WEEK TWO:</p> <ul style="list-style-type: none"> • Communicate with physician RT: patient assessment, questioning of med orders, etc., with preceptor. <p>WEEK THREE and FOUR</p> <ul style="list-style-type: none"> • Discuss patient care, procedures, meds, etc., confidently with physician • Interact with variety of patients with confidence. • Delegate and assign tasks independently. • Be able to determine when delegation is appropriate (e.g., according to my time schedule, depending on patient acuity, skill level of delegate, etc.) 	<ul style="list-style-type: none"> • Obtain feedback from preceptor concerning when assignment/delegation is appropriate and which tasks are appropriate. • Review techniques of communication and confrontation. • Practice communication techniques to use with patients and physician with my preceptor. 	