

Note: Note: ALL text boxes in this document will expand as needed when comments are added.

SSRU, College of Nursing and Health

UNDERGRADUATE CLINICAL EVALUATION TOOL Update 12 07 2018

Student:	Faculty: SSRU, College of Nursing and Health		
Course:	Semester:	Year:	Clinical Site:

Introduction: This clinical evaluation tool consists of 10 essential competencies with specific performance criteria. The 10 competencies were drawn from: terminal outcome objectives for the BNS program at SSRU, College of Nursing and Health. The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student's clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in each clinical course. A formal evaluation is completed and shared with the student at the conclusion of the rotation. In some courses, faculty will also use this tool for mid-rotation evaluation. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract.

Instructions: Faculty will rate students on each of 10 competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits to Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires to Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance. To determine the rating for each competency, faculty will consider student performance on the specific performance criteria and will arrive at a rating for each competency using the 0-4 scale. Faculty should also include comments related to each competency. At the end of this clinical evaluation tool, faculty should write summary comments and document recommendations for further development/improvement. The faculty who wrote the evaluation will review it with the student and document the date of the meeting. Students may be asked to complete a self-evaluation at midterm and final. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.

NOTE: In these competencies, **client** is defined as the recipient of professional nursing services and may be an individual, family, or group.

References Used for Tool Development

- American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses, *Nursing Outlook*, 55, 122-131.
- Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer Publishing.

The Rating Scale

Self-Directed/Far exceeds(4)	
Almost Never Requires (<10% of the time) <ul style="list-style-type: none"> • direction • guidance 	Almost Always Exhibits (>90% of the time) <ul style="list-style-type: none"> • monitoring • support • a focus on the client or system • accuracy, safety, and skillfulness • assertiveness and initiative • efficiency and organization • an eagerness to learn
Supervised/Highly skilled (3)	
Occasionally Requires (25% of the time) <ul style="list-style-type: none"> • direction • guidance 	Very Often Exhibits (75% of the time) <ul style="list-style-type: none"> • monitoring • support • a focus on the client or system • accuracy, safety, and skillfulness • assertiveness and initiative • efficiency and organization • an eagerness to learn
Assisted/Safe (2)	
Often Requires (50% of the time) <ul style="list-style-type: none"> • direction • guidance 	Often Exhibits (50% of the time) <ul style="list-style-type: none"> • monitoring • support • a focus on the client or system • accuracy, safety, and skillfulness • assertiveness and initiative • efficiency and organization • an eagerness to learn
Novice/Unsafe (1)	
Very Often Requires (75% of the time) <ul style="list-style-type: none"> • direction • guidance 	Occasionally Exhibits (25% of the time) <ul style="list-style-type: none"> • monitoring • support • a focus on the client or system • accuracy, safety, and skillfulness • assertiveness and initiative • efficiency and organization • an eagerness to learn
Dependent/Serious threat (0)	
Almost Always Requires (>90% of the time) <ul style="list-style-type: none"> • direction • guidance 	Almost Never Exhibits (<10% of the time) <ul style="list-style-type: none"> • monitoring • support • a focus on the client or system • accuracy, safety, and skillfulness • assertiveness and initiative • efficiency and organization • an eagerness to learn

Expected Levels of Performance: For the **Final Evaluation** students must achieve **the minimal expected level of performance for each competency** in order to be determine to receive the grade of any course

Level	Minimum Expected Performance	Minimum Score
0	Novice	0
I	Novice — Assisted	1.5
II	Assisted	2.0
III	Assisted — Supervised	2.5
IV	Supervised — Self-directed	3.0

Competencies, Performance Criteria, and Comments

1. Demonstrates professional behaviors		
Performance Criteria: Professional behaviors		
1. Follows university, school, and agency policies	10. Analyzes personal strengths and limitations in providing care	
2. Practices within the legal and ethical frameworks of nursing	11. Identifies situations in which assistance is needed or appropriately seeks assistance	
3. Treats all individuals with dignity/respect	12. Incorporates constructive feedback for performance improvement	
4. Protects client rights (privacy, autonomy, confidentiality)	13. Demonstrates initiative in seeking learning opportunities and resources	
5. Arrives on time for clinical practice	14. Report all pertinence information to the instructor/preceptor	
6. Maintains professional appearance, attitude	15. Notifies faculty in a timely manner if he/she will be absent or late	
7. Demonstrate honesty and integrity at all times	16. Demonstrates cultural sensitivity	
8. Prepares for clinical practice		
9. Assumes accountability for own actions and practices		
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:
2. Assessment: Collects and Analyzes comprehensive client data		
1. Collecting data based on holistic care	5. Interprets laboratory/ diagnostic test results	
2. Identifies appropriate sources for data collection	6. Incorporate data from client and health care team members	
3. Uses correct techniques for assessment	7. Analyzes and clusters data to identify nursing diagnosis	
4. Determines relevant information needed		
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

3. Nursing Diagnosis		
1. Makes appropriate nursing diagnosis		3. Formulates & prioritizes each nursing diagnosis in order of importance
2. Identifies nursing diagnosis related to human response to health problems		4. Includes physiological, psycho-social, spiritual, and educational diagnoses when possible
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

4.Planning : Plans appropriate client care		
1. Develops a nursing care plan based on analysis of assessment data and nursing diagnosis of each client		6. Establishes realistic evaluation criteria related to expected outcomes
2. Establishes realistic goals for nursing activities		7. Establishes realistic evaluation criteria related to expected goal
3. Establishes expected outcomes related to goals setting		8. Determines priorities of care accurately
4. Identifies nursing interventions of each nursing diagnosis		9. Identifies appropriate resources to inform care planning.
5. Identifies scientific rationale for each nursing interventions		10. Communicates priorities and rationale of nursing care plan to nurse in charge/ team leader /instructor
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

5. Implementation: Provides safe client-centered care		
Safe Behavior Criteria: The student is required to practice professional nursing safely in specific client-centered situations with clinical supervision. Safe behavior is defined as behavior which does not place the client or self and other professional staff at risk of physical and/or psychosocial harm. The student is subject to receiving a Failure in the course and to being dismissed from the program if safe behavior is not consistently demonstrated		
1. Considers client needs and preferences in providing care	8. Prioritizes & performs all interventions in a timely & efficient manner	
2. Honors and promotes the rights of clients and others by acting on their behalf and in their best interest	9. Follows procedures for medication administration	
3. Instructs and explains before giving the nursing care	10. Demonstrates flexibility in adapting to changing client care situations	
4. Utilizes planned nursing interventions & critical thinking to accomplish client goals	11. Reports abnormal data and changes in client condition to instructor or appropriate health team members	
5. Performs nursing skills and therapeutic procedures safely and competently	12. Records appropriate nurse's notes according to the facts (e.g. , patient's complaint, side effects of the medicines)	
6. Follows universal/standard precautions technique and principles of infection control	13. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement	
7. Creates a safe environment for client care	14. Takes appropriate steps to improve nursing skills and use of technologies	
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

6. Evaluation: Engages in systematic and ongoing evaluation of the plan of care		
1. Evaluates nursing interventions based on goals	4. Involves client, significant others, and health team members in evaluation process as relevant	
2. Evaluates nursing interventions based on expected outcomes	5. Records the outcomes of the care in the nurse 's notes	
3. Analyzes client data for accuracy and completeness	6. Revises plan of care based on evaluation and consultation	
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

7. Applies knowledge relevant to client care		
1. Instructs and prepares clients and/or families regarding the patient care and/or self-care at home (e.g. teaches perinea 1 care and breast feeding to the post-partum patients) and records in the nurse's notes		4. Integrates concepts of health promotion and disease prevention into client care
2. Evaluates sources of data for appropriateness, usefulness, and accuracy		5. Identifies issues/problems in nursing practice that need to be improved
3. Relates patho-physiology and epidemiology of disease(s) to clients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions		6. Evaluates nursing practices based on current research evidence
		7. Demonstrates initiative to obtain needed knowledge
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

8. Communicates effectively		
1. Listens attentively and respectfully to others		5. Communicates therapeutically with clients utilizing verbal and nonverbal skills
2. Contributes insight and helpful information to the health care team/group conferences		6. Utilize correct abbreviations and medication terminology
3. Produces clear, relevant, organized, and thorough writing		7. Demonstrate a therapeutic relationship with clients
4. Exhibits timely, legally accurate, and appropriate documentation		
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

9. Uses teaching-learning process when providing individualized client/family/group education		
1. Assesses learning needs of clients, families, and groups	5. Specifies reasonable and appropriate outcome measures	
2. Assesses readiness for and barriers to learning	6. Utilizes appropriate principles of teaching/learning when implementing a teaching plan	
3. Considers appropriate client characteristics in teaching (e.g., culture, age, developmental level, and educational level)	7. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed	
4. Develops an appropriate teaching plan for learner needs		
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

10. Exhibits caring to facilitate physical, mental, and spiritual health		
1. Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others	3. Assists clients with coping and adaptation strategies	
2. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems	4. Protects the client's safety and privacy, and preserves human dignity while providing care	
	5. Encourages family and/or significant others' participation in care as appropriate	
Faculty Comments	MIDTERM	Student Comments
Rating:		Rating:
Faculty Comments	FINAL	Student Comments
Rating:		Rating:

Midterm Evaluation

Faculty Comments:	Faculty recommendations for further development/improvement:
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Student Signature:

Date:

Faculty Signature:

Date:

Final Evaluation

Faculty Comments:	Faculty recommendations for further development/improvement:
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Student Signature:

Date:

Faculty Signature:

Date:

Describe student's strengths:

Describe student's future learning needs:

Remediation Plan Instituted (and attached)

Student Signature:

Date:.

Faculty Signature:

Date:.