Transforming Clinical Education

Presented by

Linda Caputi, M.S.N, Ed.D., RN, ANEF, CNE

June 22, 2012
Nursing Executive Center

It is difficult to assess how someone thinks. Teaching thinking is mandatory for safe, entry-level practice.

Advisory Board Company (2008) – their results, especially the critical thinking piece, indicate that new graduates are not prepared to:

a. Prioritize (only 12% of nurse leaders are satisfied with new graduate proficiency)
b. Anticipate risk (only 11%)
c. Delegate tasks (only 10%)
d. Interpret assessment data (19%)
e. Take initiative (19%)
f. Recognize changes in patient status (19%)
g. Conduct appropriate follow-up (19%)
h. Make decisions based on the nursing process (20%)
i. Recognize unsafe practices by self and others (28%) (The Advisory Board, 2008)

For information on the Advisory Board Company go to: www.advisory.com/About-Us
Definitions from NLN:

**Critical Thinking**
Identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning (NLN, 2010, pg. 67).

**Clinical Judgment**
Refers to a process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective. (Tanner, 2006).

**Nursing Judgment**

Tanner’s Model

**Noticing:** A function of the nurse’s expectations and initial grasp of the situation; based on knowledge of the population of patients and relating the individual patient’s situation.

**Interpreting:** Noticing triggers reasoning patterns that work to interpret the meaning of the data and determine an appropriate course of action. Application of critical thinking skills and strategies.

**Responding:** Applying the thinking strategies to determine the action to take and the expected outcomes.

**Reflecting:** Two kinds of reflection:
  - Reflection-in-action: the nurses’ ability to “read” the patient – how the patient is responding to the nursing intervention and making adjustments to the interventions based on that assessment.
  - Reflection-on-action: reflecting back on the situation and appreciating the lessons learned from the experience; contributes to ongoing clinical knowledge development and capacity for clinical judgment in future situations. A very important step in the process that requires a sense of responsibility by connecting one’s actions with outcomes. Provides the nurse with insights about what occurred as a result of nursing actions.

You can use this framework as you help students develop critical thinking in the clinical.
Cognitive Skills and Strategies

General skills used in all situations:
1. Argument Analysis
2. Problem Solving
3. Prioritization/Delegation of Care
4. Analysis of Data
5. Consideration of Biases and Ethical Dilemmas

Basic-Level Thinking Skills
6. Recall of Purpose, Procedure, and Knowledge of Results of Diagnostic Tests
7. Understanding the Physiology of Body Systems
8. Identifying Signs and Symptoms

Gathering Data
9. Distinguishing Relevant from Irrelevant Information
10. Gathering Complete and Accurate Data Then Acting on That Data
11. Determining the Importance of Information
12. Collaborating with Coworkers
13. Assessing Systematically and Comprehensively
14. Checking Accuracy and Reliability
15. Judging How Much Ambiguity is Acceptable
16. Using Diagnostic Reasoning
17. Clustering Related Information
18. Recognizing Inconsistencies

Providing Nursing Care
19. Determining the Importance of Information
20. Applying the Nursing Process to Develop a Treatment Plan
21. Predicting and Managing Potential
22. Setting Priorities
23. Teaching Others
24. Communicating Effectively
25. Resolving Conflicts
26. Resolving Ethical Dilemmas

Evaluating Data
27. Evaluating And Correcting Thinking
28. Evaluating Data
29. Supporting Conclusions with Evidence

Please note that this is not a complete, exhaustive list of all the thinking skills and strategies used in critical thinking, but rather a representative list of 29 of the commonly used thinking skills and strategies.

The critical thinking skills listed below are grouped into four categories:

- Basic Level Thinking Skills
- Gathering Data
- Providing Nursing Care
- Evaluating Responses

These categories are used for teaching purposes and to provide concrete examples. However, all the skills listed may be applied in many different contexts and many of these skills are used concurrently. See end of this document for definitions.
## Fundamentals of Nursing Course

<table>
<thead>
<tr>
<th>Critical Thinking Skill or Strategy</th>
<th>Critical Thinking Activity</th>
</tr>
</thead>
</table>
| Analysis of data                    | 1. In the clinical, collect data on 5 patients related to ethnicity, behaviors indicative of developmental level (Erikson), and healthcare practices. Discuss how the data are the same and how they are different among the patients; discuss variations in nursing care based on the differences.  
2. Choose three of the facilities used for clinical experiences. Decide what features the facilities have in common. Compare and contrast these different settings related to each of these common features and how each affects the nursing care that can be provided.  
3. Have students compare and contrast the teaching plans they developed for the course and identify why there are variations. |
| Consideration of Biases and Ethical Dilemmas | Each student describes their patient’s characteristics (age, financial resources, level of education, ethnic background, etc.). As a group, students reflect on different approaches to care based on the characteristics they described. |
| Distinguishing Relevant from Irrelevant Information | All students complete the SBAR form. Have them share this information in postconference and role play reporting off. During postconference have students identify what is the most important data to communicate and why. |
| Gathering Complete and Accurate Data Then Acting on That Data | The student will investigate a problem that occurred with a patient during the previous 24 hours that necessitated a call to the M.D. The student will read patient summaries, talk with the charge nurse from the previous shift, or in some other way find out what occurred and why the M.D. was called. The student will then fill out the SBAR sheet (see attached) with information obtained from the nurse (if available) or from the patient’s chart, then report on this patient in postconference. The student should collect information on at least 3 patients. During postconference the student will identify what was the most important data to communicate to the M.D. and why. |
| Judging How Much Ambiguity is Acceptable | Two students will take vital signs on all patients (minimum of 6 patients). They will then look at the patient’s history, medications, etc. and explain variations. Discuss what would be acceptable and unacceptable ranges of the vitals signs for each patient and why. |
Compare/Contrast Patients

Transfer this concrete knowledge to more complex situations to get desired results in simulated or real situations. Patient Focused Assignment

Compare/contrast patients with the same condition:

- Two students find 4 patients with the same medical diagnosis (for example heart failure)
- They collect information on all 4 such as: history, other pre-existing conditions, diet, medications, treatments, limitations in function, etc.
- Visit each patient and perform an assessment.
- Compare and contrast each patient during post-conferences, noting how what they learned in the textbook compares with what they are seeing, and identify what is different and why.
- Discuss all the patient information and note reasons why diet, meds, treatments, etc. vary from patient to patient.
- Discuss the assessment findings and note when specific findings would be out of range, what those would be, and what action to take.
- Note possible complications for each patient and nursing interventions to prevent those complications.

This assignment helps students begin to notice patterns across clinical situations and note variances and what to do about them.
Delegating and Prioritizing Exercise  
Medical/Surgical Patient

Today you have the following team members working with you: an LPN/LVN and a CNA.

Step 1:
Obtain the following information on three patients. You might use information from the shift report, cardex, and medication administration record.
Name:
Medical Diagnosis:
Nursing care for today:
  Activity: Assistance needed with activity:
  Diet: Assistance or special needs related to diet:
  Pain rating:
    Medications ordered for pain:
    Side effects of analgesics:
Safety issues:
IV fluids:
Medications: Fill out the information on the attached sheet for each medication.
State of fluid balance:
Labs scheduled for today:
  How the labs relate to nursing care:
Diagnostics studies scheduled for today:
  How the studies relate to nursing care:
Dressing changes:
Suctioning:
Enema:
Other treatments:

On another sheet of paper, fill in the following information for each medication to be administered while you are caring for this patient.

Name of medication:
1. Classification of the medication.
2. Reason why the medication was ordered.
3. When it will be administered.
4. Teaching that needs to be done relative to the medication.
5. Any special instructions regarding administration of this medication.
Which medication for each patient is most important to give on time?
Which medication can be given toward the end of the window of time and still be given “at the right time” without adverse effects?

Medications administered at other times:
What other medications are prescribed for the patient that were administered on the previous shift or will be administered on the next shift?
How will those medications affect the patient assessments and the care you will be giving this shift?

Step 2:
Visit each patient and perform a quick, two-minute assessment of both the patient and the patient’s environment.

Step 3:
1. Prioritize which patient you should care for first, second, and third. Why?
2. What are the primary assessments/data collection that should be completed first for each patient? Why?
3. What nursing interventions need to be carried out for each patient?
4. What interventions will you do first?
5. Which of the above interventions can be delegated and to whom? Why?
   What information will be given to the person to whom the task is delegated and what information will be collected after the task is finished?
Example Clinical Evaluation Tool
# Fundamentals of Nursing: Mid-term and Final Clinical Evaluation Tool – Scoring Sheet

Student: ____________________________________________  Clinical Faculty: ___________________________________

<table>
<thead>
<tr>
<th>Course Outcome</th>
<th>Midterm Grade</th>
<th>Final Grade</th>
<th>Evaluation Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide quality, safe, patient-centered nursing care at the basic level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conducts at a basic level a comprehensive and focused physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plans at a fundamental level holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance within a variety of healthcare systems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Delivers compassionate, patient-centered, evidence-based care that respects patient and family preferences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates at a fundamental level the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Delivers care within expected timeframe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Etc….</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Identify the nurse’s role in collaborative relationships with members of the interdisciplinary team.

3. Demonstrate critical thinking/clinical reasoning when providing basic nursing care to patients from diverse backgrounds.

Outcomes 4, 5, and 6.

**Signatures:**

<table>
<thead>
<tr>
<th>Midterm Evaluation</th>
<th>Date: _______________</th>
<th>Final Evaluation</th>
<th>Date: _______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student_____________</td>
<td>________________________</td>
<td>Student_____________</td>
<td>________________________</td>
</tr>
<tr>
<td>Faculty __________________</td>
<td>________________________</td>
<td>Faculty __________________</td>
<td>________________________</td>
</tr>
</tbody>
</table>
The following pages contain the Clinical Activity Portfolio Tools for Fundamentals of Nursing, Course Student Learning Outcome #1: Provides quality, safe, patient-centered nursing care at the basic level.

Course Student Learning Outcome #1, Competencies:
- Conducts at a basic level a comprehensive and focused physical, behavioral, psychological, spiritual assessment eliciting patient values, experiences, and expressed needs.
- Plans at a fundamental level holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance within a variety of healthcare systems.

Pre-populated, Basic Fundamentals Concept Map
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>S</th>
<th>NI</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lists collected data in appropriate section of concept map.</td>
<td>Identifies $\geq 5$ objective/subjective data within each appropriate areas</td>
<td>Identifies 3-4 objective/subjective data within each appropriate area</td>
<td>Identify less than 2 objective/subjective data within each appropriate basic need</td>
</tr>
<tr>
<td>2. Identified problem appropriate to data collected</td>
<td>Identified problem directly relates to data.</td>
<td>Identified problem somewhat relates to data but not always.</td>
<td>Identified problem does not relate to data collected.</td>
</tr>
<tr>
<td>3. Identifies nursing interventions specific to each area</td>
<td>Writes $\geq 3$ nursing interventions specific to each area</td>
<td>Writes $\geq 1$ nursing intervention specific to each area</td>
<td>Unable to identify nursing interventions for all areas</td>
</tr>
</tbody>
</table>
Course Student Learning Outcome #1 Competency:
Delivers compassionate, patient-centered, evidence-based care that respects patient and family preferences.

Evidence Based Practice Activity – Fundamentals.
Use own textbook and agency guidelines to compare and contrast care provided versus text and agency recommendations.

**Activity:**
- Access your textbook.
- Access any available agency source for clinical guidelines regarding your patient’s condition.
- Review the patient’s chart to see how closely the care prescribed relates to that in your textbook and in the agency’s clinical guidelines.
- Note if there are variances and find out why there are variances.

<table>
<thead>
<tr>
<th>Key recommendations of guidelines</th>
<th>Comparison to textbook: Adherence or variation?</th>
<th>Adherence to agency guidelines or variation</th>
<th>Reasons for variance (Pt preference, physical or other conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medications:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests/Lab work:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing interventions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical interventions:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Student Learning Outcome #1 Competency: Demonstrates at a fundamental level the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care

**Psychomotor Skills Reflection Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Skill</th>
<th>How I believe I performed.</th>
<th>Ways I can improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Rubric for the Psychomotor Skills Tool

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>S</th>
<th>NI</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychomotor Skills Tool:</td>
<td>Clearly describes how the psychomotor skill was performed,</td>
<td>Able to describe how the psychomotor skills was performed but with</td>
<td>Descriptions of performance of psychomotor skills are scant and unorganized. Does</td>
</tr>
<tr>
<td>Demonstrates competent and safe nursing care.</td>
<td>evaluates self performance, and offers 2 ways for improvement.</td>
<td>limited insight to problems on self performance. Offers one way to</td>
<td>offer ways to improve future performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>improve performance.</td>
<td></td>
</tr>
</tbody>
</table>
Course Student Learning Outcome #1 Competency:
Monitors at a fundamental level patient outcomes, including interpretation of assessment data and appropriate follow-up, to evaluate the effectiveness of nursing interventions.

**Signs and Symptoms Critical Thinking Tool**

Lists the *signs and symptoms* you noted on your assessment of your patient.

___________________________________________________

___________________________________________________

What *diagnostics tests* were completed relative to these manifestations?

___________________________________________________

___________________________________________________

What *medical treatments/interventions* were implemented to treat these manifestations? (Include medications.)

___________________________________________________

___________________________________________________

What *nursing interventions* were implemented to treat these manifestations?

___________________________________________________

___________________________________________________

Any *manifestations* not being addressed? What will you do about them?

___________________________________________________

___________________________________________________

___________________________________________________
## Signs and Symptoms Grading Rubric

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>S</th>
<th>NI</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies resources used for information</td>
<td>Lists up to 3 resources used to provide in depth explanation of the disease process</td>
<td>Lists up to 2 resources used to provide an explanation of the disease process</td>
<td>Lists only 1 resource used to provide an explanation of the disease process</td>
</tr>
<tr>
<td>2. Identifies disease processes including the medical and nursing treatments for the disease.</td>
<td>In depth explanation of specific disease process includes structure/function, signs and symptoms, treatments/drugs/diet therapy and nursing care for acute and long term care/complications and compares research to patient</td>
<td>In depth explanation of specific disease process includes structure/function, signs and symptoms, treatments/drugs/diet therapy and nursing care</td>
<td>Brief explanation of specific disease process discussing structure/function, signs and symptoms, treatments/drugs/diet therapy and nursing care; however up to 2 sections are incomplete</td>
</tr>
<tr>
<td>3. Identify normal values, and deviations from normal, of diagnostic tests and assessment data and their affect on health care.</td>
<td>Provides name of lab/diagnostic tests done within the last 6 months including date obtained, normal range and patient result. Lists the implication of lab value to the patient and the up to 2 nursing implications of the result.</td>
<td>Provides name of lab/diagnostic tests done in the last 6 months including at least 2 of the following: date, obtained, normal range, patient result. Lists the implication of lab value to the patient and 1 nursing implication of the result.</td>
<td>Provides name of lab/diagnostic tests done in the last six months and lists only 1 of the following: date obtained, normal range, patient result. Lists the implication of lab value to the patient or the nursing implications of the result.</td>
</tr>
</tbody>
</table>
Course Student Learning Outcome #1 Competency:
Describes factors that create a culture of caring for the patient and the patient’s support network.

**Tool**
*Seeing through the patient’s eyes.*

**Patient Centered Care**
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

- Describes factors that create a culture of caring for the patient and the patient’s support network.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skill</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate understanding of multiple dimensions of patient centered care: physical comfort and emotional support</td>
<td>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care.</td>
<td>Value seeing health care situations “through patients’ eyes”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QSEN Activity</th>
<th>QSEN Activity</th>
<th>QSEN Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read chart to collect pertinent information about your patient’s health status, emotional support system and physical needs.</td>
<td>Initiate a caring and therapeutic relationship with your patient. Use the attached interview questions with your patient to create an opportunity for your patient to express his agenda, concerns and wishes.</td>
<td>In post conference discuss: How it felt to take the time to connect with your patient on a personal level. Share what specific behaviors you did that visibly showed your commitment to improving the patient’s life and care in the hospital. What are the implications if patient preferences or concerns are not heard and addressed?</td>
</tr>
</tbody>
</table>
Caring and Compassion: Seeing through the patient’s eyes.

- Introduce yourself and explain your role in the patient’s care for the day
- Call the patient by his or her preferred name
- Sit with the patient for at least five minutes per shift to discuss the day’s care and milestones to cross (best done at the beginning of the shift)
- Use touch, such as a handshake or touch on the arm, or exhibit a caring behavior that is unique to your own personality and approach
- Most important, demonstrate commitment to the care and improvement of the patient’s life and hospital stay.

The following sample interview questions will provide the patient with an opportunity to express their agenda, concerns and lead to more patient centered care.

Questions for patient (5 minute sit down)
1. What would you like to see happen today?
2. How would you describe your hospitalization? Is there anything that could be done to make it better?
3. What should nursing students know about what it’s like being a patient in the hospital?
Course Student Learning Outcome #1 Competency:
Communicates effectively with the patient and the patient’s support network.

**Patient Interaction Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Communication Techniques Used with Patient</th>
<th>How the Communication was Effective</th>
<th>How the Communication was Ineffective</th>
<th>Ways I can improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rubric for Patient Interactions Sheet

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>S</th>
<th>NI</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Tool: Identify effective communication skills to use when interacting with patients, significant others, and health care team members.</td>
<td>Clearly describes communication between self and patient Identifies non therapeutic communication used. Offers at two ways to improve future interactions listing specific therapeutic communication techniques.</td>
<td>Describes communication between self and patient Identifies non therapeutic communication used. Offers only one way to improve future interactions listing specific therapeutic communication techniques.</td>
<td>Descriptions of communication between self and patient are scant and unorganized. Does not offer ways to improve future interactions.</td>
</tr>
</tbody>
</table>
Course Student Learning Outcome #1 Competency:
Communicates effectively when reporting care provided and evaluation data including appropriate handoff reports.

**SBAR Patient Report**

All students complete the SBAR form. Have them share this information in postconference and role play reporting off. During postconference have students identify what is the **most important** data to communicate and why.

After the postconference experience, students should use SBAR when communicating with the clinical faculty.

<table>
<thead>
<tr>
<th>S</th>
<th>Situation: Include basic demographics about your patient; name, ethnicity, age, gender, and pertinent information about the patient’s condition/situation. Include patient preferences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Background: patient’s admitting diagnosis, hospital day, medical history that might complicate her current admission, any data about what has led up to any problems the patient is currently experiencing.</td>
</tr>
<tr>
<td>A</td>
<td>Assessment: Signs and symptoms that are related to her diagnosis, including vital signs, O2 Sats, and any other pertinent assessment data. Should correlate with the information on the signs and symptoms tools.</td>
</tr>
<tr>
<td>R</td>
<td>Recommendations: Include what you have done and the patient’s response.</td>
</tr>
</tbody>
</table>
Course Student Learning Outcome #1 Competencies:
Provides at a fundamental level appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and level of health literacy.
Evaluates effectiveness of patient teaching.

Patient Teaching Tool (Fundamentals)

Refer to your signs and symptoms critical thinking tool.

What teaching needs to be completed regarding any of the concerns noted on the signs and symptoms tool?
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

What modifications will you need to make related to your teaching methods based on the patient’s developmental stage, age, culture, preferences, and level of health literacy?
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Was your teaching effective? If so, how do you know? If no, how do you know and what will you do?
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
Some More Example Clinical Tools
Course Outcome: At the foundational level, performs as a competent nurse demonstrating professional, ethical, and legal principles while implementing the roles of the professional nurse.

Course Competency: Identifies the rules and regulations that authorize and define professional nursing practice in the care of aging patients in the long-term care setting.

Activity:
Locate the staff job descriptions.
Compare the job descriptions to the scope of practice in the Michigan Nurse Practice Act:
Locate the ANA’s Standards of Practice for geriatric nursing.

Complete the following:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Major Responsibilities</th>
<th>Comparison with Practice Act and Standards of Practice</th>
<th>Observations about this Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(You can make the grading specific and more objective by developing a grading rubric.)
**Course Outcome:** At the foundational level, performs as a competent nurse demonstrating professional, ethical, and legal principles while implementing the roles of the professional nurse.

**Course Competency:** Receives constructive criticism and uses this feedback to improve performance.

**Constructive Criticism Tool**

<table>
<thead>
<tr>
<th>Feedback from Nurse</th>
<th>How I Used the Feedback</th>
<th>Feedback from Faculty</th>
<th>How I Used the Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(You can make the grading specific and more objective by developing a grading rubric.)
**Course Outcome:** Recognizes leadership principles in select healthcare settings for diverse patient populations.

**Course Competency:** Describes the role of the nurse as the patient advocate to promote wellness in patients and families.

---

**Advocacy Tool**

Explain in your own words what is meant by being a patient advocate.

Explain in your own words how a nurse in the long-term care setting acts as an advocate for the nursing profession.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Reflection</th>
<th>Behavior</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify behaviors you observed of the nurse acting as a patient advocate.</td>
<td>Do you agree with the behavior? Explain</td>
<td>Identify behaviors you observed of the nurse acting as an advocate for the nursing profession.</td>
<td>Do you agree with the behavior? Explain</td>
</tr>
</tbody>
</table>

(You can make the grading specific and more objective by developing a grading rubric.)
References


Nursing Executive Center (2008). Bridging the preparation-practice gap: Volume 1 Quantifying new graduate nurse improvement needs. The Advisory Board Company, Washington D.C.


