**The College of New Jersey**

**School of Nursing**

**Clinical Performance Evaluation Instrument**

**NUR 344**

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

**Course Student Learning Outcomes:**

1. Describe the history of child health nursing and the political process, ethical, environmental and social health policies that affect its subsequent evolution.
2. Promote the concept of caring by assessing, analyzing and respecting the relationship of the family’s environmental, socio-economic background, ethnicity, folk or religious traditions and beliefs about health.
3. Describe the responsibility and accountability for recognizing and reporting child neglect or abuse.
4. Utilize the concept of caring to empower families to expect and seek health care that enhances, protects and preserves the health of children.
5. Synthesize knowledge of patterns of growth and development as a basis for the nursing care of children
6. Utilize two-way communication skills to collaborate and involve children and their families as active participants of care.
7. Provide individualized teaching-learning techniques based on the age, maturation, development of the child and family values and beliefs.
8. Utilize critical thinking derived from caring, research literature, theoretical, and clinical knowledge as the standard for evidence-based clinical judgment and ethical decision-making in the nursing care of children.
9. Assess subjective and objective data derived from a systems-appropriate health history, physical examination, laboratory and diagnostic tests to plan and care for families with children.
10. Analyze the pathophysiological, psychosocial, nutritional, socioeconomic, and diverse cultural aspects of living to care for children during contextual levels of wellness.
11. Demonstrate caring in assisting the child and family to cope with pain, the stress of hospitalization and long term home or community-based health care.
12. Describe, provide service, and evaluate a community health-related resource for children and families.

**Clinical Evaluation Rating Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 40 specific competencies listed is of equal value. To compute the final NURS 344 clinical evaluation grade, add all the scores for the specific competencies and divide the sum by 40. 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  A- 3.60 – 3.41  B+ 3.40 – 3.01  B 3.00 – 2.81  B- 2.80 – 2.61  C+ 2.60 – 2.41  C 2.40 - 2.01  C- 2.00  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, ASSUMPTION UNDERLYING CLINICAL PRACTICE EVALUATION AND LEGAL ISSUES IN CLINCIAL PRACTICE EVALUATION.

| **Core Competencies** | **1 to 4**  **Or N/O (not observed)** | | **1 to 4**  **Or N/O (not observed)** | |
| --- | --- | --- | --- | --- |
|  | Midterm | | Final | |
| **Patient-Centered Care/Caring/Empowerment** | Faculty | Student | Faculty | Student |
| 1. Provide comprehensive family centered patient care appropriate to level of knowledge and skill in compliance with clinical agency policy and procedure\*\* ( ) |  |  |  |  |
| 2. Review family history and identify disorders that may indicate need for genetic assessment ( ) |  |  |  |  |
| 3. Synthesize basic pathophysiology of patient conditions, associated weight based pharmacological interventions, and developmental stage and expectations, integrating understanding of physical and emotional support ( ) |  |  |  |  |
| 4. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering in a manner appropriate for developmental stage.  ( ) |  |  |  |  |
| 5. Demonstrate cultural sensitivity and respect for diversity, personal values, and preferences in promoting health and maintenance in the health care setting ( ) |  |  |  |  |
| 6. Advocate for and include the patient and family as the center of the caregiving team when setting and modifying care goals ( ) |  |  |  |  |
| 7. Engage patients and families in developmentally appropriate discharge planning throughout the hospital stay that includes evidence-based strategies with attention to health literacy, using language that learners can understand to prevent avoidable readmissions ( ) |  |  |  |  |
| 8. Evaluate effectiveness of patient and family teaching and modify plan of care as needed ( ) |  |  |  |  |
| **Teamwork and Collaboration** |  |  |  |  |
| 9. Coordinate and communicate elements of care to the inter-professional healthcare team within the nurse’s scope of practice ( ) |  |  |  |  |
| 10. Recognize relevant changes in patient condition and communicate changes in patient status to the inter-professional team in a timely manner using SBAR framework \*\* ( ) |  |  |  |  |
| 11. Conduct patient care reports (hand-off communication) efficiently and effectively using SBAR communication strategy ( ) |  |  |  |  |
| 12. Engage patient and family in a collaborative relationship by asking for and respecting patient and family input and providing relevant information, resources, access, and support ( ) |  |  |  |  |
| 13. Accurately interpret provider and inter-professional orders and communicate accordingly ( ) |  |  |  |  |
| 14. Initiate requests for assistance when appropriate to situation\*\* ( ) |  |  |  |  |
| 15. Provide assistance to colleagues to complete work efficiently when needed ( ) |  |  |  |  |
| **Evidence-Based Practice** |  |  |  |  |
| 16. Integrate evidence-based practice based on current literature into clinical practice in healthcare settings ( ) |  |  |  |  |
| 17.Identify how clinical practice incorporates the principles and priorities of the program’s model, (NAME MODEL HERE) to clinical nursing practice ( ) |  |  |  |  |
| 18. Accurately complete required clinical assignments, 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 ( ) |  |  |  |  |
| **Quality Improvement** |  |  |  |  |
| 19. Recognize and communicate variance reporting on nurse sensitive indicators appropriate to the pediatric setting, ie: falls, CLABSI, dehydration, etc.( ) |  |  |  |  |
| 20. Identify areas for improvement and discuss systematic approaches for changing processes of care, ie: PDSA cycles, RCA ( ) |  |  |  |  |
| 21. Critique the effect of nursing interventions on patient outcomes ( ) |  |  |  |  |
| 22. Demonstrate ongoing self-assessment and commitment to excellence in improving practice ( ) |  |  |  |  |
| **Safety** |  |  |  |  |
| 23. Assess the health care environment to determine developmentally appropriate patient safety needs ( ) |  |  |  |  |
| 24. Employ effective strategies to improve organization/time management and reduce reliance on memory  ( ) |  |  |  |  |
| 25. Perform safe, timely medication administration**\*\* ( )** |  |  |  |  |
| 26. Perform clinical procedures with the expected level of knowledge and skill for a student at this level \*\*  ( ) |  |  |  |  |
| 27. 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)\*\* ( ) |  |  |  |  |
| 28. Support a Just Culture by communicating concerns related to hazards and errors without engaging in blaming behaviors ( ) |  |  |  |  |
| **Informatics** |  |  |  |  |
| 29. Utilize the health record appropriately to obtain information and document responses to care where appropriate in the clinical setting and simulation setting ( ) |  |  |  |  |
| 30. Protect privacy, confidentiality, and security of health records data, information, and knowledge of technology in an ethical manner\*\* ( ) |  |  |  |  |
| 31. Utilize available technology and information management tools appropriately to support clinical reasoning that reinforces safe processes of care ( ) |  |  |  |  |
| **Professional Role Development** |  |  |  |  |
| 32. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) ( ) |  |  |  |  |
| 33. Accept constructive feedback and co-develop a plan of action for improvement with instructor/faculty ( ) member |  |  |  |  |
| 34. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner ( ) |  |  |  |  |
| 35. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance ( ) |  |  |  |  |
| 36. Assume accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for pediatric patients ( ) |  |  |  |  |
| 37. Assume responsibility for seeking learning experiences ( ) |  |  |  |  |
| 38. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of The (NAME OF COLLEGE) School of Nursing, and clinical agencies ( ) |  |  |  |  |
| 39. Accept responsibility and accountability for nursing interventions, treatment outcomes and the changes that occur during the provision of care ( ) |  |  |  |  |
| 40. Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care ( ) |  |  |  |  |
| Totals |  |  |  |  |

**Calculation of Final Average Score** (Student Self-Evaluation are not counted in grade calculation)**: Instructors, please calculate both the average item score and the % grade.**

Total Score for All Items = Average Item Score

Total Number of Scored Items\*

Average Item Score = Final grade as a %

4

\*Items noted as N/O are not included in the Total Number of Scored Items

Midterm/Average Item Score\_\_\_\_\_\_ Score as %\_\_\_\_\_\_\_

Final/Average Item Score\_\_\_\_\_\_\_\_\_ Score as %\_\_\_\_\_\_\_

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