### CRITICAL THINKING DESCRIPTORS IN NURSING (1/21/04)

Rating Sources: Portfolio, Clinical Preceptor and Faculty, Community Project Proposal

| Ratings | Rating Descriptors       | Assesses systematically and comprehensively | Distinguishes normal from abnormal | Checks for accuracy and reliability | Identifies missing information | Supports conclusions with evidence | Uses diagnostic reasoning | Predicts and manages potential complications | Applies the nursing process to develop plan for interventions | Evaluates responses to interventions | Makes plans based on evaluative data | Recognizes needs for change | Accepts multiple solutions to single problems | Identifies individual learning needs | Develop plan to meet individual learning needs | Teaches others | Recognizes ethical dilemmas | Uses sound clinical judgment | Trusts one’s own reasoning skills |
|---------|--------------------------|--------------------------------------------|-----------------------------------|------------------------------------|-------------------------------|-------------------------------|----------------------------------|--------------------------------------------|---------------------------------|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|----------------------------------|---------------------|---------------------------|----------------------------------|-----------------------------|
| 5       | Excellence and consistently |                                            |                                   |                                    |                               |                               |                                  |                                            |                                 |                                   |                               |                                   |                                    |                                  |                      |                           |                                   |                            |
| 4       | Proficiency and usually   |                                            |                                   |                                    |                               |                               |                                  |                                            |                                 |                                   |                               |                                   |                                    |                                  |                      |                           |                                   |                            |
| 3       | Adequacy and frequently   |                                            |                                   |                                    |                               |                               |                                  |                                            |                                 |                                   |                               |                                   |                                    |                                  |                      |                           |                                   |                            |
| 2       | Limitations and occasionally |                                        |                                   |                                    |                               |                               |                                  |                                            |                                 |                                   |                               |                                   |                                    |                                  |                      |                           |                                   |                            |
| 1       | Deficiency and rarely     |                                            |                                   |                                    |                               |                               |                                  |                                            |                                 |                                   |                               |                                   |                                    |                                  |                      |                           |                                   |                            |

**OVERALL SCORE (5-1) ____________**
EFFECTIVE COMMUNICATION DESCRIPTORS IN NURSING (1/21/04)
Rating Sources: Portfolio, Clinical Preceptor and Faculty, Community Project Proposal

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Interpersonal Communication</th>
<th>Written Communication</th>
<th>Communication Technology</th>
<th>Group Skills</th>
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<tbody>
<tr>
<td>5</td>
<td>Excellence and consistently</td>
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<tr>
<td>4</td>
<td>Proficiency and usually</td>
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<td>3</td>
<td>Adequacy and frequently</td>
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<tr>
<td>2</td>
<td>Limitations and occasionally</td>
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<tr>
<td>1</td>
<td>Deficiency and rarely</td>
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<td></td>
<td>Listens to and understands others</td>
<td>Uses correct grammar when speaking</td>
<td>Edits documents for content, organization, consistency, grammar and syntax</td>
<td>Uses available technology and media resources for the retrieval and sharing of information</td>
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<td></td>
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<td>Uses appropriate vocabulary</td>
<td>Appropriately interprets nonverbal communication</td>
<td>Uses telephone e-mail and FAX appropriately</td>
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<td>Expresses self clearly</td>
<td>Uses positive nonverbal communication</td>
<td>Writes concisely</td>
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<td>Uses positive nonverbal communication</td>
<td>Appropriately interprets nonverbal communication</td>
<td>Uses appropriate APA documentation format</td>
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<td>Uses correct grammar when writing</td>
<td>Uses appropriate medical record charting techniques</td>
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<td>Uses telephone e-mail and FAX appropriately</td>
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OVERALL SCORE (5-1) ___________
**KNOWLEDGE INTEGRATION** DESCRIPTORS IN NURSING (1/21/04)  
Rating Sources: Portfolio, Clinical Preceptor and Faculty, Community Project Proposal

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Rating Descriptors</th>
<th>Synthesizes information from the biological, social and behavioral and nursing sciences to create individualized plans of care for clients</th>
<th>Utilizes appropriate and accurate mathematical calculations in managing and providing client care</th>
<th>Utilizes historical and theoretical perspectives to develop a sense of professional identity</th>
<th>Utilizes methodological research skills in order to provide a context for evaluating information</th>
<th>Utilizes knowledge gained in the humanities and fine arts to provide thoughtful and meaningful care to clients</th>
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OVERALL SCORE (5-1) ____________
SOCIAL RESPONSIBILITY DESCRIPTORS IN NURSING (1/21/04)
Rating Sources: Portfolio, Clinical Preceptor and Faculty, Community Project Proposal

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<thead>
<tr>
<th>Ratings</th>
<th>Rating Descriptors</th>
<th>Provides services with respect to the dignity of man, unrestricted by nationality, race, creed, color, age, or health status</th>
<th>Provides care consistent with economic, political, ethnic, cultural and religious backgrounds</th>
<th>Safeguards the individual’s right to privacy by judiciously protecting information of a confidential nature, sharing only information relevant to the patient’s care and assurance of individuals rights when involved in research activities</th>
<th>Maintains individual competence in nursing practice, recognizing and accepting responsibility for individual actions and judgments</th>
<th>Acts to safeguard the patient when care and safety are affected by incompetent, unethical, or illegal conduct of any person (including self)</th>
<th>Uses individual competence as a criterion in accepting delegated responsibilities and assigning nursing activities to others</th>
<th>Works with members of healthcare professions and other citizens in promoting efforts to meet health needs of the public.</th>
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<tbody>
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