

NORTHERN ARIZONA UNIVERSITY

School of Nursing - Student Clinical Portfolio

Background

Nurses entering the job market in the 21st century are faced with many challenges. One of the most important responsibilities that nurses face is advancing their professional growth and career. A nursing portfolio provides an accessible resource needed to enter the job market, make career changes, and enhance current job options. The knowledge generated from experiential learning and identified by reflective practice is of specific interest and value to the nursing profession as a whole. In particular portfolios are likely to record the knowledge embedded in practice, which is often hard to describe, yet represents nursing's expertise (Jasper, 1995).

Professionals use portfolios as visible evidence of their professional credentials and contributions. The professional portfolio is a life-time tool, designed not only to contain the evidence of career growth but to guide the nurse towards activities and accomplishments assuring continuing competency and professional development (Arizona Nurse, July 2000).

A professional portfolio is a collection of carefully selected materials that document the nurse's competencies and illustrate the expertise of the nurse. Since a portfolio is developed over time, it also provides a way of monitoring professional development. By periodically reviewing the portfolio, nurses can assess their progress in meeting personal and professional goals and can better plan their careers in nursing (Oermann, 2002).

Purpose:

The overall purpose of the portfolio is to provide a mechanism for students to compile required documentation in order to successfully complete their clinical courses. The portfolio also facilitates the student's professional development in the following areas:

1. Development of Self-Assessment and Self-Reflective Skills
2. Documentation of Professional Development and Accomplishments
3. Application of course content to clinical experiences
4. Attainment of programmatic learning outcomes
5. Empowerment through analysis and critique of your own work (Georgia Southern University, 2010).

Process:

The student will initiate the portfolio process in NUR 205. To assemble a portfolio, use a three-ring binder with tabs, categorize, and arrange the information as follows:

Required Elements

1. Table of Contents
2. Student Health and Clinical Requirement (See Appendix A)
3. Clinical Agency Orientation (See Appendix B)
4. Nursing Therapeutics Skills List and Instructions (See Appendix C)
5. Goals for Clinical Experiences in Each Clinical Course (See Appendix D)
6. Completed Clinical Evaluations (See Appendix E)
7. Portfolio Review Form (See Appendix F)

Optional Elements

1. Professional Development (See Appendix G)
2. Community Service Activities (See Appendix H)
3. Resume (See Appendix I)

CLINICAL PORTFOLIO INSTRUCTIONS

At midterm and again at the end of the first nursing course and subsequently at the beginning and the end of each semester, the student and instructor will review materials in the portfolio in order to focus on clinical requirements, goals and plans. The students and the clinical faculty member will sign the portfolio review form to indicate that the portfolio was reviewed. At the completion of the Nursing Program, the student will have a completed portfolio that demonstrates progress and goal attainment.

STUDENT RESPONSIBILITIES:

1. Student Health and Clinical Requirement (See Appendix A)

- Documents for student health and clinical requirements must be kept current up to date and placed in the portfolio.

2. Clinical Agency Orientation (See Appendix B)

- Students must have documentation in their portfolio demonstrating successful completion of the required orientation for their clinical site(s).
- This may include:
 - Written documentation from the facility regarding completion of orientation modules specific to that facility.
 - Statement of completion with date
 - Copies of completed paperwork such as answer sheet, HIPPA form, computer form, parking permit.
 - Copy of their agency name badge.

3. Nursing Therapeutics Skills List and Instructions (See Appendix C)

- It is the student's responsibility to ensure that skills for each course are completed and signed off by the clinical instructor.
- The checklist should be reviewed with clinical instructors at the beginning and completion of each clinical course.
- The student is responsible for ongoing maintenance of this record. An updated copy of the checklist is retained and placed in the portfolio binder at the completion of each clinical course throughout the NAU BSN program.

4. Goals for Clinical Experiences in Each Clinical Course (See Appendix D)

- This form is to be completed at the beginning of each clinical course and updated at the mid-term and final evaluation session for the clinical. (At midterm and at the end of the first nursing course.)
- It is the student's responsibility to ensure that goals for each course are reviewed, signed, and dated by the instructor.

5. **Completed Clinical Evaluations** (See Appendix E)

- It is the student's responsibility to ensure that the clinical evaluation form is completed by the clinical faculty and that a signed copy of the form is to be placed in the portfolio.

6. **Portfolio Review Form** (See Appendix F)

- The student is responsible for ensuring that the clinical faculty sign the portfolio review form at the beginning and the end of each semester to indicate that the portfolio was reviewed. (At midterm and at the end of the first nursing course).

FACULTY RESPONSIBILITIES:

At the beginning of each clinical course (at midterm and at the end of the first nursing course) the faculty will review the portfolio for

1. completion of student health and clinical requirements
2. completion of agency orientation
3. student goals for clinical experiences

Faculty will sign the Portfolio Review Form (Appendix F) if portfolio requirements are complete.

At the end of each clinical course the faculty will review the portfolio for

1. completion of skills
2. assessment and discussion of student goals for the clinical experience
3. completed Clinical Evaluations (signed copy to be placed in student's file and signed copy to student)

Faculty will sign the Portfolio Review Form (Appendix F) if portfolio requirements are complete.

References

Arizona Nurse. (2000). Nurses professional portfolio unveiled. Retrieved 1/19/2010 from http://findarticles.com/p/articles/mi_qa3928/is_200007/ai_n8903872/

Georgia Southern University, College of Health and Human Sciences, School of Nursing. (2010). Overview of the academic portfolio. Retrieved 1/19/2010 from <http://www.georgiasouthernhealthscience.com/departments/school-of-nursing/student-information/academic-portfolio.html#process>.

Jasper M. A. (1995). The potential of the professional portfolio for nursing. *Journal of Clinical Nursing*, 4(4), 249-255.

Oermann, M.H. (2002). Developing a professional portfolio in nursing. *Orthopaedic Nursing*, 21(2), 73-78.

Appendix A

STUDENT HEALTH/CLINICAL REQUIREMENTS

The following documents need to be placed in your student clinical portfolio. It is your responsibility to keep the documents up to date and current.

Document	Renewal requirements	Completed by:
Health Insurance	Ongoing throughout program enrollment	Prior to enrollment and annually
Liability Insurance	Ongoing throughout program enrollment	Prior to enrollment and annually
PPD (TB Skin test)	Once a year: A chest x-ray will be required if the test is positive with annual symptom screening (per CDC guidelines) and repeated testing if symptoms develop that could be attributed to tuberculosis. Note: some facilities require more frequent testing and it is expected students will abide by facility policy. Students will be notified if more frequent testing is required.	Prior to enrollment and annually (unless facility requires more frequent testing)
CPR	Every 1-2 years MUST be healthcare provider card. On line certifications will not meet this requirement	Prior to enrollment and maintained as current during all semesters thereafter
MMR	Proof of immunization – 2 inoculations – at a minimum, the 1 st immunization must be completed prior to enrollment.	Prior to enrollment
Hepatitis B	Proof of immunization – 3 inoculations – at a minimum, the 1 st immunization must be completed prior to enrollment.	Prior to enrollment
Varicella	Proof of immunization by documentation of inoculation or titer	Prior to enrollment
Tdap	Proof of immunization by documentation of inoculation within ten years or titer; one adult dose required followed by booster shots of Td every 10 years unless otherwise instructed	Prior to enrollment
Other	The student will be required to provide other documentation as required by individual facilities. Examples: drug testing, flu shot or additional background checks. Students will be notified of these requirements by course faculty.	As directed
Fingerprinting	Class I Clearance Card	Prior to enrollment
Physical Examination	Exam required for entry into program	Prior to enrollment

National and institutional policies may change at any time and it is expected students will comply with changes as posted.

Students may log onto the credential database with their NAU username and password and view the documents that are in their student file, what documents are deficient, and if documents are coming due for renewal. The link to the credential database is: <https://www5.nau.edu/chhs/credentials/>

Northern Arizona University
School of Nursing

Student Name: _____ Program: _____

Student ID: _____ Advisor: _____

Required documents for clinical			
Must be submitted 2 weeks before clinical begin			
Document – ongoing renewal	Exp. date	Exp. date	Exp. date
CPR Certification			
Liability Insurance			
TB skin test			
Fingerprint clearance card			
Document – proof required at program entry		Document rec'd	Date performed
Student Health Insurance			
Physical Exam			
MMR – 1st dose			
MMR – 2nd dose			
Hepatitis B – 1st inoculation			
Hepatitis B – 2nd inoculation			
Hepatitis B – 3rd inoculation			
Varicella – 2 vaccinations or proof of immunity			
Tdap (Tetanus, Diphtheria, Pertussis)			
Other as assigned (i.e., drug test, flu shots)			
Other as assigned (i.e., drug test, flu shots)			
Other as assigned (i.e., drug test, flu shots)			

NOTES:

Appendix B

Clinical Orientation

Include evidence of completed orientation for each course, each clinical site.

This may include:

1. Written documentation from the facility regarding completion of orientation modules specific to that facility.
2. Statement of completion with date.
3. Copies of completed paperwork such as answer sheet, HIPPA form, computer form, parking permit.
4. Copy of their agency name badge.

Appendix C

NORTHERN
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Nursing Therapeutics Skills List: Accelerated (updated 2016)

Northern Arizona University
Nursing Therapeutics Skills List

This Skills List Belongs to: _____

NOTE:

This skills list is to be retained by the student throughout the NAU BSN program. It should be reviewed with Clinical Instructors at the beginning and completion of each clinical course. It is the student's responsibility for ongoing maintenance of this record.

Nursing Therapeutics Skills List

DIRECTIONS:

For successful completion of each course (see syllabus), all clinical skills listed specifically for that course in the checklist must be signed off. The checklist should be reviewed with clinical instructors at the beginning and completion of each clinical course unless directed otherwise.

It is the student's responsibility to ensure that skills for each course are completed and signed off by the instructor.

The student is also responsible for ongoing maintenance of this record. These checklists are retained and maintained by the student. Updated copies of the checklist are placed in the portfolio binder at the completion of each clinical course throughout the NAU BSN program.

We suggest that at the end of each semester you make a copy of this checklist and have the copy placed in student services in your file. This way, if the checklist is misplaced there is a copy on file.

When signing off skills instructors should put initials and date in the appropriate section for each skill and sign the back of this list. Signatures for "Perform: Lab" indicate the student has been checked off as competent in the laboratory setting. Signatures for "Perform: Clinical" indicate the student has been checked off in the clinical setting.

Skill	Course Taught	Perform: Lab	Perform: Clinical	Comments
<i>Professional Communications and Presence</i>				
Therapeutic nurse/patient communications	NUR 333			
Therapeutic presence	NUR 333			
Interviewing	NUR 333/334			
Full narrative history	NUR 336			
Interdisciplinary communication	NUR 450			
Communication with Preceptor	NUR 450			
<i>Physical Assessment</i>				
Temperature: oral	NUR 336			
Temperature: tympanic	NUR 336			
Temperature: rectal	NUR 336			
Temperature: axillary	NUR 336			
Temperature: temporal artery	NUR 336			
Radial pulse	NUR 336			
Respiratory rate	NUR 336			
Blood pressure	NUR 336			
Breath sounds	NUR 336			

Skill	Course Taught	Perform: Lab	Perform: Clinical	Comments
Bowel sounds	NUR 336			
Apical pulse	NUR 336			
Peripheral pulses	NUR 336			
Doppler to assess pulses	NUR 336			
Integument	NUR 336			
Level of consciousness (LOC)	NUR 336			
Oxygen saturation	NUR 336			
Pain assessment	NUR 336			
Focused Assessment	NUR 336			
Comprehensive (Head-to-Toe)	NUR 336			
<i>Infection Control</i>				
Handwashing	NUR 336			
Universal/standard precautions	NUR 336			
Airborne precautions	NUR 336			
Droplet precautions	NUR 336			
Contact precautions	NUR 336			
Use of PPE (yellow gown/gloves/face mask/shield)	NUR 336			
Sterile technique (gloves & sterile field)	NUR 336			
Sterile gown, closed gloving, surgical cap, & foot covers	NUR 336			
Disposal of contaminated wastes	NUR 336			
<i>Patient Safety</i>				
Patient identification	NUR 336			
Bedrails/position	NUR 336			
Call light	NUR 336			
Restraints	NUR 336			
Documentation	NUR 336/332			
<i>Hygiene</i>				
Bathing	NUR 336			
Oral/denture care	NUR 336			
Perineal care	NUR 336			
Scalp/hair care	NUR 336			
Foot care	NUR 336			
Bed making: unoccupied	NUR 336			
Bed making: occupied	NUR 336			
TED hose/ Sequential Compression Device (SCD's)	NUR 336			
<i>Elimination</i>				
Bedpan	NUR 336			
Commode	NUR 336			

Skill	Course Taught	Perform: Lab	Perform: Clinical	Comments
Ostomy care	NUR 336			
Straight catheter insertion: M & Fe	NUR 336			
Foley catheter insertion: M & Fe	NUR 336			
Foley catheter care: M & Fe	NUR 336			
Emptying a foley bag	NUR 336			
Condom catheter/care	NUR 336			
Enemas: small volume (Fleets)	NUR 336			
Enemas: large volume	NUR 336			
Urine specimen: clean catch	NUR 336			
Urine specimen: straight cath	NUR 336			
Urine specimen: Foley	NUR 336			
Stool specimen	NUR 336			
Stool: occult blood	NUR 336			
Urine: labstix	NUR 336			
Intake/output measurement	NUR 336			
<i>Mobility & Positioning</i>				
Body mechanics (nurse)	NUR 336			
Turning & positioning	NUR 336			
Transfers	NUR 336			
Ambulation	NUR 336			
Range of motion	NUR 336			
Hydraulic lift	NUR 336			
Assistive devices: walker, canes, crutches	NUR 336			
Safe lifting	NUR 336			
Gait belt	NUR 336			
Seizure precautions	NUR 336			
<i>Nutrition</i>				
Feeding clients	NUR 336			
Insertion of Nasogastric tube (NGT)	NUR 336			
Care of feeding tubes	NUR 336			
Remove Nasogastric tube (NGT)	NUR 336			
Blood glucose monitoring	NUR 336			
<i>Comfort</i>				
Back rub	NUR 336			
Pain Management	NUR 334			
<i>Medication Administration</i>				
Principles	NUR 336			
Oral meds	NUR 336			

Skill	Course Taught	Perform: Lab	Perform: Clinical	Comments
Topical meds	NUR 336			
NG/PEG meds	NUR 336/334			
IM injections	NUR 336			
Subcutaneous injections	NUR 336			
Intradermal injections	NUR 336			
Inhaler	NUR 336			
Nasal instillation	NUR 336			
Ophthalmic instillation	NUR 336			
Ear instillation	NUR 336			
Rectal suppository	NUR 336			
Vaginal suppository	NUR 336			
IV infusion management	NUR 334			
IV site assessment	NUR 334			
Intermittent infusion device	NUR 334			
IV pump	NUR 334			
IV push/bolus	NUR 334			
IV piggyback	NUR 334			
Hep/saline lock flush	NUR 334			
D'C IV	NUR 334			
Insert IV	NUR 334			
Phlebotomy	NUR 334			
<i>Advanced IV Care</i>				
Central line care	NUR 334			
Port-a-cath care	NUR 334			
Blood administration	NUR 334			
Administer meds via central line	NUR 334			
Advanced IV drugs	NUR 334			
Other (i.e., TPN)	NUR 334			
<i>Wound Care</i>				
Dry dressings	NUR 336			
Moist to Damp/ debriding dressing	NUR 336			
Wound irrigation	NUR 336			
Wound packing	NUR 336			
Duoderm wound care	NUR 336			
Surgical staple removal	NUR 336			
Steri-strip application	NUR 336			
J-P drains/care	NUR 336			
Hemovac/care	NUR 336			
<i>Respiratory Care</i>				
Oxygen administration	NUR 336/334			
Incentive spirometer	NUR 336/334			
Oral/nasal suctioning	NUR 334			
Nasal pharyngeal airway (NPA) insertion	NUR 334			

Skill	Course Taught	Perform: Lab	Perform: Clinical	Comments
Oral pharyngeal airway (OPA) insertion	NUR 334			
Ambu bag/mask	NUR 334			
Tracheostomy care	NUR 334			
Tracheostomy suctioning	NUR 334			
Endotracheal tube care	NUR 334			
Ventilator care	NUR 334			
Advanced Assessment Monitoring				
Electrocardiogram	NUR 334			
Mock code	NUR 334			
Pediatric/Labor and Delivery/Obstetric Care				
Administer Medications				
Principles	NUR 335			
Dosage calculations	NUR 335			
Oral medications	NUR 335			
IM injections	NUR 335			
Intradermal injections	NUR 335			
Ophthalmic instillation	NUR 335			
Developmental Assessment	NUR 335			
Newborn	NUR 335			
Infant	NUR 335			
Toddler	NUR 335			
School Age	NUR 335			
Adolescent	NUR 335			
Family				
Teaching				
Inpatient	NUR 335			
Outpatient	NUR 335			
Well Child	NUR 335			
Family	NUR 335			
Physical Assessment Newborn				
Temp: axillary	NUR 335			
Temp: temporal artery	NUR 335			
Brachial pulse	NUR 335			
Respiratory rate	NUR 335			
Breath sounds	NUR 335			
Bowel sounds	NUR 335			
Apical pulse	NUR 335			
Peripheral pulses	NUR 335			
Integument	NUR 335			
APGAR scores	NUR 335			
Physical Assessment Pediatric				

Skill	Course Taught	Perform: Lab	Perform: Clinical	Comments
Temp: temporal artery	NUR 335			
Radial pulse	NUR 335			
Respiratory rate	NUR 335			
Blood pressure	NUR 335			
Breath sounds	NUR 335			
Bowel sounds	NUR 335			
Apical pulse	NUR 335			
Peripheral pulses	NUR 335			
Integument	NUR 335			
Level of consciousness (LOC)	NUR 335			
Oxygen saturation	NUR 335			
Physical Assessment Maternal/ Post partal				
Maternal assessment	NUR 335			
Fetal heart tones				
Electronic fetal monitor	NUR 335			
Post-partum assessment	NUR 335			
Comfort Measures				
Pain assessment	NUR 335			
Non-pharmaceutical measures	NUR 335			

Signatures and Initials:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendix D

GOALS FOR CLINICAL EXPERIENCES

Course Number and Title: _____

Semester & Year: _____

Name: _____

Identify your strengths to date and provide examples:

With regards to clinical competency (cognitive or psychomotor), attitudes, values, and beliefs, identify areas which need improving:

Develop one or two specific behavioral goals for improving your clinical competency (cognitive or psychomotor), attitudes, values, and beliefs:

Outline a specific plan for implementing your goals this clinical rotation:

At the completion of this clinical rotation, evaluate how well you met your goals:

Identify two written documents demonstrating your knowledge, skills and experience during this clinical rotation:

Student's Signature: _____ Date: _____

Faculty's Signature: _____ Date: _____

This form is to be completed at the beginning of each clinical course and updates at the mid-term and final evaluation session for the clinical.

Appendix E

CLINICAL COMPETENCIES EVALUATION

Include the final copy of your clinical evaluation for the following courses: NUR 319L, NUR 332L (final check-off), NUR 333L, NUR 334L, NUR 335L, NUR 441L, NUR 408L

**Northern Arizona University School of Nursing
Student Clinical Evaluation
CIRCLE ONE: MIDTERM or FINAL**

Student Name: _____
 Course: _____ Semester: _____
 Evaluator Name: _____
 Evaluator Position: Clinical Faculty ___ Course Faculty ___ Course Coordinator ___

RATING: The student's performance, related to each BSN outcome strand, will be rated using the criteria in the Clinical Evaluation Criteria rubric, on a 1 (directed) to 4 (self-directed) scale. Performance ratings must be 3 or above in all areas to receive a passing grade for the course.

Student has demonstrated required competencies (listed in clinical syllabus) derived from the following strands:	Ratings:		Comments to support rating (required)
	<u>Self</u>	<u>Faculty</u>	
Clinical Practice and Prevention			
Communication			
Critical Reasoning			
Leadership			
Professionalism and Professional Values			
Global Health			

See the syllabus and BSN student handbook for detailed descriptions of clinical competencies for each specific nursing course.

Student signature/date

Faculty signature/date

Appendix F

PORTFOLIO REVIEW FORM

The signatures below indicate that the portfolio was reviewed by the student and the assigned clinical faculty member.

Course	Student Signature		Faculty Signature	
	Midterm	Final	Midterm	Final
NUR 319L				
	Beginning	Final	Beginning	Final
NUR 334L				
NUR 335L				
NUR 441L				
NUR 408L				

Appendix G

Professional Development/Continuing Education

Nursing is a profession that involves life-long learning in order to keep current with our ever changing health care environment. Our profession is rich in its offerings of continuing education and professional development courses, encouraging you to explore the areas in which you further wish to expand your knowledge base. In meeting your professional responsibility in this area of your portfolio, the following should be met:

- Workshops/seminars selected should be to improve, or expand your knowledge in specific areas of interest.
- May include meetings on a specific topic, sponsored by a professional organization.
- If participation occurs during class or clinical time, prior approval from faculty must be obtained.

1. Document the workshops and professional development events you attend by listing them in chronological order. Place this list under the Professional Development tab of your portfolio. Documentation is to include: Date, Where, Name of Work Shop, Sponsor or Speaker.

Example:

March 27, 2009. Northern Arizona University, "What Can We Learn From and About Generation Me". Dr Jean Twenge.

Documentation of attendance should also include the flyer, or pamphlet of the event. Place these in chronological order behind the events list in your portfolio.

2. If you are a presenter at a workshop or conference, document the authors, title of the presentation, and the name of the conference, location and date using APA format.

Documentation should include the workshop or conference schedule of presentations.

Appendix H

Community Service Activities

For future nurses, participating in community service is essential to further understand and appreciate their discipline. Ashland University has put together 101 service activities that are available at their University. These ideas may apply to Northern Arizona University as well. Take a look at the site below for some community service activity ideas.

<http://www.ashland.edu/services/commserv//serviceIdeas.html>

Document your service activities by indicating the following:

1. The name of the organization.
2. The dates of your participation.
3. A list of the activities in which you participated.
4. What you contributed to the activity.
5. What you learned from this opportunity.

Appendix I

Resume

Below is a link for "The Complete Guide to Résumé Writing for Nursing Students and Alumni" by Mary Somers at the Johns Hopkins School of Nursing. This document includes guidelines and worksheets for preparing your résumé. **Excellent starting point!**

http://www.nursing.umich.edu/studentresources/resumes/resume_guide.pdf

The résumé guide discusses how to think about your experience and choose how to write about it. **Nurse recruiters were surveyed** and asked what they wanted to see in a résumé. The results:

1. Detailed work history in reverse chronological order (most recent job first).
2. Shifts available.
3. Department of interest.
4. Well-developed career goals.
5. References; at least one professional reference.
6. Certification and licensure information.
7. Willingness to relocate, if any (state your preferred locations).
8. Any experience in performance improvement.
9. Minimum salary requirements.
10. Specific description of types of units and patients cared for and for how long.