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| **Student’s Name: Clinical Faculty’s Name: Date:**  **Directions:** Studentsshould rate their skill level for each of the course objectives. ***Beginning students (NGR 6200L, NGR 6500L) are most likely to have novice and advance beginner skills with progression to at least competent by the end of the semester. Competent and proficient skills are expected during the final clinical courses (NGR 6619L, NGR 6607L.)*** Rarely w­­ill students get to the expert level. Students should review each of the course objectives and contribute a *reflection/clinical example* after each of the 6 C’s as well as clinical *goals* at midterm and end of term. Clinical faculty are expected to discuss the ratings and reflections and help students with goal setting. Clinical faculty are required to sign this form.  **Rating Skill Level**   |  |  |  | | --- | --- | --- | |  | **Skill Level** | **Definition** | | **N** | Novice | Observes tasks only. Limited skills, knowledge, attitudes, and behaviors that define the content of the learning domains | | **AB** | Advance Beginner | Needs direct supervision. Developing skills, knowledge, attitudes, and behaviors that define the content of the learning domains | | **C** | Competent | Needs supervision periodically. Developed skills, knowledge, attitudes, and behaviors that define the content of the learning domains | | **P** | Proficient | Able to perform without direct supervision. Advanced skills, knowledge, attitudes and behaviors that define the content of the learning domains | | **E** | Expert | Able to supervise others. Authority for skills, knowledge, attitudes and behaviors that define the content of the learning domains | |  | N/A | Not applicable or unable to observe during site visit |   \*Learning domains align with course objectives that include Core Competencies for Professional Nursing Education from the American Association of Colleges of Nursing, 2021 <https://www.aacnnursing.org/AACN-Essentials>. Knowledge, skills and attitudes are derived from the Quality, Safety, Education in Nursing <https://qsen.org/>. Rating scale adapted from Benner’s Expert to Novice <https://nursing-theory.org/theories-and-models/from-novice-to-expert.php> | | |
| **Course Objectives** Learning objectives are organized using Roach’s 6 Cs (competency, compassion, comportment, confidence, conscience and commitment). Roach, S. (2002). Caring, the human come of being: A blueprint for the health professional, 2nd ed. Ontario: CHC Press | **Midterm**  **Progress**  N, AB, C, P, E, NA | **Final** |
| **Becoming competent**: | | |
| 1) Apply foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions. (Essential I) |  |  |
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| 2) Utilize selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of persons across the lifespan. (Essential I, VIII) |  |  |
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| 3) Demonstrate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of persons. (Essential VIII) |  |  |
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| 4) Begin to apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of persons in the primary care setting. (Essential IV) |  |  |
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| 5) Begin to utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V) |  |  |
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| 6) Demonstrate a beginning understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX) |  |  |
| **Midterm: Student’s Reflections on Becoming Competent**  Provide a brief clinical example (3-5 sentences) of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Becoming Competent**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
| **Becoming compassionate**: | | |
| 1) Identify appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential IX) |  |  |
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| 2) Choose caring strategies in advanced nursing situations which reflect appreciation of the persons’ and families’ cultural and spiritual beliefs. (Essential IX) |  |  |
| **Midterm: Student’s Reflections on Becoming Compassionate**  Provide a brief clinical example (3-5 sentences) of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Becoming Compassionate**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
| **Demonstrating comportment:** | | |
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| 1) Identify effective communication strategies to foster interprofessional partnerships to improve health outcomes for persons. (Essential VII) |  |  |
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| 2) Discuss the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for common conditions. (Essential II) |  |  |
| **Midterm: Student’s Reflections on Demonstrating Comportment**  Provide a brief clinical example (3-5 sentences) of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Demonstrating Comportment**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
| **Becoming confident:** | | |
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| 1) Develop a beginning sense of self as a caring person in relation to others within advanced practice. (Essential IX) |  |  |
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| 2) Demonstrate beginning clinical confidence, through critical thinking by applying advanced nursing knowledge. |  |  |
| **Midterm: Student’s Reflections on Becoming Confident**  Provide a brief clinical example (3-5 sentences) of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Becoming Confident**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
| **Attending to conscience:** | | |
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| 1) Begin to comprehend how health policy impacts the care of persons in diverse situations. (Essential VI) |  |  |
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| 2) Discuss measures to improve care through advocacy at state and local levels. (Essential VI) |  |  |
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| 3) Discuss morally sensitive issues affecting advanced practice. (Essential VI) |  |  |
| **Midterm: Student’s Reflections on Attending to Conscience**  Provide a brief clinical example (3-5 sentences) of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Attending to Conscience**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
| **Affirming commitment**: | | |
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| 1) Discuss the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III) |  |  |
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| 2) Begin to integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV) |  |  |
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| 3) Discuss the importance of becoming professionally active in national organizations improving health of persons. (Essential III and VI) |  |  |
| **Midterm: Student’s Reflections on Affirming Commitment**  Provide a brief clinical example (3-5 sentences) of how you are meeting the objectives of becoming competent. Provides 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Affirming Commitment**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |

**Midterm:** Faculty review and assessment of self-evaluation, reflections and goal setting with student. Clinical faculty recommendations to help student achieve goals.

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**Midterm:** Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester: € Fall € Spring Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Faculty’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final:** Faculty review and assessment of self-evaluation, reflections and goal setting with student. Clinical faculty recommendations to help student achieve goals.

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**Final:** Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester: € Fall € Spring Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Faculty’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_