CLINICAL PLACEMMENT MANUAL

STUDENT AND TEACHER'S GUIDE

SENIOR 4,5 & 6

ASSOCIATE NURSING PROGRAM

First Edition

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FOREWORD

The Rwanda Basic Education Board is pleased to introduce this Clinical placement manual of the Associate Nursing Program. This resource is crafted to support competence-based teaching and learning and ensure consistency in delivering the Clinical attachment subject. The Rwandan educational philosophy aims to help associate nurse students achieve their full potential, preparing them to address community health needs and pursue career opportunities.

To enhance education quality, the government of Rwanda emphasizes the alignment of teaching materials with the syllabus. Effective teaching relies on the relevance of content, pedagogical approaches, assessment strategies, and instructional materials. The clinical placement manual focuses on activities that promote learning, allowing students to develop hands on skills and make discoveries.

In a competence-based curriculum, learning is an active process where knowledge, skills, and attitude and values are developed through practical activities and real-life scenarios.

I extend my gratitude to everyone involved in developing this guide, including the Ministry of Health, University of Rwanda, and other institutions. Special thanks go to faculty members, Nurses, Midwives, Teachers, Illustrators, Designers, Health Workforce development staff/MoH, and REB staff for their dedicated work.

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SECTION I: INTRODUCTION

The clinical Practicum manual is a document designed to provide guidance for the associate nurse student running program to determine the level of clinical attachment by year throughout the program.

Clinical placement provides an important opportunity for associate nurse students to apply skills and theory in real life situation in a variety of clinical settings. Experiencing nursing in different types of health care environments is important for professional growth and development. It enables students to gain competence of many various skills required across various health care settings.

The placements will be conducted on a daily basis and they are organized at the level of community, health center or hospital depending on the clinical objectives.

The goal of the clinical placement is to provide each student with the experience, clinical skills and attitude in line with theoretical package acquired in class. Clinical practice for Nursing profession involves both theory and clinical practice which is an important component required to help students translate theory into practices by any student undergoing training. It involves the cognitive, affective, and psychomotor domains. The students will be supported by a teacher from the teaching institution who supervises and assists in meeting the clinical learning and assessment needs. The teachers will be supported by the mentors at the health facility settings.

This manual provides hints on clinical practice for students to further equip them and to provide effective quality basic nursing care for clients at all levels of health care settings. It will guide teachers and students in a variety of settings to provide quality and efficient client care. It will also be a resource in coaching and mentoring student to build their competence and confidence in client care. The manual will provide clearly defined roles and expectations of each party during clinical experiences. Students will be able to cultivate their critical thinking, clinical reasoning, interpersonal communication and interprofessional collaborative competencies.

The incorporation of this manual into the clinical setting will facilitate a successful placement by providing students with the resources they need to engage with the community members, healthcare team, clients, and their families fully and safely. During clinical practice, clinical facilitators and students are all involved in clinical placement activities and assignments.

1.1 Purpose of the clinical placement

The aim of this clinical module is to provide a clear and comprehensive document that outlines the start to end process and guidelines which govern the clinical placement for associate nurse students. Clinical teaching is a core component of nursing education.

The clinical teachers' roles and responsibilities are to supervise and coordinate clinical activities in order to empower students to gain clinical competence in terms of knowledge, skills and attitude as well as confidence in all acts.

1.2. Structure of clinical placement

The clinical placement aims to introduce students to the clinical and practical sessions expected of them as professional associate nurses. It introduces students to skills of fundamentals of nursing and maternal and child health which require optimal theoretical package of nursing care in their theoretical courses. The clinical practice goes beyond the health care setting and extends to the community setting to familiarize themselves with the environment where individuals and families live as well as identifying their problems and seeking interventions. The competence students will gain in this clinical practice will enable them to carefully and professionally implement relevant nursing care and community interventions based on the needs of individuals, families and communities.

The clinical placement starts in senior four (4) where students need to integrate theory into practice. The placement is organized in six (6) periods per week and each period takes 40 minutes per day totaling to four (4) hours in week while the year is composed of three (3) trimesters.

In senior five (5), the clinical placement is organized in seven (7) periods per week while in senior six (6) it is organized in 10 periods. Like in senior four, each period takes 40 minutes per day in week. Every year is composed of three (3) trimesters.

SECTION 2: PRE-CLINICAL PREPARATION

In preparing for a clinical placement, there are some important requirements to organize and information to gather or to communicate. These preparations are required for good practice to help students get the most out of the clinical experience. The students' behavior and attitude need to be considered before clinical practice as you prepare for general conduct that you will expect them to demonstrate while in clinical placement.

2.1 Strategies to be considered when preparing the clinical placement

The following strategies need to be considered when preparing the clinical placement:

- There is need to read through the materials provided by the training institutions such as policies and procedures relating to clinical placement. The old saying '**knowledge is power'** is true.
- Prepare and compile the clinical materials according to clinical objectives

- The students' behaviors need to be considered along the clinical teaching in the delivery of nursing care to clients. This will inform the behavior, attitude and the general conduct that is expected to be demonstrated during clinical placement
- The student orientation information needs to be prepared for clinical placement and knowing what to expect about the types of clients and services provided in the facility
- The students' clinical objectives should be formulated to meet the students' clinical expectations
- The teacher needs to create linkage through interprofessional communication and collaboration with hospital leadership authorities and the in-service nurses during clinical practice

2.2 Responsibilities of the Faculty

- Ensures that all documents related to the clinical teaching plan are prepared
- Ensures that the clinical site staff are well informed
- Schedules communication with clinical staff to gain mentor support on student practice and progress, these conversations should occur minimally at the beginning of each clinical course, midterm, and in the final week of clinical for each course unit
- Reviews if the clinical hours planned on a weekly basis are met and if not, plan ahead accordingly.
- Ensures all evaluation processes are completed in a timely manner
- Reviews clinical competencies on a weekly basis and provide feedback to students as needed.
- Reviews individual student clinical experience at the completion of each clinical course
- Collaborates with the hospital staff around student assignments for required clinical experiences
- Coordinates student clinical learning with clinical facilitators
- Ensures that student clinical experiences commence as soon as feasible at the beginning of a courses
- Ensure that students will be able to complete the required clinical hours within the timeframe of the course
- Evaluates student competencies in the clinical setting using clinical facilitators' input to ensure students are providing optimal client care while adhering to objectives, guidelines and standards
- Documents student clinical performance and evaluation

- Assesses the process of student clinical evaluation within a course and recommends improvements when necessary
- Takes note of student difficulties in meeting clinical objectives
- Ensures the student have pre-required theory and practical demonstrations before clinical placement
- Clinical experiences and time spent in each experience should be varied and distributed in a way that prepares the student to provide care to the populations served.
- Provide students with all clinical documents: clinical objectives, portfolio and attendance lists

2.3 Orientation of the students at school for clinical practice

The first two (2) clinical periods will be spent in the school most probably in the skills laboratory. This aims to brief the students on the tools needed in the clinical practice, lay their anxiety and remind them the way of conducting themselves throughout the clinical practice. The teacher will:

- Address the students and prepare them for the clinical experience
- Lay their anxiety especially during the first week of year 4 in facing new situations that will be encountered in a clinical placement
- Remind students the ethical code, professional code of conduct as well as guidelines that govern the nursing profession

2.4 Ethical code of conduct

- Value quality nursing care for all people
- Value respect and kindness for self and others
- Value the diversity of people
- Value access to quality nursing care while respecting the equality
- Value informed decision making
- Value a culture of safety in nursing and health care
- Value ethical management of information
- Value a socially, economically, and ecologically sustainable environment promoting health and wellbeing

2.5 Professional code of conduct

- Students practice in a safe and competent manner
- Students practice in accordance with the standards of the profession and broader health system
- Students practice and conduct themselves in a professional manner

- Students respect the dignity, culture, ethnicity, values, and beliefs of people receiving care and treatment including their families
- Students treat personal information obtained in a professional capacity as private and confidential
- Students provide impartial, honest, and accurate information in relation to nursing care
- Students support the health, wellbeing and informed decision making of people requiring for or receiving care
- Students promote and preserve the trust and privilege essential in the relationship between student and clients
- Students maintain and build on the clients' trust and confidence in the nursing profession
- Students practice nursing reflectively and ethically
- Inform/remind them to observe the clinical policies, rules and regulations
- Remind the students about the professional dressing code
- Explain the safety and hygiene regulations
- Prepare all materials needed in a real work situation: Thermometer, Blood pressure apparatus, second hand wrist watch, a note book, logbook and pen
- The clinical objectives and learning outcome are explained to the students
- Remind students they are students and not workers

2.6 The Student Role

The points below outline the role of the student within clinical placement:

- The learners must have the content to apply in clinical placement
- Students will be held accountable for her/his acts
- Respect punctuality at all times.
- Demonstrate professional and ethical behaviors to all persons in the healthcare environment.
- Gathers information, completes, and submits the clinical portfolio at the end of each trimester.
- Provide a copy of the clinical objectives to the respective departments during the clinical practice.
- Participates in some morning staff meeting, clinical presentations.
- Complies with the institution's rules and regulations.
- Respect the dress code: Wear professional attire.
- Wear your identification badge in all clinical experiences.

- Ensure privacy, personal and confidential information related to clients, family members, employees and people affiliated with your practical experiences.
- Avoid to disclose or access any personal or confidential information unnecessarily.
- Respect Clinical hours for each period
- Collaborate effectively with other team members.

2.7 Information on clinical support

The Teacher will brief students on how they will be supported while in clinical practice. This support will be from a clinical mentor who is facility based for continual support of students in addition to the school teachers. A mentor is someone who provides a relationship that facilitates a student's personal growth and development. It is a dynamic relationship. The mentor guides the student through the organizational networks of the clinical environment. Students are informed that:

- It is important to develop a good relationship with the clinical facilitator
- Students will spend much of their time with clinical facilitator
- Students must have the ability to communicate their learning needs which will help to attain their goals
- Students should observe what the clinical mentor does and inquire about the performed care/ interventions

2.8 Orientation of the students in health care clinical setting

Clinical practice orientation provides students with accurate information to make them more comfortable during the clinical practice. It also facilitates students to adapt faster and increases confidence throughout their practice. Orientation also introduces students to the clinical staff/ community members and integrates them into the clinical setting culture.

When the students arrive at the clinical site for the first time, the teacher will have to do the following:

- Introduce students to the clinical site leadership specifically to the head of Nursing services who does it through an institutional tour as an opportunity to show them all services within the institution etc.…)
- Introduce the students to team working within the clinical setting
- The clinical objectives and expected outcomes are communicated to the clinical setting
- The teacher (clinical facilitator) collaborates with the health care authorities in preparation for the commencement of clinical practice

After the institutional tour, the head of Nursing services or delegate will hold a session and:

- Get to know students through self-introduction
- Explain the organizational structure and hierarchy of the institution
- Explain to the student the facility overview
- Explain the work policies, rules and regulations of the health facility (ethics, values, institutional culture, code of conduct, working timetables, safety and health procedures, insurance policies, the clinical placement agreement as well as other relevant documents).

2.9 On site Clinical support

The students need some additional support to perform well in their role in order to reach their full potential. The teacher will communicate to the clinical staff and prepare them for this need.

She/he/ will:

- Make sure that the staff supporting students are confident enough before the students start clinical practice
- Speak to clinical staff to check that they are confident enough to work with and support students in the clinical setting

To achieve this, you will need to:

- Hold a short meeting with the clinical staff
- Ensure you know if students have any specific support needs (for example, a language difficulty, physical disability ,etc…) and plan for their support

SECTION 3. FACILITATION OF PROCEDURES IN CLINICAL SETTING

This step is concerned with the “learning by doing” in the clinical setting where the student is required to perform different procedures assigned under the supervision of the clinical mentor/Clinical class teacher.

Task assignment

Following the weekly plan at hand, the Clinical facilitator will assign tasks, demonstrate (know how transfer) and coach the student thereby providing guidance and clear instructions for the adaptation of the demonstrated procedure. **Task assignment follows the main steps as indicated below:**

3.1 Preparing the student in clinical setting

- Prepare all tools, materials, and eventually the client (visual aids in a real work situation)
- Welcome the student in a friendly manner and arouse his/her interest (motivation)
- Present him/her with the needed materials, equipment and explain how they function
- Ask questions to check prior knowledge
- Explain the safety and hygiene regulations
- Place him/her in a good position to observe well
- Explain the significance of the task to perform (why it is needed)
- Explain the learning outcome to the students

3.2 Clinical preparation checklist

Information required before commencement	**Notes**
Health Facility details	Name of clinical setting: Address: Department: Ward/service: Contact person:
Type of placement	Community, Health Post, Health center and Hospital
Review facility	Plan for persons to meet and identify services relevant for student placement
Dates of clinical placement	Make sure you have the weekly timetable, Prepare orientation day information
Clarify education provider requirements and expectations	
Uniform requirements	Check the policy: – closed shoes Not high heeled – clean and neat professional attire
Pre-read education provider policies:	Infection control, Safety and health, Time management
Pre-read education provider objectivesfor placement	For level of placement: first, second and third The type of placement: preventive, curative, promotional, community

Pre-read clinical competence	These are used to measure students' performance and students are required to understand and abide by them
Pre-read competence assessment tools	Make sure students understand what is required to achieve a satisfactory standard of performance
Pre-read relevant clinical care topics	For example, hand washing, bed bath, bed making, drug administration etc.… Refresh theskills you are going to practice. Refer to your notes and recommended readings
Complete learning objectives	Consider prepared clinical learning objectives according to the clinical placement type (preventive, curative etc…)
Know the model for clinical teaching,supervision and support: clinical facilitator or preceptor	Identify the type of support you will receive during your placement, what to expect and how to access support when you need it. Make sure you have names and contact details
The day before, prepare items to take	
Uniform	
Information required before commencement	**Notes**
ID badge	
Pens	Black, Blue
Wrist watch with a second hand	A fob watch is preferred as a wrist watch presents Occupational Health &Safety (OH&S)/infection control issues.
Clinical placement documents:	
Completed clinical placement preparation Checklist	
Clinical rules and regulations	
Rotation Roster	
Learning objectives	
Completed learning objectives	
Clinical assessment tools	
Relevant reference texts or handbooks	

3.3 Demonstrating and explaining

The Clinical facilitator demonstrates how to do the assigned procedure /task (the process and where to pay more attention when needed) what to use, how to use tools, materials and equipment as well as how the system and equipment work.

Specifically:

- The Clinical facilitator explains exactly **WHAT** is being done, **HOW** it is being done it and **WHY** the procedure is done in this way and not in any other way
- Before the student's exercise, the complete procedure to be learned is demonstrated by the clinical facilitator at a normal speed
- After this, the complete procedure is demonstrated slowly in partial steps/ actions
- The student is asked to watch the procedure carefully and to ask questions if necessary
- The student and the clinical teacher /mentor should ensure that each work step is explained and supported verbally

3.4 Adaptation

3.4.1 Imitation (Return demonstration or try-out-performance by the student)

- Under continuous observation of the Clinical facilitator, the student imitates the procedure and takes care of the single work steps
- The Clinical facilitator corrects the performance if it is not conforming to the procedure process
- The Clinical facilitator ensures demonstration of the procedure, respecting health and safety guidelines
- He/she makes no criticism or negative judgment but gives constructive corrections
- During the course of demonstration and learning, a little praise is helpful to motivate learning
- After repeating all work steps, the student should be asked to explain every single step. Verbal support during the exercise renders the learning process more effective and improves the retention of information
- Finally, first the learners and then the Clinical facilitator should repeat the complete demonstration once again as comprehensively as possible. In this way the requisite standards of quality and quantity are mastered by the student once more before they go on to the unsupervised exercises

3.4.2 Mastering by practicing

- The student practices to acquire the necessary skills directly during implementation of procedures in the real clinical setting
- The student develops a sense of the pace of work, becomes more confident and secure in handling the equipment and materials, then begins to look autonomous during practice with less physical effort but more efficient
- The Clinical facilitator must remain in the vicinity during the phase of practice
- She/ he must regularly check that the student performs the activities correctly to avoid errors. Such errors may be difficult to reverse and even if possible, a lot of harm will have been caused
- To achieve the learning success and mastery there is need to repeat the exercises again
- Stay near to the student to answer any questions and observe how she/he performs

3.4.3 Closing the session

- Ensure respect of the standards
- Clean the learning space
- Clean and replace used resources in the right place or place them where they are supposed to be
- Ensure safety and security measures
- Ensure lifetime of resources for future re-use
- Record and report what has been done
- Close the session and agree on the way forward
- Provide constructive feedback
- Provide assignment if necessary
- Encourage students to have individual development plans

Considering that the Clinical teaching and learning is an effective way of transferring technical skills and preparing for the labor market and further learning. With the help of the Clinical facilitator, the effective adaptation requires the student to be integrated in the Clinical setting team and to build relationship with the Clinical facilitator and coworkers.

For this reason, not only the student has to adapt him/herself to the procedures assigned to be performed as directed and demonstrated by the Clinical facilitator, but also to the working conditions including:

- Observing the conditions of clinical setting learning agreement
- Behaving in a courteous and professional manner

- Obeying all rules and regulations
- Not wasting, damaging or injuring the property, goods or business of the institution
- Working towards achieving the competencies according to the training plan
- Undertaking training and assessment as required under the training plan
- Keeping the training records and produce it when required

NB:

- Students with disabilities and others with special need education should benefit from appropriate facilitation and supervision throughout their learning
- An overview of the clinical setting/site health and safety protocols, including fire and evacuation procedures *should be done*

3.5 Application and transposition

3.5.1 Mentoring

Mentoring is providing continual guidance and empowering a student to advance towards a desired goal. It is a process that leads a student to self-reliance or confidence. Therefore, for a student to build autonomous capacity, the clinical facilitator creates situations and conditions where a student applies the same skills in a different context. In such case, the clinical facilitator will play a role of a mentor.

The level of supervision and support that is expected from the clinical facilitator includes regular checks on how you are progressing throughout the shift, group debriefingsessions and one-on-one time for specific skill assessments.

The clinical facilitator provides clinical teaching with opportunity of acquisition and demonstration of skills covered in theory. There are key skills that a clinical facilitator is required to have in order to assist the student attain confidence and competence in provision of quality mentoring and health care. These skills include:

- Clinical proficiency and capacity to make decisions
- Willingness to mentor students on site
- Capacity and desire to motivate the student to perform well
- Familiarity with and ability to use clinical standards
- Ability to facilitate a case discussion

3.5.2 Roles of the clinical facilitator

The clinical facilitator is a person who provides clinical teaching with opportunity of acquisition and demonstration of skills covered in theory.

The level of supervision and support that is expected from the clinical facilitator includes regular checks on how students are progressing throughout the shift, group debriefing sessions and one-on-one time for specific skill assessments for progression. This includes to:

- Participate in identification of learning needs of the nursing students
- Set goals with the students in collaboration with the institution and in line with the curriculum.
- Provide patient care in accordance with established evidence- based nursing practice standards
- Fulfill nursing duties according to hospital and training institution's policies and procedures
- Facilitate the student's professional socialization into the new role by building their practice.
- Provide the student with feedback on his / her progress, based on clinical facilitator's observation of clinical performance, achievement of clinical competencies and patient care documentation.
- Participate in educational activities of the institution to promote continuous learning and professional growth of nursing students.
- Promote safe, effective and qualitative client care
- Know the strengths and weaknesses of the student, find experiences to address the weaknesses and capitalize on the strengths
- Create a non-threatening environment to make integration and transition less, stressful for the students.
- Outline the requirements and expectations of both the clinical facilitator and students
- The mentor is expected to notify the Course Faculty immediately when the performance of the student is in question

3.5.3 Mentoring Tips

Students should be assigned a clinical facilitator who also acts as a mentor. The clinical facilitator may assign other employees the role of a mentor because the student is going to be spending time in different departments of the institutions. A mentor is an experienced person who trains, guides and advises someone to help them learn something new.

The type of clinical supervision and support that you will experience may differ depending on health care environment where students are placed.

3.5.4 Procedure to reduce risk of training dropout

According to Clinical placement syllabus/and education system each end of term, there is a midterm clinical setting assessment which will be graded to show the student's performance progress. The marks will not be considered at the end of the term but it will be recorded. At the end of every term there will be clinical setting comprehensive assessment for all students organized in which the general situation of progress of the student is assessed. If the conclusion is that the student shows difficulties and risks to repeat the class/program; the herewith described procedure must be applied.

The procedure aims to fast intervene and define effective measures. This should happen as early as possible in the first term of the year. A discussion based on careful professional assessment is the right way to do this.

3.5.5 Coaching

Coaching is an ongoing professional learning relationship in which a clinical facilitator with appropriate competences inspire students (by challenging them) to maximize their professional potentials through initial and follow up conversation aiming to support them to learn from within rather than teaching them. It builds on a shared understanding on effective teaching, learning and leadership.

As students get in deep of application or develop autonomous capacity, the clinical facilitator shifts from the mentoring to the coaching role. Through the conversation, the clinical facilitator helps students to be able to find solutions to the problems and challenges they encounter in the clinical setting.

The student should be able to use the professional language and quality standards, as well as methods, procedures, equipment, and materials in a professional manner (professional competence).

- Throughout clinical setting learning process, the clinical facilitator must highlight that:
  - The quality work should be organized carefully and consciously
  - Attention is paid to the economic and ecological aspects
  - The professional work techniques, learning, information, and communication strategies are applied in an objective-oriented way
  - Thinking and acting in processes and networks is needed
- The coach facilitates the student to consciously shape his/her relationships with her/ himself, in the team and with customers and deal constructively with challenges in communication and conflict situations

- Let it be known that students reflect on their thinking and acting on their own. They are flexible about changes, learn from the limits of resilience and develop their personality. They are willing to perform, maintain good working posture and continue to train for lifelong learning
- Guide the student in time management and setting procedures priorities (e.g. to stay focused when assigned a procedure, to take the initiative to find additional work, to record procedures, to know how to say NO, etc.).
- Involves the student in the activities of the institution (formal and informal) so that they develop a sense of belonging

3.6 Supervision and interaction with the student

From the first day a student gets in the clinical setting, the clinical facilitator will play the supervision role of all the activities that a student will be involved in. That is why the clinical facilitator as In-house supervisor will play a central role in the success of the student minimizing dropout and irregularities risks by meeting his/ her expectations and achieving outcomes, providing quality training with good general clinical setting conditions; gender responsive environment and effective clinical setting relationships, as well as increasing the student feelings about how supported he/she is in the clinical setting.

As the clinical setting supervisor, the clinical facilitator is responsible for:

- On-site training for the student
- Answering any questions that the student may have regarding hers/ his training, assigned procedure or other aspects of his/her work
- Informing the student of clinical setting expectations, safety procedures, codes of conduct, working hour's information, etc.
- Ensuring that the student is not harassed or bullied at the clinical setting

To be an effective clinical setting supervisor the clinical facilitator will:

- Provide a safe and supportive clinical setting environment
- Integrate learning procedures into work activities based on the training plan
- Manage safety and production risks during facilitation
- Act as a role model
- Collaborate with the school clinical placement teacher regularly to ensure effective training delivery and assessment, practices and to review progress according to the training plan
- Promote independence and self-direction in learning
- Motivate the student and manage the learning needs

- Provide regular feedback, encouragement, monitor progress and maintain records
- Help the student to develop problem solving and general employability skills

Reminder:

- Giving regular feedback on performance is a big role of a clinical facilitator, feedback should be balanced, emphasizing the positive but also giving suggestions for improvement. The positive feedback can build the students' confidence and make them feel good about themselves.
- "Negative" feedback should state what was not done correctly but should suggest ways to improve as well. This is also known as constructive feedback and can help students further develop their skills and knowledge for student to do better.

3.6.1 The Clinical setting comprehensive assessments

To evaluate the student performance and make improvement/corrective measures, the student will be assessed on the four dimensions of competence (professional, methodological, social and self) throughout the clinical setting and as the work progresses:

- **Formative assessment**: The institutional day-to-day activities, as the clinical facilitator is more of a technician than a trainer; the formative assessments will mostly be through observation and oral questioning.
- In addition to the day-to-day formative assessments, the clinical facilitator will conduct **comprehensive formative assessments**. She/he must sit at least once in a term with the student and share observations with the student regarding the **strength**, **weakness** and **the way forward**. **Comprehensive formative** assessments are non-scored checks on performance criteria at the end of each learning procedure. The purpose of this type of assessment is to prepare a student for the summative assessment and is done once a term in the Clinical setting.

The clinical setting comprehensive summative assessments are scored checks on up-to-date acquisition of all competencies at each end of term under the responsibility of the Clinical facilitator and school clinical teacher. A 40 minutes' practical schedule for each student at the designated site.

- If scores are too low, the risk mitigation procedure may be initiated regarding career guidance for orientation into a suitable combination.

SECTION 4. THE ASSOCIATE STUDENT NURSE AND COMMUNITY CLINICAL PRACTICE

Community clinical practice is a grass root approach of practice that is applied in communities to promote and protect the health of the population. The clinical practice focuses on the health needs and directed towards all groups of community members

Community clinical practice nursing takes place in a wide variety of settings which includes promoting health, preventing illness, maintaining health, restoration, coordination, management, and evaluation of care of individuals, families, and communities. In the community settings, care focuses on maximizing individual potential for self-care regardless of any injury or illness. The client assumes responsibility for health care provision.

The purpose of this clinical practice is to introduce the associate student nurse to community setting. A major focus of this course is to introduce the student to think critically and discuss the role of community health care associate nurse within a national environment. Associate student nurses will be exposed to the cultural diverse population. Students will enhance critical thinking skills by planning and implementing services in the vulnerable population community.

In this practicum, the student will identify a community health project focusing on a plan to improve or maintain the health of a targeted population. The project will involve identifying the problem, population, analyzing data, formulation a community health diagnosis, plans for implementation, by taking into consideration barriers, social, and cultural consideration) and evaluation of the project.

4.1 Orientation of the students in Community clinical practice

Before the associate student nurse goes for the practice, it is helpful to understand how to approach different types of people of different ages, behavior, lifestyle and contextual background. Therefore, the teacher will hold a briefing session to the students on:

- Playing a participatory process among stakeholders to encourage information sharing and increase awareness on health needs in the community
- Community health-care team building comprising representatives from the community or members of stakeholder organizations
- Conducting the assessment process concurrently with other functions throughout the course of the community health-care interventions and programs
- Identifying community people's health-care needs (individuals, families, groups in the community), which lays a strong foundation for other functions

- Collecting up-to-date information, representing both the people's perspectives/ experiences
- Attendance in community setting is encouraged and compulsory
- The students need to understand the community contexts
- There are readings that have to completed so as to adequately participate in assignments
- In order to complete this course successfully, the students have to participate in all course activities like homework, course project, self–reflections, etc.
- Students are expected to engage in course activities and submit work by due dates and times.

.4.2 Steps for Community Nursing Diagnosis

The associate student nurse needs to follow the steps below for community placement to improve the health promotion

Step 1: Assessment

Assess a targeted population in the community to see what needs exist. This is done by searching health data for the specific population. Interviews may be conducted among the community members from the population, select and define the community by noting its history. What makes the community thrive today, describe the physical environment of the community, capture a picture of your selected community. What are the vital health needs of the community? Think about socioeconomic status. What illness or diseases are present in that community? Do members in that community have easy access to primary care? What are the most prevalent health problems in that community?

Characteristics of the assessment process:

- A participatory process among stakeholders to encourage information sharing and increase awareness on health risks and problems in the community
- Community health-care team building comprising representatives from the community or members of stakeholder organizations
- Conducting the assessment process concurrently with other functions throughout the course of the community health-care interventions and programs
- Identifying community people's health-care demands (individuals, families and groups in the community) which lays a strong foundation for other functions
- Collecting up-to-date information, representing both the people's perspective/ experiences and academic perspective.

Step 2: Community Diagnosis

Formulate a community health nursing diagnosis related to this health need, based on this data, survey results and community input. After conducting the survey and community assessment, what are the strengths and needs of that community?

Step 3: Plan the community intervention

This includes analyzing data collected and reviewing evidence-based interventions. The intervention must be based on data showing the intervention that has been done in the past somewhere and was effective. Planning will also include reflecting on barriers, social and cultural considerations. The student should ask him/herself if this will have a positive health impact in the designated population, whether the goals are realistic and whether there will be any need for spending money.

Step 4: Implementation

The student creates an educational presentation describing how the program would be implemented, present the plan to the teacher to see if the plan will be implemented.

Step 5: Evaluation

States how to evaluate the intervention and how the evaluation will impact the population

4.3 Student Responsibility

- Attendance in community setting is encouraged and compulsory
- The students need to understand the community contexts
- There are readings that have to completed so as to adequately participate in assignments
- In order to complete this course successfully, the students have to participate in all course activities like homework, course project, self–reflections, etc.
- Students are expected to engage in course activities and submit work by due dates and times

4.4 Reporting the community placement

At the end of the community placement, students will be required to submit certain assignments from each course to demonstrate that they have met the objectives of the program. All assignments should be submitted in time and feedback also given in time for proper progression of students.

CONCLUSION

The program for the associate nurse requires intensive theoretical and practical package simultaneously. To learn the basic theory, there is need to understand the concept of professional behavior and develop the dexterity to perform practical skills to prepare for clinical placement is a large undertaking.

The complexity of learning in the clinical environment is challenging, the student needs to learn to think critically in applying theory to a variety of individuals in unique contexts as well as developing the ability to care for individuals. They also learn to work with other members of the health care team, again in a variety of settings.

The students in this program are expected to undergo clinical experience assigned to them enthusiastically using the nursing process approach as well as current trends and issues in nursing profession.

It is hoped that this clinical manual will provide the information and tools to prepare well and participate in a productive, enjoyable clinical learning experience.

APPENDIX

STUDENT CLINICAL LOG BOOK

SENIOR 4

	Procedure	Clinical Practice		Date & Signature			Comments
		Observation of the procedure	Perform under supervision of mentor	Perform without supervision of mentor	Student	Mentor	By Mentor
1	Simple hand washing						
2	Sterile and non-sterile gloving						
3	Removing sterile gloves						
4	Unoccupied bed, with changing bedsheets: one nurse						
5	Unoccupied bed, with changing bedsheets : two nurses						
6	Unoccupied bed making without changing bed sheets						
7	Occupied bed, changing bed-Sheets: Two nurses patient can turn						
8	Occupied bed making, patient can sit						
9	Occupied bed making, patient can sit						
10	Post-operative bed making						
11	Complete bed bath patient cannot sit						
12	Complete bed bath, patient can sit						

13	Complete bed bath, patient cannot sit or turn						
14	Partial bed bath, perineal care						
15	Turning client to the lateral or prone position in bed						
16	Moving patient in bed (two nurses using turn sheet)						
17	Moving the patient from bed to chair or wheel Chair (one nurse and two nurses)						
18	Moving the client from bed to stretcher						
19	Application of dry and moist heat						
20	Application of dry and moist cold						
21	Use of urinal						
22	Use of bed pan						
23	Administering enema (evacuating enema/return flow enema)						
24	Assisting clients in using diapers						
25	Manual removal of fecaloma						
27	Body temperature measurement						
28	Pulse measurement						
29	Blood pressure measurement						

30	Pulse oximetry Measurement(oxygen saturation)						
31	Height measurement						
32	Weight measurement						
33	Topical application						
34	Eye medication administration						
34	Ear drug administration						
35	Nasal drug administration						
36	Auscultation of fetal heart rate						
37	Care Of The New-Born Baby during postpartum period						

SENIOR 5

	Procedure	Clinical Practice			Date &Signature		Com-ments
		Obser-vation of the proce-dure	Perform under supervi-sion of mentor	Perform without supervi-sion of mentor	Student	Mentor	By Mentor
1	Aseptic dry wound dressing						
2	Wet wound dressing						
3	Spiral bandage						
4	Spica bandage						
5	Earlobe bandage						
6	Cranial bandage						
7	Monocular bandage (Right or Left)						
8	Binocular bandage						
9	Hand gloved bandage						
10	Triangular bandage						
11	Stump bandage						
12	Rapid Test for Malaria						
13	Performing urine test (albumin, glucose)						
14	Performing capillary glycaemia test						
15	Putting the victim into the recovery position						
16	First aid interventions in case of burns						
17	First aid in case of drowning						

18	Choking relief in a responsive adult or child						
19	Choking relief in an unresponsive adult or child						
20	Choking relief in an unresponsive adult or child						
21	Choking relief in infants (Back slaps and chest thrusts)						
22	Choking Relief in an Unresponsive Infant						
23	Cardiorespiratory Resuscitation: CPR						
24	First aid care for broken bones						
25	First aid in case of Epileptic seizure						
26	Perform postpartum care of The Mother						
27	Pre HIV Testing Counselling For Pregnant Woman (PMTCT)						
29	Withdrawing medication from an ampoule						
29	Withdrawing medication from a vial						
30	Intramuscular (IM) injection						
31	Subcutaneous injection						
32	Venous puncture						
33	Administration of IV drug (patient has an IV line)						
34	V infusion or intravenous perfusion						
35	Hygiene care of ileostomy or colostomy						

SENIOR 6

	Procedure	Clinical Practice			Date &Signature		Comments
		Observation of the procedure	Perform under supervision of mentor	Perform without supervision of mentor	Student	Mentor	By Mentor
1	Nasogastric Tube (NGT) Feeding						
2	Provision of modern family planing method(pills,injection)						
3	Provision of natural family planing methods(cycle beads, calendar methods)						
4	Provision of barrier family planing method (male and female condom)						
5	Assessment of nutritional status of a child						
6	Administation of vaccines according to Expanded program of Immunization						

7	Screening common and danger symptoms and signs of pediatric ill-ness by using IMCI stategy						

PROPOSED TIMETABLE

A. TENTATIVE TIME TABLE FOR SENIOR FOUR CLINICAL PLACEMENTS DURING ORIENTATION PERIOD

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
7:20-8:00				• The teacher briefs students on the tools needed in the clinical practice • lays their anxiety • Remind them the professional code conduct during clinical practice	• The teacher and students report to the head of Nursing Services • The head of Nursing services/ delegate conducts an orientation tour within in the health facility
8:00-8:40					
8:40-9:20					
9:20-10:00					
10:00-10:20	MORNING BREAK				
10:20-11:00					
11:00-11:40					
11:40:12:00					
12:20-13:20	LUNCH BREAK				
13:20-14:00					
14:00-14:40					
14:40-15:20					
15:20-16:00					
16:00-16:40					
16:40-17:00					

B. A TENTATIVE TIME TABLE OF CLINICAL PLACEMENT FOR SENIOR FIVE-WEEK ONE

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
7:20-8:00					
8:00-8:40					
8:40-9:20					
9:20-10:00					
10:00-10:20	MORNING BREAK				
10:20-11:00				• The teacher demonstrates health wound dressing • Return demonstration by students	Students continue with return demonstration under supervision
11:00-11:40					
11:40:12:00					
12:20-13:20	LUNCH BREAK				
13:20-14:00					
14:00-14:40					
14:40-15:20					
15:20-16:00					
16:00-16:40					
16:40-17:00					

C. A TENTATIVE TIME TABLE OF CLINICAL PLACEMENT FOR WEEK ONE IN SENIOR SIX

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
7:20-8:00					Observation and participation in immunization of under five years clinic
8:00-8:40			Participate in administration of oral contraceptives or injectable family planning methods		
8:40-9:20					
9:20-10:00					
10:00-10:20					
10:20-11:00	**MORNING BREAK**				
11:00-11:40					
11:40:12:00					
12:20-13:20	**LUNCH BREAK**				
13:20-14:00					
14:00-14:40					
14:40-15:20					
15:20-16:00					
16:00-16:40					
16:40-17:00					

D. A TENTATIVE TIME TABLE OF CLINICAL PRACTICE AT DIFFERENT POSSIBLE TIMES OF THE YEAR

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
7:20-8:00	Bed making and bed bath				
8:00-8:40			Client physical assessment		
8:40-9:20					
9:20-10:00					
10:00-10:20	MORNING BREAK				
10:20-11:00					Community practice
11:00-11:40					
11:40:12:00					
12:20-13:20	LUNCH BREAK				
13:20-14:00				Drug administration	
14:00-14:40					
14:40-15:20					
15:20-16:00		Check vital signs			
16:00-16:40					
16:40-17:00					

CLINICAL PLACEMMENT OBJECTIVES OF FUNDAMENTALS OF NURSING AND MATERNAL AND CHILD HEALTH S4

COMPETENCIES:

At the end of S4, the learner will have achieved the following main competences:

- Provide basic nursing care with respect of professional ethics and code of conducts;
- Provide maternal and newborn care

CLINICAL OBJECTIVES:

At the end of studying fundamentals of nursing in S4, Student will be able to:

1. Perform aseptic and non-aseptic techniques (hand washing, applying sterile gloves and dressings)
2. Wash hand with respect of all steps of hand washing
3. Wear appropriately sterile and non-sterile gloves during provision of nursing care
4. Use appropriately the safety box during provision of nursing care
5. Clean and disinfect the clinical materials and equipment including tray and trolley
6. Clean and disinfect the used materials according to the healthcare setting policy
7. Dispose the medical wastes according to the healthcare setting policy
8. Use appropriately personnel protective equipment in clinical settings (Gloves, gown, mask, goggles)
9. Make an unoccupied bed for medical and surgical patients
10. Make occupied bed for patient who can sit and who cannot sit
11. Perform bed bath for critically ill patients taking into consideration his/her medical conditions
12. Assist client with and oral hygiene
13. Ensure cleanliness, proper lighting and ventilation of the ward environment.
14. Ensure client / patient privacy, hygiene and comfort
15. Assist client/patient to assume correct positioning
16. Change position of clients according to the medication condition of the patients
17. Transfer the client /patient using appropriate techniques
18. Care for bed-ridden patients appropriately while assisting coughing exercises, preventing bedsores and contractures,
19. Take and interpret vital signs and parameters (temperature, respirations, blood pressure and pulse, oxygen saturation, pain, height and weight).

20. Provide basic nursing interventions during abnormal vital signs
21. Take patient full history from different sources
22. Perform physical assessment using inspection
23. Document health assessment findings
24. Interpret information collected
25. Provide for proper elimination (urinal, bedpan and changing of diapers)
26. Perform a rectal evacuation (enema, high bowel washes out)
27. Perform manual removal of fecaloma
28. Perform drug administration (PO, sublingual, suppositories, vaginal, ear, eye, nose, topical application)
29. Calculate drug dosages as prescribed.
30. Monitor drug reactions in patients.
31. Document nursing care effectively and appropriately.
32. Administer enema to a client
33. Provide oral and written report
34. Analyze factors model of personality in dealing with people
35. Apply the stages of behavior change in influencing behavior of people
36. Participate in behavior change campaigns to promote health and wellbeing
37. Adapt patient care based on relevant factors relating to culture, gender and religion
38. Participate in prevention of health risk behavior and promotion of enhancing health behavior

At the end of studying maternal and child health in S4, Student will be able to:

1. Incorporate the family in the plan of care of the expectant mother.
2. Assist a registered Midwife or registered nurse in admitting pregnant woman in antenatal care services
3. Provide health education focusing on antenatal care
4. Screen for the risks in pregnant woman
5. To participate in decision making regarding interventions to pregnant woman.
6. Teach mother on self-breast examination.
7. Measures fundal height for pregnant woman
8. Uses Leopold's maneuver in the assessment of the expectant mothers' abdomen.
9. Auscultate and count fetal heart rate.

10. Give health education to the mother and family according to stage of pregnancy.
11. Put the newborn in skin to skin with her/his mother
12. Initiate breastfeeding with one hour of delivery
13. Perform immediate newborn assessment
14. Administer ophthalmic tetracycline
15. Put on clothes for newborn
16. Ensure the mother undergoes the recommended laboratory tests
17. Make use of appropriate positions during different procedures (ultrasound, speculum assessment).
18. To assist in transferring the mother and new born to the post-natal ward.
19. To assist in provision of post-partum care
20. Give education concerning the importance of breast-feeding

CLINICAL PLACEMMENT OBJECTIVES OF FUNDAMENTALS OF NURSING AND MATERNAL AND CHILD HEALTH OF NURSING S5

COMPETENCIES:

At the end of S5, the learner will have achieved the following main competences:

- Provide basic nursing care related to integumentary, musculoskeletal, respiratory, cardiovascular, digestive, and urogenitalbody systems;
- Provide first aid care in emergency situations;
- Provide maternal and newborn care during postnatal period;

CLINICAL OBJECTIVES:

At the end of studying fundamentals of nursing in S5, Student will be able to:

1. Apply the techniques of simple wound dressing
2. Perform a withdraw of medication from a vial.
3. Perform drug administration (IM,SC,ID,IV).
4. Perform different techniques of bandaging
5. Carryout simple laboratory investigations (Rapid diagnostic Test (RDTs) , Glycemia, Glucose and albumin)
6. Collect and label different specimens
7. Interpret results obtained from simple laboratory investigations (RDTs, Glycemia, Glucose and albumin)
8. Apply critical thinking skills in assessing and managing a client with medical and surgical health problems
9. Perform first aid care during asthma attack, hypertensive crisis, heart attack, stroke , epileptic seizures , burns, drowning, chocking, Cardio respiratory distress, Fractures, Hermorrhages,Loss of consciousness, and snake bites.
10. Apply theories of family in provision of healthcare to the family
11. Provide healthcare to the family and special population
12. Compare and contrast techniques that enhance communication to techniques that hinder communication
13. Communicate effectively with clients

14. Advocate for patient
15. Collaborate effectively with clients and team
16. Provide oral and written report
17. Apply guidance and counselling techniques to assist individuals,
18. Adapt patient care based on relevant factors relating to culture, gender and religion
19. Participate in gender based violence prevention interventions in clinical settings.
20. Utilize the national gender based violence prevention guidelines in managing the cases of gender based violence
21. Provide first aid care for patients with burn
22. Perform burn wound cleaning and Perform wound dressing
23. Perform health assessment of cardiovascular
24. Perform health assessment of digestive system
25. Perform health assessment of urogenital system
26. Provide bedsore care
27. Administer bed pan or urinal to client in need
28. Provide grastrostomy care
29. Provide ileostomy care
30. Provide colostomy care
31. Apply correctly and appropriately ABCDE approach in emergency situations
32. Perform victim's evacation techniques

At the end of studying maternal and child health in S5, Student will be able to:

- Perform the rapid initial assessment of a mother during postnatal period
- Provide care to a mother in postnatal period
- Conduct a counselling related to prevention of mother to child transmission
- Conduct counselling to individuals/couples
- Identify the main danger signs for the mother during the post-natal period.
- Advocate against gender based violence.
- Perform postpartum breast assessment
- Perform postpartum uterus assessment
- Perform postpartum bladder and bowel assessment
- Assess the characteristics of lochia

- Assess the mother for episiotomy
- Assess the mother for emotional status
- Assess for signs and symptoms of postpartum haemorrhage
- Assess for any signs and symptoms of postpartum obstetrical emergency
- Assess for signs of postpartum Deep Vein Thrombosis (DVT)
- Provide care to the mother during postnatal period
- Perform newborn assessment during postpartum period.
- Administer Vitamin K
- Administer vaccines and supplements as prescribed.

CLINICAL PLACEMMENT OBJECTIVES OF FUNDAMENTALS OF NURSING , MATERNAL AND CHILD HEALTH S6

COMPETENCIES:

At the end of this clinical placement of senior 6, the student should be able to :

- Demonstrate Competence in self-directed learning, by seeking more information on the internet and other sources.
- Provide basic nursing care related to endocrine, neurology systems, sensory organs, and infectious diseases;
- Manage under five childhood illnesses, and provide family planning methods.
- Participate in community health assessment
- Participate in promotion of human and Child health
- Participate in health promotion
- Participate in diseases prevention

CLINICAL OBJECTIVES:

At the end of studying fundamentals of nursing in S6, Student will be able to:

- Collect relevant information of client from different sources
- Interpret information collected
- Use different techniques to conduct client physical examination
- Provide appropriate anti-infective drug for an infectious disease treatment
- Utilize National treatment guidelines to manage infectious diseases
- Provide basic palliative care in a healthcare setting and in community.
- Apply acquired knowledge in promotion of proper nutritional practices in all age groups
- Develop individualized nutrition plans for clients of all ages and those with special needs, such as children, adolescents, the elderly and pregnant women
- Determine correctly an individual's daily dietary requirements
- Conducts comprehensive assessment of the nutritional status of a client in a culturally sensitive manner
- Determine correctly an individual's daily dietary requirements
- Practice oral feeding for patients
- Practice feeding for patients with nasogastric tubes
- Offer psycho- spiritual support to the individuals in pain, families and community

- Use non pharmacological pain management to alleviate pain

At the end of studying maternal and child health in S6, Student will be able to:

- Provide effectively natural family planning methods
- Explain indications and contraindications of natural family planning methods to individuals
- Provide effectively modern family planning methods
- Provide effectively barrier family planning methods
- Use appropriate language while providing family planning methods
- Screen the child growth and development
- Discuss the growth development of a child
- Administer vaccines according to Expanded Program of Immunization
- Identify danger signs of pediatric illnesses
- Explain common symptoms of pediatric illnesses
- Detect possible danger signs from sick children
- Detect possible common symptoms from sick children
- Provide an appropriate classification of conditions found on sick children
- Provide care to children with common childhood illnesses using IMCI strategy.

COMMUNITY
CLINICAL PLACEMMENT
OBJECTIVES S6

COMPETENCIES:

At the end of senior six, the student will be able to:

- Participate in community health assessment
- Participate in promotion of human and Child health
- Participate in health promotion
- Participate in diseases prevention

OBJECTIVES:

At the end of senior six, the student will be able to:

- Participate in health promotion, preventive, curative and rehabilitative activities in the Community
- Apply acquired knowledge in promotion of proper nutritional practices in all age groups
- Apply theories of family in provision of healthcare to the family
- Provide healthcare to the family and special population
- Interact effectively with special groups in the community
- Compare and contrast techniques that enhance communication to techniques that hinder communication
- Apply guidance and counselling techniques to assist individuals, group, family and Community.
- Perform community assessment
- Perform community diagnosis
- Plan community interventions
- Prepare and conduct counseling for patients or various groups
- Provide health education to individual, family, groups and community according to their needs
- Apply psychosocial concepts in interpersonal collaboration and community intervention.
- Collaborate with stakeholders for intervening in the community
- Initiate the behavior change interventions for individuals, families, groups and communities
- Analyze factors model of personality in dealing with people
- Apply the stages of behavior change in influencing behavior of people
- Participate in behavior change campaigns to promote health and wellbeing
- Participate in prevention of health risk behavior and promotion of enhancing

health behavior

- Conducts comprehensive assessment of the nutritional status of a client in a culturally sensitive manner
- Determine correctly an individual's daily dietary requirements
- Develop individualized nutrition plans for clients of all ages and those with special needs, such as children, adolescents, the elderly and pregnant women
- Educate individuals, families and communities about how to improve house hygiene and environmental hygiene
- Educate the individuals, families and community members about nutritional needs
- Offer psycho- spiritual support to the individuals in pain, families and community
- Participate in gender based violence prevention interventions in community
- Provide the gender based violence prevention health education to community
- Provide counseling related to reproductive health issues

CLINICAL EVALUATION TOOL

CLINICAL EVALUATION TOOL

SITE : ……..

YEAR OF EXAM ……...

REGISTRATION NUMBER… ……

WARD: …… Date: …….

PROCEDURES: …… Time: …….

S/ No	AREAS	MAXI-MUM	MARKS OBTAINED	COMMENTS
1	Clinical logbook completed	2		
2	**Professional appearance**	5		
	1. Present in appropriate clean uniform	1		
	2. Head and hair tied and covered with a cap	1		
	3. Present with short nails and clean	0.5		
	4. Watch and jewels removed	1		
	5. Closed- toe footwear	1		
	6. Has identification card	0.5		
3	**Introduction**	4		
	1. Student is introduced to examiner and staff , asking permission to see his/her own client	1.5		
	2. Hand washing	1		
	3. Identify client correctly and introduce to him/her	1		
	4. Asking consent form	0.5		
4	**Preparation**	6		
	1. Hand rubbing	**1**		
	2. Clean and disinfect the trolley/tray	1		
	3. Assemble materials and check their functioning	2		
	4. Respect asepsis during preparation	1		

5	**Assessment**	16		
	1. Hand washing / Hand rubbing	1		
	2. Environment and observation skills	1		
	3. Privacy and intimacy of patient	2		
	4. Use of materials correctly and appropriately	2		
	5. Use of correct questions and obtain correctly information from the client	2		
	6. Use correctly the approach of physical examination	4		
	7. Asepsis during assessment	2		
	8. Reposition of client comfortably	1		
	9. Material discarding	1		
6	**Case presentation to the examiner(s)**	10		
	1. Present identification and history taking information	3		
	2. Present information collected from physical examination	2		
	3. Make appropriate and prioritized disturbed needs	2		
	4. Select appropriates interventions	3		

7	**Skills performance**	39		
	1. Inform and explain the procedure to the client /family and obtain consent	3		
	2. Wash hand / hand rubbing by respecting the steps of technique	2		
	3. Prepare materials correctly by respecting aseptic principles	3		
	4. Position of the client and materials correctly	2		
	5. Maintain client privacy	2		
	6. Hand rubbing/wash hands	2		
	7. Demonstrate competency by respecting steps of the procedure	1		
	8. Respect principles of asepsis	8		
	9. Perform with self-confidence	5		
	10. Maintain client comfort during the procedure	2		
	11. Efficient use available materials	1		
	12. Provide relevant health education	3		
8	**Completion of the procedure**	15		
	1. Ensures patient's comfort after procedure and thank him/her	3		
	2. Patient's environment left neat and tidy	3		
	3. Discards used equipment safely and properly	3		
	4. Hand washing	1		
	5. Reports relevant information/findings	2		
	6. Provide oral and written report of procedure (s) done and relevant observations	2		
	7. Time management	1		
9	**Professional attitudes during evaluation**	9		
1. Communicate with the team, client/family		3		
2. Use of appropriate language		1		
3. Advocate for client		1		
4. Show critical thinking and observation skill		2		
5. No unnecessary movement done		0.5		
6. Honest and Respect		0.5		
7. Acceptance of feedback		1		

10	**Theory related to the procedure and self-evaluation**	7		
	1. Answer to questions concerned to client condition	3		
	2. Able to identify his/her strength and weakness	3		
	3. Honestly score him/herself with recognition of the gaps	1		
	Total	**/100**		

Comments

Positive: ……

To improve: ……..

Student's Signature and Date…….

Teacher's / Mentor's Signature and Date…….

CLINICAL SITE EVALUATION FORM

Associate Nurse program

Clinical Site's Name: ……

Service / Ward: …… senior ……..…

Program… trimester

Period: From ……/…../……to ……../…../……

Grading scale: 5= excellent 4= very satisfied 3=satisfied 2= dissatisfied 1= very dissatisfied

Indicate your rating of the clinical site by placing a tick (√) to the right number as indicated below:

No	CRITERIA OF EVALUATION	5	4	3	2	1
1	The site provides the appropriate induction and welcoming					
2	The site provides the students an orientation to their rules, norms and regulations and policies.					
3	The clinical site nurse managers assisted me to fulfill the objectives of the course of study for which this clinical practicum was organized					
4	Clients are diverse (variable in gender, age, diagnoses, and numbers)					
5	Continuity of care/able to follow-up clients in updated way					
6	Demonstrating high morale and harmonious working relationships among health professionals of the clinical site					
7	Instructional materials are available to clients					
8	This clinical site has resources to support student practicum learning environment.					
9	Nurses provided me clear information and feedback about ongoing clinical progress					
10	The nurses demonstrated competent clinical care and accurate mentorship.					
	TOTAL SCORE	……/50 score				

GENERAL COMMENTS:

THE BEST FEATURES OF THE SERVICE:

……
……
……
……
……

I WOULD LIKE TO SEE THE FOLLOWING CHANGES:

……
……
……

……
……
……

Associate Nurse program

Student's Name: ……..…

Clinical Site's Name: ……

Service / Ward: ……Senior ……..……..……...

Trimester ……

Clinical placement Period: From ..……/…../20…to ……../…../20……

COMMUNITY PLACEMENT EVALUATION TOOL

COMMUNITY PLACEMENT EVALUATION TOOL

SITE/COMMUNITY: ……..

ASSOCIATE NURSE LEARNER … ……CLASS...

PERIOD (Dates): From … / … / … To … / … / …

Scoring's items	Maximum Marks allocated	Marks got by learner	Comments
1. **Description of the community**	**10**		
▪ Name of assessed community, ▪ Names and addresses (phone, e-mail) of contacted local leaders ▪ Names and addresses (phone, e-mail) of community health workers who worked with learner in the village	1.5		
Geographical location of the community: ▪ Village ▪ Cell ▪ Sector and District	1.5		
Description of population in terms of: ▪ Age group, ▪ Sex ratio, ▪ Literacy, ▪ Occupancy and Household income	4		
Presentation of community health initiatives: ▪ Health related associations ▪ Health related cooperatives, ▪ Social support initiatives	3		
2. **Community needs assessment**	**20**		
Determination of data needed to be collected (as regards to hygiene, waste management, vaccination, nutrition, women and child health, etc.)	10		
Presentation of sources of data	5		

Presentation of methods used in data collection	5		
3. **ANALYSIS AND DIAGNOSIS**	**30**		
Summary of findings from data analysis	15		
Presentation of priority community health problems (or community nursing diagnoses) that come out from analysis of findings	15		
4. **CREATING A PLAN**	**20**		
List community needs in order of priority.	5		
Establish goals and objectives.	5		
Write an action plan.	10		
5. **IMPLEMENTATION STAGE**	**10**		
Describe the community nursing intervention carried out.	4		
Summary of progress' monitoring	3		
Explain the interventions delegated to community members (community health workers, local leaders)	3		
6. EVALUATION STAGE	**10**		
Examine costs and benefits of interventions carried out	3		
Judge the potential outputs, outcomes, and impact of plan.	3		
Challenges	2		
Recommendations	2		
TOTAL MARKS	**… / 100**		

COMMENTS OF THE EVALUATOR: ……
…… ……
……

Associate Nurse learner (Names, signature and date): ……
……

In Charge of community (Names, signature and date):
……

Teacher / Supervisor (Names, signature and date): ……
……

ATTENNDANCE FOR CLINICAL PLACEMENT

DATE	Morning		Afternoon		Total hours/ day	Signature of Student	Signature of Supervisor or Staff	Observation
	Start Time	End time	Start Time	End time				

Date & Signature of the student: …….

Date &Signature of the Clinical Instructor: ……

Date &Signature of in charge of the ward: ……