

**MIAMI DADE COLLEGE  
MEDICAL CENTER CAMPUS  
SCHOOL OF NURSING**

**CLINICAL EVALUATION TOOL  
LEVEL 2 SEMESTER 3**

**Pediatric Nursing**

**STUDENT** \_\_\_\_\_ **STUDENT NO.** \_\_\_\_\_

**COURSE** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. Students must be satisfactory in all objectives by the end of the semester and pass the Critical Thinking/Plan of Care, and Pharmacology Examination in order to pass this course.

**SATISFACTORY**

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills.
- Applies previous learning to Pediatric Nursing.
- Gathers data about the community systematically.
- Uses therapeutic communication with patients, families, staff, peers, and others.
- Applies critical thinking to nursing care situations with children and families.
- Is self-directed.
- Meets all objectives in Core Components and Summative Testing.

**UNSATISFACTORY**

A student who earns a grade of unsatisfactory:

- Fails to transfer previous learning.
- Uses communications patterns that are angry, judgmental, disrespectful, familiar, false, or otherwise inappropriate.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive lateness or absence.
- Fails to meet all objectives in Core Component and Summative Testing.

**S=Satisfactory****N/I Needs Improvement****U=Unsatisfactory**

<b>PART 1: CORE COMPONENTS</b>	<b>Midterm</b>		<b>Final</b>	
	<b>S</b>	<b>N/I</b>	<b>S</b>	<b>U</b>
<b>PROFESSIONAL BEHAVIORS</b>				
Follows the policies and guidelines of MDC, the School of Nursing and affiliating agencies.				
Treats others with respect.				
Demonstrates nonjudgmental behaviors and attitudes.				
Maintains personal appearance according to the policies of the School of Nursing, and affiliating agencies.				
Maintains confidentiality.				
Reports promptly to the clinical area to all scheduled activities.				
Attends all clinicals.				
Notifies the instructor and unit personnel regarding absence or tardiness prior to the start of clinical.				
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.				
Submits completed assignments by the due date.				
Initiates patient contact only when the instructor is in the clinical setting.				
Reports all pertinent information and abnormal findings to the instructor and/or staff member.				
Practices nursing in the clinical setting using legal/ethical principles.				
Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).				
Applies knowledge from physical sciences.				
Seeks instructor's guidance before performing new or invasive procedures, or administering medications.				
<b>COMMUNICATION</b>				
Uses verbal and nonverbal therapeutic communication techniques that demonstrate respect, understanding and caring. Avoids patronizing or familiar communication patterns.				
Documents according to agency protocol, assessment findings, interventions, skills, medication administration and progress towards patient outcomes.				
Completes care plans on assigned patients.				
Adapts age specific growth and development principles when communicating and providing care to assigned patients.				
<b>ASSESSMENT</b>				
Performs a comprehensive assessment on each assigned child.				

CORE COMPONENTS	Midterm		Final	
	S	N/I	S	U
<b>ASSESSMENT CONT.</b>				
Differentiates and prioritizes the cognitive, psychosocial, cultural, and spiritual needs of the child and family, based on growth and development norms.				
Uses principles of growth and development to differentiate normal from abnormal responses.				
<b>MANAGING CARE</b>				
Demonstrates organization and time management when providing complete care for one or more children.				
Uses equipment in the clinical setting consistent with purpose.				
Demonstrates cost-efficient use of equipment and resources.				
Participates in admissions, transfers, and discharges for children..				
Implements nursing actions for the child that are age appropriate.				
Implements nursing actions that support long and short term goals.				
Develops priorities based on patient needs and acuity.				
<b>CLINICAL DECISION MAKING</b>				
Makes clinical judgments that support and promote safe and effective patient outcomes.				
Evaluates the effectiveness of nursing care and makes modifications to meet the needs of the pediatric patient.				
Determines needs to report data or change in patient's states to physician.				
Participates in various critical thinking activities reflecting growth and development norms and pediatric disease processes, eg: case studies critical thinking situations concept mapping concept clarification NCLEX-RN review graphic organizer development Human Patient Simulator				
<b>CARING INTERVENTIONS</b>				
Supports child and caregivers during life altering or end-of-life situations.				
Promotes child's dignity and privacy.				
Maintains a clean, organized environment free, from potentially harmful elements.				
Applies growth and development principles to medication administration while demonstrating the "five rights".				

<b>CORE COMPONENTS</b>	<b>Midterm</b>		<b>Final</b>	
	<b>S</b>	<b>N/I</b>	<b>S</b>	<b>U</b>
<b>CARING INTERVENTIONS CONT.</b>				
Demonstrates knowledge of the purpose and effects of medication prescribed for the child.				
Consistently adheres to all overriding critical elements regarding asepsis, communication, safety, professional behaviors, and universal/standard precautions.				
<b>TEACHING LEARNING</b>				
Analyzes the identified learning needs of children and their families based on assessment data.				
Implements growth and development specific teaching interventions with assigned child and caregivers.				
Validates teaching interventions with staff to support achievement of patient outcomes.				
Evaluates/modifies patient's progress towards goal attainment as appropriate.				
Uses available resources to resolve the child's and family problems and needs.				
<b>COLLABORATION</b>				
Participates in one or more unit activities, eg: 1. Special Care Unit Rounds 2. Transdisciplinary Rounds 3. Child Life Activity Periods				
Determines the appropriate health care team member or affiliating agency for resolution of problems, discharge planning or social service referral to support child and/or family.				

**MIDTERM PROGRESS:**

Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Dates Of: Absences \_\_\_\_\_ Tardiness \_\_\_\_\_

Instructor Comments

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Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Comments

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

**FINAL COURSE GRADE: (Based on grading criteria)**

Dates Of: Absences \_\_\_\_\_ Tardiness \_\_\_\_\_

**PART 2: SUMMATIVE TESTING**

	<b>PASSED</b>	<b>FAILED</b>	<b>FACULTY INITIALS</b>
<b>PLAN OF CARE EXAMINATION</b>	FIRST ATTEMPT DATE _____ SECOND ATTEMPT DATE _____	FIRST ATTEMPT DATE _____ SECOND ATTEMPT DATE _____	
<b>CRITICAL THINKING EXAMINATION</b>	FIRST ATTEMPT DATE _____ SECOND ATTEMPT DATE _____	FIRST ATTEMPT DATE _____ SECOND ATTEMPT DATE _____	
<b>PHARMACOLOGY/MATH EXAMINATION</b>	FIRST ATTEMPT DATE _____ SECOND ATTEMPT DATE _____	FIRST ATTEMPT DATE _____ SECOND ATTEMPT DATE _____	

Instructor Comments

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Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Comments

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

Final Grade:      **S** \_\_\_\_\_      **U** \_\_\_\_\_

