

A NEW FORM OF HOSPITAL REPORT OF STUDENT NURSES.

The so-called "practical examinations" have been criticised on many occasions by nurses and examiners—from the candidate presenting herself for the first time for her finals to the leaders of both the medical and nursing professions, and the more this form of examination is considered, the more one is convinced that a few minutes with the examiner is an absolutely inadequate way of estimating a nurse's practical work. Such form of examination is obsolete and inefficient.

From discussions on this subject, one important suggestion stands out, and that is that some form of hospital report of a nurse's progress in her ward, clinic, and theatre work should be available for the examiners' board.

We quote this expression of opinion from the *Journal of the Western Australian Nurses*, and we agree with it.

One of the most comprehensive types of report forms, estimating the efficiency and progress of the student-nurse, is the ward report form used in the University of California Training School for Nurses. From the Sister's point of view, the simplicity and accuracy of judging the nurses in her charge will be appreciated, for she underlines those qualifications which most adequately describe the nurse under consideration. The psychological basis on which the form is drawn up is a valuable contribution to progress in nursing education and is worthy of close study. The main divisions are:—

1. Quality of work.
2. Quantity of work.
3. Mental ability.
4. Character development.
5. Personality.
6. Executive ability.

Each such section is subdivided, and each subdivision followed by a list of qualifications, one of which is to be underlined, showing whether the nurse is efficient, fair or poor, etc., and whether she is making any signs of improvement.

The sister, on receiving her new probationers with the "changes," also receives a copy of the ward report for each one from her previous ward sister, and according to her ability she will know just how much she can depend on the new arrival, during the period that she will spend in that ward, and she will be able to take steps to strengthen any points that have been rated as "weak" in previous wards. The policy of the hospital—carried out by the staff, should be to turn out the most efficient nurses possible and hospitals using these charts are taking a step forward in the advancement of nursing education.

From such reports a concise final report could be submitted to the examiners' board, thus offering some means of estimating the efficiency and practical ability of each candidate.

UNIVERSITY OF CALIFORNIA.

TRAINING SCHOOL FOR NURSES.

Report on Student's Efficiency.

Date.....19...to.....19...

Name..... Class..... Unit.....

(Supervisor will underline those terms which most nearly describe the student's work.)

I. Quality of Work (performance as a whole).

1. Degree of Thoroughness.
(Exceptional; Good; Fair; Neglects details.)
2. Neatness, Finish, Appearance of Work.
(Exceptional; Good; Fair; Untidy.)
3. Degree of Accuracy.
(Exceptional; Good; Fair; Inaccurate.)
4. Technique.
(Good; Fair; Poor. Has she a natural sense of technique?)
5. Cite instances or give reasons explaining grades above.

II. Quantity of Work (performance as a whole).

1. Rapidity.
(Marked; Sufficient; Fair; Very slow.)
2. Steadiness.
(Continuous; Fairly continuous; Hesitates between work; Wastes time.)
3. System.
(Plans her work well; Plans fairly well; Plans poorly; Shows no evidence of planning.)
4. Improvement.....
5. Physical Handicaps to Steady Work.
(None; Tires easily; Seems ill; Unable to do her share.)
6. Was the Unit Light or Heavy during her Term of Service?.....
7. Give Reasons for grades above.

III. Mental Ability.

1. Understanding of Work.
(Exceptional; Good; Fair; Poor.)
2. Ability to Comprehend Instruction.
(Above the average; Good; Fair; Poor.)
3. Observation.
(Keen; Good; Fair; Poor.)
4. Memory.
(Excellent; Good; Fair; Poor.)
5. Adaptability.
(Ability to carry several ideas in mind at one time, to make sudden changes in plan of work.) (Excellent; Good; Fair; Poor.)
6. Judgment.
(Possessing ability to place values on work.) (Evaluates condition of patient, knowing what symptoms to report, when to follow p.r.n. orders, etc.; Shows practical common sense; Seems impracticable; Shows maturity of mind; seems immature; Shows promise of the development of judgment with experience and training.)

Explain.....

IV. Character Development.

1. Punctuality.
(Regular; Irregular.)
2. Ambition—Interest in Work; Spirit.
(Keen; Good; Fair; Poor.)
3. Acceptance of Criticism.
(Welcomes it; Allies it constructively; Does not apply it; Shows resentment.)
4. Explain.....
5. Resourcefulness, Self-reliance.
(Marked; Good; Fair; Poor.)
6. Reliability, Dependability, Conscientiousness.
(Always; Usually; Neglectful; Needs to be checked up on her work.)
7. Explain.....
8. Co-operation with Co-workers.
(Helpful; Works well with others; Tactful; Unco-operative; Critical; Quarrelsome; Hard to work with; "Shoves" her work on to others.)

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