**The College of New Jersey**

**School of Nursing**

**Clinical Performance Evaluation Instrument**

**NUR 424**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Student Learning Outcomes:**

At the completion of this course the student will:

1. Apply knowledge from nursing and the natural and behavioral sciences in the care of adults and older adults across the lifespan and their families with the varied lived experiences of wellness and acute illness.

2. Demonstrate the knowledge, skills, and attitudes consistent with professional nursing practice in providing care for individuals at all stages of the adult lifespan experiencing acute illness and varied lives experiences of wellness.

3. Implement the nursing process according to the caring model to demonstrate caring interventions informed by the lived experience including the cultural, ethnic, spiritual, and social dimensions of adults and their families as they cope with acute illness and varied lived experiences of wellness and illness.

4. Employ clinical reasoning skills to provide high quality, safe, and effective care for adults across the lifespan coping with acute illness and varied experiences of wellness and illness.

5. Demonstrate increasing skill in implementing nursing interventions and deliberative clinical skills, applying concepts of caring, power, empowerment and autonomy, and advocacy in the care of adults and their families with varied experiences of acute illness.

6. Promote wellness/prevent illness by incorporating patient education into the care of adults across the lifespan, families, communities, and the population served.

7. Use effective oral and written communication skills, applying principles of interpersonal relationships when interacting with adult patients, families, and members of the interprofessional team.

8. Demonstrate behaviors that reflect an attitude consistent with caring science, role development, increasing professionalism, and life-long learning in planning and implementing care for adults and their families coping with varied lived experiences of acute illness.

9. Demonstrate increasing skill in the care of adults with varied health and illness, understanding and applying research, evidence-based practice, information technology, and simulation.

10. Discuss leadership behaviors utilized for interprofessional collaboration in meeting the health needs of acutely ill adults and their families.

11. Integrate knowledge of legal, ethical, and professional values and standards in the nursing care of adults and their families coping with varied lived experiences of wellness and acute illness.

12.Accept responsibility and accountability in determining one's own learning needs, using reflection to develop skills of self-awareness and self-monitoring to improve practice providing care for clients with varied lived experiences of wellness and illness.

**Clinical Evaluation Rating Scale**

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| --- | --- | --- | --- | --- |
| Rating | Grade | Independent Professional Practice | Knowledge, Skills & Attitudes | Overall Grade Computation |
| 4 | A | Rarely requires   * Direction * Guidance * Monitoring * Instructor assistance | Consistently Exhibits   * A patient and family centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn | Computation Process:  Each of the **43** specific competencies listed is of equal value. To compute the final NURS 424 clinical evaluation grade, add all the scores for the specific competencies and divide the sum by **43**. For items that were not observed, a NO (non-observed) should be entered in the blank and should not be counted when computing the final score.  The overall grade award is based on a 4-point scale:  A         4.00 – 3.68  A-        3.67 – 3.34  B+        3.33 – 3.01  B          3.00 – 2.68  B-        2.67 – 2.34  C+        2.33 – 2.01  C          2.00 – 1.68  C-        1.67 – 1.34  D+       1.33 – 1.01  D         1.00 |
| 3 | B | Intermittently requires   * Direction * Guidance * Monitoring * Instructor assistance | Often Exhibits   * A patient and family centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |
| 2 | C | Regularly requires   * Direction * Guidance * Monitoring * Instructor assistance | Commonly Exhibits   * A patient and family centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |
| 1 | D | Consistently requires   * Direction * Guidance * Monitoring * Instructor assistance | Rarely Exhibits   * A patient and family centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |

**Criteria marked with \* indicate critical knowledge, skills, and attitudes that directly relate to client safety. A minimum skill level of 2 is required at all times; ratings less than 2 could result in immediate clinical failure, in which event the student may not continue any clinical experiences for the remainder of the course. Numbers in parentheses represent association of item to Student Learning Outcomes.**

In accordance with the School of Nursing policy the clinical grade must be a C- or greater to successfully complete the course.

For additional details related to clinical performance behavior refer to GUIDELINE CONCERNING BEHAVIOR IN CLINICAL PRACTICE SETTINGS, ASSUMPTION UNDERLYING CLINICAL PRACTICE EVALUATION AND LEGAL ISSUES IN CLINCIAL PRACTICE EVALUATION.

| **Core Competencies** | **Midterm**  **1 to 4**  **Faculty Student** | | **Final**  **1 to 4**  **Faculty Student** | |
| --- | --- | --- | --- | --- |
| Focusing on the impact of Acute Illness on adults and their families regarding priority treatments, health restoration, and health maintenance, the student completing NUR 424 will be able to: | | | | |
| **Patient-Centered Care/Caring/Empowerment** |  |  |  |  |
| 1. Provide comprehensive patient care appropriate to level of knowledge in compliance with clinical agency policy and procedure (1,2) |  |  |  |  |
| 2. Collect a family history and identify disorders that may indicate need for genetic assessment (1) |  |  |  |  |
| 3. Synthesize pathophysiology of patient conditions and associated pharmacological interventions, drawing on past experiences to improve quality of life for individuals, families, and community systems in a comprehensive plan of care (1) |  |  |  |  |
| 4. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering  (2,3,8,) |  |  |  |  |
| 5. Demonstrate cultural sensitivity and respect for diversity while promoting health and maintenance in the health care setting (3) |  |  |  |  |
| 6. Advocate for and include the patient and family as the center of the caregiving team when setting and modifying care goals (2,5) |  |  |  |  |
| 7. Engage patients and families in discharge planning throughout the hospital stay that includes evidence-based strategies with attention to health literacy, to prevent avoidable readmissions (5,6,9) |  |  |  |  |
| 8. Evaluate effectiveness of patient and family teaching and modify plan of care as needed (6) |  |  |  |  |
| **Teamwork and Collaboration** |  |  |  |  |
| 9. Coordinate and delegate elements of care to the inter-professional healthcare team within the scope of practice (5,7,10) |  |  |  |  |
| 10. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using SBAR framework (2,4,5,7) \*\* |  |  |  |  |
| 11. Conduct patient care reports (hand-off communication) efficiently and effectively (7) |  |  |  |  |
| 12. Engage patient and family in a collaborative relationship by asking for and respecting patient input and providing relevant information, resources, access, and support (3,6,7) |  |  |  |  |
| 13. Accurately Interpret physician and inter-professional orders and communicate accordingly (2,4,5) |  |  |  |  |
| 14. Initiate requests for assistance when appropriate to situation (2,4,7) |  |  |  |  |
| 15. Provide assistance to colleagues to complete work efficiently when appropriate (2,7,10) |  |  |  |  |
| 16. Complete electronic charting in the electronic health record when available in a timely manner (7) |  |  |  |  |
| **Evidence-Based Practice** |  |  |  |  |
| 17. Integrate evidence-based practice based on current literature into clinical practice in healthcare settings (9) |  |  |  |  |
| 18.Provide evidence that clinical practice incorporates the principles and priorities of the program’s models: Watson’s Caring Theory, the Rogerian model, and Benner”s Novice to Expert Theory to clinical nursing practice (3,5,8) |  |  |  |  |
| 19. Accurately complete weekly correlation guideline (clinical learning paperwork) applying concepts of pathophysiology, pharmacological implications, and nursing knowledge based on standards of practice and evidence-based interventions and submit to clinical professor by due date (1,2,4,7) |  |  |  |  |
| **Quality Improvement** |  |  |  |  |
| 20. Recognize and communicate variance reporting on nurse sensitive indicators: pressure injury prevention; CAUTI, CLABSI; etc (2,4,5,11) |  |  |  |  |
| 21. Critique approaches for changing processes of care, ie: Identifying areas for improvement, PDSA cycles (2,4,9) |  |  |  |  |
| 22. Critique the effect of nursing interventions on patient outcomes (2,3) |  |  |  |  |
| 23. Demonstrate ongoing self-assessment and commitment to excellence in practice (2,12) |  |  |  |  |
| **Safety** |  |  |  |  |
| 24. Assess the health care environment to determine patient safety needs (2,4,5,9) |  |  |  |  |
| 25. Employ effective strategies to improve organization/time management and reduce reliance on memory (2,4,8) |  |  |  |  |
| 26. Participate in medication reconciliation upon admission, discharge, and through transitions of care as appropriate (1,2,3,4,5) |  |  |  |  |
| 27. Perform safe, timely medication administration (1,2,3,4,5)**\*\*** |  |  |  |  |
| 28. Perform clinical procedures with the expected level of knowledge and skill of a senior student  (2,3.4,5)\*\* |  |  |  |  |
| 29. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 patient identifiers, independent double checks) (2,3,9,12) |  |  |  |  |
| 30. Support a Just Culture by communicating concerns related to hazards and errors without engaging in blaming behaviors (1,2,11) |  |  |  |  |
| **Informatics** |  |  |  |  |
| 31. Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting (5,11) |  |  |  |  |
| 32. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner (11)\*\* |  |  |  |  |
| 33. Utilize technology and information management tools appropriately to support critical thinking for clinical reasoning and quality improvement that support safe processes of care(1,2,3) |  |  |  |  |
| **Professional Role Development** |  |  |  |  |
| 34. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) (3,8,12) |  |  |  |  |
| 35. Accept constructive feedback and co-develop a plan of action for improvement with instructor/faculty member (8,12) |  |  |  |  |
| 36. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner (7,8,12) |  |  |  |  |
| 37. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance (12) |  |  |  |  |
| 38. Assume accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for patients with acute Illness (7,11,12) |  |  |  |  |
| 39. Assume responsibility for learning experiences (12) |  |  |  |  |
| 40. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of The College of New Jersey, Department of Nursing, and clinical agencies (12) |  |  |  |  |
| 41. Accept responsibility and accountability for nursing interventions, treatment outcomes and the changes that occur during the provision of care (11,12) |  |  |  |  |
| 42. Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care (11,12) |  |  |  |  |
| 43. Recognize responsibilities of the leadership role to coordinate nursing functions based on assessed competencies and abilities of peers (10,11,12) |  |  |  |  |
| Totals |  |  |  |  |

**Calculation of Grade using Faculty assigned scores only:**

Total Score for All Items = Calculated Grade

Total Number of Scored Items

Midterm score/Grade \_\_\_\_\_\_

Final score/Grade \_\_\_\_\_\_

|  |  |
| --- | --- |
| **Midterm Comments** (Address Strengths and weaknesses; Attach plan for any area of deficiency)  **Faculty:**  **Student:**  **Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_**  **Faculty Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_** | **Final Comments** (Address Strengths and weaknesses)  **Faculty:**  **Student:**  **Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_**  **Faculty Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_** |