**Summary of progress (Discuss concepts identified in the course, learning plan progress, skills)**

The following things were learned or accomplished from midterm until the final assessment. In addition to gaining a better understanding of the hospital system, I was able to administer an antibiotic topical ointment to a patient and an acetaminophen to another patient. Through these experiences, I got more practice using the Pyxis medication machine and I learned about what other medication incidents we need to be mindful of (such as re-checking the medication name when administering or making sure the correct acetaminophen is ordered by the healthcare provider). With more detailed patient discussions with my instructor, I gained a better understanding of determining a patient’s priority care needs and I was able to improve my critical thinking skills with regards to developing appropriate nursing interventions to fulfill those needs. Further more, I got to do more head-to-toe assessments on patients and that made my assessments faster and more focused. I was also able to effectively collaborate with my peers, nurses and my clinical instructor to provide care to my patient. I performed more than two simple dressing changes and I got to practice maintaining a sterile field. I also learned about the different types of materials used in for different dressings and how to avoid equipment wastage. I gained a better understanding of how to communicate effectively with family members and provide assurance to them regarding the patient. In addition, I had the opportunity to provide education to a family regarding the effects of caffeinated drinks on high blood pressure which was positively received by the family and the patient. I also had the opportunity to observe how a blood transfusion is done and what things to monitor before, during and after the transfusion (such blood pressure and other vital signs). I also learned about the rate at which blood transfusion should be done and the importance of giving blood with normal saline. In addition, I had more experience managing my time to care for two patients in a timely manner. I also had some experiences answering bed alarms and addressing patient’s needs while explaining the importance of staying on their bed (for patients with bed alarms on). Furthermore, I had the chance to apply some nursing interventions to my patients and observe their response.

So far, I have completed the three SMART goals mentioned in my learning plan. For my goal of learning more about patients with Multiple Sclerosis, I was able to discuss two nursing interventions by the midterm and two by the final evaluation with my nursing classmate. I also received positive feedback on my interventions from my sister who is a nurse. For my goal of learning to effectively communicate with my coworkers and collaborate, I have been able to use my research and observation to collaborated with nurses, peers, and clinical instructor to provide care for my patients. I will continue to look for more opportunities to collaborate with the interprofessional team.

**Strengths (Things you did well consistently):**

I was able to constantly demonstrated professionalism by being on time, coming prepared with the required materials, updating the nurse with what care we were providing and of any changes in the patient’s condition.

I constantly tried to build trust and a therapeutic relationship with my patient by acknowledging and catering to their needs, by protecting their privacy at all times, by educating the patient about what assessments we were doing and by getting the patient’s consent before doing anything (getting consent as much as possible in the case of patients with dementia).

I showed accountability for my learning needs by asking for help when I needed it and by finding ways to gain new experiences (such as observing a nurse as she removed a foley catheter from a patient)

I was constantly mindful of ways to prevent infections and followed and taught about appropriate hand hygiene and PPE.

I also constantly collaborated with my peers, clinical instructor and the nurses to achieve the best patient outcomes. I asked questions when I was unsure of anything and was always open to improving my care.

**Areas for Improvement/Growth (Things you need to work on): Must be addressed in your learning plan for the next clinical experience**

My learning plan allowed me to better understand my strengths and weaknesses and using this information, I would like to create more SMART goals in the future. Additionally, I want to be able to meet with and learn about the work of other healthcare professionals as well (such as OT, PT, speech language pathologists, dieticians and more). I look forward to improving my care plans and nursing interventions in the future.

Final assessment by professor:

**Summary of progress (Discuss concepts identified in the course, learning plan progress, skills)**

Khaliq, Iman 110114977  
Eman completed 72 of the 72 possible clinical hours of experience on this busy neurosurgical acute care unit.  
Eman's Learning Goals: 1) Multiple Sclerosis, 2) team communication, 3) dressing changes were all successfully achieved.

**Strengths (Things you did well consistently):**

Eman readily took on the care of one patient with a peer on her first day and shared the care, reporting, worksheet and documentation tasks. She gradually increased her confidence and competence by moving onto the shared care of two patients, then independent care of two patients, one of which she was familiar from the previous day’s experience. She competently provided care, with good time management and organization for the two patients. Eman establishes patient therapeutic relationships through a gentleness, quiet approach. She demonstrates a good awareness of how culture influences care preferences. She shared in a peer conference discussion how nurses can be involved in patient care without ethically diverting from their beliefs.  
Eman reported a discovered medication incident, thus contributing to her commitment to patient safety and creating safe practice environments.  
Journal 2: Eman reflected on organization and time management tools and techniques, taking cues from the nurses she observed. She applied a relevant 2022 randomized clinical trial on the effect of nurses' prioritization based on a time management education. She also applied a relevant CNO document. Key curricular concepts were identified. A good reflection.  
Both reflective journals were well written and insightful.  
Teamwork and collaboration are well done and Eman seeks to assist peers, nurse, interprofessional team members and patients. She observes the inter-professional team as well to learn what she can of their roles. Eman attended a learning session with the Neurological Nurse Educator with the clinical peer group. She also attended a bladder scanner session to learn its use, as well as an Accuchek discussion.  
Eman attended a learning session with the Neurological Nurse Educator with the clinical peer group.  
Eman is fully proficient with ADL care and bedmaking for her patients and she manages her time well with good organizational skills. Eman always comes prepared to clinical with all necessary tools. She consistently seeks new knowledge by going with patients to ultrasounds, MRI, and by observing team rounds with her patient's nurse.  
informing his nurse  
She is proficient with vital signs and has honed her physical assessment skills, even including neurological assessments she learned from the nurse and instructor. Eman reports and documents her findings immediately to the nurse.  
Worksheet 2: Very good data collection. The medication list was complete and very comprehensive. Lab work included relevance. Excellent diagnoses list :). Excellent notation of problems based on ABC priorities and accurately identifying your patient's priority needs. You have grown and applied all you were taught regarding critically thinking through your patient data and are well on your way to functionning as a second year nursing student. Very, very good work, Eman. Note: The low sodium can cause confusion in elders thus the patient has a “fluid and electrolyte imbalance” another C in ABCs. You did indicate that the hemoglobin was low thus the patient has "anemia."  
Worksheet 3: Reviewed in depth with instructor in clinical. Very good critical thinking.  
Worksheets are very well done and Eman has made concerted efforts to integrate all the instructor has suggested and has significantly grown in her critical thinking skills.are very well done and Eman has grown in confident and competence.  
Communication is clear and professional and Eman seeks to understand and be understood. She readily develops therapeutic relationships with her patients, integrates teaching into care and advocates for her patients and their families.  
Documentation has become more in-depth and is thorough and timely. She seeks to clarify details when uncertain.  
Eman models professional nursing and sets an example to per peers and readily assists them, demonstrating good leadership skills. She expresses thanks when assisted by nurses, UNEs, peers or her instructor and demonstrates effective followership.  
  
Eman demonstrates good ergonomics with moving and repositioning patients.  
PPE use and hand hygiene are used appropriately and Eman pays close attention to signage.  
Skills experienced: walker use, dressing with drain, simple dressing, observed CT scan, observed MRI, observed foley catheter removal, topical and oral medication administration, oxygen saturation, belt restraint, 4 bed rail use, obtained swabs, bladder scan, simple dressing, observed Foley catheter removal, ultrasound observed, apical pulse, observed lab swabs and blood tubes being obtained. bed alarm use, answering call bells, ADLs, PPE use, and safety precautions.  
Patient teaching included: safety, ROM exercises, PPE use, SCD use, blood pressure considerations, and call bell use.

**Areas for Improvement/Growth (Things you need to work on): Must be addressed in your learning plan for the next clinical experience**

Recommendations: Seek opportunities to observe and consult with inter-professional rteam members. Continue to seek learning opportunities. Continue to provide leadership to your peers – thank you for sharing your knowledge about WRH. Keep up the excellent work Continue to screen your worksheet to identify problems to develop into nursing diagnostic statements, then prioritize them based on ABCDs – you’re on track. Continue to integrate assessments, pathophysiology, pharmacology, lab reports and diagnostic tests to expand your critical thinking. By the end of the semester Eman achieved the ability to care for two patients’ basic care and assessments. Welcome to 2nd year, Eman. It was a pleasure working with you.