

College of DuPage

Nursing Department

Mentor/Mentee Toolkit

FY 2017-2018

TOOLS

The Nursing Department Mentor/Mentee	3
Characteristics of Mentors and Mentees	4
Mentoring Guidelines	5
Faculty Mentor Checklist	7
Operating Guidelines and Structure	8
Faculty Orientation and Information Handbook	8
Basic Nurse Assistant Training (BNAT) Program Info	9
Lab and Simulation Center Information	9
Committee Meetings Schedule	11
FAQs	12
NurseTim Webinars	13
Academic Alert and Occurrence Report	14
Sample Clinical Evaluation Tool	15
Note paper	23

The Nursing Department Mentor/Mentee

MENTORING: Mentorship has been defined as an influential factor in developing and retaining new faculty.

The Nursing Department has a mentoring program for new faculty whereby each new faculty member is assigned a mentor for the first three semesters of their hire.

The Mentor:

An experienced faculty member, knowledgeable in the art and science of teaching and learning as well as in the culture of College of DuPage, will guide the mentee in development in the role of faculty. Efforts include providing guidance and resources, ideally through mutually agreed upon times and venues (i.e. email, face-to-face, phone calls, etc.)

The Mentee:

A new faculty member to the College of DuPage Nursing Department, establishes goals with the mentor to obtain knowledge, skills and abilities in the role of faculty. The mentee engages in the relationship by preparing for meetings with the mentor, taking advantage of appropriate resources, and using feedback appropriately. Note: This procedure may be applicable to faculty who experience a significant change in assignment, also.

Characteristics of Mentors and Mentees

Characteristics of a Mentor	Shared Characteristics	What does a Mentee look like?
Experienced, knowledgeable & competent in skills	Genuine Interest	Initiates the mentee aspect of the relationship
Roles: Teacher, connector, intervener, sponsor	Positive Attitude	Seeks advice from another person; willing to learn
Supportive, encourages & inspires	Patient	Shares needs and goals openly
Role models leadership behavior	Good listener, observer, & communication skills	Open to risk-taking
Encourages independent decision-making	Flexibility	Takes appropriate advantage of opportunities
Good problem solving skills	Commitment	Uses feedback appropriately
Provides career advice, guidance, shares dreams, instills vision	Mutual Trust	Accepts limitations of the mentor-mentee relationship
Willing to invest time and energy (emotionally-intensive, psychosocial commitment on the part of the mentor)		Willing to take the time to meet with another person and hear their perspectives.
Global thinker—attitude of continuous improvement		Willing to take the time to follow-through with action goals
Maintains high, achievable expectations		Willing to “stretch”

Mentoring Guidelines

Initial Meeting

1. Get acquainted – professionally, personally
2. Review Mentor/Mentee Checklist
3. Review mentee's curriculum vitae
4. Identify key areas upon which to focus over the semester
 - a. Creating a teaching portfolio
 - b. Curriculum Development
 - c. Clinical evaluation of students
 - d. Providing feedback to clinical sites; clinical site evaluation
 - e. Concept based curriculum
 - f. Dealing with disruptive and other behavior issues
 - g. Providing (constructive) feedback to students
 - h. Clarifying expectations with students (and consequences)
 - i. Creating relationships with clinical faculty
 - j. Curriculum evaluation
 - k. Time management
 - l. Presentation skills
 - m. Communication skills
 - n. Computer/technology skills
5. Set specific goals for mentee
6. Establish schedule of meetings and lines of communication
7. Review job description (see Nursing Department Orientation and Information Handbook)

First Semester Communication

1. Communicate monthly (via telephone, e-mail or in person)
2. Meet in person at least monthly
3. Review progress in identified goals
4. Identify new areas of interest or concern
5. Fill in Faculty Mentor Checklist
6. Discuss opportunities for committee participation

Second Semester Communication

1. Review advisee's needs assessment instrument once more
2. Identify new areas of interest or concern; consider evaluation results
3. Fill in 6-month assessment form for mentors and advisees
4. Discuss requirements of annual updates for faculty, (i.e. health requirements, CPR, CV)

Third Semester Communication

1. Review one-year and three-year goals
2. Update needs assessment
3. Identify new areas of interest or concern
4. Review 3-semester mentor / mentee experience
5. Fill out online mentee / mentor evaluation

Mentor resource:

Magna Publications: *20 Minute Mentor* (This DVD and access to the materials can be requested from the Nursing and Health Sciences Administrative Assistant).

Faculty Mentor Checklist

Return to Nursing Department Office when completed; due within one week of the first academic term of employment.

#	Activity	Date Completed
1	Initial Contact with Faculty Member	
2	Course Orientation (Including Materials to Maintain Course Consistency)	
3	Syllabus/Case/Calendar/Textbook/Information provided	
4	Overview/Utilization of Clinical Evaluation Tool	
5	TLC resources: http://www.cod.edu/tlc/ <ul style="list-style-type: none"> ● BlackBoard ● TLC Calendar ● Training workshops: http://cod.edu/tlc/training.aspx Adjunct faculty portal page http://www.cod.edu/gateways/faculty_staff.aspx	
6	Overview of Blackboard <ul style="list-style-type: none"> ● Navigating ● Posting messages/files ● Gradebook 	
7	Overview of My Access (Mid-term Verification, Final Grading, Student rosters)	
8	Nursing Faculty Communication Tools: <ul style="list-style-type: none"> ● Outlook ● Nursing Department Portal 	
9	Faculty Resources at COD <ul style="list-style-type: none"> ● Staff Services ● Copy Center ● TLC – Online New Employee Orientation ● Library Resources ● Administrative Assistant Support ● Faculty resource center including NURSE TIM (subscription code: COD) ● Evolve webinars 	
10	Tour of Campus <ul style="list-style-type: none"> ● Library ● TLC ● Division Offices (Mailboxes) ● Nursing Labs/Sim Hospital ● Part-Time Faculty Office/Hours ● Human Resources ● Public Safety 	
<p><i>Comment(s):</i></p> <p><i>Signature upon completion:</i></p> <p>Faculty Member: _____ Faculty Mentor: _____</p>		

Operating Guidelines and Structure

GO TO:

http://www.cod.edu/programs/nursing/pdf/guidelines_and_organization.pdf

Faculty Orientation and Information Handbook

Use this handbook to guide the orientation and mentoring of new faculty. Numerous resources exist, including such things as communication sources and clinical instruction checklist.

GO TO:

<http://www.cod.edu/programs/nursing/index.aspx>

Adjunct Faculty Guidelines

[Adjunct Faculty Resources](#)

[Adjunct Faculty Expectations](#)

Basic Nurse Asst. Training (BNAT) Program Info.

[Orientation Manual](#) for Basic Assistant Training Program Faculty.

Lab and Simulation Center Information

Watch the Nursing Department Lab and Simulation web site for information.

GO TO:

http://www.cod.edu/programs/nursing/nursing_simulation_lab/index.aspx

Clinical faculty can refer students to the Nursing Lab and Simulation Center for remediation and practice if deemed necessary. This should be communicated using the Record of Communication (Student Occurrence form) to the Nursing Lab assistants.

Contact information for the Simulation/Lab Manager, Lab and Simulation staff can be found on the Nursing Department Lab and Simulation web site.

Clinical Learning

Clinical learning is that learning which takes place in various health care settings including hospitals, nursing homes and community settings. Appendix G in the *Nursing Department Faculty Orientation and Information Handbook* is a list of clinical sites and their contact person. This Handbook can be found on the Nursing Department web page. <http://www.cod.edu/programs/nursing/>

Simulation can also be considered a clinical learning experience.

As clinical faculty you will be responsible for facilitating the students' evaluation of the clinical experience and site(s).

Committee Meetings Schedule

NOTE: If more than 90 minutes are needed for the Committee meetings, note that HSC 1219 has been reserved from 8:00-1:00. *If more time is needed, the meetings scheduled for 9:00 will need to start earlier, and the ones scheduled for 10:30 will need to meet later than 12:00.*

FAQs

Can I use my personal email?	No, the PT Faculty Handbook states your cod.edu email is the designated means of department/student communication. You should check this email at least 3 times per week
Where do I get my lab supplies?	The nursing department has a policy and procedure for the procurement of lab supplies and the set up for simulation scenarios. Basically, you will need to notify the lab assistants one week in advance of the scheduled lab by creating a meeting with the lab assistants in your Outlook Calendar. Please consult the Policy & Procedure for the steps involved.
What are the lab assistant roles?	The lab assistant roles are to assist FT and PT faculty with the setup of supplies needed to teach a class. See above instructions for our policy for requesting supplies. The lab assistants also work with students in the open lab to reinforce skills learned in lab class and skills used in clinical. If you have a student in need of skill remediation, please email the lab assistants via Outlook to schedule a remediation time.
How is advising done with students?	Upon admission or readmission to the nursing program, students are assigned a fulltime faculty advisor. The students have the same advisor for the duration of the nursing program. The advisor is notified when students are doing poorly at midterm or are in grade jeopardy. The advisors make contact with the students by the third week of the semester and it is up to students to follow up with appointments. If you are having issues with a specific student in a course, the course leader should be contacted for specific instructions about what the course expectations are. If the student has issues outside of the course i.e. Issues with long term illness or a change in health status, the full time faculty advisor can be contacted for assistance. The list of full time faculty advisors can be found on the nursing department portal.
How do I document occurrences with students?	<p>Occurrence Reports</p> <p>This is done using a tool on the Nursing Department portal page labeled the Student Occurrence Form. The Tool should then be sent to</p> <ol style="list-style-type: none"> 1. The clinical instructor 2. The student's faculty advisor, 3. A copy is given to the student 4. A copy is sent to Jennifer Chiavola, Program Support Specialist, at chiavolaj@cod.edu <p>The email to Jennifer Chiavola should include the following:</p> <ol style="list-style-type: none"> 1. The subject line: Student Occurrence form attached 2. The file name to follow this structure: ADN_student's last name, student's first name, mm/dd/yyyy <p>An Occurrence Report may be initiated when a faculty member has a concern about a student's course grade, clinical performance, or professional behavior.</p>
How do I get my keys?	Your keys will be ordered for you by the Division office staff. You will pick your keys up from Public Safety in the Homeland Security Center building.

<p>What/where is the TLC and how do I find a list of classes?</p>	<p>The Teaching and Learning Center provides classes, workshops, and resources for College of DuPage employees. You can find a list of classes at http://www.cod.edu/tlc/ and click on the Classes/Workshops link. The TLC is located in SRC 1105/1107.</p>
<p>How do I get help with Blackboard?</p>	<p>The most readily available assistance with Blackboard is through the Teaching and Learning Center. Their contact information and programming can be found at http://www.cod.edu/tlc/</p>
<p>How do I access NurseTim webinars?</p>	<p>Go to NurseTim.com; enter your COD email address as the username; the password is COD; you will need to register at the site each year. All programs are free for full and part time nursing faculty.</p>
<p>Who do I submit grades to?</p>	<p>If you are the faculty of record you will submit roster verification, midterm verification and final grades on MyAccess. If you are not the faculty of record, you can submit grades to your lead faculty member.</p>
<p>How do I get a lab coat?</p>	<p>Contact Manager of Laboratory and Simulation Learning. You will have 2 options from our vendor, Scrubs, etc., located in Lombard -a short, tailored lab jacket or a longer, physician-style jacket in sizes XS, S, M, L, XL, XXL, and XXXL.</p>
<p>How do I get copies made?</p>	<p>Copies can be made in the part time faculty office in quantities of up to 40 copies. You can use the SmartPrint option with your COD Faculty ID card. For larger quantities, go to http://www.cod.edu/dept/staffservices/Copy.htm and click on the Print Shop link. First you will need to set up your profile. You can scroll down until you see that link. Then go to digital print and click on POC Work Order. Your user ID and password and the same as your email user ID and password. Browse your computer for the file you want and then click upload and then complete the rest of the form. The copies can be picked up in the Copy Center in the BIC, or they can be delivered to the faculty workroom.</p>
<p>How do I get help with Elsevier resources?</p>	<p>Visit: evolve.elsevier.com For technical support, go to: evolvesupport.elsevier.com Contact our Evolve/Elsevier rep, Erin Ohman: 630-666-7900 or e-mail e.ohman@elsevier.com.</p>
<p>Where do I have office access and technical assistance for copying, etc.?</p>	<p>There is a part-time faculty office in HSC 1235. The phone number is 630-942-3371. Your faculty ID will open the door 24 hours/day.</p>

Nursing Department Academic Alert Policy

and

Sample Record of Communication:

Student Occurrence

To review the Nursing Department Academic Alert Policy, go to

<http://www.cod.edu/programs/nursing/pdf/nursing-department-academic-alert-policy.pdf>

The Student Occurrence Form is used to record students who are demonstrating “at risk” behaviors.

These can include, but are not limited to Code of Conduct, Clinical/Classroom/Lab policy issues, Clinical Evaluation, and Administrative Issues.

The Student Occurrence Form and its instructions for completion can be found on the Nursing

Department Web page: http://cod.edu/programs/nursing/pdf/occurrence_report.pdf

Sample Clinical Evaluation Tool

Student Name: _____

Clinical Instructor: _____

Clinical Site: _____

College of DuPage

Associate Degree Nursing Program

Clinical Evaluation Tool: Nursing 1230 Family Health Concepts I

Student Learning Outcome 1. SAFETY: Provide safe and holistic nursing care, grounded in science and the nursing process, to a culturally diverse society.

Nursing 1230: Identify standards essential to providing safe and holistic nursing care throughout the lifespan to individuals, children, families and childbearing clients.

Clinical Outcome Criteria	MT Score	Final Score
Calculates appropriate dosage and verifies dose range based on weight in kilograms as appropriate for each medication administered.		
Uses appropriate pain scale based on culture and developmental level and documents for each patient assessment.		
Provides evidence-based teaching on primary prevention/health and safety promotion activities throughout the lifespan.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing Instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
4	Excellent	<ul style="list-style-type: none"> Consistently performs aspects of nursing care proficiently, accurately and safely. Excellent time management skills are evident in organization of clinical performance. Actions reflect a strong base of theoretical knowledge of health and safety promotion thru the lifespan Nursing care is patient centered, considering the full spectrum of actual and potential problems.
3	Above Average	<ul style="list-style-type: none"> Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence for age appropriate care. Efficient time management skills are evident in organization of patient care. Applies sound theoretical knowledge with occasional prompting. Nursing care is patient centered with consideration of the majority of client problems.
2	Average (meets competency)	<ul style="list-style-type: none"> Performs nursing care safely with minimal supportive cues needed for accuracy. Time management and organizational skills are adequate to complete basic patient care for age appropriate care. Identifies theoretical knowledge, but needs minimal support in applying principles. Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.
1	Below Average	<ul style="list-style-type: none"> Requires frequent supportive cues to perform nursing care safely and accurately. Inefficient time management skills demonstrated. Identifies some principles based on theoretical knowledge, but has consistent difficulty in application to client care. Has difficulty identifying actual problems to plan client centered care.
0	Fails to meet Standard	<ul style="list-style-type: none"> Performs nursing care in an unsafe and consistently inaccurate manner. Unable to apply time management in the clinical setting. Unable to apply or identify principles based on theoretical knowledge of life span health issues. Unable to identify actual significant client problems.

Student Learning Outcome 2. PATIENT-CENTERED CARE: Apply nursing judgment to ensure the delivery of patient-centered care and promotion of health for patients within family and community context.

Nursing 1230: Apply the nursing process, developmental principles and psychosocial therapeutic interaction in the care of individuals, children, families and childbearing clients.

Clinical Outcome Criteria	MT Score	Final Score
Constructs the nursing care plan taking into account development, family, and cultural.		
Performs a comprehensive cultural assessment.		
Demonstrates awareness of culture as it impacts patient's experience of health and illness.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
4	Excellent	<ul style="list-style-type: none"> Consistently performs aspects of nursing care including pain assessment proficiently, accurately and safely with respect to cultural competence. Excellent time management skills are evident in organization of clinical performance. Actions reflect a strong base of theoretical knowledge. Nursing care is patient centered, considering the full spectrum of actual and potential problems. Uses instructor/staff guidance appropriately and with growing independence
3	Above Average	<ul style="list-style-type: none"> Performs all aspects of nursing care including pain assessment proficiently and safely with few supportive cues needed for accuracy and respect to cultural competence, with increasing self-confidence. Efficient time management skills are evident in organization of patient care. Applies sound theoretical knowledge with occasional prompting. Nursing care is patient centered with consideration of the majority of client problems. Uses instructor/staff guidance appropriately for level in the program.
2	Average (meets competency)	<ul style="list-style-type: none"> Performs nursing care safely with minimal supportive cues needed for pain assessment accuracy and cultural competence. Time management and organizational skills are adequate to complete basic patient care. Identifies theoretical knowledge, but needs minimal support in applying principles. Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems. Requires minimal (level appropriate) supportive or directional prompting from instructor/staff.
1	Below Average	<ul style="list-style-type: none"> Requires frequent supportive cues to perform pain assessment, nursing care safely and accurately. Inefficient time management skills demonstrated. Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of cultural competence in client care. Has difficulty identifying actual problems to plan client centered care. Requires continuous supportive and directive prompting to complete an activity. Inefficient time management.
0	Fails to meet Standard	<ul style="list-style-type: none"> Performs nursing care in an unsafe and consistently inaccurate manner. Unable to apply time management in the clinical setting. Unable to apply or identify principles based on theoretical knowledge. Unable to identify actual significant client problems or cultural issues. Unable to complete activity without substantial assistance from instructor or staff.

Student Learning Outcome 3. COLLABORATION AND TEAMWORK: Collaborate effectively within nursing and interdisciplinary healthcare teams to foster open communication, respect and shared decision-making.

Nursing 1230: Apply therapeutic communication strategies in providing nursing care to individuals and families in diverse healthcare settings

Clinical Outcome Criteria	MT Score	Final Score
Demonstrates effective communication strategies amongst patients, nurses, and interprofessional team members.		
Chooses communication techniques that minimize the potential for conflict amongst patients, nurses, and interprofessional team members.		
Values different styles of communication used by patients, families, and healthcare providers.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
4	Excellent	<ul style="list-style-type: none"> Consistently performs aspects of nursing care proficiently, accurately and safely. Excellent time management skills are evident in organization of clinical performance intraprofessionally. Actions reflect a strong base of theoretical knowledge use of therapeutic communication. Nursing care is patient centered, considering the full spectrum of actual and potential problems reported in the SBAR.
3	Above Average	<ul style="list-style-type: none"> Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence. Efficient time management skills are evident in organization of patient care works well intraprofessionally. Applies sound theoretical knowledge with occasional prompting to use therapeutic communication. Nursing care is patient centered with consideration of the majority of client problems reported in the SBAR.
2	Average (meets competency)	<ul style="list-style-type: none"> Performs nursing care safely with minimal supportive cues needed for accuracy. Time management and organizational skills are adequate to complete basic patient care. Identifies theoretical knowledge, but needs minimal support in applying principles of use of therapeutic communication to work intraprofessionally. Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems when utilizing the SBAR.
1	Below Average	<ul style="list-style-type: none"> Requires frequent supportive cues to perform nursing care safely and accurately. Inefficient time management skills demonstrated. Identifies some principles based on theoretical knowledge, but has consistent difficulty in application use of professional communication to client care. Has difficulty identifying actual problems to plan client centered care. Does not use the SBAR effectively.
0	Fails to meet Standard	<ul style="list-style-type: none"> Performs nursing care in an unsafe and consistently inaccurate manner. Unable to apply time management in the clinical setting. Unable to apply or identify principles based on theoretical knowledge. Unable to identify actual significant client problems. Unable to complete activity without substantial assistance from instructor or staff. Unable to use the SBAR format when giving report. Unable to use therapeutic communication adds to situational conflict.

Student Learning Outcome 4. EVIDENCE-BASED PRACTICE AND QUALITY IMPROVEMENT: Incorporate a spirit of inquiry to make evidence-based clinical judgments and management decisions for quality improvement.

Nursing 1230: Use principles of evidence-based practice essential to a spirit of inquiry.

Clinical Outcome Criteria	MT Score	Final Score
Provides evidenced-based rationales based on patient's developmental level in planning patient care.		
Uses evidenced-based teaching methods appropriate to the patient's level of development.		
Implements evidenced-based interventions in providing family care.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
4	Excellent	<ul style="list-style-type: none"> Consistently performs aspects of nursing care proficiently, accurately and safely. Excellent time management skills are evident in organization of clinical performance. Actions reflect a strong base of theoretical knowledge of the evidenced based interventions and uses appropriate (EVB) teaching methods. Nursing care is patient centered, considering the full spectrum of actual and potential problems.
3	Above Average	<ul style="list-style-type: none"> Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence. Efficient time management skills are evident in organization of patient care. Applies sound theoretical knowledge with occasional prompting to use evidenced based teaching interventions. Nursing care is patient centered with consideration of the majority of client problems.
2	Average (meets competency)	<ul style="list-style-type: none"> Performs nursing care safely with minimal supportive cues needed for accuracy. Time management and organizational skills are adequate to complete basic patient care. Identifies theoretical knowledge, but needs minimal support in applying principles of evidenced based teaching interventions. Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.
1	Below Average	<ul style="list-style-type: none"> Requires frequent supportive cues to perform nursing care safely and accurately. Inefficient time management skills demonstrated. Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of evidenced based interventions when teaching. Has difficulty identifying actual problems to plan client centered care. Does not use the SBAR effectively.
0	Fails to meet Standard	<ul style="list-style-type: none"> Performs nursing care in an unsafe and consistently inaccurate manner. Unable to apply time management in the clinical setting. Unable to apply or identify principles based on theoretical knowledge. Unable to identify actual significant client problems or use evidenced based teaching interventions. Unable to complete activity without substantial assistance from instructor or staff.

Student Learning Outcome 5. *INFORMATICS: Integrate information and technology to communicate, manage knowledge and support decision-making in the practice of nursing care.*

Nursing 1230: Compile data using technology and informatics in the practice of nursing.

<i>Clinical Outcome Criteria</i>	<i>MT Score</i>	<i>Final Score</i>
Uses electronic media sources to develop health promotion materials		
Review EMR at clinical agency to complete Family Sculpting Activity		
Write electronic journal of activities in clinical practicum		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
4	Excellent	<ul style="list-style-type: none"> Consistently performs aspects of nursing care proficiently, accurately and safely Is able to describe and search and use components of the electronic medical record and use informatics to guide nursing practice and support learning activities. Actions reflect a strong base of theoretical knowledge of the evidenced based practice. Nursing care is patient centered, considering the full spectrum of actual and potential problems.
3	Above Average	<ul style="list-style-type: none"> Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence. Is able to search the electronic medical record to gather data using informatics to support class and educational activities Applies sound theoretical knowledge with occasional prompting to use evidenced based practice. Nursing care is patient centered with consideration of the majority of client problems.
2	Average (meets competency)	<ul style="list-style-type: none"> Performs nursing care safely with minimal supportive cues needed for accuracy. Is able to search for data using informatics with minimal assistance Identifies theoretical knowledge, but needs minimal support in applying principles of evidenced based practice. Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.
1	Below Average	<ul style="list-style-type: none"> Requires frequent supportive cues to perform nursing care safely and accurately. Inefficient when searching for data using informatics and is deficient in the designing learning activities Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of evidenced based practice. Has difficulty identifying actual problems to plan client centered care. Does not use the SBAR effectively.
0	Fails to meet Standard	<ul style="list-style-type: none"> Performs nursing care in an unsafe and consistently inaccurate manner. Unable to search for data using informatics to support learning activity. Unable to apply or identify principles based on theoretical knowledge. Unable to identify actual significant client problems or use evidenced based practice. Unable to complete activity without substantial assistance from instructor or staff.

Student Learning Outcome 6. PROFESSIONALISM: Assume accountability for practice in accordance with professional, legal and ethical standards.

Nursing 1230: Utilize principles of professional, legal and ethical standards in the role of the nurse.

Clinical Outcome Criteria	MT Score	Final Score
Identifies the importance of culturally sensitive care in family nursing		
Demonstrates awareness of legal and ethical issues in family nursing		
Develop a culturally sensitive teaching activity for patients and families		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
4	Excellent	<ul style="list-style-type: none"> Consistently performs aspects of nursing care proficiently, accurately and safely utilizing legal and professional standards Consistently provides culturally competent care. Is able to describe and search and use components of the electronic medical record and use informatics to guide nursing practice. Actions reflect a strong base of theoretical knowledge of the evidenced based practice. Nursing care is patient centered, considering the full spectrum of actual and potential problems.
3	Above Average	<ul style="list-style-type: none"> Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence by utilizing legal and professional standards Frequently provides culturally competent care. Is able to search the electronic medical record to gather data using informatics Applies sound theoretical knowledge with occasional prompting to use evidenced based practice. Nursing care is patient centered with consideration of the majority of client problems.
2	Average (meets competency)	<ul style="list-style-type: none"> Performs nursing care safely with minimal supportive cues needed for accuracy in the utilizing legal and professional standards. Is able to search for data using informatics with minimal assistance Requires assistance to provide culturally competent care.. Identifies theoretical knowledge, but needs minimal support in applying principles of evidenced based practice. Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.
1	Below Average	<ul style="list-style-type: none"> Requires frequent supportive cues to perform nursing care safely and accurately when using legal and professional standards. Inefficient when searching for data using informatics. Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of evidenced based practice and culturally competent care Has difficulty identifying actual problems to plan client centered care. Does not use the SBAR effectively.
0	Fails to meet Standard	<ul style="list-style-type: none"> Performs nursing care in an unsafe and consistently inaccurate manner. Is unable to identify legal and professional standards of care. Unable to search for data using informatics Unable to apply or identify principles based on theoretical knowledge. Unable to identify actual significant client problems or use evidenced based practice. Unable to complete activity without substantial assistance from instructor or staff.

General Comments

Date	Comments	Skills Observed/Skills Performed

Mid-term Review Signatures and Date

Student _____

Date _____

Faculty _____

Date _____

Final Review Signatures and Date

Student _____

Date _____

Faculty _____

Date _____

Faculty Resources

Teaching Learning Center:

- <http://www.cod.edu/tlc/index.aspx>

Faculty Web Page:

- http://www.cod.edu/gateways/faculty_staff.aspx

Adjunct Faculty Resources Page:

- http://www.cod.edu/academics/adjunct_faculty/adjunct_resources.aspx

Adjunct Faculty Guidebook:

- <http://cod.edu/about/humanresources/guidebooks.aspx>

Family Education Rights and Privacy Act (FERPA)

- <http://www.cod.edu/about/consumerinformation/ferpa.aspx>

