

# **Academy of Careers and Technology**

## **Work-Based Activities/Instructional Plan**



**Revised August 11, 2025**

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Beckley, West Virginia 25801  
304-256-4615  
Preparing Students for Their Future  
<http://wvact.net>  
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## **Definition**

Work-based activities are structured learning activities conducted in supervised work settings external to the institution or in a setting that involves the public that are components of educational programs. These include externships, internships, on-the-job training, or clinical experiences.

## **Essential Requirements**

These activities must be planned with at least two objectives:

1. To provide the student-learner with the opportunity to develop and apply a 'real-world' work experience using the knowledge and skills they attained in their program of study; and,
2. To provide the institution with objective input from potential employers or customers of program graduates.

## **Initiating a Work-Based Activity**

The teacher-coordinator is responsible for initiating new and reviewing existing work-based activity sites. The teacher-coordinator needs to work with the work-site supervisor to make sure the equipment and facility provides a safe and adequate instructional opportunity for the student-learner. The following criteria must be applied when making this determination:

1. The work-based activity is similar to training which would be given in an educational environment for their program;
2. The work-based activity is for the benefit of the student-learner.

## **Written Instructional Plan**

Once it is determined that the potential work-based activity site will meet the instructional requirements the student-learner, work-site supervisor, and the teacher-coordinator will complete the following:

1. ACT Training Plan

Outlines:

- Who their work-site supervisor will be;
- The beginning date of work-based activity;
- The time schedule arranged for the work-based activity;

- The work-based duties and activities arranged between the student-learner and their work-site supervisor;
- The calendar and evaluation required to be kept and turned at the end of each nine-week grading period to the teacher-coordinator.

## 2. ACT Training Agreement

Outlines:

- The responsibilities of the student-learner, parent or guardian of the student-learner, work-site supervisor, and the teacher-coordinator.

### **Evaluations**

The work-site supervisor will complete a Student Evaluation Report that the student-learner will turn in to their teacher-coordinator along with the calendar at the end of each nine-week grading period.

### **Employer/Student Work-Based Activity Agreement**

The agreement packet includes:

1. ACT Training Plan-must be completed and signed
2. Training Agreement-must be completed and signed
3. Calendar to log hours or activities-must be completed and turned in at the end of each nine-week grading period
4. Student Evaluation Report-must be completed and turned in at the end of each nine-week grading period

The work-site supervisor and the student-learner should keep a copy of the work-based activity agreement. A copy should be filed with the teacher-coordinator and the job placement coordinator as well.

### **Paid or Unpaid**

In most cases, work-based activities are unpaid, but if the student will be paid for the work-based activity these arrangements would need to be outlined between the work-site supervisor, student-learner, and the teacher-coordinator in the Training Agreement.



## Academy of Careers and Technology Career and Technical Education Training Agreement

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_  
Program: \_\_\_\_\_ Starting Date: \_\_\_\_\_  
Work Site: \_\_\_\_\_  
Address: \_\_\_\_\_  
Work-Site Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

### RESPONSIBILITIES

The **student-learner** considers his/her job experience as contributing to his/her career objective and agrees:

1. To attend school classes at his/her school as a prerequisite to work unless prior arrangements have been made with the work-site supervisor or teacher.
2. To maintain average grades in all classes required as part of his/her CTE program and as defined by the local school system.
3. To conform to the rules and regulations of the work-site.
4. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
5. To consult the teacher about any difficulties arising at the work-site or related to his/her work-based activity.
6. To participate in those co-curricular activities that are required in connection with his/her CTE program.
7. To inform the work-site supervisor and teacher in the event of illness or emergency that prevents attendance as usual.

The **parents or guardians of the student-learner**, realizing the importance of the work-based activity to the student-learner, agree:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he/she is traveling to and from the school, the work-site and his/her home.
3. To share responsibility for school and job attendance.

The **work-site supervisor**, recognizing that a training plan is being followed and that close supervision of the student-learner is required, agrees:

1. To employ the student-learner for \_\_\_\_ hours per week
2. Most work-based activities are unpaid. If you wish to pay the student-learner the amount would need to be at the minimum wage or as any other beginning employee for your company. The wage would need to be documented in the Additional Comments section at the end of this agreement.
3. To adhere to all Federal and State regulations regarding child-labor laws and other applicable regulations.
4. To assist in the evaluation of the student-learner on a regular basis.
5. To provide time for consultation with the teacher concerning the student-learner and to discuss with the teacher any difficulties the student-learner may be having.
6. To provide necessary instructional materials and occupational guidance for the student-learner.
7. To accept and assign the student-learner without regard to race, color, national origin, gender, or handicap.

The **teacher**, representing the school, will coordinate the work-based activity toward a satisfactory preparation of the student-learner for his/her occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided in accordance with the training plan.
2. To work with the work-site supervisor and the student-learner to develop a training plan that meets the career objective of the student-learner.
3. To make periodic visits to the work-site to observe the student-learner, to consult with the work-site supervisor, and to render any needed assistance with training problems of the student-learner.
4. To assist the work-site supervisor in the evaluation of the student-learner.

#### **GENERAL POLICIES**

The teacher reserves the right to withdraw the student from the work-based activity under the following conditions:

1. The student's attendance, performance, and/or grades are unsatisfactory at the work-site or in school
2. The Training Plan is not being followed.

#### **ADDITIONAL COMMENTS**

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*Employer Signature*

---

*Student-Learner Signature*

---

*Work-Site Supervisor Signature*

---

*Parent/Guardian Signature*

---

*Teacher Signature*

---

*Date*

---

*Administration Signature*

---

*Date*



## ACT Training Plan

390 Stanaford Road • Beckley, WV 25801

Phone: 304-256-4615 x304 Email: cncrouse@k12.wv.us

The **ACT Training Plan** will allow students to participate at a work-site that enhances the learning activities and compliments classroom activities of the career and technical education program.

A **Training Agreement** must be completed by all parties involved and returned to the school.

A **Monthly/Daily Calendar** and **Student Evaluation Report** must be maintained and completed by the supervisor and submitted to the school prior to the end of each nine-week grading period:

- The student will follow the guidelines, safety procedures, and work duties and activities established by the work-site supervisor.
- The participant is a student--snow days, holidays, and other days when school is not in session, the student is not required to participate at the work-site.
- If there are special school-related events that require student attendance at ACT or at their home school, then the student must notify the supervisor of that event in advance and make arrangements to be absent from the work-site. These events could include field trips, NOCTI testing, semester tests, graduation practice, graduation, or other approved events.
- If the student is ill or unable to report to the work-site, the student must notify the work-site supervisor, and either the placement coordinator or the teacher-coordinator, as soon as possible.

Student-Learner Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Work-Site: \_\_\_\_\_

Beginning Date: \_\_\_\_\_ Time Schedule: \_\_\_\_\_

**Duties and Activities** as dictated by the work-site supervisor:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





## Academy of Careers and Technology Work-Based Activity Calendar

OCTOBER			NOVEMBER			DECEMBER			NOTES
1			1			1			
2			2			2			
3			3			3			
4			4			4			
5			5			5			
6			6			6			
7			7			7			
8			8			8			
9			9			9			
10			10			10			
11			11			11			
12			12			12			
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16			16			16			
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22			22			22			
23			23			23			
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27			27			27			
28			28			28			
29			29			29			
30			30			30			
31						31			





# Academy of Careers and Technology

## Work-Based Activity Calendar

JANUARY		FEBRUARY		MARCH		NOTES
1		1		1		
2		2		2		
3		3		3		
4		4		4		
5		5		5		
6		6		6		
7		7		7		
8		8		8		
9		9		9		
10		10		10		
11		11		11		
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22		22		22		
23		23		23		
24		24		24		
25		25		25		
26		26		26		
27		27		27		
28		28		28		
29				29		
30		(use for leap year)		30		
31				31		



## Academy of Careers and Technology Work-Based Activity Calendar

APRIL			MAY			JUNE			NOTES
1			1			1			
2			2			2			
3			3			3			
4			4			4			
5			5			5			
6			6			6			
7			7			7			
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27			27			27			
28			28			28			
29			29			29			
30			30			30			
			31						



## Academy of Careers and Technology Work-Based Activity Calendar

JULY		AUGUST		SEPTEMBER		NOTES
1		1		1		
2		2		2		
3		3		3		
4		4		4		
5		5		5		
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30		30		30		
31		31				





# Academy of Careers and Technology

390 Stanaford Road, Beckley, WV 25801

Phone: 304-256-4615 Fax: 304-256-4674

## STUDENT EVALUATION REPORT

Student Name \_\_\_\_\_

Work-Site Supervisor \_\_\_\_\_

ATTRIBUTES	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	POOR	COMMENTS
Ability to Work with Others						
Attitude Toward Job						
Cooperation						
Customer Relations						
Decision Making						
Follows Directions						
Initiative (Finds Work to do)						
Mathematical Skills						
Oral Communications						
Performs Job Expected						
Personal Appearance						
Practices Good Safety Habits						
Problem Solving						
Quality of Work						
Quantity of Work						
Reaction to Supervision						
Reading Skills						
Related Job Skills						
Technical Knowledge						
Use of Equipment/Tools/Materials						
Use of Working Time						
Willingness to Learn						
Written Communications						
Other						
OVERALL PERFORMANCE						

### ATTENDANCE

- ☐ Perfect attendance  
☐ Seldom absent with good excuses & advance notification  
☐ Occasionally absent without good excuse or notification  
☐ Frequently absent

### PUNCTUALITY

- ☐ Always on time  
☐ Seldom late but with good excuse  
☐ Occasionally late without good excuse  
☐ Frequently late

Do you wish an immediate conference with the teacher-coordinator? YES\_\_\_ NO\_\_\_

\_\_\_\_\_  
(Signature of Supervisor)

\_\_\_\_\_  
(Date)

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

\_\_\_\_\_

### **Cosmetology Work-Based Addendum**

Cosmetology instructors have no more than 30 students. Students are assigned weekly duties which could include receptionist, dispensary and/or stylist. Students are chosen for client services by client request or lottery. Students are evaluated using various rubrics. These rubrics were developed using our Pivot Point curriculum. Rubrics can be either generalized or specialized. Examples of generalized would include check off sheets, daily grades, dispensary duties. Examples of specialized include curling iron, color, ACT Cosmetology Portfolio project.

Instructors evaluate students throughout the process of performing services on mannequins or clients and give immediate feedback and guidance to the student.

# Daily Grades

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

**Week Of :** \_\_\_\_\_

## **Attendance :**

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

## **Conduct :**

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

## **Reflection Question :**

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_



## Check Off Sheets

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

Date: August 5 – August 8 , 2025

### CLEAN UPS:

Tuesday: \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday: \_\_\_\_\_

Friday: \_\_\_\_\_

### PRIORITY SKILLS:

Full Head Barrell Curls: \_\_\_\_\_

Shampoo/Blow Dry/Rd Brush(Flip Out): \_\_\_\_\_

Single Strand Coiled Twists: \_\_\_\_\_

Moneypiece w/Bleach: \_\_\_\_\_

Fall Client Map: \_\_\_\_\_

Silk Press Alicia: \_\_\_\_\_

Back to School Nail Art (10): \_\_\_\_\_

Your choice: \_\_\_\_\_

Bricklay Softrods: \_\_\_\_\_

Client 1: \_\_\_\_\_

Client 2: \_\_\_\_\_

Client 3: \_\_\_\_\_

\*\*\* Images required

\*\*\* All skills require a style. Complete service start to finish.



## Dispense Duties Checklist

1. Dispense will be closed Monday and Tuesday mornings for classroom theory time. Students assigned to work dispense will report at 1:00 those days to check back in supplies.
2. Wednesday, Thursday, and Friday students assigned to dispense will report NO LATER THAN 7:45. Materials may not be checked out until dispense workers are present.
3. If a student needs to miss hours on an assigned dispense day it is THAT STUDENT'S responsibility to find a replacement and get approval by Mrs. Carr.
4. Inventory is on the computer in dispense. All materials are to be inventoried. This will be used for ordering supplies.
5. Update the inventory count on the computer as products are used BEFORE discarding. This will be used to determine what products are needed.
6. ALL inventory is to be checked out. Materials are ONLY to be given to the student checking them out. Checked out materials are ONLY to be returned by the student who checked the materials out.
7. Write each student's name and each material being taken BEFORE you hand it to the student.
8. All materials are to be handed out clean and ready to use.
9. All client chemical formulations must be written down. For extra product used specify amount of each product used EVERY time. This will assist receptionist in pricing services.
10. All measuring and mixing materials should be cleaned after each use.
11. All materials are to be returned cleaned and ready to use. DO NOT ACCEPT DIRTY MATERIALS.
12. Return products to where you removed them from ONLY. Everything has been labeled as to where it belongs. If the label is lost make a new one.
13. All materials should be returned to shelves/cabinets every day.
14. At 1:50pm you may go around to request that any remaining materials are returned. After 2:00pm products must be returned to Mrs. Carr.
15. Every shelf and cabinet should be free of debris/dirt/dust. If it isn't, wipe it down.
16. Wipe down the mixing table at the end of each day.
17. The entire dispense must be swept daily.
18. At 2:00 turn off the light and shut the gate behind you as you leave.

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

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

**MON:**\_\_\_\_ **TUES:**\_\_\_\_ **WED:**\_\_\_\_ **THURS:**\_\_\_\_ **FRI:**\_\_\_\_

**CURLING IRON RUBRIC**

Student Name: \_\_\_\_\_

Allotted Time: 45 Minutes

ID Number: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

CURLING IRON (Live Model) – Each scoring item is marked with either a "Yes" or "No." Each "Yes" counts for one point. Total number of points attainable is 35.

CRITERIA	YES	NO	INSTRUCTOR ASSESSMENT
<b>PREPARATION: Did student...</b>			
1. Set up workstation with properly labeled supplies?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Place disinfected tools and supplies at a visibly clean workstation?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Wash their hands?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Connect: Did student...</b>			
4. Meet and greet client with a welcoming smile and pleasant tone?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Communicate to build rapport and develop a relationship with client?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Refer to client by name throughout service?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Consult: Did student...</b>			
7. Ask questions to discover client's wants and needs?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Analyze client's hair and scalp and check for any contraindications?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Gain feedback and consent from client before proceeding?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PROCEDURE: Did student...</b>			
10. Properly drape client and prepare for service?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Ensure client protection and comfort by maintaining cape on outside of chair at all times?	<input type="checkbox"/>	<input type="checkbox"/>	
12. Carry out appropriate shampoo and condition procedures?	<input type="checkbox"/>	<input type="checkbox"/>	
13. Apply product evenly through the hair?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Create: Did student...</b>			
14. Apply thermal protectant product evenly through the hair?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Remove excess moisture from hair?	<input type="checkbox"/>	<input type="checkbox"/>	
16. Air form the hair to establish base direction, volume and/or indentation?	<input type="checkbox"/>	<input type="checkbox"/>	
17. Test temperature of iron prior to applying it to hair?	<input type="checkbox"/>	<input type="checkbox"/>	
18. Part and apply base controls to achieve volume and/or indentation with the curling iron?	<input type="checkbox"/>	<input type="checkbox"/>	
19. Feed ends of the hair all the way through the curling iron evenly to avoid crimped "fishhook" ends?	<input type="checkbox"/>	<input type="checkbox"/>	
20. Protect the scalp with a hard-rubber or nonflammable comb underneath the iron?	<input type="checkbox"/>	<input type="checkbox"/>	
21. Relax the set to blend, integrate the bases and soften the curl texture?	<input type="checkbox"/>	<input type="checkbox"/>	
22. Backbrush/backcomb (optional) to increase height and control the form?	<input type="checkbox"/>	<input type="checkbox"/>	
23. Define and detail the form to achieve the desired finish?	<input type="checkbox"/>	<input type="checkbox"/>	
24. Check for balance in the final design?	<input type="checkbox"/>	<input type="checkbox"/>	
25. Teach client to use products to maintain the design at home?	<input type="checkbox"/>	<input type="checkbox"/>	
26. Practice infection control procedures and safety guidelines throughout service?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>COMPLETION (Complete): Did student...</b>			
27. Ask questions and look for verbal and nonverbal cues to determine client's level of satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	
28. Make professional product recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	
29. Ask client to make a future appointment?	<input type="checkbox"/>	<input type="checkbox"/>	
30. End client's visit with a warm and personal goodbye?	<input type="checkbox"/>	<input type="checkbox"/>	
31. Discard single-use supplies?	<input type="checkbox"/>	<input type="checkbox"/>	
32. Disinfect tools and multi-use supplies; disinfect workstation and arrange in proper order?	<input type="checkbox"/>	<input type="checkbox"/>	
33. Complete service within scheduled time?	<input type="checkbox"/>	<input type="checkbox"/>	
34. Complete client record?	<input type="checkbox"/>	<input type="checkbox"/>	
35. Wash their hands following service?	<input type="checkbox"/>	<input type="checkbox"/>	

**COLOR RUBRIC**

Student Name: \_\_\_\_\_

Allotted Time: 1 Hour, 30 Minutes

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

ID Number: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

COLOR (Live Model) – Each scoring item is marked with either a "Yes" or "No." Each "Yes" counts for one point. Total number of points attainable is 33.

CRITERIA	YES	NO	INSTRUCTOR ASSESSMENT
<b>PREPARATION: Did student...</b>			
1. Set up workstation with properly labeled supplies?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Place disinfected tools and supplies at a visibly clean workstation?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Wash hands?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Connect: Did student...</b>			
4. Meet and greet client with a welcoming smile and pleasant tone of voice?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Communicate to build rapport and develop a relationship with client?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Refer to client by name throughout service?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Consult: Did student...</b>			
7. Ask questions to discover client's wants and needs?	<input type="checkbox"/>	<input type="checkbox"/>	
8. Analyze client's hair and scalp and check for any contraindications?	<input type="checkbox"/>	<input type="checkbox"/>	
9. Gain feedback and consent from client before proceeding?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PROCEDURE: Did student...</b>			
10. Properly drape client and prepare for service?	<input type="checkbox"/>	<input type="checkbox"/>	
11. Ensure client protection and comfort by maintaining cape on outside of chair at all times?	<input type="checkbox"/>	<input type="checkbox"/>	
12. Carry out appropriate shampoo and condition procedures, when applicable?	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use products and supplies economically?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Create: Did student...</b>			
14. Section hair for control?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Formulate color products correctly for the desired result?	<input type="checkbox"/>	<input type="checkbox"/>	
16. Mix and prepare color products correctly?	<input type="checkbox"/>	<input type="checkbox"/>	
17. Part the hair for the application methods and color service performed?	<input type="checkbox"/>	<input type="checkbox"/>	
18. Apply color neatly and accurately on the appropriate areas of the hair strand?	<input type="checkbox"/>	<input type="checkbox"/>	
19. Use color tools and supplies accurately and efficiently throughout application?	<input type="checkbox"/>	<input type="checkbox"/>	
20. Check hairline and skin for any color stains and address them immediately?	<input type="checkbox"/>	<input type="checkbox"/>	
21. Process color according to manufacturer's directions?	<input type="checkbox"/>	<input type="checkbox"/>	
22. Strand test to assure proper color development?	<input type="checkbox"/>	<input type="checkbox"/>	
23. Carry out appropriate removal, shampoo and condition procedures?	<input type="checkbox"/>	<input type="checkbox"/>	
24. Practice infection control procedures and safety guidelines throughout service?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>COMPLETION (Complete): Did student...</b>			
25. Ask questions, and look for verbal and nonverbal cues to determine client's level of satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	
26. Make professional product recommendations?	<input type="checkbox"/>	<input type="checkbox"/>	
27. Ask client to make a future appointment?	<input type="checkbox"/>	<input type="checkbox"/>	
28. End guest's visit with a warm and personal goodbye?	<input type="checkbox"/>	<input type="checkbox"/>	
29. Discard single-use supplies?	<input type="checkbox"/>	<input type="checkbox"/>	
30. Disinfect tools and multi-use supplies; disinfect workstation and arrange in proper order?	<input type="checkbox"/>	<input type="checkbox"/>	
31. Complete service within scheduled time?	<input type="checkbox"/>	<input type="checkbox"/>	
32. Complete client record?	<input type="checkbox"/>	<input type="checkbox"/>	
33. Wash their hands following service?	<input type="checkbox"/>	<input type="checkbox"/>	

COMMENTS: \_\_\_\_\_

TOTAL POINTS = \_\_\_\_\_ + 33 = \_\_\_\_\_ %

## **ACT Cosmetology Phase 3 Portfolio Project**

**Due Date: March 28, 2025**

**This is due as when you enter class on the due date. If the portfolio is not printed out and turned in on or before this day, you will lose ten percent for every day that it is late. For example, if the portfolio is turned in on the day after the Due Date, and everything is perfect, the highest percentage you can earn is a 90%. If you know you will be absent that day turn your project in early to avoid point deductions. There will be NO EXCEPTIONS.**

Use your creativity and skills to build a professional looking portfolio that you would be proud to show any future employer. **We will grade these through a future employer's eye.** A portfolio that is turned in with misspelled words, construction paper, or just thrown together at the last minute is not acceptable.

All pictures in the portfolio must be in color and of good quality. Different pictures are required for different tasks. Please check the rubric for before, during, and after picture requirements.

Services that are required for your portfolio are not to be done in place of your check off sheet. This means that you cannot substitute a portfolio service for one of your required weekly tasks. If one of the weekly tasks corresponds to the portfolio you may take pictures. Eight of the services must be completed on real life guests. You must have a minimum of five different people as models in your pictures. First and last names must be included with the pictures.

### **Please be advised:**

- This is an individual project. You may not use pictures if you did not do the work 100% on your own.
- No duplicate pictures can be used. For example, if you have a photo in your portfolio and the same photo is found in another student's portfolio, you will both receive a 0.
- All before, during, and after pictures must be taken at the time of the service; otherwise, you will earn no points for that service.
- You cannot use any photos more than once; otherwise, you will earn no points for that service. For example, you cannot use the same pictures for both the highlight and haircut, it would need to be one or the other.
- All services must be performed on school premises during clinic floor hours.
- Grades will go in ALL Phase 3 courses, (General Professional Information, Professional Cosmetology, Chemicals, General Aesthetics)

**Rough Drafts will be due by the beginning of class on the following:**

**2.21.25 - Resume (50 points)**

**2.28.25 - Binder and Cover Sheet (50 points)**

**3.7.25 - Cover Letter (50 points)**

**3.14.25 - Reference Sheet (50 points)**

**3.21.25 - Salon Application (50 points)**

## ACT Cosmetology Phase 3 Portfolio Project

**Due Date: March 28, 2025**

Name \_\_\_\_\_ Date turned in \_\_\_\_\_ Score \_\_\_\_\_ /400

**The portfolio must be in this order.**

Requirement	Point Value	Points
1. There was a professional cover sheet in the clear part of your binder that includes your first and last name in a legible font and a professional photo of yourself.	10 Points (All or nothing)	
2. An index with corresponding page numbers is included.	10 Points (All or nothing)	
3. A cover letter (Minimum of one page, twelve-point font) was included that did not have any spelling or grammar errors. Be sure to proofread. For examples of cover letters, you could do an internet search.	10 Points (All or nothing)	
4. An updated resume was included that had no spelling or grammar errors. Be sure to proofread. This will be done in class. If you are absent that day, you are responsible for making your own. Resumes should be kept to one page if possible.	20 Points (All or nothing)	
5. A reference sheet is provided that includes at least three professional references contact information. People you can ask could be. A boss, teacher, or a leader where you volunteer. These people should be able to have positive things to say about you. There can be no spelling or grammar errors, please proof read.	10 Points (All or nothing)	
6. A reference letter needs to be included from someone that you have a professional relationship. Good people you can ask could be, boss, teacher, or a leader where you volunteer.	20 Points (All or nothing)	
7. A completed employment application for a salon is included. You can get this application in person or download one off the internet. This needs to be filled out entirely. It cannot include any spelling or grammar errors. Be sure to proofread.	10 points (All or nothing)	



8. Every service was labeled with what the service is.	10 Points (All or nothing)	
9. Every service was labeled with the model's first and last name, if applicable.	10 Points (All or nothing)	
10. Every service was labeled with before, during, and after.	10 Points (All or nothing)	
<p>11. Six different live models required. You must include at least:</p> <p><b>one facial service</b>  <b>one manicure service</b>  <b>one permanent wave service</b>  <b>one single process color service</b>  <b>one highlight service (full head)</b>  <b>one blowout service (curly to straight)</b>  <b>two haircut services (only one can be a clipper cut) one formal styling service</b>  <b>one service of your choice</b></p> <p>The eight services must be included in the order listed. All pictures must be different. You cannot use the same picture twice. All after pictures must be the model in their finished look. This means their hair must be dried and styled as if they were ready to walk out of the salon.</p> <p>Before, during, and after pictures must be included for each service (-1 Points for each missing picture, work done on yourself, pictures that were taken at different times and have different backgrounds, and using the same picture.)</p>	<p>10 Points for each picture</p> <p>Facial ____B____A</p> <p>Manicure ____B____A</p> <p>Permanent wave ____B____D ____A</p> <p>Single Process Color ____B____D ____A</p> <p>Highlight ____B____D____A</p> <p>Blowout ____B____A</p> <p>Haircut1 ____B____A</p> <p>Haircut2 ____B____A</p> <p>Formal Style. ____B____A</p> <p>Service of choice ____B____A</p> <p>230 Points Total</p>	
12. All models must be identifiable. This means their face must be in the picture, which may force you to take a picture from the side that includes both the side and the back of the style. The only exceptions are for manicures and pedicures.	10 Points (All or nothing)	
13. Eight different models used	10 Points (All or nothing)	
14. All items were in this order.	10 Points (All or nothing)	
15. The overall quality of the portfolio was professional in appearance, professionally arranged, and easy-to-read.	10 Points (All or nothing)	
16. Everything was computer generated. This includes all labels for services, client names, and all before, during, and after pictures.	10 Points (All or nothing)	

### **Practical Nursing Work-Based Addendum**

Practical nursing instructors have no more than 10 students. Students cannot perform invasive procedures or give medications without an instructor present. There is a pre-conference to assign students their patients for the day and discuss the plan of care. Students have a clinical notebook with all the clinical objectives and evaluation forms, students also complete weekly journal entries in the clinical notebooks. Students have a daily clinical check-off sheet to track attendance, evaluate performance of procedures, and document post-conference topics and activities. The students complete head-to-toe assessments, care plans, pathophysiology sheets, and drug information forms. The students turn in all assignments on Monday mornings from clinical the prior week. Each phase has a final evaluation for clinical.

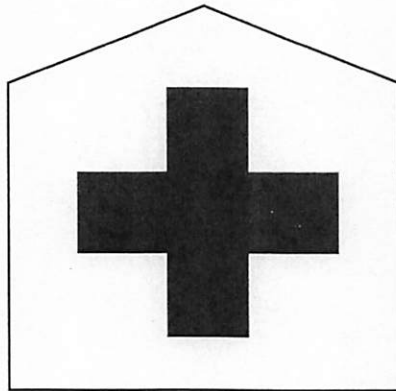
# Academy of Careers & Technology

## **School of Practical Nursing**

Compiled By:  
Practical Nursing Faculty

### **INDEPENDENT STUDENT EVALUATION OF CLINICAL OBJECTIVES**

BASIC SKILLS  
MEDICAL SURGICAL NURSING  
SPECIALTIES



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

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04/11/22

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**BOOK DESCRIPTION**

**CLINICAL OBJECTIVES**

This clinical objective book will be used on a weekly basis as directed by instructors. Current accuracy is the responsibility of the student.

The objectives specify the clinical competencies the student needs to complete the program. In most instances, they will be achieved during the week they are assigned; however, some may take additional time. Please fill in the actual date on which you met the objectives.

Each student is responsible for presenting the objectives book to the instructor for any areas needing experience. The stated objectives specify minimal expected competence. The instructor may evaluate the need for additional experience in any area.

As each objective is achieved, the student will be expected to continue to perform that competency throughout the program. Any necessity to relearn a mastered objective will be considered as a significant factor in performance evaluation.



## **CLINICAL EVALUATION**

1. Identified clinical objectives prior to clinical experience will be used as evaluation tool for completion of this book.
2. Students will be supervised and evaluated during clinical experience by instructor(s).
3. Students are required to meet the clinical requirements of each phase before progressing to the next phase.
4. Any student experiencing clinical deficiencies will be counseled and receive a written description of clinical problems. The student will have a period of 6 clinical days to demonstrate clinical competence in the deficient areas as documented.  
Any of the following will constitute clinical deficiencies and/or grounds for dismissal:
  - A. Activity which is unsafe to the client
  - B. Insubordination to instructor or health care staff
  - C. Unprofessional conduct
  - D. Negligent and/or incompetent behavior which may cause harm or be in violation of law
  - E. Failure to maintain 80% in either/or clinical and classroom
  - F. False documentation
  - G. Violation of client privacy and/or client confidentiality
5. Any student with documented clinical deficiencies resulting in a failing grade may be terminated upon consensus of the faculty and the adult coordinator. Any student exited on clinical probation will be ineligible to reapply to the practical nursing program.
6. Nursing care plans and written assignments as assigned by instructor will become part of clinical grade.

**ORIENTATION**  
**CLINICAL OBJECTIVES**

**BASIC SKILLS ORIENTATION**

	COMPLETED	
	LTC	Acute
Students orientation will include:		
Brief orientation to:		
Housekeeping		
Laundry		
Dietary		
Personnel Department		
Maintenance		
Central Storage (stores)		
Administrative Offices		
Nursing Office		
Medical Records		
Library/Conference Rooms		
Lobby, Gift Shop, Snack Bar		
Chapel		
Radiology		
Emergency Room		
Respiratory Therapy Department		
Laboratory		
Physical Therapy Department		
Special Care Units		
Detailed orientation to assigned clinical unit including location and use of:		
Fire Alarms		
Fire extinguishers, hose and exits		
Oxygen shut-off valves		
Emergency Equipment and procedures:		
Suction		
Defibrillator		
Crash Cart		
Special Codes		

Instructor's Initials: \_\_\_\_\_

Student Initials: \_\_\_\_\_

Date: \_\_\_\_\_

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**BASIC SKILLS – CLINICAL OBJECTIVES**

The following procedures must be performed with satisfactory evaluation prior to the end of Basic Skills:

	PROCEDURES	SAT	MIN ADEQ	UNSAT
1	Hand Hygiene			
2	Aseptic Technique			
3	Basic Body Mechanics			
4	Feeding Adult Client			
5	Transfer of Client			
	A. Wheelchair			
	B. Stretcher			
	C. Bed			
6	Positioning Client			
7	Bed Making			
	A. Occupied			
	B. Unoccupied			
8	Bed Baths			
	A. Partial			
	B. Complete			
	C. ROM			
9	Hair Care			
10	Oral Care			
11	Blood Pressure			
12	Temperature, Pulse, Respiration			
13	Weight			
14	Collection of Specimen			
	A. Sputum			
	B. Clean Catch Urine			
	C. Stool			
	D. Urine			
15	Documentation			
	A. Nurses Notes			
	B. NCP			
	C. Flowsheets			
	D. Computer			
16	Admission			
17	Discharge			

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BASIC SKILLS – CLINICAL OBJECTIVES (Cont.)

The following procedures must be performed with satisfactory evaluation prior to the end of Basic Skills: (Cont.)

	PROCEDURES	SAT	MIN ADEQ	UNSAT
18	Restraints			
19	Enemas			
20	Standard Precautions			
21	Isolation			
22	Sterile Technique			
	A. Gloving			
	B. Sterile Field			
	C. Dressings			
23	Application of External Drains			
24	Catheterization			
25	Special Skin Care			
26	Communication			
	A. Introduces Self to Client			
	B. Utilizes Two Methods of Client Identification			
	C. Verbal			
	D. Nonverbal			
	E. Written			
	F. Involves Client in Self-Care When Appropriate			
	G. Provides Appropriate Diversional Activities			
27	Intake and Output			
28	Observation of IV			
	A. Infiltration/Inflammation			
	B. Discontinuation			
	C. Electronic Controller			
29	End of Life Care			
30	Safety			
	A. Bed/Chair and Wander Guard Alarms			
	B. Siderails			
	C. Bed in Low Position			
	D. Clear Pathways			
31	Participation in Post Conference			
32	Miscellaneous			

## SELF-ANALYSIS OF TECHNICAL SKILLS

### BASIC SKILLS

	PERFORMED (# Times)	NOT PERFORMED	WEAKNESS
Admissions			
Antiembolism stockings			
Apical Pulse			
Bandages			
Bed Bath, Shower, Sitz Bath			
Bed Making			
Body Mechanics of Nurse/Client			
BP			
Catheter Care			
Client Ambulation			
Discharge			
Documentation			
Elimination			
End of Life Care			
Enemas			
External Drain			
Hand Hygiene			
Hot/Cold Applications			
Intake and Output			
Irrigations			
IV Care			
Meal Assistance			
Miscellaneous			
ROM			
Skin Care, Ostomy Care, Pressure Ulcer			
Specimens			
Standard Precautions/Isolation			
Sterile Procedures			
TPR			

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BASIC SKILLS EVALUATION

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

ABSENTEEISM : \_\_\_\_\_ (NO. OF HOURS) NOTIFIED: \_\_\_\_\_

REASONS:

GRADES:      SS Avg: \_\_\_\_\_      Nutrition: \_\_\_\_\_

                 Fund/Skills: \_\_\_\_\_      A&P: \_\_\_\_\_

                 Pharm: \_\_\_\_\_      Health Science Core: \_\_\_\_\_

CLINICAL PROGRESS:      Sat. \_\_\_\_\_      Unsat. \_\_\_\_\_

STRENGTHS:

WEAKNESS:

PROBLEMS IDENTIFIED BY STUDENT:

RECOMMENDATION TO STUDENT:

STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_

*Your signature on this evaluation form does not indicate that you agree with your evaluation. It only indicates that you have read this evaluation.*



	AREA	SAT.	Min. ADEQ.	UNSAT.
1	Locates and diagrams all essential areas and equipment in the clinical area which you are assigned.			
2	Utilizes good hand hygiene and standard precautions in various environments.			
3	Demonstrates appropriate degree of self-confidence and assertiveness for basic skills.			
4	Makes an unoccupied bed within appropriate time limit excluding interruptions using proper body mechanics. (10 min.)			
5	Makes an unoccupied bed within appropriate time limit excluding interruptions using proper body mechanics. (20 min.)			
6	Assists a patient with a partial bath and maintenance of personal hygiene measures.			
7	Gives a patient a complete bed bath within appropriate period of time.			
8	Implements nursing measures to prevent the formation of pressure ulcers.			
9	Positions a patient to maintain comfort and proper body alignment.			
10	Places unit articles within easy access of mobile or immobile patient. Maintains clean work area.			
11	Takes an oral, rectal or axillary temperature accurately with no more variance than 0.2 degrees. Reports abnormalities to team leader and documents with 100% accuracy.			
12	Counts a pulse and respiration with not more than 4 points variance from that obtained by the instructor who will count simultaneously. Reports abnormalities and records with 100% accuracy.			
13	Measures blood pressure and documents with 100% accuracy.			
14	Admits and discharges patient.			
15	Assists or feeds an adult patient.			
16	Performs routine catheter care.			
17	Gives enema.			
18	Collects and labels specimens.			
19	Uses proper sterile and aseptic techniques.			
20	Organizes daily routine and patient care according to priority.			
21	Reports errors immediately.			
22	Remains within limits of practical nursing.			

Name \_\_\_\_\_

	SAT.	MIN. ADEQ.	UNSAT.
23 Accepts consequences of own actions.			
24 Reports observation of patient's symptoms and personal needs.			
25 Shows beginning ability to correlate theory with clinical practice.			
26 Demonstrates safety consciousness.			
27 Documents data on patient record with instructor's guidance.			
28 Demonstrates beginning knowledge of the nursing process:			
A. Nursing Diagnosis			
B. Assessment			
C. Planning			
D. Implementation			
E. Evaluation			
29 Attitude:			
A. Accepts directions and suggestions from the instructor or team leader and initiates discussion when necessary.			
B. Accepts and utilizes constructive criticism from instructor or team leader.			
C. Contributes appropriate discussion in clinical area.			
D. Exhibits honesty.			
E. Maintains confidentiality.			
30 Relationships:			
A. Cooperative.			
B. Asks and answers questions of staff, instructor or patients relating to patient care.			
C. Shares plan of care (verbal or written) with team leader.			
D. Volunteers assistance without jeopardizing assigned patients.			
31 Dependability:			
A. Reports on/off clinical practice on time and to the proper individuals.			
B. Completes assignment and reports pertinent facts.			
C. Starts assignment promptly.			
D. Proceeds independtly with familiar procedures.			
E. Complies with school attendance policy.			
F. Submits written assignments as required by instructor.			
32 Exhibits grooming compatible to dress code.			

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BASIC SKILLS EVALUATION (Cont.)

Instructor's Comments:

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

\*Your signature on this evaluation form does not indicate that you agree with your evaluation.  
This only indicates that you have read the evaluation.

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CLINICAL OBJECTIVES

MEDICAL-SURGICAL NURSING

The following procedures must be performed with satisfactory evaluation prior to the end of Med-Surg:

PROCEDURE	PERFORMED	NOT PERFORMED	WEAKNESS
1 Intake and Output			
2 IV			
A. Infiltration			
B. Discontinuation			
3 Documentation			
4 Oxygen Administration			
5 Pre-Op Care			
6 Post-Op Care			
7 P. O. Medication			
8 Injectable Medication			
9 Ostomy Care			
10 Pressure Ulcer Care			
11 Enteral Feedings			
A. NG			
B. Gastrostomy			
12 Suctioning			
13 Trach Care			
14 Post-Mortem Care			
15 Irrigations			
16 Application of Hot and Cold			
17 Care of Client with:			
A. Infectious Diseases			
B. Dependent Condition			
C. Fluid & Electrolyte Imbalance			
D. Surgical Condition			
E. Cardiovascular Disorder			
F. Urinary and Renal Disorder			
G. Reproductive Disorder			
H. Musculoskeletal Disorder			
I. Respiratory Disorder			
J. Neurological Disorder			
K. Endocrine Disorder			
L. Integumentary Disorder			
M. Sensory Disorder			
N. Oncology Client			
O. Terminal Illness			

Date: \_\_\_\_\_ Stud. Initial: \_\_\_\_\_ Inst. Initial: \_\_\_\_\_

CLINICAL OBJECTIVES

MEDICAL-SURGICAL NURSING (continued)

<b>CLINICAL OBJECTIVES FOR THE SURGICAL CLIENT:</b>			
<b>A. <u>PRE-OPERATIVE</u></b>	<b>PERFORMED</b>	<b>NOT PERFORMED</b>	<b>WEAKNESS</b>
1. Identify the client, assess mental status and provide pre-op teaching and emotional support			
2. Verify completion of pre-op check list, including informed consent and proper identification of surgical site.			
3. Administer pre-op medication under supervision of a R.N.			
<b><u>INTRA-OPERATIVE:</u> (Observation and written report)</b>			
B. 1. Distinguish between the role of a LPN, scrub technician, Nurse Anesthetist and the circulator			
2. Observe and describe induction of anesthesia			
3. Observe and explain client preparation including positioning and draping			
4. Identify the surgical procedure, indications for the procedure, and type of incision used			
5. Observe and describe skin closure; including suture type			
6. Describe the dressing applied on incision site			
7. Describe equipment utilized such as Levine tubes, penrose drains, I.V., Urevacs, chest tubes, monitors, etc.			
8. Observe initial stabilization following cessation of anesthesia			
9. Observe and describe transfer to recovery room			

Date: \_\_\_\_\_ Stud. Initial: \_\_\_\_\_ Inst. Initial: \_\_\_\_\_

CLINICAL OBJECTIVES

MEDICAL-SURGICAL NURSING (continued)

C	POST-OP OR RECOVERY ROOM:	PERFORMED	NOT PERFORMED	WEAKNESS
	1. Describe the role of a LPN or scrub nurse			
	2. Assess and document vital signs			
	3. Assess and record cardiopulmonary status			
	4. Assess for symptoms of shock			
	5. Assess level of consciousness/activity and document			
	6. Describe equipment utilized and rationale for Ex: Suction, oxygen, ventilator and monitors			
	7. List therapeutic measures utilized i.e.: blood transfusions, oxygen, suction, catheters, cast, traction, IV therapy, medications, specialty beds, etc.			

Date: \_\_\_\_\_ Stud. Initial: \_\_\_\_\_ Inst. Initial: \_\_\_\_\_

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**CLINICAL OBJECTIVES/OBSERVATIONS**

**BASIC SKILLS/MEDICAL-SURGICAL NURSING/SPECIALTIES**

The student practical nurse will observe for one day in selected area and will submit, in writing, a summary as assigned by faculty.

	<b>OBSERVATION OBJECTIVES</b>	<b>OBSERVED</b>	<b>NOT OBSERVED</b>
1	<b><u>HOME HEALTH/HOSPICE EXPERIENCE:</u></b> A. Observe the nurse's role including the nurse's relationship with the client/family B. Compare similarities/differences of skills in community and acute care settings C. Observe the client/family teaching		
2	<b><u>OUTPATIENT CLINIC:</u></b> A. Discuss procedures utilized to promote effective efficient care while facilitating timely client visits B. Identify client teaching C. Describe follow-up procedure		
3	<b><u>RADIOLOGY:</u></b> A. Correlate anatomy to body structures visualized B. Explain procedures observed from the client's viewpoint including preparation, sensations & experience C. Describe safety measures taken		
4	<b><u>ENDOSCOPY:</u></b> A. Describe the LPN's role in endoscopy (include care of the equipment) B. Identify medications used in endoscopy C. Correlate anatomy to body structures visualized D. Explain procedure observed		
5	<b><u>PHYSICAL THERAPY:</u></b> A. Identify how the role of the physical therapist and nurse complement each other B. Observe transfer procedures utilized C. Observe body mechanics of the physical therapist D. Describe individualized client teaching noted		

CLINICAL OBJECTIVES/OBSERVATIONS

(Continued)

	OBSERVED	NOT OBSERVED
6 <u>DIALYSIS:</u>		
A. Describe role of LPN		
B. Describe procedures and equipment		
C. Assess shunt if present		
7 <u>CARDIAC CATH LAB:</u>		
A. Describe role of LPN		
B. Observe sterile technique		
C. Describe procedures observed		
<u>PEDIATRICIAN'S OFFICE/OB/SCHOOL</u>		
8 <u>NURSE:</u>		
A. Describe role of LPN		
B. Compare similarities/differences of skills in MD office and hospital setting		
C. Observe teaching by office nurse to client/family		
9 <u>INTENSIVE CARE UNIT:</u>		
A. Describe role of LPN		
B. Differentiate between care given in the unit and on the floor		
10 <u>EMERGENCY ROOM:</u>		
A. Describe role of LPN		
B. Observe safety precautions		
<u>COMMUNITY/CLINIC HEALTH CARE</u>		
11 <u>OBSERVATION</u>		
A. Describe observations noted in chosen facility		
B. Identify nursing role variations		
12 <u>COMMUNITY SERVICE</u>		
A. Identify benefits to the community		
B. Summarize your community service experience		



### MEDICATIONS - CLINICAL OBJECTIVES

<b>During medication administration, the student:</b>		<b>NOT</b>	
		<b>PERFORMED</b>	<b>PERFORMED WEAKNESS</b>
A.	Exhibits knowledge of prescriptions, controlled substance policies & medication documentation		
B.	Utilizes E-MAR/Medication administration record		
C.	Identifies proper storage:		
	1. Needles and syringes		
	2. Stock drugs		
	3. Medication dispensing system		
	4. Refrigeration and stock supplied		
	5. Unit reference books and on line sources		
D.	Discusses:		
	1. Administering Drugs		
	2. Sources of standardization of drugs		
	3. Forms and Drugs		
	4. Actions of Drugs		
	5. Routes of Administration		
	6. Pouring/preparing liquid and solid medicine for oral administration		
	7. Preparing and giving injections, including client position/injection site		
	8. Administering medications to the eye/ear		
	9. Special precautions in drug administration		
	a. Take B/P before giving anti-hypertensive drugs		
	b. Count apical pulse and delay digital's if pulse is below 60 and report to the appropriate person		
	c. Check for allergies and allergic reactions		
	d. Check respirations before giving narcotics		
	e. Count pulse if giving thyroid extract, delay if over 100 and report to appropriate person		

	PERFORMED	NOT PERFORMED	WEAKNESS
<b>E. Administers Client Medications</b>			
<b>1. Safety Points:</b>			
a. Utilize med. Cart, E-MAR, unit dose			
b. Verify name on ID band with name on med. Sheet			
c. Use sterile technique for all injectable medications			
d. Remain with client until medication has been swallowed			
e. Discard disposable medicine container in appropriate container			
f. Clean and replace equipment			
g. Chart medications using facility's documentation			
h. Report to charge nurse and document any reactions			
<b>2. Oral Route</b>			
a. Liquid Preparations			
b. Solid Preparations			
<b>3. Rectal and/or vaginal route</b>			
<b>4. Injection:</b>			
a. Utilize correct syringe and needle gauge			
b. Withdraw solution from:			
1. Vial			
2. Ampule			
3. Tubex Syringe			
c. Demonstrate correct angle of needle for injection and anatomical land marks for each injection:			
1. Intramuscular			
2. Subcutaneous			
3. Intradermal			
d. Discard contaminated needles without recapping into sharps container			

## INTRODUCTORY MEDICAL-SURGICAL NURSING

### CLINICAL OBJECTIVES/EXPERIENCE

#### FLUID AND ELECTROLYTE IMBALANCE

	<u>During this clinical experience the student will:</u>	PERFORMED	NOT PERFORMED	WEAKNESS
	Assess for symptoms of edema and dehydration including intake and output and daily weights			
A.	Evaluate symptoms indicating electrolyte imbalance			
B.	Review laboratory studies			
C.	Evaluate acid/base balance			
D.				

#### INFECTIOUS DISEASE

	<u>During this clinical experience the student will:</u>	PERFORMED	NOT PERFORMED	WEAKNESS
	Identify factors that increase susceptibility to infections			
A.	Intervene to control or prevent infectious disorders			
B.	1. Standard precautions			
	2. Isolation			
	3. Client teaching			
	4. CDC reportable criteria			
	5. Terminal room/unit cleaning			
C.	Assess infectious process			
	1. Signs and symptoms			
	2. Diagnostic tests			
	Assess nutritional status and implement dietary recommendations/prescriptions			
D.	Collect prescribed diagnostic specimens per facility policy			
E.				

## PRE-OP AND POST-OP

<u>During this clinical experience the student will:</u>		NOT	
		PERFORMED	PERFORMED WEAKNESS
A.	Effectively implement the preoperative care plan		
B.	Maintain patent airway		
C.	Accurately observe for signs of shock or hemorrhage:		
	1. assess cardiopulmonary status		
	2. inspect dressing		
	3. check drainage or vomitus for the presence of blood		
	Accurately record intake and		
D.	output from all sources:		
	1. Connect all tubes to suction or drainage as prescribed		
	2. Maintain IV therapy		
	Assess pain status and implement		
E.	comfort measures		
	Administer medication and		
F.	evaluate effectiveness		
G.	Promote respiratory function by:		
	1. Early identification of potential complications		
	2. Changing position q 2 h		
	3. Instructing to deep breathe and cough (Supporting operative site, if abdominal surgery)		
	4. Early ambulation		
	Maintain adequate urinary output		
H.	by:		
	1. Offering oral fluids as prescribed		
	2. Checking for signs of urinary retention		
	3. Catheterizing as prescribed		
I.	Maintain bowel elimination		

(2)

		PERFORMED	NOT PERFORMED	WEAKNESS
J.	Assess potential wound infection:			
	1. Redness and inflammation at surgical site			
	2. Changes in vital signs (fever)			
	3. Increased pain and tenderness at surgical site			
K.	Maintain wound care as prescribed			
L.	Prevent wound infection:			
	1. Careful hand hygiene			
	2. Sterile technique for dressing changes			
	Encourage active exercises by the alert client, assist with range of motion in the helpless patient			
M.				
N.	Document accurately:			
	1. Pre-op checklist			
	2. Post-op immediate assessment			
	3. Day-to-Day assessment			

### CARDIOVASCULAR DISORDERS

During this clinical experience the student will:		NOT PERFORMED	WEAKNESS
<u>CARDIAC DISORDER:</u>			
Care for a client with a cardiac disorder:			
A.			
	1. Assess client for signs and symptoms related to a cardiac disorder		
	2. Implement nursing care to reduce metabolic demands		
	a. Provide frequent rest periods in a quiet, well ventilated aesthetic environment		
	b. Promote bowel elimination		
	c. Implement prescribed fluid balance, diet, exercise and medication regimens		
	d. Encourage verbalization of anxiety and fears		
	Anticipate and intervene to prevent complication of cardiac disease:		
B.			
	1. Observe and record stimuli resulting in increased anxiety, dyspnea and pain		
	2. Instruct client in breathing exercises and leg exercises		
	3. Function effectively in CPR per American Heart Association Guidelines		
	4. Assess pain status and provide pain control		

### CARDIOVASCULAR DISORDERS

	Apply antiembolism stockings as prescribed:	PERFORMED	NOT PERFORMED	WEAKNESS
C.	1. Measure calf or leg for correct fit			
	2. Instruct client regarding proper use			
D.	Teach client and family aspects of preventative care regarding:			
	1. Weight control			
	2. Smoking			
	3. Food intake, e. g., foods to avoid and amount taken at each meal			
	4. Moderate exercise			
	5. Prevention of sore throat, other URI and circulatory problems			
	6. Measuring pulse if on digoxin			
	<u>PERIPHERAL VASCULAR DISORDERS:</u>			
A.	Care for a client with a peripheral vascular disorder			
B.	Assess client for signs and symptoms related to peripheral vascular disorder			
C.	Apply antiembolism stockings as prescribed			
D.	Maintain adequate thermal environment			
E.	Demonstrate proper application and use of:			
	1. Alternating pressure mattress			
	2. Heel/elbow protectors			
F.	Apply topical ointment and dressing per facility procedure as ordered by the physician			
G.	Instruct client regarding diet, use of tobacco, constricting clothing, hosiery			

## HEMATOPOIETIC/LYMPHATIC DISORDERS

During this clinical experience the student will:		NOT PERFORMED	WEAKNESS
A. Care for a client with a blood disorder			
1. Assess client for signs and symptoms of a blood disorder			
2. Identify abnormal laboratory values associated nursing implications			
3. Give medications as prescribed			
4. Observe a bone marrow aspiration if available			
5. Provide client teaching			
B. Care for a client with a lymphatic disorder			
1. Assess client for signs and symptoms of a lymphatic disorder including, but not limited to:			
a. Location, size, and characteristics of enlarged lymph nodes			
b. Presence and extent of tenderness in the area			
c. Fever, chills, nightsweats			
d. Presence of hepatomegaly and/or splenomegaly			
2. Provide client teaching			



## REPRODUCTIVE DISORDERS

During this clinical experience the student will:		NOT	
		PERFORMED	PERFORMED WEAKNESS
A.	Care for a client with a reproductive disorder		
B.	Discuss plan of care with instructor		
C.	Provide post-operative care including:		
	1. Personal hygiene needs		
	2. Passive exercises of arms & legs		
	3. Active exercise by the alert patient with early ambulation		
	4. Vital signs		
	5. Prevention of respiratory complications by:		
	a. Changing client's position at least q2h		
	b. Supporting operative site during coughing		
D.	Maintain an adequate urinary output by:		
	1. Offering sufficient fluids unless on restricted diet		
	2. Checking for signs of urinary retention		
	3. Promoting elimination by providing measures to assist client with voiding		
	4. Catheterizing as prescribed		
	Assess pain status and implement pain relief measures:		
F.	1. Position changes		
	2. Medicate as prescribed & document		
	3. Evaluate effectiveness of pain relief measures		

## GASTROINTESTINAL DISORDERS

During this clinical experience the student will:		NOT	
	PERFORMED	PERFORMED	WEAKNESS
Assess and prepare the client for G.I.			
A. studies			
B. Implement care of client following x-ray:			
1. Diet, hygiene, enema/or laxative			
2. Maintain clean, dry skin			
3. Client teaching regarding bowel health			
Collect, record and/or assist with			
C. laboratory procedures			
D. Administer medications as prescribed			
Implement effective ostomy care when			
E. indicated:			
1. Skin care around stoma			
2. Irrigation of colostomy			
3. Care of ostomy equipment			
4. Diet			
5. Client teaching of ostomy care			
Implement effective care with the			
F. insertion and management of tubes:			
1. nasogastric			
2. gastrostomy			
3. rectal			
G. Review nursing care plan			
H. Evaluate:			
1. Lab reports			
2. X-ray reports			
3. Medications for digestive disorders			

**SURGICAL MUSCULO-SKELETAL**

During this clinical experience the student will:		PERFORMED	NOT PERFORMED	WEAKNESS
A	Care for the client with a surgical musculoskeletal disorder by:			
	1. Preparing the client for surgery following hospital policies			
	2. Providing orthopedic post-operative care per guidelines:			
	a. Meet hygiene needs			
	b. Measure and record vital signs			
	c. Assess pain status and provide pain control as prescribed			
	d. Observe status of extremity(ies) and report complications:			
	1. Color and warmth			
	2. Pulse			
	3. Position			
	4. Edema present/absent			
	e. Provide proper repositioning technique/good body alignment			
	f. Inspect dressing as ordered			
	1. Report any abnormalities to charge nurse			
	2. Change dressing as ordered			
	3. Document accurately			
	g. Provide pin, nail, & screw care as indicated			
	3. Ensure safety:			
	a. Side rails assessment, bed in low position			
	b. Monitor IV therapy			
	c. Assist with activity			
	d. Monitor weight bearing			
	4. Maintain an adequate urine output			
B	Teach client regarding follow-up care			

## MUSCULOSKELETAL DISORDERS

During this clinical experience the student will:		PERFORMED	NOT PERFORMED	WEAKNESS
A	Be assigned to a client with a musculoskeletal disorder including:			
	1. Techniques of lifting and turning			
	2. Orthopedic bed making			
	3. Prevention of deformities			
	a. Body in good alignment			
B	b. Active and passive exercise			
	c. Use of pillow, sandbags, trochanter rolls, etc.			
B	Observation/assisting with cast application			
C	Daily care of patient and cast:			
	1. Cleanliness			
	2. Skin care			
	3. Position			
	4. Circulation			
D	5. Documentation			
	Care of client in traction:			
	1. Daily care			
	2. Maintenance of alignment			
	3. Weight management			
	4. Bedpan usage			
	5. Trapeze use			
E	6. Preventative measures for pressure areas			
	Administer medications			

## RESPIRATORY DISORDERS

During this clinical experience the student will:		NOT	
	PERFORMED	PERFORMED	WEAKNESS
A	Demonstrate a knowledge of principles of pathogen transfer in the care of patients with infectious respiratory diseases:		
	1. Utilize surgical and/or medical aseptic technique in all dressing changes, care of specimens, handling of linen, and disposal of excreta		
B	2. Teach clients importance of hand hygiene and proper care of secretions		
	Provide effective nursing care by implementing:		
	1. Skin care		
	2. Oral hygiene		
	3. Proper positioning		
	4. Comfort measures		
	5. Accurate assessment & documentation of symptoms		
C	6. Pain assessment & pain control		
	7. Collection of sputum specimens as prescribed		
	Prepare the client for diagnostic procedures		
	1. Explain procedures		
	2. Recognize, report and document reactions		

### RESPIRATORY DISORDERS (Cont'd)

		PERFORMED	NOT PERFORMED	WEAKNESS
D	Teach principles of good nutrition related to the treatment and prevention of respiratory infections			
E	Demonstrate skill and understanding in the use of oxygen therapy			
	1. Assess client's oxygenation			
	2. Maintain a safe environment during oxygen therapy			
	3. Assist in efforts to improve ventilation:			
	a. IPPB			
	b. Coughing/deep breathing exercises			
	c. Postural drainage			
	d. Chest physiotherapy			
	e. Tracheostomy care			
	f. Suction PRN			
	4. Administer oxygen as prescribed observing, reporting and documenting effects, therapeutic and/or toxic			
F	Demonstrate skill with closed drainage system (chest tubes)			
	1. Never lift collection container above level of chest			
	2. Maintain patency of tubes			
	3. Observe for fluid fluctuation			
	4. Assist physician during removal of chest drains			
G	Care for the client in respiratory isolation			

## URINARY AND RENAL DISORDERS

During this clinical experience the student will:		NOT	
		PERFORMED	PERFORMED WEAKNESS
A	Demonstrate knowledge and understanding of the anatomy and physiology of the renal system		
	1. Keep accurate intake & output records		
	2. Assess, document and report signs and symptoms of common electrolyte imbalance in relation to renal failure		
	3. Assess, document and report signs of renal failure		
B	Prepare client for renal function tests		
	1. Collect specimens appropriately		
	2. Assess, document and report unusual characteristics of urine		
	3. Explain all tests to patient and document		
C	Care for a client with a urinary system disorder		
	1. Catheters:		
	a. Straight		
	b. Foley		
	c. Supra-pubic		
	2. Urostomy		
D	Observe a client receiving dialysis		
	Discuss diet and special dietary considerations		
E	Demonstrate knowledge and skill of urological surgery and post-op treatment		
F	1. Frequently inspect dressing for signs of unusual bleeding. Report any abnormalities		
	2. Change dressing as needed		
G	Evaluate:		
	1. Lab studies in relation to urinary diseases		
	2. Client's reaction to dialysis		
	3. Medications in relation to renal disease		

## NEUROLOGICAL DISORDERS

		NOT	
During this clinical experience the student will:		PERFORMED	WEAKNESS
A	Be assigned a client with a disorder of the central and peripheral nervous system		
	Assess, plan and implement nursing care including:		
B	1. Neurological assessment		
	2. Observation of signs and symptoms of increased intracranial pressure		
	3. Traction care (if applicable)		
	4. Skin care (preventative/treatment)		
	5. Prosthesis or appliance care		
C	Observe following procedures if applicable:		
	1. Lumbar puncture		
	2. Angiography		
	3. Myelogram		
	4. CT Scan		
	5. Neurological examination		
D	Participate in discharge planning including, but not limited to:		
	1. Medications		
	2. Equipment		
	3. Psychosocial issues		
	4. Caregiver issues		



## ENDOCRINE DISORDERS

During this clinical experience the student will:		PERFORMED	NOT PERFORMED	WEAKNESS
A	Care for a client with an endocrine disorder and demonstrate knowledge of care and client teaching			
B	Identify appropriate nursing intervention for emergency situations relating to the management of endocrine disorders			
C	Recognize common manifestations of endocrine disorders:			
	1. Hypothyroidism			
	2. Hyperthyroidism			
	3. Cushing's syndrome			
	4. Addison's Disease			
	5. Diabetes Mellitus			
D	Prepare client for endocrine diagnostic tests			
E	Discuss and teach special aspects of diet			
F	Teach client and family:			
	1. Symptoms of complications			
	2. Medication administration including self insulin administration if applicable			
	3. The importance of foot care techniques of foot care for diabetic clients			
G	Demonstrate knowledge and skill of foot care following endocrine surgery			
	1. Dressing and operative site			
	2. Client positioning			
	3. Complications			

### INTEGUMENTARY DISORDERS

During this clinical experience the student will:		PERFORMED	NOT PERFORMED	WEAKNESS
A	Care for a client with a dermatological condition:			
	1. Assess skin for abnormalities including, but not limited to:			
	a. Dermatitis			
	b. Lesions			
	c. Fungi			
	d. Parasites			
	e. Pressure ulcers			
	f. Infections			
	2. Implement nursing measures as indicated/prescribed:			
	a. Special baths			
	b. Topical medications			
B	c. Infection control			
	d. Burn care			
	e. Skin grafts			
	Teach Client/Family:			
	1. Issues of communicability			
	2. Environmental containment and management			

### SENSORY DISORDERS

During this clinical experience the student will:		NOT PERFORMED	WEAKNESS
A	Demonstrate assessment of client with:		
	1. Eye disorder		
	2. Ear disorder		
B	Implement nursing care:		
	1. Promote comfort of client and reorient to surrounding		
	2. Observe for postoperative complications and hemorrhage		
	3. Promptly attend to ocular emergencies		
	4. Provide ocular first aid when indicated		
C	Perform the following procedures when indicated:		
	1. Warm/cold compresses		
	2. Assist with eye/ear examination		
	3. Eye/ear irrigations		
	4. Care of hearing aid or eye prosthesis		

# ONCOLOGY CLIENT

During this clinical experience the student will:		NOT PERFORMED	WEAKNESS
A	Assess a client with an oncological disorder including, but not limited to:		
	1. Cardiopulmonary function		
	2. Pain/comfort		
	3. Nutritional status		
	a. Tube feeding		
	b. Total parenteral nutrition		
	4. Skin integrity including meticulous oral hygiene		
	5. Safety		
B	6. Fluid balance		
	7. Elimination needs		
C	Observe for signs and symptoms of toxicity from radiation or chemotherapy		
	Assess client with chronic/terminal illness		
	1. Encourage active client participation in plan of care		
	2. Provide emotional support		
D	3. Encourage recreational/social activities		
	Encourage and assist with rehabilitation following therapy		

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SEMINAR OBJECTIVES	SAT.	MIN. ADEQ.	UNSAT.
<b>1 <u>Venipuncture</u></b>			
A. Identify equipment used in collection of blood specimens			
B. List steps in a venipuncture			
C. Perform a venipuncture			
D. Discuss order of draw			
E. Maintain aseptic technique and observe universal precautions			
<b>2 <u>EKG</u></b>			
A. Demonstrate chest and limb placement			
B. Identify normal sinus rhythm			
C. List supplies and equipment used in performance of ECG			
D. Perform an ECG			

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SELF-ANALYSIS – TECHNICAL SKILLS

MEDICAL-SURGICAL NURSING

TECHNICAL SKILLS	PERFORMED # TIMES	NOT PERFORMED	WEAKNESSES
1. Intake and Output			
2. Documentation			
3. Enema			
a. Fleets			
b. Soapsuds			
4. Colostomy Care			
5. Catheterization			
6. Irrigations			
7. Sterile Gloves			
8. Sterile Field			
9. Sterile Dressing			
10. Wound Vac			
11. Tube Feeding			
12. Care of Gastric Tube			
13. Medication Administration			
a. Oral			
b. Injections:			
IM			
Subcutaneous			
Insulin			
Intradermal			
Other			
14. Cardiopulmonary Monitoring			
a. Oxygen therapy			
b. Telemetry			
15. IV therapy maintenance			
16. Client transfers			

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MEDICAL SURGICAL EVALUATION

STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_

ABSENTEEISM : \_\_\_\_\_ (NO. OF HOURS) NOTIFIED: \_\_\_\_\_

GRADES:     Intro: \_\_\_\_    Surg: \_\_\_\_    Endo: \_\_\_\_    Mus-Skel: \_\_\_\_  
                  Neuro: \_\_\_\_    Resp: \_\_\_\_    Urine: \_\_\_\_    Repro: \_\_\_\_  
                  Digestive: \_\_\_\_    Cardio: \_\_\_\_    Onco: \_\_\_\_    Blood: \_\_\_\_  
                  Skin: \_\_\_\_    Sensory: \_\_\_\_  
                  Comp: \_\_\_\_    Total Average: \_\_\_\_

CLINICAL PROGRESS:            Sat. \_\_\_\_\_            Unsat. \_\_\_\_\_

STRENGTHS:

WEAKNESS:

PROBLEMS IDENTIFIED BY STUDENT:

RECOMMENDATION TO STUDENT:

STUDENT: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_

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MEDICAL SURGICAL EVALUATION

NAME \_\_\_\_\_

INSTRUCTORS NAME \_\_\_\_\_

Satisfactory required in major categories by end of phase.

		SAT.	MIN. ADEQ.	UNSAT.
A	Attitude/Professionalism			
	1. Reports on time.			
	2. Reports illness or absence as outlined in student handbook.			
	3. Demonstrates cleanliness, neatness and moderation in person/attire.			
	4. Wears name pin and professional jewelry only.			
	5. Conducts self with dignity and respect for self and others.			
	6. Maintains confidentiality.			
	7. Demonstrates developing assertiveness.			
	8. Remains within limits of the practical nurse.			
B	Dependability/Responsibility			
	9. Submits adequate written assignments on time including:			
	a. Nursing care plans			
	b. Drug information forms			
	c. Designated reports			
	10. Prepares for assignment by reviewing patient's plan of care.			
	11. Brings pen, scissors and updated clinical objective book to clinical area.			
	12. Carries out assignment as outlined in pre-conference.			
	13. Monitors own nursing care frequently, with attention to details.			
	14. Responds to departmental needs and activities with enthusiasm and initiative.			
	15. Starts assignment promptly.			
	16. Reports off duty to designated persons.			
	17. Demonstrates beginning leadership skills.			
	18. Avoids excessive absences.			



Medical-Surgical Evaluation (pg 2)

		SAT.	MIN. ADEQ.	UNSAT.
C	Preparation of a logical plan of care which meets the patient's needs and utilizes references.			
	19. Identifies basic patient needs and prioritizes nursing diagnoses.			
	20. Plans nursing interventions with individual patient abilities and limitations in mind.			
	21. Develops and evaluates measurable, specific goals.			
	22. Demonstrates knowledge of drugs.			
	23. Explains significance of abnormal laboratory results.			
D	Implementation of effective care plan			
	24. Relates theory to practice.			
	25. Reinforces patient teaching.			
	26. Establishes organization in care of more than one patient.			
	27. Adjusts or modifies plan of care whenever necessary.			
	28. Demonstrates flexibility in adapting to change.			
	29. Carries out nursing care with a reasonable rate of speed.			
E	Performance of nursing procedures with tactile skills			
	30. Demonstrates consideration for the patient's comfort.			
	31. Performs adequate sterile technique.			
	32. Maintains a neat work area and an orderly patient unit.			
	33. Accomplishes clinical objectives as assigned.			
	34. Perfects basic nursing skills.			
F	Utilization of principles of safety.			
	35. Demonstrates safety consciousness.			
	36. Identifies patient prior to medications and procedures.			
G	Observation			
	37. Observes physical and emotional condition.			
	38. Takes appropriate action based on observations.			

Medical-Surgical Evaluation (pg 3)

		SAT.	MIN. ADEQ.	UNSAT.
H	Communication verbal/nonverbal/written			
	39. Uses proper communication skills in regard to patient, faculty and staff.			
	40. Reports the patient's condition accurately and concisely in both verbal and written modes.			
	41. Charts neat and accurate nurses notes with instructor's assistance.			
I	Administration of medications			
	42. Gives p.o. medications.			
	43. Gives injectable medications and instillations.			
	44. Calculates correctly.			
	45. Charts medications correctly.			
	46. Notes expected and unexpected response to medications.			
	47. Reports/records unusual reactions to nurse/physician.			
	Response to constructive criticism/instructions			
J	48. Listens to criticism and suggestions.			
	49. Utilizes suggestions for improvement.			
	50. Maintains cooperative and respectful relationship with instructors and other personnel.			

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MEDICAL-SURGICAL EVALUATION (Cont.)

Instructor's Comments:

Student's Comments:

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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SPECIALTIES PHASE

GERONTOLOGY

STUDENT CLINICAL EVALUATION

NAME \_\_\_\_\_ INSTRUCTOR'S NAME \_\_\_\_\_

DATE \_\_\_\_\_ AGENCY \_\_\_\_\_

MANDATORY CLINICAL OBJECTIVE

<u>NURSING CARE</u>	SAT.	MIN. ADEQ.	UNSAT.
A. Implements skillful nursing care			
B. Makes pertinent assessments of residents.			
C. Plans and implements restorative nursing care.			
D. Evaluates and documents nursing care promptly and accurately.			
E. Adapts to difference between acute and long-term care.			

COMMENTS:

<u>SAFETY MEASURES</u>	SAT.	MIN. ADEQ.	UNSAT.
A. Assesses safety needs of individual resident considering age, diagnosis, and condition.			
B. Implements environmental changes for resident welfare/safety.			
C. Assists with transfer activities safely.			
D. Reports situation accurately despite reflection on self.			

COMMENTS:

GERONTOLOGY

STUDENT CLINICAL EVALUATION

MANDATORY CLINICAL OBJECTIVE

<u>COMMUNICATION SKILLS</u>	SAT.	MIN. ADEQ.	UNSAT.
A. Establishes satisfactory rapport in resident contact.			
B. Demonstrates ability to initiate therapeutic communication with resident.			
C. Involves the resident in self-care when indicated.			
D. Implements appropriate diversional activities.			

COMMENTS:

<u>STUDENT ADJUSTMENT</u>	SAT.	MIN. ADEQ.	UNSAT.
A. Individualizes the elderly person's nursing care.			
B. Demonstrates understanding and acceptance of aging process.			
C. Adapts to new environment with minimal guidance.			
D. Exhibits enthusiasm in clinical performance of care of resident.			
E. Submits written assignments as required.			

COMMENTS:

<u>ORGANIZATION</u>	SAT.	MIN. ADEQ.	UNSAT.
A. Works efficiently.			
B. Establishes priorities.			
C. Plans care based on resident needs.			
D. Starts assignment promptly.			

COMMENTS:

GERONTOLOGY

STUDENT CLINICAL EVALUATION

<u>PROFESSIONALISM</u>	SAT.	MIN. ADEQ.	UNSAT.
A. Exhibits caring attitude.			
B. Cooperates with team members and classmates.			
C. Exhibits consideration for families, visitors and co-workers.			
D. Demonstrates beginning leadership skills.			

COMMENTS:

STUDENT'S SIGNATURE \_\_\_\_\_

INSTRUCTOR'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

DAILY COMMENTS: \_\_\_\_\_

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MENTAL HEALTH NURSING

CLINICAL EVALUATION

NAME \_\_\_\_\_ INSTRUCTOR'S NAME \_\_\_\_\_

DATE \_\_\_\_\_ AGENCIES \_\_\_\_\_

MANDATORY CLINICAL OBJECTIVE		SAT.	MIN.	ADEQ.	UNSAT.
I	Implements verbal and nonverbal communication skills in interacting effectively with patients and personnel.				
	A Uses communication skills to establish a therapeutic rapport with patient and family.				
	1. When verbally rejected by patient, plans other means of initiating nurse/patient relationship.				
	2. Initiates nurse-patient relationship implementing appropriate techniques to initiation stage.				
	3. Interacts in therapeutic manner during working phase of nurse/patient relationship.				
	4. Plans with patient for termination of nurse/patient relationship.				
	5. Evaluates patient behavior based on personal observation and interaction in an objective and factual manner.				
	6. Communicates effectively with instructors.				
	7. Accurately assesses verbal and non-verbal communications.				
	B Therapeutically implements own personality in the nurse/patient relationship.				
	1. Evaluates own emotional reactions to situations.				
	2. Differentiates between social relationship and socializing with patient.				
	3. Develops skills as active listener.				
	4. Recognizes value judgements placed on patient.				
	5. Discards common stereotypes about mentally ill persons.				
II	Implements basic principles derived from nursing theory and behavioral sciences in skillfully assessing needs and planning, implementing and evaluating care of patient.				
	A Maintains safe physical environment for psychiatric patient.				
	1. Reports hazards within ward setting.				
	B Uses psychiatric principles in assessing, planning, implementing and evaluating patient care.				
	1. Structures patient environment to meet unique needs.				
	2. Respects civil rights of patient.				
	3. Identifies criteria used to select patients for various therapeutic activities.				
	4. Encourages patients to participate in therapeutic activities.				
	5. Applies drug therapy principles-DIFs				

MENTAL HEALTH NURSING

CLINICAL EVALUATION

		MANDATORY CLINICAL OBJECTIVE	SAT.	MIN. ADEQ.	UNSAT.
III		Evaluates, reports and records pertinent information derived from nurse-patient interaction.			
	A	Ensures continuous care by documenting/reporting pertinent information to staff in an objective and factual manner.			
	B	Utilizes communication skills with Process Recording.			
	C	Provides care & evaluates patient status utilizing the NCP.			
	D	Completes a mental health assessment			
IV	E	Completes theory/clinical comprehensive review with an 80% Develops personally and professionally through understanding gained from learning experience and self-evaluation.			
		Assesses own limitation in professional performance and remains within the limits of the practical nurse.			
	A	Initiates appropriate changes in professional performance.			
	B	Follows written policy of health facility.			
	C	Acts in self-directed manner to increase knowledge and personal growth.			
	D	Maintains confidentiality of information gained from nurse/patient interactions.			
	E	Maintains safe dress standards as set in nursing skills, hospital infection control code and hospital dress code.			
	F	Takes advantage of available time to be with patients.			
	G	Conveys to patient and staff by verbal and nonverbal means a constructive attitude.			
	H	Uses instructors as resource.			
	I	Presents factual material in post-conference as directed by instructor.			
	J	1. Research and written presentation			
		2. Oral presentation.			

Student Comments:

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Instructor Comments:

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Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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



*ACADEMY OF CAREERS AND TECHNOLOGY*

*SCHOOL OF PRACTICAL NURSING*

SPECIALTIES PHASE

MATERNAL AND PEDIATRICS

STUDENT CLINICAL EVALUATION

NAME \_\_\_\_\_ INSTRUCTOR'S NAME \_\_\_\_\_

DATE \_\_\_\_\_ AGENCY \_\_\_\_\_

**MANDATORY CLINICAL OBJECTIVE**

NURSING CARE	SAT.	MIN. ADEQ.	UNSAT.
A. Assesses needs of obstetric and/or pediatric patients.			
B. Plans, implements and evaluates nursing care in the pediatric unit.			
C. Skillful and gentle in implementing nursing care.			
D. Documents nursing care and treatment promptly and accurately.			
E. Adapts to/remains flexible in pediatric care.			

COMMENTS:

COMMENTS:

COMMUNICATION SKILLS	SAT.	MIN. ADEQ.	UNSAT.
A. Exhibits respect for patient and significant other.			
B. Demonstrates ability to maintain and initiate communication with patient.			
C. Involves patient/family in self-care and education.			
D. Implements appropriate teaching plans for the obstetric and/or pediatric patient.			

COMMENTS:

SAFETY MEASURES	SAT.	MIN. ADEQ.	UNSAT.
A. Assesses safety needs of obstetric and/or pediatric patients.			
B. Implements policy and procedures as described in policy and procedure manuals.			
C. Maintains all OSHA regulations for each unit.			

## STUDENT CLINICAL EVALUATION

### MANDATORY CLINICAL OBJECTIVE

STUDENT ADJUSTMENT	SAT.	MIN. ADEQ.	UNSAT.
A. Individualizes postpartum or newborn/pediatric patients NCP.			
B. Correlates understanding of theory, principles and nursing process to obstetric and/or pediatric patients.			
C. Adapts to new environment with minimal guidance.			
D. Exhibits enthusiasm in clinical performance of care of obstetric and/or pediatric and newborn patients.			

COMMENTS:

ORGANIZATION	SAT.	MIN. ADEQ.	UNSAT.
A. Works quietly and efficiently.			
B. Establishes priorities and organizes assignments.			
C. Develops nursing plan of care based on needs of postpartum or pediatric patient.			
D. Starts assignment promptly and completes care in timely manner.			

COMMENTS:

PROFESSIONALISM	SAT.	MIN. ADEQ.	UNSAT.
A. Wears uniform and/or scrubs according to school policy or hospital policy.			
B. Cooperates with team members and classmates.			
C. Kind and considerate of residents, families, visitors and co-workers.			
D. Demonstrates beginning leadership skills.			

COMMENTS:

STUDENT'S SIGNATURE \_\_\_\_\_

INSTRUCTOR'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

DAILY COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***ACADEMY OF CAREERS AND TECHNOLOGY***

***SCHOOL OF PRACTICAL NURSING***

**EVALUATION OF PERFORMANCE AS STUDENT PRACTICAL NURSE**

NAME: \_\_\_\_\_ SCHOOL TERM: \_\_\_\_\_

I. Absenteeism(hours) \_\_\_\_\_ DATE: \_\_\_\_\_

II. Grade Averages:

a. Intro. Nursing Theory \_\_\_\_\_ b. Med/Surg Nursing \_\_\_\_\_

c. Maternal/Child Theory \_\_\_\_\_ d. Mental Health \_\_\_\_\_

e. Gerontology \_\_\_\_\_

III. The following areas are assessed according to the individual's demonstrated ability.

AREA	SUPERIOR	GOOD	ADEQ.	UNSATIS.	COMMENTS
Planning					
Organization					
Professional Attitude					
Responsibility					
Verbal Communication					
Written Communication					
Assessment Skills					
Quality of Care					
Performance of Procedures					
Adaptability					
Initiative					
Interpersonal Relationships					

STUDENT COMMENTS \_\_\_\_\_  
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INSTRUCTOR COMMENTS \_\_\_\_\_  
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NOTE: The faculty recommends all graduates participate in a thorough orientation including direct supervision of medication administration and sterile procedure.

INSTRUCTOR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

COORDINATOR \_\_\_\_\_

STUDENT \_\_\_\_\_

DATE \_\_\_\_\_