

TABLE 3

Examples of the Three Levels of Development of Nursing Clinical Judgment Among Nursing Students

Example

- Mrs. Smith, 82 years old, has been hospitalized for several days for left lower lobe pneumonia. Students (Mary, Anna, Kim) from 3 different years of the nursing undergraduate program are in training in the unit where this patient is located. All three, in turn, will provide care for Mrs. Smith under their preceptor's supervision.
- Mary is a student at the end of her first year of studies. She is somewhat intimidated by patients but finally resolves to enter Mrs. Smith's room. She takes her vital signs, performs pulmonary auscultation, and verifies with the patient whether she is presenting signs and symptoms that are typical of pneumonia. After consulting the literature on pneumonia, Mary sorts through the data she has collected and then chooses some nursing interventions. Now she wants to validate these with her preceptor before going back into Mrs. Smith's room.
- Anna is at the end of her second year of studies. She went to Mrs. Smith's room this morning to assess her health status. Upon entering the room, she saw that the patient's daughter was at her bedside, so Anna spoke with them both. On the basis of the information given to her by Mrs. Smith and her daughter, Anna asked questions to complete her data collection. She made sure to collect the most important and relevant data on the patient's physical status and also on her psychological status. She also took the opportunity to investigate the patient's living environment and her family and social network. She noted that the patient is very anxious about being dependent on others to be able to get around. Anna is therefore planning some interventions to help improve Mrs. Smith's autonomy, which she communicates to her preceptor.
- Kim will soon complete her bachelor's degree in nursing. She has only a few days left to her clinical placement. Her patient, Mrs. Smith, is expected to return home in 3 days. Kim has explored with Mrs. Smith and her family their views about her return to home. She has also shared with them her assessment of the situation. After these discussions, the patient and her family decide to seek help from community-based resources to organize a safe return to her home, rather than a stay in a rehabilitation facility. Kim has explained to the care team and to her preceptor the reasons for this choice and why she agrees with it.

Nursing Student Evaluation Examples



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Evaluation Instruments in Nursing Dolores Bower, 1988 *The Legal, Professional, and Ethical Dimensions of Higher Education* Mable H. Smith, 2005 This unique textbook provides the master and doctoral level graduate students in the nurse educator course curriculum post doctoral students and educators with an introduction to basic concepts and principles of the legal professional and ethical dimensions of education It discusses trends in the evolution of law analyzes legal cases extrapolates legal principles for case law and discusses the significance of these legal principles for educators **The Nursing Student Evaluates Her Teachers** Loretta Elizabeth Heidgerken, 1952 **Evaluation of Educational Programmes in Nursing** Moyra Allen, 1977 **Teaching in Nursing E-Book** Diane M. Billings, Judith A. Halstead, 2019-05-03 The perfect all in one guide for future nurse educators The award winning Teaching in Nursing A Guide for Faculty 6th Edition prepares you for the day to day challenges of teaching future nurses for practice in today's rapidly evolving healthcare system This comprehensive resource is the only one of its kind to cover all four components of nursing education teaching and learning curriculum evaluation and technology empowered learning You'll benefit from the expert guidance on such key issues as curriculum and test development diverse learning styles the redesign of healthcare systems and advances in technology and information Plus the 6th edition includes a unique new chapter on Global Health and Curricular Experiences along with updated information on technology empowered learning the flipped classroom interprofessional education interprofessional collaborative practice and much more Comprehensively addresses all four components of nursing education including teaching and learning curriculum evaluation and technology empowered learning Coverage of concept based curricula includes strategies on how to approach and implement concept based instruction Pedagogical aids include Evidence Based Teaching boxes covering such issues as how to do evidence based teaching applications of evidence based teaching implications for faculty development administration and the institution and how to use the open ended application questions at the end of each chapter for faculty guided discussion Strategies to promote critical thinking and active learning are incorporated throughout the text highlighting various evaluation techniques lesson planning insights and tips for developing examinations Guidance on teaching in diverse settings addresses such topics as the models of clinical teaching teaching in interdisciplinary settings how to evaluate students in the clinical setting and how to adapt teaching for community based practice Strong emphasis on teaching clinical judgment new models of clinical education and responding to needs for creating inclusive multicultural teaching learning environments NEW Updated content throughout reflects the latest evidence based guidelines for best practices in teaching and learning NEW UNIQUE chapter on Global Health and Curricular Experiences focuses on internationalization of the nursing curriculum with an emphasis on leading international learning experiences policies procedures and guidelines for overseas study and global and health competencies for health professions programs NEW Enhanced pedagogy includes additional illustrations tables and

boxes NEW Expanded interprofessional education chapter provides you with strategies for effective teaching in an interprofessional healthcare environment Resources in Education ,1993-10 The Nurse Evaluator in Education and Service Agnes G. Rezler,1978 **The Journal of Nursing Education** ,1995 Evaluation in Nursing Lawrence Litwack,Linda Linc,Dolores Bower,1985 Fundamentals of Nursing Carol Taylor (CSFN.),Carol R. Taylor,2008 Designed to maximize visual learning this Sixth Edition features a new art program and an integrated cohesive student focused suite of multimedia products Brand new icons direct students to free video clips and online activities New concept maps walk students through the nursing process for selected case study patients Unexpected outcomes are now included in skills descriptions Like previous editions the text maintains its unique holistic blended skills approach to nursing care and focuses on case based learning and critical thinking A back of book CD ROM includes video clips and a Spanish English audio glossary A companion online course is available free with purchase of the text Nursing Research ,1961 **Educational Evaluation in Nursing** Shirley Steele,David K. Akanbi,Helen Ptak,1978 **Mentoring Nursing and Healthcare Students** David Kinnell,Philip Hughes,2010-01-20 What does effective mentoring mean in actual practice How can I be a good mentor This book answers these questions and is designed to offer nursing and healthcare students a foundation in effective mentoring Chapters examine the roles and responsibilities of the mentor and how they enhance the process of mentorship By examining the relevant competencies and knowledge base the book provides an essential framework for developing the practice skills needed for successful mentoring **Nursing Student to Nursing Leader** Carol A. Feters Andersen,1999 Teaching by example holds true with this book from Delmar Publishers The blend of authors past NSNA leaders and some of today s most influential nursing leaders combine to inspire nursing students as well as RNs The book contains a collection of essays on a variety of experiences and issues that provide insight into processes that will enhance a student s career in nursing Each of the processes represents a clinical path with milestones that ease transition from the role of nursing student to a full fledged member of the industry NSNA leader leadership management **Nursing: a Human Needs Approach** Janice Rider Ellis,Elizabeth Ann Nowlis,1995-07 **Nursing Concepts and Processes** Carolyn Chambers Clark,1977 Maternal child health nursing Betty Highley, Defining Clinical Content [of] Graduate Nursing Programs: Medical-surgical nursing, by L. Lewis and others Western Interstate Commission for Higher Education,1967

Nursing Education Perspectives ,2008 *Nursing Times* ,2007

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
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