



**Pierce College Puyallup  
Associate Degree in Nursing  
Program**

**Clinical Handbook**

Adopted 4/06; Revised 11/06

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# **Directions for Utilizing the Clinical Handbook**

The following forms for use in the skills laboratory and the clinical setting will be utilized throughout the program. They are placed in one handbook to help you see the progression of expectations throughout the program. Specific directions about each form and how it will be used for record keeping and for your evaluation will be found in your course syllabus. Each form is marked with the course in which it is used.

**Pierce College Puyallup  
Associate Degree in Nursing  
Program**

**Clinical Handbook: Student Performance  
Evaluations**

**Directions for Use:** At the end of each clinical rotation for the listed course, your clinical instructor will fill out this form in order to evaluate your performance. Once you have reviewed the form and have signed it, please give it to the Nursing Program Coordinator so that it can be placed in your file. This is mandatory for passing the course.

**Pierce College Associate Degree in Nursing Program  
Student Clinical Evaluation  
NURS 112: Fundamentals of Nursing Clinical Practice**

\_\_\_\_\_  
Student's Name                      Clinical Location                      Course                      Dates

**NURSING PROCESS**

Student Outcomes:

1. Apply fundamental nursing principles with emphasis on the promotion, management and maintenance of optimum levels of wellness.
  - a. Student is able to prioritize needs of clients experiencing alterations in health.
2. Apply fundamental nursing principles to a diverse cross section of adult clients with alterations in body systems.
  - a. Student demonstrates ability to provide basic hygiene to clients that is appropriate to their needs.
  - b. Student able to perform daily range of motion exercises, as deemed appropriate.
3. Under supervision, demonstrate fundamental nursing skills as a provider of care, manager of care, and member of the discipline of nursing, utilizing the Roy Adaptation Model.
  - a. Provider of Care: Student works with healthcare staff in order to provide fundamental nursing skills such as the provision of daily hygiene, activities of daily living, range of motion exercises, etc.
  - b. Manager of Care: Student works with healthcare staff to organize delivery of fundamental nursing skills.
  - c. Member of the Discipline of Nursing: Student is on time, has done appropriate homework, and acts in a professional manner.

<b>Meets Standards*</b>	<b>Does Not Meet Standards</b>

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**COMMUNICATION**

Student Outcomes:

1. Develop a basic plan of care, utilizing the Roy Adaptation Model Physiological and Psychosocial Modes.
  - a. Student demonstrates ability to communicate basic plan of care to nursing staff and patients.
  - b. Student identifies one psychosocial client need and one physiological client need.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROFESSIONAL ROLE**

Student Outcomes:

1. Perform nursing care and clinical skills/procedures for adult clients within acceptable nursing standards.
  - a. Clinical skills/procedures: Student able to provide daily hygiene, activities of daily living, ambulate (as necessary), range of motion exercises, and identify one priority nursing diagnosis for each client.
2. Develop a basic plan of care, utilizing the Roy Adaptation Model Physiological and Psychosocial Modes.
  - a. Student works with healthcare staff to provide appropriate care, according to standards set by the American Nursing Association (ANA).
  - b. Student prioritizes delivery of care based on client need and input from healthcare staff.
3. Under supervision, demonstrate fundamental nursing skills as a provider of care, manager of care, and member of the discipline of nursing, utilizing the Roy Adaptation Model.
  - a. Fundamental Nursing Skills: Student able to provide daily hygiene, activities of daily living, ambulate (as necessary), range of motion exercises, and identify one priority nursing diagnosis for each client.
  - b. Student able to identify and explain nursing principles of safe practice.
  - c. Student able to identify and explain nursing terminology pertinent to safe practice.
  - d. Student able to analyze the advances of modern technology and their impact on the health care environment.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CULTURAL COMPETENCE**

1. Apply fundamental nursing principles with emphasis on the promotion, management and maintenance of optimum levels of wellness.
  - a. Student demonstrates understanding of culturally competent care when addressing the needs of racial, ethnic, and linguistic population groups in improving healthcare service.
  - b. Student demonstrates application of social, economical, legal/ethical and political principles to assess the client’s ability to reach healthcare goals.
2. Apply fundamental nursing principles to a diverse cross section of adult clients with alterations in body systems.
  - a. Student demonstrates ability to provide basic hygiene and activities of daily living to clients showing respect to their needs, values, and culture.
3. Under supervision, demonstrate fundamental nursing skills as a provider of care, manager of care, and member of the discipline of nursing, utilizing the Roy Adaptation Model.
  - a. Provider of Care: Student works with healthcare staff in order to provide fundamental nursing skills while paying attention to client’s cultural needs.
  - b. Manager of Care: Student works with healthcare staff to organize delivery of fundamental nursing skills, respecting each client has their own daily needs.
  - c. Member of the Discipline of Nursing: Student is on time, has done appropriate homework, and acts in a professional manner showing respect for each client.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INFORMATION COMPETENCY**

Student Outcomes:

1. Develop a basic plan of care, utilizing the Roy Adaptation Model Physiological and Psychosocial Modes.
  - a. Student performs appropriate research in order to determine plan of care.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***\*Student must be rated as “meets standards” in each category, by the end of the course, in order to pass.***

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

Student's  
Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Pierce College Associate Degree in Nursing Program  
Student Clinical Evaluation  
NURS 122: Introduction to Nursing Clinical Practice**

\_\_\_\_\_  
Student's Name                      Clinical Location                      Course                      Dates

**NURSING PROCESS**

Student Outcomes:

4. Apply introductory nursing principles with emphasis on the promotion, management and maintenance of optimum levels of wellness.
5. Apply introductory nursing principles to a diverse cross section of adult clients with alterations in body systems.
  - a. Student able to analyze the pathophysiology, etiology, and signs & symptoms for individuals with disorders of the musculoskeletal, integumentary, sensory, and gastrointestinal systems.
  - b. Student develops appropriate plan of care when nursing for geriatric clients.
6. Develop a basic plan of care, utilizing the Roy Adaptation Model Physiological and Role Function Modes.
  - a. Student able to demonstrate understanding of Roy's Physiological Mode and Role Function Mode in relation to introductory Medical-Surgical and Psychiatric Nursing Concepts.
  - b. Student uses appropriate plan of care when nursing for the well mother and child and pediatric patients.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMUNICATION**

Student Outcomes:

1. Demonstrate understanding and application of nursing in the community through the Service-Connected Learning Project.
  - a. Student able to initiate Service-Connected Learning Project.
  - b. Student coordinates scheduling of volunteer duties with organization.
2. Develop a basic plan of care, utilizing the Roy Adaptation Model Physiological and Role Function Modes.
  - a. Student communicates plan of care with healthcare professionals.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROFESSIONAL ROLE**

Student Outcomes:

1. Perform introductory skills for medication administration, utilizing the Five Rights of Medication Administration for individuals in the health care setting.
  - a. Student understands differences in providing medications for pediatric and geriatric clients.
2. Perform nursing care and clinical skills/procedures for adult clients within acceptable nursing standards.
  - a. Student able to identify and explain nursing terminology pertinent to safe practice.
  - b. Student able to demonstrate introductory nursing skills, such as providing basic wound care, inserting a Foley catheter, in accordance with acceptable nursing standards.
3. Under supervision, demonstrate introductory nursing skills as a provider of care, manager of care, and member of the discipline of nursing, utilizing the Roy Adaptation Model.
  - a. Provider of Care: Student works with healthcare staff in order to provide introductory nursing skills such as the provision of basic wound care, dressing changes, and oxygen administration, under the supervision of a registered nurse.
  - b. Manager of Care: Student works with healthcare staff to organize delivery of introductory nursing skills.
  - c. Member of the Discipline of Nursing: Student is on time, has done appropriate homework, and acts in a professional manner.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CULTURAL COMPETENCE**

Student Outcomes:

1. Demonstrate application of social, economic and legal/ethical principles to assess the client’s ability to reach healthcare goals.
  - b. Student aware of legal and cultural implications, cultural and spiritual issues, and issues of grief and loss that may impact the delivery of care.
  - c. Student understands importance of life-span development and systems theory when planning nursing care for the client and their family.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_

\_\_\_\_\_

**INFORMATION COMPETENCY**

Student Outcomes:

1. Apply introductory nursing principles to a diverse cross section of adult clients with alterations in body systems.
  - a. Student conducts appropriate research in order to understand the pathophysiology, etiology, and signs & symptoms for individuals with disorders of the musculoskeletal, integumentary, sensory, and gastrointestinal systems.
  - b. Student develops appropriate plan of care when nursing for geriatric clients
2. Develop a basic plan of care, utilizing the Roy Adaptation Model Physiological and Role Function Modes.
  - a. Student performs appropriate research in order to determine plan of care.
  - b. Student performs appropriate research when nursing for the well mother and child and pediatric patients.
3. Demonstrate understanding and application of nursing in the community through the Service-Connected Learning Project.
  - a. Student performs appropriate research in order to understand nursing in the community.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_

\_\_\_\_\_

*\*Student must be rated as “meets standards” in each category, by the end of the course, in order to pass.*

\_\_\_\_\_  
Instructor’s Signature

\_\_\_\_\_  
Date

Student’s  
Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

**Pierce College Associate Degree in Nursing Program  
Student Clinical Evaluation  
NURS 132: Intermediate Nursing Clinical Practice**

\_\_\_\_\_  
Student's Name                      Clinical Location                      Course                      Dates

**NURSING PROCESS**

Student Outcomes:

7. Apply intermediate nursing principles with emphasis on the promotion, management and maintenance of optimum levels of wellness.
8. Apply intermediate nursing principles to a diverse cross section of adult clients with alterations in body systems.
  - a. Student able to analyze the pathophysiology, etiology, and signs & symptoms for individuals with disorders of the hematologic, urinary, and endocrine systems.
9. Develop an intermediate plan of care, utilizing the Roy Adaptation Model Physiological and Role Function Modes.
  - a. Student able to demonstrate understanding of Roy's Physiological Mode and Role Function, and Self-Concept Modes in relation to introductory Medical-Surgical and Psychiatric Nursing Concepts.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**COMMUNICATION**

Student Outcomes:

3. Demonstrate understanding and application of nursing in the community through the Service-Connected Learning Project.
  - a. Student coordinates scheduling of volunteer duties with organization.
4. Develop an intermediate plan of care, utilizing the Roy Adaptation Model Physiological and Role Function Modes.
  - a. Student communicates plan of care with healthcare professionals.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROFESSIONAL ROLE**

Student Outcomes:

4. Perform intermediate skills for medication administration, utilizing the Five Rights of Medication Administration for individuals in the health care setting.
  - a. Student able to safely administer medications, under the supervision of a registered nurse.
5. Perform nursing care and clinical skills/procedures for adult clients within acceptable nursing standards.
  - a. Student able to identify and explain nursing terminology pertinent to safe practice.
  - b. Student able to demonstrate intermediate nursing skills, such as starting I.V. lines and providing I.V. line site care, in accordance with acceptable nursing standards.
6. Under supervision, demonstrate intermediate nursing skills as a provider of care, manager of care, and member of the discipline of nursing, utilizing the Roy Adaptation Model.
  - a. Provider of Care: Student works with healthcare staff in order to provide intermediate nursing skills, such as the provision of complicated dressing changes and monitoring I.V. therapy, under the supervision of a registered nurse.
  - b. Manager of Care: Student works with healthcare staff to organize delivery of intermediate nursing skills.
  - c. Member of the Discipline of Nursing: Student is on time, has done appropriate homework, and acts in a professional manner.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CULTURAL COMPETENCE**

Student Outcomes:

5. Demonstrate application of social, economic and legal/ethical principles to assess the client’s ability to reach healthcare goals.
  - a. Student demonstrates understanding of culturally competent care when addressing the needs of racial, ethnic, and linguistic population groups in improving healthcare service.
  - b. Student aware of legal and cultural implications, cultural and spiritual issues, and issues of mental illness that may impact the delivery of care.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INFORMATION COMPETENCY**

Student Outcomes:

4. Apply intermediate nursing principles to a diverse cross section of adult clients with alterations in body systems.
  - a. Student conducts appropriate research in order to understand the pathophysiology, etiology, and signs & symptoms for individuals with disorders of the hematologic, urinary, and endocrine systems.
5. Develop an intermediate plan of care, utilizing the Roy Adaptation Model Physiological and Role Function Modes.
  - a. Student performs appropriate research in order to determine plan of care.
6. Demonstrate understanding and application of nursing in the community through the Service-Connected Learning Project.
  - a. Student performs appropriate research in order to understand nursing in the community.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_

\_\_\_\_\_

*\*Student must be rated as “meets standards” in each category, by the end of the course, in order to pass.*

\_\_\_\_\_  
Instructor’s Signature

\_\_\_\_\_  
Date

Student’s  
Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

**Pierce College Associate Degree in Nursing Program  
Student Clinical Evaluation  
NURS 211: Advanced Nursing Clinical Practice**

\_\_\_\_\_  
Student's Name                      Clinical Location                      Course                      Dates

**NURSING PROCESS**

Student Outcomes:

2. Apply advanced nursing principles with emphasis on the promotion, management and maintenance of optimum levels of physical and psychosocial wellness.
3. Apply advanced nursing principles to a diverse cross section of clients with alterations in body systems.
  - a. Student able to analyze the pathophysiology, etiology, and signs & symptoms for individuals with disorders of the respiratory, cardiovascular, neurological, and reproductive systems, paying attention to fluid & electrolyte, as well as acid-base balance.
  - b. Student develops appropriate plan of care when nursing for pediatric and obstetric clients.
4. Perform nursing care for families experiencing the process of pregnancy and birth in a variety of birthing environments.
5. Develop an advanced plan of care, utilizing the Roy Adaptation Model Physiological and Psychosocial Modes.
  - a. Student able to demonstrate understanding of Roy's Physiological Mode and Psychosocial Modes in relation to advanced Medical-Surgical and Psychiatric Nursing Concepts.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**COMMUNICATION**

Student Outcomes:

6. Demonstrate understanding of the importance of nursing in the community.
  - a. Student able to participate in Service-Connected Learning Project.
  - b. Student coordinates scheduling of volunteer duties with organization.
7. Develop an advanced plan of care, utilizing the Roy Adaptation Model Physiological and Psychosocial Modes.
  - a. Student communicates plan of care with healthcare professionals.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROFESSIONAL ROLE**

Student Outcomes:

7. Perform advanced skills for medication administration, utilizing the Five Rights of Medication Administration for individuals in the health care setting.
  - a. Student able to pass the “Med Pour” without any errors.
8. Perform nursing care and clinical skills/procedures for adult clients within acceptable nursing standards.
  - a. Student able to identify and explain nursing terminology pertinent to safe practice.
  - b. Student able to demonstrate advanced nursing skills, such as administration of an IV Push medication, in accordance with acceptable nursing standards.
9. Under supervision, demonstrate advanced nursing skills as a provider of care, manager of care, and member of the discipline of nursing, utilizing the Roy Adaptation Model.
  - a. Provider of Care: Student works with healthcare staff in order to provide advanced nursing skills such as administration of an IV Push medication, under the supervision of a registered nurse.
  - b. Manager of Care: Student works with healthcare staff to organize delivery of advanced nursing skills.
  - c. Member of the Discipline of Nursing: Student is on time, has done appropriate homework, and acts in a professional manner.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CULTURAL COMPETENCE**

Student Outcomes:

1. Apply advanced nursing principles to a diverse cross section of clients with alteration in body systems.
  - a. Student demonstrates understanding of culturally competent care when addressing the needs of racial, ethnic, and linguistic population groups in improving healthcare service.
  - b. Student aware of legal and cultural implications, as well as cultural and spiritual issues that may impact the delivery of care.
  - c. Student understands importance of culture to individuals when planning nursing care for the client and their family.

2. Perform nursing care for families experiencing the process of pregnancy and birth in a variety of birthing environments.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INFORMATION COMPETENCY**

Student Outcomes:

7. Apply advanced nursing principles to a diverse cross section of clients with alterations in body systems.
  - a. Student conducts appropriate research in order to understand the pathophysiology, etiology, and signs & symptoms for individuals with disorders of the respiratory, cardiovascular, neurological, and reproductive systems, paying attention to fluid & electrolyte, as well as acid-base balance.
  - b. Student conducts appropriate research when planning care for pediatric and obstetric clients.
8. Develop advanced plan of care, utilizing the Roy Adaptation Model Physiological and Psychosocial Modes.
  - a. Student performs appropriate research in order to determine plan of care.
  - b. Student performs appropriate research when nursing for the well mother and child and pediatric patients.
9. Demonstrate understanding of the importance of nursing in the community.
  - a. Student performs appropriate research in order to understand nursing in the community through their Service-Connected Learning Project.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*\*Student must be rated as “meets standards” in each category, by the end of the course, in order to pass.*

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 Instructor’s Signature

\_\_\_\_\_  
 Date

Student’s

Comments: \_\_\_\_\_  
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Student's Signature

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Date

**Pierce College Associate Degree in Nursing Program  
Student Clinical Evaluation  
NURS 222: Professional Nursing Clinical Practice**

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Clinical Location

\_\_\_\_\_  
Course

\_\_\_\_\_  
Dates

**NURSING PROCESS**

Student Outcomes:

6. Apply the concepts of health and illness to promote, maintain and restore the health of the client family across the life cycle integrating core knowledge from biological, behavioral, social, and nursing science.
7. Utilize the nursing process to deliver holistic, competent nursing care and practice a variety of nursing roles with an emphasis on the roles of teacher, advocate and caregiver within a variety of settings.
  - a. Student able to analyze the pathophysiology, etiology, and signs & symptoms for individuals adapting to illness or other life-altering situations.
  - b. Student analyzed the pathophysiology, etiology, and signs and symptoms for clients diagnosed with a mental illness, according to the criteria as outlined by the DSM.
8. Develop a care plan utilizing concepts presented in the Roy Adaptation Model that incorporates knowledge of the influence of nutrition, pharmacology, communication, and teaching on the individual's adaptation to illness or other life-altering situations.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**COMMUNICATION**

Student Outcomes:

1. Demonstrate the development of reciprocal supportive relationships through communication and collaboration with clients, families and multidisciplinary health care team members.
2. Demonstrate understanding of the importance of nursing in the community.
  - a. Culmination of Service-Connected Learning Project.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROFESSIONAL ROLE**

Student Outcomes:

1. Perform advanced skills for medication administration, utilizing the “five rights”, to individuals in the health care setting.
  - a. Student demonstrated appropriate nursing care for clients with central lines.
  - b. Student successfully identified methods of safely administering blood transfusions.
  - c. Student safely administered I.V. Push medications, according to physician’s orders.
2. Apply the concepts of health and illness to promote, maintain and restore the health of the client family across the life cycle integrating core knowledge from biological, behavioral, social, and nursing science.
  - a. Student was able to analyze the importance of the role of nursing law and ethical standards to nursing practice.
  - b. Student demonstrated basic leadership skills throughout the clinical rotation.
  - c. Student identified the importance of maintaining self-care techniques throughout professional practice.
  - d. Student analyzed the importance of nursing theory in clinical practice.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CULTURAL COMPETENCE**

Student Outcomes:

1. Describe the process of assessing support systems and environmental controls for the individual adapting to the stress of illness or other life-altering situations.
  - a. Student conducted interactions with clients that demonstrated appropriate cultural awareness.
2. Apply the concepts of health and illness to promote, maintain and restore the health of the client family across the life cycle integrating core knowledge from biological, behavioral, social, and nursing science.
  - a. Student demonstrated respect for client and provided nursing care that was respectful of culture.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INFORMATION COMPETENCY**

Student Outcomes:

1. Describe the process of assessing support systems and environmental controls for the individual adapting to the stress of illness or other life-altering situations.
  - a. Student performed appropriate research in order to develop plan of care for each individual client.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*\*Student must be rated as “meets standards” in each category, by the end of the course, in order to pass.*

\_\_\_\_\_  
 Instructor’s Signature Date

Student’s  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

**Pierce College Associate Degree in Nursing Program  
Student Clinical Evaluation  
NURS 233: Acute Care Practicum**

\_\_\_\_\_  
Student's Name                      Clinical Location                      Course                      Dates

**NURSING PROCESS**

Student Outcomes:

9. Successfully apply knowledge of theoretical principles to a diverse cross section of clients throughout the age continuum with emphasis on the promotion of optimum levels of wellness, utilizing the Roy Adaptation Model as a guide.
  - a. Student was able to analyze the pathophysiology, etiology, and signs & symptoms for individuals adapting to illness or other life-altering situations.
  - b. Student was able to develop appropriate nursing plan of care while caring for clients.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**COMMUNICATION**

Student Outcomes:

1. Successfully apply knowledge of theoretical principles to a diverse cross section of clients throughout the age continuum with emphasis on the promotion of optimum levels of wellness, utilizing the Roy Adaptation Model as a guide.
  - a. Student was able to effectively communicate plan of care with other members of the healthcare team.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PROFESSIONAL ROLE**

Student Outcomes:

1. Successfully apply knowledge of theoretical principles to a diverse cross section of clients throughout the age continuum with alterations in body systems.
  - a. Student demonstrated responsibility and accountability in the provision of nursing care for each client.
2. Safely and competently administer all client medications following program guidelines.
  - a. Student demonstrated competence in utilizing the “Five Rights of Administration” when administering medications.
  - b. Student demonstrated safe care of I.V. lines, central lines, as well as other advanced nursing treatments.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**CULTURAL COMPETENCE**

Student Outcomes:

1. Successfully apply knowledge of theoretical principles to a diverse cross section of clients throughout the age continuum with emphasis on the promotion of optimum levels of wellness, utilizing the Roy Adaptation Model as a guide.
  - a. Student demonstrated respect for client and provided nursing care that was respectful of culture.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INFORMATION COMPETENCY**

Student Outcomes:

1. Successfully apply knowledge of theoretical principles to a diverse cross section of clients throughout the age continuum with emphasis on the promotion of optimum levels of wellness, utilizing the Roy Adaptation Model as a guide.
  - a. Student conducted appropriate research while caring for each client in order to optimize nursing care.
2. Successfully complete an approved NCLEX-RN examination preparation course.
3. Obtain a passing score on a comprehensive NCLEX-RN predictive examination.
  - a. Student completed all required NCLEX-RN preparation homework on time.

Meets Standards*	Does Not Meet Standards

Comments: \_\_\_\_\_

\_\_\_\_\_

*\*Student must be rated as “meets standards” in each category, by the end of the course, in order to pass this section of the course. The preceptorship, and NCLEX-RN Comprehensive Predictor, must also be passed.*

\_\_\_\_\_  
Instructor’s Signature

\_\_\_\_\_  
Date

Student’s  
Comments: \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

# Pierce College Puyallup Associate Degree in Nursing Program

## Clinical Handbook: Student Checklists

**Directions for Use:** This section provides for the skills checklists that will be utilized in the lab and clinical portions of the program. The skills listed for the *lab sessions* should all be completed by the end of the course. However, the *clinical skills checklist* will be utilized throughout the program. Please keep it with you at all times, while you are in the clinical setting, so when you complete a skill, it can be checked off immediately. Although we would like you to have performed most the skills outlined on the list, we are aware that not all opportunities may be available to you in the clinical setting. As such, not all skills need to be checked off in order to graduate from the program. Once you have completed each form, please give it to the Nursing Program Coordinator so that it can be placed in your file. This is mandatory for passing the course (adopted 1/07).

**NURS 112: Fundamentals of Nursing Clinical Practice  
Pierce College Nursing Program  
Lab Skills Checklist**

<b>Skill</b>	<b>Dates Accomplished</b>	<b>Student Signature</b>	<b>Faculty Signature</b>
Bed Bath			
Techniques of Bedmaking: Patient in bed/Patient out of bed			
Patient Charting/Documentation			
Handwashing Techniques			
Ambulation			
Positioning, Lifting, & Transferring Patients			
Sterile Technique/Creating a Sterile Field			
Gloving			
Basics of Wound Care			
Vital Signs			
ADL's/ROM			
<i>Additional Nursing Skills:</i>			
HIPPA Training			

\_\_\_\_\_ ( )  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ ( )  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ ( )  
Student's Signature

\_\_\_\_\_  
Date

**NURS 122: Introduction to Nursing Clinical Practice  
Pierce College Nursing Program  
Lab Skills Checklist**

<b>Skill</b>	<b>Dates Accomplished</b>	<b>Student Signature</b>	<b>Faculty Signature</b>
Basic Physical Assessment			
Sterile Technique			
Dressing Changes: Simple & Complex			
Oxygen Administration			
N/G Tubes			
Tube Feeding			
Introduction to Medication Administration			
Foley Catheters: Insertion, Maintenance, & D/C			
Tracheostomy Care			
<b><i>Additional Nursing Skills:</i></b>			

\_\_\_\_\_  
Instructor's Signature ( )

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature ( )

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature ( )

\_\_\_\_\_  
Date

**NURS 132: Intermediate Nursing Clinical Practice  
Pierce College Nursing Program  
Lab Skills Checklist**

<b>Skill</b>	<b>Dates Accomplished</b>	<b>Student Signature</b>	<b>Faculty Signature</b>
<b><i>Physical Assessment:</i></b>			
Intermediate Physical Assessment			
<b><i>I.V. Care:</i></b>			
I.V. Insertion			
I.V. Maintenance			
D/C I.V.			
Initiate Primary I.V. Infusion			
Hang Secondary I.V. Infusion			
<b><i>Additional Nursing Skills:</i></b>			
<b><i>“Practice Medication Pour”</i></b>			

\_\_\_\_\_ ( )  
Instructor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ ( )  
Instructor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ ( )  
Student’s Signature

\_\_\_\_\_  
Date

**NURS 211: Advanced Nursing Clinical Practice,  
 NURS 218: ADN Articulation Seminar, &  
 NURS 222: Professional Nursing Clinical Practice  
 Pierce College Nursing Program  
 Nursing Skills Seminar Checklist**

Skill	Date Accomplished	Student Signature	Faculty Signature
<b><i>Assessment Skills:</i></b>			
Advanced Physical Assessment			
<b><i>I.V. Skills:</i></b>			
I.V. Start			
D/C Peripheral I.V.			
<b><i>Chest Tube Care:</i></b>			
Chest Tube Maintenance			
D/C Chest Tube			
<b><i>Central Line Skills:</i></b>			
Central Line Dressing Change			
D/C Central Line			
<b><i>Drug Administration:</i></b>			
Dosage Calculation Exam			
I.M. Injection			
S.Q. Injection			
Initiate Primary I.V. Infusion			
Hang Secondary I.V. Infusion			
Central Line I.V. Push			
Hang Blood Transfusion			
TPN Administration			
<b><i>Additional Nursing Skills:</i></b>			
Insertion of Foley Catheter			
HIPPA Training			

<b><i>“Medication Pour”</i></b>			
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\_\_\_\_\_( )  
Instructor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_( )  
Instructor’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_( )  
Student’s Signature

\_\_\_\_\_  
Date

Clinical Skills Checklist for NURS 122, NURS 132,  
 NURS 211, NURS 222, & NURS 233  
 Piece College Associate Degree in Nursing Program

Name: \_\_\_\_\_ Quarters \_\_\_\_\_

Based on Roy Adaptation Model: Assessment of Physiological & Psychosocial Modes

<b>Skill (provide details where necessary)</b>	<b>Dates Accomplished</b>	<b>Student's Initials</b>	<b>Instructor's Initials</b>
<b>Adult Patients: Physiological Mode Skills</b>			
<i>Oxygenation Needs</i>			
Oxygen Administration/Therapy			
Assess Lung Sounds			
Incentive Spirometer			
Basic Interpretation of Blood Gases			
Pulse Oximetry			
Basic Interpretation of EKG			
Assess Heart Sounds			
Vital Sign Monitoring			
Use of Doppler			
Administration of Blood Products			
Care of Patients with Oxygenation Needs: (list specific need addressed)			
<i>Fluid &amp; Electrolyte Needs</i>			
Calculate:			
Doses/Rates/Gtt Factor			
IV Maintenance Therapy:			
Knowledge of Solutions			
Care of Patients with Fluid & Electrolyte Needs:			
<i>Nutrition Needs</i>			
Hyperalimentation Therapy			

Tube Feeding/Care and Administration			
Care of Patients with Nutrition Needs:			
<i>Solid &amp; Fluid Elimination Needs</i>			
Strict I & O's			
Foley Catheter Care			
Foley Insertion			
Foley D/C			
Care of Patients with Solid & Fluid Elimination Needs:			
<i>Rest &amp; Activity Needs</i>			
Patient Ambulation/Post-op Care			
Care of Patients with Rest & Activity Needs:			
<i>Neurosensory Needs</i>			
Assessing CMS			
1 Hour Neuro Checks/LOC Assessment			
Assist with Lumbar Puncture			
Traction Care			
Seizure Precautions			
Care of Patients with Neurosensory Needs:			
<i>Protection Needs</i>			
Care of Patients with Protection Needs:			
<b><i>Specific Clinical Skills</i></b>			
Medication Administration:			
Hang IVPB			
IV Push			
IM/SQ Administration			
PO Administration			
Conscious Sedation			
Other:			

Peripheral I.V. Line/Catheter Care			
Peripheral I.V. Line D/C			
Central Line Care			
NG Tube Insertion			
NG Tube D/C			
Specimen Collection			
Type:			
Simple Wound Care			
Advanced Wound Care			
Other Skills:			

<b>Maternal/Child Care – Pediatric Patients: Physiological Mode Skills</b>			
Oxygen Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Other patients:			
Fluid & Electrolyte Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Other patients:			
Nutrition Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Other patients:			
Solid & Fluid Elimination Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Other patients:			
Rest & Activity Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Other patients:			
Neurosensory Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Other patients:			

Protection Needs			
For Antepartum Patient			
For the Patient during Childbirth			
For the Postpartum Patient			
For the Pediatric Patient			
Use of Family Systems Theory			
Other patients:			
<b><i>Specific Clinical Skills in Caring for OB patients:</i></b>			
<b><i>Specific Clinical Skills in Caring for Pediatric patients:</i></b>			
<b>Caring for Specific Populations Psychosocial Mode Skills</b>			
<b>Adult Patients</b>			
<i>Role Function Mode</i>			
<i>Self-Concept Mode</i>			
<i>Interdependence Mode</i>			
<b>Maternal/Child Patients</b>			
<i>Role Function Mode</i>			
<i>Self-Concept Mode</i>			
<i>Interdependence Mode</i>			
<b>Pediatric Patients</b>			
<i>Role Function Mode</i>			
<i>Self-Concept Mode</i>			
<i>Interdependence Mode</i>			

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

Clinical Instructor \_\_\_\_\_ ( ) Date \_\_\_\_\_

Clinical Instructor \_\_\_\_\_ ( ) Date \_\_\_\_\_

Clinical Instructor \_\_\_\_\_ ( ) Date \_\_\_\_\_

Clinical Instructor \_\_\_\_\_ ( ) Date \_\_\_\_\_

**Pierce College Puyallup  
Associate Degree in Nursing  
Program**

**Clinical Handbook: Nursing Care Plans**

**Directions for Use:** These are the care plans, per the Roy Adaptation Model, that are used each week during your clinical rotations. Please see your clinical instructor for specific guidelines and directions for their clinical rotation.





**Pierce College Puyallup  
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**Clinical Handbook: Clinical Worksheets**

**Directions for Use:** These are just *worksheets* to be utilized during each clinical shift. They are forms to *guide* your care until your own professional method is shaped. Please see your clinical instructor for further detail.

**Pierce College**  
**Clinical Nursing Prep Tool**  
(Utilized for NURS 122, NURS 132, NURS 211,  
NURS 222, & NURS 233)

Student Name \_\_\_\_\_ Clinical Dates \_\_\_\_\_

Patient Information \_\_\_\_\_ Admission Date \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_ Marital Status \_\_\_\_\_ Code Status \_\_\_\_\_

Religious Status \_\_\_\_\_ Occupation \_\_\_\_\_

Living Will \_\_\_\_\_ Advance Directive \_\_\_\_\_

Admitted From \_\_\_\_\_

Admission Vital Signs: T \_\_\_\_\_ P \_\_\_\_\_ R \_\_\_\_\_ BP \_\_\_\_\_ Sat \_\_\_\_\_

Current Vital Signs: T \_\_\_\_\_ P \_\_\_\_\_ R \_\_\_\_\_ BP \_\_\_\_\_ Sat \_\_\_\_\_

Allergies: \_\_\_\_\_

Current Orders:

Diet \_\_\_\_\_ I&O \_\_\_\_\_

Activity \_\_\_\_\_ Vital Signs \_\_\_\_\_

Glucose Monitoring \_\_\_\_\_ Oxygen (Amt/Device) \_\_\_\_\_

Special Precautions \_\_\_\_\_

Treatments \_\_\_\_\_

Procedures \_\_\_\_\_

Current *Medical* Diagnosis (List All):

Definition(s):

Pathophysiology of all Medical Diagnoses:

Past Medical/Surgical History:

Current *Surgical* Diagnosis (List All):

Definition of Procedure(s):

Risk Factors:

Pt's S/S:

Usual Treatment/Therapy:

Usual Diagnostic Studies:

Issues that led to admission:

Recent Diagnostics (radiological, nuclear, ekg, etc.). Give dates, results and rationale for study.

Recent procedures (LP, surgeries, invasive tests, etc.). Give dates, results and rationale for procedures.

## Nursing Assessment

Neurological

Neurovascular

Pain

Cardiovascular

Respiratory

Gastrointestinal

Renal

Integument

Musculoskeletal

## Reproductive

Nutrition Support (Route, type, tolerance). Rationale should be based on clinical observations, laboratory data, diet history, height/weight ration, disease processes and psychosocial location; if on tube feeding, TPN or PPN, calculate needs based on weight/height ration; include calorie count or supplemental feedings.

Learning Ability/Readiness/Needs (what information is needed as well as factors affecting ability and readiness, e.g., cognitive ability, acuity of senses, literacy, physical conditions, development considerations and primary language).

Psychosocial/family (describe family, support system, interactions and specific patient-stated coping mechanisms).

Developmental Information: (Describe expected developmental level based on age. Identify normal and abnormal development.)

Specific Therapeutic Communication Skills/Techniques: (Give your rationale for use.)

Medical complication or nursing care issues which have occurred during this admission (if applicable) and/or nursing care issues which necessitate continuing hospitalization.

Discharge Planning: (Where will this patient go on discharge? What are the pre-discharge and post-discharge needs (home health care, dialysis, etc.)?)

<u>Lab Test</u>	<u>Range</u>	<u>Date/Result</u>	<u>Date/Result</u>	<u>Rationale</u>
Chemistry				
Glucose				
BUN				
Creatinine				
Sodium				
Potassium				
Chloride				
CO2				
Anion Gap				
Calcium				
Magnesium				
Phosphorus				
Cholesterol				
Triglycerides				
Total Protein				
Albumin				
Total Bilirubin				
SGOT/AST				
SGPT/ALT				
ALP				
Ammonia				
LDH				
Amylase				
Lipase				
CPK				
CPKMB				
Troponin				

<u>Lab Test</u>	<u>Range</u>	<u>Date/Result</u>	<u>Date/Result</u>	<u>Rationale</u>
CBC				
RBC				
WBC				
Hgb				
Hct				
Platelets				
MCV				
MCH				
MCHC				
Erythrocyte				
Lymphocyte				
Monocytes				
Reticulocytes				
Neutrophils				
Eosinophils				
Basophils				
Coagulation				
PT				
PTT				
INR				
Thyroid				
T3				
T4				
TSH				

<b>Lab Test</b>	<b>Range</b>	<b>Date/Result</b>	<b>Date/Result</b>	<b>Rationale</b>
ABG				
pH				
PaCO <sub>2</sub>				
PaO <sub>2</sub>				
O <sub>2</sub> Sat				
HCO <sub>3</sub>				
Base Excess				
Urinalysis				
Color				
Appearance				
pH				
Leukocytes				
Nitrates				
Protein				
Glucose				
Ketones				
Urobilinogen				
Bilirubin				
Blood				
Drug Values				
Digoxin				
Vancomycin				
Theophylline				
Dilantin				
Phenobarbital				
ETOH				
Culture(s)				

IV Solution	Tonicity	Rate	Frequency	Rationale	Nursing Considerations



**Pierce College Puyallup  
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**Clinical Handbook: Other Required  
Items**

**Directions for Use:** At the end of each week, at least one *Critical View* must be completed and given to your clinical instructor. The *Evaluation of Clinical Site* must be filled out at the end of each clinical rotation. Once completed, this will be given to the Nursing Department Program Coordinator.



### Evaluation of Clinical Site

*Course:*

*Name of Site:*

*Department:*

*Clinical Rotation:*

*Dates of Rotation:*

What did you like best about the clinical site?

What was challenging for you?

Do you have any suggestions for improvement? If so, what are they?

On a scale of 1-5 (with 1 being poor and 5 being excellent), what is your overall rating for this clinical site? \_\_\_\_\_