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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* for 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 is 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. Integrate knowledge from nursing and related disciplines to assess, diagnose, and treat common and complex health conditions (e.g. geriatric syndromes, chronic disease management, and management of neurological health conditions) across the continuum of care (e. g. ofﬁce setting, skill nursing facility, independent living facility (ILF), assisted living facility (ALF), and home bound older adults) (Essential I. ) |  |  |
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| 1. Synthesize selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being adolescents, adults and older adults. (Essential I, VIII) |  |  |
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| 1. Routinely incorporate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of adolescents, adults and older adults. (Essential VIII) |  |  |
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| 1. Engage in evidence-based practice using best available evidence such as research ﬁndings, clinical guidelines from national organizations, and patient/family preferences. Apply evidence- based practice to improve the health outcomes and well-being of adolescents, adults, and older adults (Essential IV) |  |  |
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| 1. Utilize health informatics and technologies to evaluate, integrate, coordinate, and improve healthcare of adolescents, adults, and older adults. (Essential V) |  |  |
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| 1. Evaluate and articulate an 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) |  |  |
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| 1. Identify and implement strategies that address the health needs of vulnerable populations (e.g. frail older adult) across the continuum of care (Essential I) |  |  |
| **Midterm: Student’s Reflections on Becoming Competent**  Provide a brief clinical example of 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 | | |
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| **Becoming Compassionate**: | | |
| 1. Integrate appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential IX) |  |  |
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| 1. Assess caring strategies in advanced nursing situations which reﬂect appreciation of the persons’ and families’ cultural and spiritual beliefs. (Essential IX) |  |  |
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| **Midterm: Student’s Reflections on Becoming Compassionate**  Provide a brief clinical example of 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. Evaluate and revise effective communication strategies to foster inter-professional partnerships and support care coordination to improve health outcomes of adolescents, adults, and older adults across the continuum of care (Essential VII) |  |  |
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| 1. Actively engage in ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for complex health conditions across the continuum of care (Essential II) |  |  |
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| **Midterm: Student’s Reflections on Demonstrating Comportment**  Provide a brief clinical example of 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 demonstrating comportment | | |
| **Becoming Confident:** | | |
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| 1. Synthesize and evaluate knowledge of self as a caring person in relation to others within advanced practice. (Essential IX) |  |  |
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| 1. Demonstrate clinical confidence, through critical thinking by applying advanced nursing knowledge. |  |  |
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| **Midterm: Student’s Reflections on Becoming Confident**  Provide a brief clinical example of 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 confident | | |
| **Attending to Conscience:** | | |
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| 1. Utilize health policy impacts the care of persons in diverse situations. (Essential VI) |  |  |
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| 1. Engage and evaluate measures to improve care through advocacy at state and local levels. (Essential VI) |  |  |
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| 1. Evaluate ethical, moral and legal issues that may impact adolescents, adults and older adults including: informed decision making, end-of-life/palliative care, and caregiver issues. (Essential VI) |  |  |
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| **Midterm: Student’s Reflections on Attending to Conscience**  Provide a brief clinical example of 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 attending to conscience | | |
| **Affirming Commitment**: | | |
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| 1. Evaluate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care to adolescent, adults and older adults. (Essential II, III) |  |  |
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| 1. Consistently integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV) |  |  |
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| 1. Actively engage in national organizations improving health of adolescents, adults, and older adults (Essential III and V |  |  |
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| **Midterm: Student’s Reflections on Affirming Commitment**  Provide a brief clinical example of 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 Affirming Commitment**  Provide a brief reflection on your growth during the semester in meeting the course objectives of affirming commitment | | |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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