**The College of New Jersey**

**School of Nursing**

**Clinical Performance Evaluation Instrument**

**NUR 324**

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

**Course Student Learning Outcomes:**

At the completion of this course the student will:

1. Apply knowledge from the sciences, humanities, arts, and nursing in a caring and critical approach to nursing practice with families and family members with lived experiences of wellness/illness during the childbearing cycle. (Level Objective #1, Essential 1)
2. Demonstrate critical thinking in the application of the nursing process from the assessment of lived experiences of families through the planning and implementation of therapeutic interventions and evaluation of goal attainment appropriate during the childbearing period. (Level Objective #2 & 10, Essential 2)
3. As a novice clinician, demonstrate the ability to carry out those interventions which will protect, enhance, and preserve the health of childbearing families with lived experiences of wellness/illness. (Level Objective #2, Essential 3, Code of Ethics Provision 3)
4. Participate in decision-making and clinical judgments with peers, staff, and other health care providers regarding the nursing care of families and family members during childbearing. (Level Objectives #2, 3)
5. Incorporate current nursing research when applying the nursing process to the care of the childbearing family. (Level Objective #4, Essential 3, Code of Ethics Provision 7)
6. Utilize power and empowerment, autonomy and advocacy, to maximize the effectiveness of the health care system for families and family members in the childbearing period. (Level Objectives #4, 5, 10, Essential 2, Code of Ethics Provision 3)
7. Apply principles of caring and helping communication patterns when providing care for families and family members with lived experiences of wellness and illness during the childbearing period. (Level Objectives #4, 7, Essential 4, 6)
8. Make clinical practice decisions that reflect professional values, legal considerations and ethical decision-making with a respect for clients' diversity, rights, needs, values, beliefs and interests. (Level Objectives #6, 8, Essential 8, Code of Ethics Provision 6)
9. Develop a personal philosophy regarding childbearing families with insight into one's own attitudes and beliefs. (Level Objective #8, Code of Ethics Provision 5).

**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 **38** 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 **38**. 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 - 3.61 (151.6 - 168)  A- 3.60 – 3.41 (143.2 – 151.5)  B+ 3.40 – 3.01 (126.4 – 143.1)  B 3.00 – 2.81 (118 – 126.3)  B- 2.80 – 2.61 (109.6 – 117.9)  C+ 2.60 – 2.41 (101.2 – 109.5)  C 2.40 - 2.01 (84.42 – 101)  **C- 2.00 (84)**  D+ 1.99 – 1.71  D 1.7O – 1.30 |
| 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](file:///C:\Users\Owner\Downloads\(http:\nursing.tcnj.edu\students\policies\practice-settings\%20)),

| **Core Competencies** | **Midterm**  **1 to 4**  **Faculty Student** | | **Final**  **1 to 4**  **Faculty Student** | |
| --- | --- | --- | --- | --- |
| Focusing on the impact of childbearing experience women, infants, and families regarding priority treatments, illness prevention, health restoration, and health maintenance, the student completing NUR 324 will be able to: | | | | |
| **Patient-Centered Care/Caring/Empowerment** |  |  |  |  |
| 1. Provide patient care appropriate to level of knowledge and skill in compliance with clinical agency policy and procedure ( ) |  |  |  |  |
| 2. Review significant family and prenatal history and genetic factors that may impact health perception in the child-bearing family ( ) |  |  |  |  |
| 3. Synthesize basic pathophysiology of patient conditions and associated pharmacological interventions to develop and implement a comprehensive plan of care during short–term stay for individuals, families, support systems ( ) |  |  |  |  |
| 4. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering ( ) |  |  |  |  |
| 5. Demonstrate cultural sensitivity and respect for diversity in family patterns that influence health and wellness in the health care setting ( ) |  |  |  |  |
| 6. Advocate for and include all members of the child-bearing family as the center of the caregiving team when setting and modifying care goals ( ) |  |  |  |  |
| 7. Engage the child-bearing family in discharge planning throughout the hospital stay that includes evidence-based strategies, using language that the learners can understand, and demonstrating techniques to avoid readmission ( ) |  |  |  |  |
| 8. Evaluate effectiveness of teaching in the child-bearing family for self-care and newborn care and modify plan of care as needed \*\* ( ) |  |  |  |  |
| **Teamwork and Collaboration** |  |  |  |  |
| 9. Identify and discuss the roles and scope of practice of the inter-professional healthcare team  ( ) |  |  |  |  |
| 10. Recognize changing patient conditions and communicate changes in patient status to the inter-professional team in a timely manner using SBAR framework in the clinical and simulation setting \*\* ( ) |  |  |  |  |
| 11. Conduct patient care reports (hand-off communication) efficiently and effectively ( ) |  |  |  |  |
| 12. Accurately Interpret provider and inter-professional orders and communicate accordingly ( ) |  |  |  |  |
| 13. Initiate requests for assistance when appropriate to situation ( ) |  |  |  |  |
| 14. Provide assistance to colleagues to complete work efficiently when appropriate ( ) |  |  |  |  |
| **Evidence-Based Practice** |  |  |  |  |
| 15. Incorporate evidence-based interventions into plan of care to include components of research evidence, clinical expertise, and patient/family values in providing care to the child-bearing family ( ) |  |  |  |  |
| 16.Provide evidence that clinical practice incorporates the principles and priorities of the program’s model, (NAME MODEL HERE) in clinical nursing practice ( ) |  |  |  |  |
| 17. Accurately complete written clinical assignments applying concepts of pathophysiology, pharmacological implications, nursing knowledge based on standards of practice, and evidence-based nursing interventions; submit to clinical professor by due date ( ) |  |  |  |  |
| **Quality Improvement** |  |  |  |  |
| 18. Identify legal/ethical aspects in nursing practice in the care of child-bearing families, discussing dilemmas arising from care and potential resolutions to provide quality care. ( ) |  |  |  |  |
| 19. Identify areas for improvement and discuss systematic approaches for changing processes of care, ie: PDSA cycles, RCA ( ) |  |  |  |  |
| 20. Demonstrate ongoing self-assessment and commitment to continuous self-improvement for excellence in practice ( ) |  |  |  |  |
| **Safety** |  |  |  |  |
| 21. Assess the health care environment to determine patient safety needs of mother, newborn, and all members of the child-bearing family, including grandparents and siblings ( ) |  |  |  |  |
| 22. Engage child-bearing family members in a collaborative relationship using therapeutic communication, providing relevant information, resources, access, and support related to feeding instructions, breast care, bathing, home safety, and safe sleep ( ) |  |  |  |  |
| 23. Employ effective strategies to improve organization/time management and reduce reliance on memory ( ) |  |  |  |  |
| 24. Perform safe, timely medication administration in the clinical and simulation setting \*\* ( ) |  |  |  |  |
| 25. Perform clinical procedures safely with the expected level of knowledge and skill of a student at this level during the antepartal, intrapartal, and postpartal phases of care ( ) |  |  |  |  |
| 26. 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) ( ) |  |  |  |  |
| 27. Support a Just Culture by communicating concerns related to hazards and errors without engaging in blaming behaviors ( ) |  |  |  |  |
| **Informatics** |  |  |  |  |
| 28. Utilize the electronic health record to obtain information and document responses to care where appropriate in the clinical setting ( ) |  |  |  |  |
| 29. Protect privacy, confidentiality, and security of electronic health records data and information in an ethical manner ( ) |  |  |  |  |
| 30. Utilize technology and information management tools to support critical thinking for clinical reasoning and quality improvement that support safe processes of care ( ) |  |  |  |  |
| **Professional Role Development** |  |  |  |  |
| 31. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) ( ) |  |  |  |  |
| 32. Accept constructive feedback and co-develop a plan of action for improvement with instructor/faculty member ( ) |  |  |  |  |
| 33. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner ( ) |  |  |  |  |
| 34. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance ( ) |  |  |  |  |
| 35. Arrive prepared and assume responsibility for learning experiences \*\* ( ) |  |  |  |  |
| 36. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of (NAME COLLEGE) School of Nursing, and clinical agencies ( ) |  |  |  |  |
| 37. Accept responsibility and accountability for nursing interventions, treatment outcomes and the changes that occur during the provision of care ( ) |  |  |  |  |
| 38. Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care ( ) |  |  |  |  |
| Totals |  |  |  |  |

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| **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\_\_\_\_\_\_\_\_** |