

GEORGE MASON UNIVERSITY  
College of Health and Human Services  
School of Nursing

NURSING 357  
Health Promotion/Disease Prevention  
Medical/Surgical Nursing

Spring 2008

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George Mason University  
School of Nursing

**NURS 357 Course Syllabus**  
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George Mason University  
School of Nursing

N 357- Health Promotion/Disease Prevention  
Medical/Surgical Nursing  
2 credits

**Placement in the curriculum:** Junior year, pre or co-requisite to all other junior level courses.

Course description: This course gives the student an opportunity to provide collaborative nursing care to the medical/surgical client including those who are culturally diverse and vulnerable experiencing physiological, psychological and social health problems in a variety of settings. The clinical practicum area correlates to the pathophysiology and seminar content. NURS 357 is taken in conjunction with NURS 347, Adult Pathophysiology and Nursing Care, and with the medical-surgical case studies in NURS 339. Lab and SIM lab content will be integrated into the clinical experience.

**Course Objectives:**

Upon completion of this course the student will be able to:

1. Incorporate concepts from pathophysiology, health assessment, and other technologies into the nursing process.
2. Develop therapeutic relationships with medical/surgical clients and their families.
3. Incorporate knowledge of evidence-based research when providing care to clients and their families in a medical/surgical setting.
4. Collaborate with individuals, families and member of the health team to determine health education needs.
5. Implement appropriate nursing interventions for individuals and their families within a medical/surgical setting.
6. Anticipate the need for health care coordination and continuity of care with clients and their families' experiencing health alterations.
7. Demonstrate proficiency using selected technologies in a medical/surgical setting.
8. Demonstrate professional, ethical, and caring behavior within the clinical setting.
9. Demonstrate accountability for time management in the clinical setting.
10. Plan health promotion and disease prevention strategies with the medical/surgical client.
11. Document health assessment data findings.

## Teaching Strategies

### Each clinical day with student will:

- Obtain a detailed report on the adult medical/surgical patient
- Gather patient data from a variety of resources (nurse, chart, computer, patient, family)
- Conduct a thorough assessment of the adult medical/surgical patient and analyze the findings
- Document the findings of the physical assessment in the appropriate manner
- Obtain, analyze and integrate laboratory/diagnostic data into the plan of care
- Obtain medication data and determine how ordered medications impact the status of the medical/surgical patient
- Consider the constantly changing teaching needs of the patient and family
- Utilize various technologies in the care of the adult medical/surgical patient
- Communicate with the instructor and health care team on the care of the patient
- Actively participate in daily post-conferences
- Complete various written assignments (per instructor) to evaluate learning and facilitate understanding
- Function as a member of a diverse health care team
- Conduct patient care in a thoughtful, considerate and professional manner

## Evaluation Methods

*80% of the grade will be calculated based on clinical performance) and 20% of the grade will come from the Concept Map.*

1. Clinical Evaluation Tool and	80%
2. Concept map	20%
3. Assessments (daily patient assessments and documentation, System Assessments)	*
4. Critical Thinking exercises, journals, medication calculations, abbreviations	*

\* Non-grades assignments- the timing and completeness of these assignments will be considered in use of the clinical evaluation tool.

### Grade scale:

A+	99-100%
A	94-98
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

**\*\* A student must achieve a minimum grade of C in each clinical course in order to pass the course. If a student fails to make a grade of C, the course will need to be retaken and successfully passed in order to proceed.**

**General information regarding assignments:**

The clinical instructor will notify students in advance of dates when course requirements are due. The student is responsible to submit requirements on time, unless permission to hand in material at another time has been granted, in advance, by the instructor. The student seeking this privilege must make the request in writing.

If the student submits materials late without discussing the situation with the instructor, a deduction of five points per day, excepting weekends and holidays, may be made from the grade for the assignment.

**Students must reference all information.** Concept maps must be the work and words of the student. Manufactured care plans obtained from books or internet sources will not be accepted and will result in failure of the course.

**PLEASE ENSURE THAT YOU HAVE YOUR CLINICAL SKILLS CHECKLIST UPDATED DURING THIS CLINICAL ROTATION!****Attendance Policy:**

**Clinical attendance is mandatory.** Nursing is an applied science and as such clinical experiences are essential and cannot be replicated. If a student will be absent from clinical, it is the student's responsibility to **notify the instructor prior** to the missed session. **Failure to do this will result in grade modifications.** It will then be the student's responsibility to make up the missed clinical hours in coordination with the clinical faculty member.

An unexcused absence will result in a grade contract and the student will be in a probationary status. A second unexcused absence means the **highest** clinical grade possible will be a C for the course (if all the course requirements are satisfactorily achieved). **Any additional unexcused absences will result in a failure for the clinical course.**

Any student who has recently undergone any major health procedures (surgeries, etc.) or has recently experienced an infectious disease must obtain a medical release from their health care provider prior to returning to clinical.

**Honor Code:** All students are held responsible for knowing and abiding by the university Honor Code. The Honor Code and additional university policies are available at the following website: <http://www.gmu.edu/catalog/acadpol.html#registration>.

**Computer Agreement:**

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing.

**Professional Behavior Expectations:**

All members of the George Mason University community (students and instructors) are expected to communicate in a courteous and respectful manner. All verbal, written and electronic communications must be conducted in a thoughtful and professional manner. Please refer to the Student Handbook-Behavior Expectations under the Judicial Code or view Judicial Code at: <http://www.gmu.edu/departments/unilife/code.htm>.

**Disability Resource Center:** If you are a student with a disability and you need academic accommodations, please notify your instructor and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

**Required Texts:**

Myers, E. (2006). RN Notes. (2<sup>nd</sup> edition). Philadelphia: F.A.Davis.

**Recommended Textbooks: (These books can be those used in other courses in the current or previous semesters. For students entering the program this semester, these texts should be recent editions.)**

Medical Surgical Nursing text

Pharmacology text

Laboratory and Diagnostic Tests text

## GMU School Of Nursing Dress Code

### **Students must adhere to following guidelines:**

#### **Institutional settings:**

No waist/fanny packs may be worn due to the probability of cross contamination and the transmission of nosocomial infections

#### **Females:**

Identification:	Name tag, GMU patch. Sew patch on the left upper sleeve or attach with Velcro. No other type of button or pin may be worn.
Color:	Top: Pull over Hunter green top. Pant or skirt: white.
Material:	Cotton, cotton blend.
Top:	Scrub material. Short sleeve with two pockets. A long sleeve white top may be worn under top.
Pant:	White with two side pockets. No elastic cuffs.
Skirt:	White, knee length with two side pockets.
Shoes:	White (no canvas sneakers or clogs), polished, clean and in good repair.
Hair:	Neatly arranged, off the face and uniform collar or tied back pony tail or braid. Discreet hair accessories.
Hosiery:	Worn at all times. White hose; white socks with pants, hose to be worn with the skirt.
Sweater:	Washable white cardigan or white lab coat with GMU patch.
Jewelry:	Wedding bands only, a watch with second hand, one pair of stud earrings. No chains, necklaces, bracelets, dangle or hoop earrings. No cartilage, nose, eyebrow or tongue piercings will be allowed.
Nails:	Short nails, clear nail polish only. No artificial nails or tips.

#### **Males:**

Identification:	Name tag, GMU patch. Sew patch on the left upper sleeve or attach it with Velcro. No other type of button or pin may be worn.
Color:	Top: Pull over Hunter Green. Pant: White.
Material:	Cotton or cotton blend.
Top:	Hunter Green scrub top with two pockets at bottom. A long sleeve white shirt may be worn under the top.
Pants:	White with two side pockets. No elastic cuffs.
Shoes:	White shoes (no canvas sneakers), clean, polished and in good repair. White socks worn at all times.
Jewelry:	Wedding bands only, a watch, one pair of small post earrings. No chains, necklaces, bracelets, dangle or hoop earring.
Hair:	Beards and/or mustaches should be neatly trimmed; hair off collar or tied back.
Sweater:	Washable white sweater or white lab coat with GMU patch.

GEORGE MASON UNIVERSITY  
College of Health and Human Services  
Nursing 357

The **nursing process** involves critical thinking and is the foundation of what nurses do. The steps are:

Assessment- gathering clinical data from a variety of sources to support the decisions you make about the patient.

Diagnosing- identifying problems that represent the patient's responses to the medical diagnosis, problem, or reason for seeking care.

Planning- developing a plan, with goals, to alleviate the problems.

Implementing- providing the care based on the plan you created.

Evaluating- reviewing the care you provided and determining whether the care provided has alleviated the patient's problems and that the goals you set have been reached.

The **concept map** is a written version of the nursing process and it is "used to organize patient data, analyze relationships in the data, establish priorities, build on previous knowledge, identify what you do not understand, and enable you to take a holistic view of the patient's situation (Schuster, 2002)."

Steps in concept mapping:

1. Identify the patient's medical diagnosis, problem, or reason for seeking health/medical care.

**Medical Diagnosis:** A description of the problem or reason for seeking care.

Pathophysiology (including the physical/psychological alterations):

Includes a description of what the disease process is, who does it affect and when, where does it

Affect them and why it affects them (risk factors) the signs and symptoms of the

Disease/disorder, diagnosis and treatment (medical and surgical)

2. Gather data. This is your assessment and it comes from a variety of sources:

**History and Physical Assessment Findings:**

History:

Neuro/Sensory/Mental Status:

HEENT:

Cardiac:

Respiratory:

Gastrointestinal:

Genitourinary:

Musculoskeletal:

Integumentary:

Reproductive:

Emotional/Social/Spiritual:

\*\*\*Your physical assessment should involve inspection, auscultation, palpation and percussion.

**Chart Review (and/or literature review):**

Active and discontinued orders (rationale for the orders):

Pharmacological interventions and goals:

**Laboratory and diagnostic tests (and significance):**

Analyze the data you gathered and answer the questions: “What is the PROBLEM?” and “WHY?”

3. Identify nursing diagnoses (problems that represent the patient’s responses to the medical diagnosis).

**Nursing Diagnosis/Problem** \_\_\_\_\_

Related to: (Medical Diagnosis(es), problem(s) or reason(s) for seeking care)

As evidenced by: (assessment findings - WHY?)

You can identify and apply the most appropriate formal nursing diagnosis from the NANDA classification system once you have identified the problem and substantiated it with the assessment findings.

Once you have identified all the nursing diagnoses associated with the medical diagnoses, you can add the assessment findings that substantiate the problem.

4. **Develop the plan of care to alleviate the problems** with goals, outcomes, interventions, and evaluation criteria.

Interventions should include the rationale for doing them. Rationale must be based on data from the literature and **references must be cited**.

Patient education and discharge planning should be included in the interventions.

Evaluation criteria should state whether the goals are met.

**The concept map is a plan of care specific to your patient and justifies everything you do for your patient.**

**George Mason University  
College of Health and Human Services  
Nursing 357  
Concept Map Evaluation Tool**

Name \_\_\_\_\_

Date \_\_\_\_\_

Concept	Maximum Points	Student Points
<b>Medical Diagnosis</b> Includes a description of pathophysiology and symptoms.	5	
Evidence of collected History and Physical assessment data from a completed Patient Profile Database <b>or</b> any appropriate assessment tools.	10	
Brief explanation of the <b>lab test(s)</b> , the components, the patient's results, and rationale/significance to the patient.	5	
Brief explanation of the <b>diagnostic test(s)</b> , the patient's results, and rationale/significance to the patient.	5	
<b>Chart review and/or literature review</b> includes rationale of why the listed orders were written for the patient.	5	
<b>Pharmacological interventions</b> include the medication name, dose, route, frequency, and brief explanation of the medication, the goal of treatment, and why the medication was specifically ordered for the patient.	15	
<b>Explanation and Analysis</b> of the above assessment findings.	10	
<b>Nursing Diagnosis # 1</b> Supported by assessment findings	5	
Interventions and rationale	5	
Evaluation criteria/Patient education/Discharge planning	5	
<b>Nursing Diagnosis #2</b> Supported by assessment findings	5	
Interventions and rationale	5	
Evaluation criteria/Patient education/Discharge planning implications	5	
<b>Nursing Diagnosis #3</b> Supported by assessment findings	5	
Interventions and rationale	5	
Evaluation criteria/Patient education/Discharge planning implications	5	

Comments:

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**School of Nursing**

**Systematic Evaluation: MEDICAL - SURGICAL CLINICAL**

This evaluation is for **NURS 357 Section \_\_\_\_\_, Spring 2008**

1. Comment on the class regarding:
  - a. Content/expectations
  
  
  - b. Methods of conference presentation/organization
  
2. Comment on written materials provided for at this time:
  - a. Syllabus
  
  
  - b. Guidelines for requirements
  
  
  - c. Any other specific areas? Identify and comment.
  
3. Describe how you feel about the clinical rotation.
  
  
4. Indicate your thoughts on grading procedures for this course.
  
  
5. What areas of this rotation have been particularly interesting or good learning experiences to you?
  
  
6. List any suggestions or ideas that you think might refine and/or enhance this clinical rotation.
  
  
7. Comment on the effectiveness of the instructor and what suggestions (if any) would you make for improvement.

Use back of the paper if necessary. You need not sign your name. Thank you for your comments.

CLINICAL AGENCY EVALUATION FORM (Student)

Instructor: \_\_\_\_\_ Agency: \_\_\_\_\_  
Course No.: \_\_\_\_\_ Unit(s) Used: \_\_\_\_\_  
Semester: \_\_\_\_\_ Today's date: \_\_\_\_\_

Describe your typical daily assignment/clinical expectations

How were you (or how were you not) able to meet your course objectives in this setting?

What do you believe were the benefits of being at this clinical site for 7 weeks?

What are the weaknesses of being at this clinical site for 7 weeks?

What improvements or changes would you recommend regarding your clinical site for this course?

**NURS 357**  
**CLINICAL PERFORMANCE EVALUATION**  
**SECTION GRADE FORM**  
**For**  
**Medical Surgical Clinical Section**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Clinical Site \_\_\_\_\_

Clinical #: \_\_\_\_\_ Final Score \_\_\_\_\_ Final Letter Grade \_\_\_\_\_

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**ASSIGNMENT GRADE**

**Graded Clinical Assignments**

**Grade Earned**

Concept Map \_\_\_\_\_ X 20% = \_\_\_\_\_

**Non-graded Clinical Assignments**

Daily patient assessments  
Documentation  
System Assessments  
Journals  
Abbreviations/Terms  
Medication Calculations  
Lab analysis  
Critical Thinking Exercises  
Post-conference Participation

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**PERFORMANCE GRADE**

**Grade Earned**

**Clinical Performance Grade** \_\_\_\_\_ X 80% = \_\_\_\_\_

TOTAL SCORE \_\_\_\_\_

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Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*\* A student must achieve a minimum grade of C in order to pass the course section.\*\***

**George Mason University  
School of Nursing  
Clinical Evaluation Tool**

Student \_\_\_\_\_

Date \_\_\_\_\_

Clinical Site \_\_\_\_\_ Clinical # \_\_\_\_\_ Total Score \_\_\_\_\_

<b>1. Competency: Demonstrate professional and ethical behaviors</b>						
<b>Performance Criteria:</b>						
<b>Adheres to professional conduct</b>						
1	Adheres to professional dress code including hair, makeup, jewelry, and nails	3	2	1	0	N/A
2	Protects and advocates for patient rights (privacy, autonomy, confidentiality)	3	2	1	0	N/A
3	Addresses all individuals with dignity and respect without regard to age, developmental level, disability, and/or culture	3	2	1	0	N/A
<b>Assumes responsibility for own behavior</b>						
4	Complies with agency and school policies, state laws, and regulations	3	2	1	0	N/A
5	Adheres to syllabus guidelines	3	2	1	0	N/A
6	Accepts and acts appropriately upon constructive feedback	3	2	1	0	N/A
7	Reports on time and is accountable for notification of illness	3	2	1	0	N/A
<b>Maintains professional student nurse role(s)</b>						
8	Follows instructions given by instructor/staff	3	2	1	0	N/A
9	Accepts responsibility and is able to demonstrate preparation for assigned patient care	3	2	1	0	N/A
10	Submits written materials and other course requirements on time and in proper format	3	2	1	0	N/A
11	Consistently prepares for and participates in conferences/IBLs	3	2	1	0	N/A
12	Reports errors promptly and responds appropriately	3	2	1	0	N/A
13	Actively seeks opportunities for learning	3	2	1	0	N/A
14	Contributes to group/team activities	3	2	1	0	N/A
<b>Develops leadership skills</b>						
15	Leads by example and takes initiative based on principles of leadership and management	3	2	1	0	N/A
16	Uses evidence-based practice findings to enhance patient care	3	2	1	0	N/A
<b>Total score</b> _____		<b>Number of items (excluding items with N/A answers)</b> _____				
<b>Comments:</b>						

**2. Competency: Gather and analyze comprehensive patient assessment data**  
**Performance Criteria:**

1	Introduces self to patient and family/support person; establishes a working relationship	3	2	1	0	N/A
2	Completes patient(s) assessment within established time frames (agency guidelines, instructor requirements, etc.)	3	2	1	0	N/A
3	Demonstrates effective interview techniques in data collection	3	2	1	0	N/A
4	Demonstrates correct techniques for physical assessment	3	2	1	0	N/A
5	Adapts assessment techniques based on patient characteristics (e.g., age, culture, development, illness, mental state, spirituality)	3	2	1	0	N/A
6	Seeks appropriate sources in collecting data	3	2	1	0	N/A
7	Incorporates information from team members and other sources	3	2	1	0	N/A
8	Gathers and analyzes relevant laboratory and diagnostic test results	3	2	1	0	N/A
9	Clusters data to identify patient/nursing problems	3	2	1	0	N/A
10	Relates pathophysiology of disease(s) to patients' assessment findings, medications, laboratory and diagnostic test results, and medical and nursing information	3	2	1	0	N/A
11	Discusses conclusions of patient assessment with instructor/preceptor, giving specific examples	3	2	1	0	N/A
12	Anticipates patients' needs based on assessments	3	2	1	0	N/A
13	Develops a plan of care based on findings	3	2	1	0	N/A
<b>Total score _____</b>		<b>Number of items (excluding items with N/A answers) _____</b>				

**Comments:**

**3. Competency: Provide individualized patient care and outcome evaluation**  
**Performance Criteria:**

<b>Nursing Intervention and Outcome Evaluation</b>						
1	Determines and supports patient preferences	3	2	1	0	N/A
2	Establishes priorities of care in meeting identified needs of patients	3	2	1	0	N/A
3	Uses critical thinking strategies in decision-making, planning, and provision of care	3	2	1	0	N/A
4	Demonstrates caring behavior towards patients and families	3	2	1	0	N/A
5	Prepares patients for interventions	3	2	1	0	N/A
6	Considers patients' family and community when developing and implementing the plan of care	3	2	1	0	N/A
7	Reports abnormal data and changes in patient condition to the instructor or appropriate health care professional	3	2	1	0	N/A
8	Ensures patient care is completed within time framework established by agency/instructor	3	2	1	0	N/A
9	Evaluates patient outcomes	3	2	1	0	N/A
10	Revises and modifies patient care as indicated by the evaluation outcomes	3	2	1	0	N/A
<b>Proficiency in nursing skills</b>						
11	Performs nursing skills competently	3	2	1	0	N/A
12	Demonstrates competency in performing nursing technologies	3	2	1	0	N/A
13	Recognizes and assesses own limitations in performing a particular technology and take appropriate steps to improve skill	3	2	1	0	N/A
14	Responds appropriately to patients in distress	3	2	1	0	N/A
15	Provides complex nursing care for more than one patient	3	2	1	0	N/A
16	Demonstrates flexibility in adapting to changing situations	3	2	1	0	N/A
<b>Teaching</b>						
17	Assesses patient/family understanding of the health care situation	3	2	1	0	N/A
18	Develops and implements a teaching plan according to assessment findings	3	2	1	0	N/A
19	Presents information in a clear, professional manner	3	2	1	0	N/A
20	Evaluates patients' attainment of learning outcomes	3	2	1	0	N/A
21	Revises the teaching plan as indicated by the evaluation	3	2	1	0	N/A
<b>Teamwork and Leadership</b>						
22	Delegates tasks appropriately	3	2	1	0	N/A
23	Ensures that delegated acts are completed	3	2	1	0	N/A
<b>Total score _____</b>		<b>Number of items (excluding items with N/A answers) _____</b>				

**Comments:**

**4. Competency:** Adhere to principles of safety and infection control (medication/procedures/interventions, etc.)

**Performance Criteria:**

1	Performs appropriate assessments prior to, during, and after medication administration	3	2	1	0	N/A
2	Reports and documents medication effects	3	2	1	0	N/A
3	Obtains patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications	3	2	1	0	N/A
4	Correlates patients' medications to their health status	3	2	1	0	N/A
5	Calculates medication dosages and IV rates correctly	3	2	1	0	N/A
6	Follows correct procedures in preparing and administering medications	3	2	1	0	N/A
7	Checks <u>nine</u> rights and patient identifiers prior to medication administration	3	2	1	0	N/A
8	Administers medications within the agency-allotted timeframe	3	2	1	0	N/A
9	Uses universal/standard precautions (washing hands, wearing appropriate personal protective equipment, avoiding needlesticks)	3	2	1	0	N/A
10	Completes patient rounds according to agency and/or instructor guidelines	3	2	1	0	N/A
11	Checks for patient ID and correct procedures at all times	3	2	1	0	N/A
12	Maintains an environment free from hazards, etc.	3	2	1	0	N/A
13	Requests assistance when needed	3	2	1	0	N/A
<b>Total score _____</b>		<b>Number of items (excluding items with N/A answers) _____</b>				

**Comments:**

<b>5. Competency: Communicate and collaborate effectively with colleagues, patients, and families</b>						
<b>Performance Criteria:</b>						
<b>Communication with clients</b>						
1	Uses appropriate verbal and non-verbal communication strategies	3	2	1	0	N/A
2	Adapts communication strategies based on patients' age, developmental level, disability, and/or culture	3	2	1	0	N/A
3	Evaluates the effectiveness of therapeutic interactions	3	2	1	0	N/A
4	Uses appropriate channels of communication	3	2	1	0	N/A
5	Provides accurate information to patients, families, and the health care team—including instructor	3	2	1	0	N/A
<b>Communication with other health care professionals</b>						
6	Conveys mutual respect, trust, support, and appreciation for other members of the health care team, patients, families, instructor, classmates	3	2	1	0	N/A
7	Confers with other health care team members regarding patient care needs	3	2	1	0	N/A
8	Applies conflict resolution and problem solving skills as appropriate	3	2	1	0	N/A
<b>Total score ____</b>		<b>Number of items (excluding items with N/A answers) ____</b>				
<b>Comments:</b>						

<b>6. Competency: Document effectively</b>						
<b>Performance Criteria:</b>						
1	Uses appropriate terminology, spelling, and grammar in written communications	3	2	1	0	N/A
2	Documents accurate, complete, and pertinent information in a timely manner	3	2	1	0	N/A
3	Completes documentation according to agency guidelines (format, timing, abbreviations, etc.)	3	2	1	0	N/A
<b>Total score ____</b>		<b>Number of items (excluding items with N/A answers) ____</b>				
<b>Comments:</b>						

**George Mason University  
School of Nursing  
Clinical Evaluation Tool**

Total number of clinical sessions \_\_\_\_\_

Number of Absences \_\_\_\_\_ Number of Times Late \_\_\_\_\_

\_\_\_\_\_  
Student signature /Date

\_\_\_\_\_  
Faculty signature/ Date

**\*\*Comments must be made in each of the competencies and scores of 1 and 3 must documented with specific behaviors.**

***Rating Scale \****

- 3. Exceptional performance - consistently exceeds expectation
- 2. Performs as expected for this level
- 1. Needs Improvement
- 0. Unsafe clinical practice (Student was placed on written contract-see attached)
- N/A**     Not applicable

**George Mason University  
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**Clinical Evaluation grading guidelines**

To calculate the final grade:

1. Performance Criteria:

Score Earned \_\_\_\_\_  
(Total score of all criteria)

Highest possible score \_\_\_\_\_  
(76 minus the NA items = \_\_\_\_\_ X 3 = \_\_\_\_\_)

2. Calculate the performance grade:  $\frac{\text{Score Earned}}{\text{Highest Possible Score}} \times 100 = \text{Performance Grade}$

3. Clinical performance Grade \_\_\_\_\_ X 80 % (.8) = \_\_\_\_\_

Clinical assignments grade average \_\_\_\_\_ X 20% (.2) = \_\_\_\_\_

**Final score** (add the two scores together): \_\_\_\_\_

4. Look at the grading guideline below to find the **final letter grade** \_\_\_\_\_.

**Note: A student must achieve a minimum grade of C in order to pass the course section.**

**Final Combined Grading Guideline (%):**

	A+	A	A-	B+	B	B-	C+	C	C-	D
<b>Junior Year</b>										
Clinical 1	74.2	70.8	67.6	64.6	61.4	58.4	55.4	52.2	49.2	44.8
Clinical 2	75.8	72.4	69.2	66.2	63.0	60.0	57.0	53.8	50.8	46.4
Clinical 3	77.4	74.0	70.8	67.8	64.6	61.6	58.6	55.4	52.4	48.0
Clinical 4	79.0	75.6	72.4	69.4	66.2	63.2	60.2	57.0	54.0	49.6
<b>Senior Year</b>										
Clinical 5	87.8	84.4	81.2	78.2	75.0	72.0	69.0	65.8	62.8	58.4
Clinical 6	90.2	86.8	83.6	80.6	77.4	74.4	71.4	68.2	65.2	60.8
Clinical 7	92.6	89.2	86.0	83.0	79.8	76.8	73.8	70.6	67.6	63.2

**Final Combined Grading Guideline for SECOND DEGREE CLINICALS (%):**

	A+	A	A-	B+	B	B-	C+	C	C-	D
Clinical 1	75.0	71.6	68.4	65.4	62.2	59.2	56.2	53.0	50.0	45.6
Clinical 2	77.4	74.0	70.8	67.8	64.6	61.6	58.6	55.4	52.4	48.0
Clinical 3	79.0	75.6	72.4	69.4	66.2	63.2	60.2	57.0	54.0	49.6
Clinical 4	87.8	84.4	81.2	78.2	75.0	72.0	69.0	65.8	62.8	58.4
Clinical 5	90.2	86.8	83.6	80.6	77.4	74.4	71.4	68.2	65.2	60.8
Clinical 6	92.6	89.2	86.0	83.0	79.8	76.8	73.8	70.6	67.6	63.2

## Rating Scale Descriptions:

You will demonstrate your competence in a clinical experience with guidance from an experienced RN or Instructor

Circle the appropriate score for each criteria based on the descriptions below.

### 3 – Exceptional performance – consistently exceeds expectations at all times

- Consistently safe and accurate at all times
- Use of time: completes all patient care assignments on time
- Requires minimal instructor guidance and prompting
- Consistently demonstrates improvement in efficiency, coordination of care, and confidence throughout the clinical experience
- Demonstrates independence in thought and action
- Assignments are turned in on or before the due date
- All areas of assignments are addressed in a complete and thorough manner, information is accurate and presentation of material is professional in appearance
- Accountable for nursing actions at all times

### 2 – Performs as expected for this level

- Safe and accurate most of the time
- Requires some prompting and support
- Demonstrates improvement in efficiency, coordination of care, and confidence
- Uses instructor guidance and supervision appropriately
- Prepared for clinical experience
- Presents a professional image (appropriately dressed, attitude, and demeanor)
- Assignments turned in on due date, and material is professional in appearance

### 1 – Needs Improvement

- Unskilled and inefficient, continuous verbal and/or physical direction required
- Lacks accountability for own practice
- Requires continuous instructor prompting and support
- Lacks confidence
- Assignments are turned in after the due date
- Information on assignments is missing or not factual
- Obvious gaps are noted in information
- Lack of professional appearance and/or demeanor

## 0 - Unsafe or Inappropriate Clinical Practice

Unsafe or inappropriate clinical practice is any act, practice or omission during clinical practice that fails to conform to the accepted standards of the nursing profession. Unsafe clinical practice may directly or indirectly cause physiological and/or emotional harm to others.

Unsafe or inappropriate clinical performance may include, but is **not limited** to the following behaviors:

1. Fails to prepare for clinical assignments by not obtaining sufficient data as to patient's diagnosis, needs, and nursing care
2. Fails to accurately assess, determine significance of, and/or promptly report changes in patient's physical and/or emotional status to appropriate resource people
3. Fails to provide nursing care, which may be required to stabilize a patient's condition or prevent complications, congruous with knowledge base derived from previous and current learning
4. Fails to provide clear, accurate, and complete written documentation regarding a patient's condition, treatment, and nursing care according to the agency policy
5. Fails to administer medications and/or treatment in a safe, responsible manner
6. Fails to demonstrate the application of previously learned skills and principles in providing nursing care
7. Practices beyond educational level, experience, or responsibilities within the role of the student nurse
8. Fails to follow instructions given by the instructor
9. Fails to accept responsibility for own actions
10. Fails to correct previously identified failing behaviors identified in the written contract created by the instructor and reviewed with the student

Students will be placed on written contract for the unsafe or inappropriate behavior at any time during the clinical rotation. Unsafe or inappropriate clinical practice **in any one of the performance criteria** on the final evaluation will result in failure of the clinical nursing course. The written contract must be attached. Students who fail a clinical course at the end of the semester **cannot** continue to attend future clinical sessions.

**N/A – Performance Criteria not appropriate for this clinical setting.**