**The College of New Jersey**

**School of Nursing**

**Clinical Performance Evaluation Instrument**

**NUR 340**

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

**Course Student Learning Outcomes:**

At the completion of this course the student will:

1. Differentiate various mental disorders or psychiatric disabilities experienced by individuals across the life span.

2. Appraise historical movements and contemporary cultural, social, political, legal, ethical, and economic concerns in psychiatric-mental health care and nursing within the microsystem (psychiatric unit), mental health system, and larger healthcare system. 2 Spring 17 Objectives/NUR 340

3. Apply psychiatric-mental health concepts, biopsychosocial theories and effective therapeutic interventions to diverse clients exhibiting various psychiatric behaviors, mental disorders or psychiatric disabilities across the life span.

4. Analyze the etiology of mental disorders or psychiatric disabilities related to alterations of neurological functioning, genetic patterns and alterations of neurotransmission.

5. Demonstrate caring attitudes and behaviors (care of the mind, body and spirit) in the work of professional psychiatric-mental health nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for clients with various mental disorders or psychiatric disabilities across the life span.

6. Employ skills and abilities essential for the effective practice of psychiatric-mental health nursing: safety, integrity, cooperation, interprofessional collaboration and decision-making, dependability, responsibility, judgment, resourcefulness, autonomy, and self-confidence.

7. Apply the nursing process to develop and implement the psychiatric mental health nursing plan of care: collect appropriate assessment data for each client, determine appropriate nursing diagnoses, identify expected client outcomes, determine the plan of care, implement interventions, and evaluate client outcomes.

8. Use effective safety strategies to reduce the risk of harm to self or others in various psychiatric mental health care settings.

9. Describe the therapeutic effects, interactions, side effects, adverse reactions and potential complications of polypharmacy and psychotropic medications with clients diagnosed with various mental disorders or psychiatric disabilities across the life span.

10. Employ available technology, clinical simulations, and information systems to gather and assess data necessary to identify trends used in decision-making, promoting quality improvement, and preserving safety, to provide client care, collaborate with interprofessional teams, and to continuously advance the psychiatric mental health nursing profession.

11. Engage clients, families and other health care providers in collaborative decision-making that illustrates clientcentered psychiatric-mental health nursing care that is culturally sensitive, ethical, legal, informed, empowering, compassionate and humane.

12. Demonstrate effective electronic, listening, verbal, nonverbal communication and documentation skills in therapeutic interactions, interprofessional information exchange, and scholarly dissemination.

13. Apply the existing body of scientific knowledge and evidence-based findings in practice when caring for clients with various mental disorders or psychiatric disabilities across the life span.

14. Demonstrate professional behavior and high ethical standards as defined by current ethical guidelines with respect for the law, the profession, self, clients, and others.

15. Employ leadership strategies and skills (negotiating, collaborating, coordinating) in the delivery of psychiatric mental health nursing care to individuals and groups in a variety of health care settings.

**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 **42** 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 **42**. 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** | **Midterm**  **1 to 4**  **Faculty Student** | | **Final**  **1 to 4**  **Faculty Student** | |
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| Focusing on the impact of Acute Illness on adults and their families regarding priority treatments, health restoration, and health maintenance, the student completing NURS 340 will be able to: | | | | |
| **Patient-Centered Care/Caring/Empowerment** |  |  |  |  |
| 1. Provide comprehensive client care appropriate to level of knowledge in compliance with clinical agency policy and procedure ( ) |  |  |  |  |
| 2. Evaluate the stress and coping mechanisms of clients with psychiatric disorders (and their families as appropriate) ( ) |  |  |  |  |
| 3. Review family history and identify physical disorders and socio-cultural factors that may impact client’s and family’s philosophical views and lifestyle ( ) |  |  |  |  |
| 4. Synthesize basic pathophysiology of client conditions and associated pharmacological interventions, integrating understanding of physical and emotional support in a comprehensive plan of care ( ) |  |  |  |  |
| 5. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering ( ) |  |  |  |  |
| 6. Demonstrate cultural sensitivity and respect for diversity, personal values, and preferences in promoting health and maintenance in the health care setting ( ) |  |  |  |  |
| 7. Demonstrate effective therapeutic use of self when working with clients with psychiatric disorders and their families. ( ) |  |  |  |  |
| 8. Advocate for and include the client and family as the center of the caregiving team when setting and modifying care goals ( ) |  |  |  |  |
| 9. Engage clients and families in 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 ( ) |  |  |  |  |
| 10. Evaluate effectiveness of client and family teaching and modify plan of care as needed ( ) |  |  |  |  |
| **Teamwork and Collaboration** |  |  |  |  |
| 11. Coordinate and communicate elements of care to the inter-professional healthcare team within the appropriate level and scope of psychiatric-mental health nursing practice ( ) |  |  |  |  |
| 12. Recognize changing client condition (in clinical practice and/or simulation) and communicate changes in client status to the inter-professional team in a timely manner using SBAR framework\*\* ( ) |  |  |  |  |
| 13. Conduct client care reports (hand-off communication) efficiently and effectively ( ) |  |  |  |  |
| 14. Engage client and family in a collaborative relationship by asking for and respecting patient and family input and providing relevant information, resources, access, and support ( ) |  |  |  |  |
| 15. Accurately interpret provider and inter-professional orders and proceed accordingly ( ) |  |  |  |  |
| 16. Initiate requests for help when appropriate to situation ( ) |  |  |  |  |
| 17. Provide support/assistance to colleagues to complete work efficiently when appropriate ( ) |  |  |  |  |
| **Evidence-Based Practice** |  |  |  |  |
| 18. Integrate evidence-based practice based on current literature into clinical practice in healthcare settings ( ) |  |  |  |  |
| 19.Identify how clinical practice incorporates the principles and priorities of the program’s models, (MODEL NAME HERE) to clinical nursing practice ( ) |  |  |  |  |
| 20. Accurately complete written clinical assignments (clinical learning paperwork) applying concepts of psychopathology, psychopharmacological implications, and nursing knowledge based on standards of practice and submit to clinical professor by due date ( ) |  |  |  |  |
| **Quality Improvement** |  |  |  |  |
| 21. Identify appropriate legal aspects in nursing practice of the care of clients with psychiatric disorders and their families ( ) |  |  |  |  |
| 22. Identify areas for improvement and discuss systematic approaches for changing processes of care, ie: PDSA cycles, RCA ( ) |  |  |  |  |
| 23 Evaluate the effect of therapeutic communication and nursing interventions on client outcomes ( ) |  |  |  |  |
| 24. Demonstrate ongoing self-assessment and commitment to excellence in improving practice  ( ) |  |  |  |  |
| **Safety** |  |  |  |  |
| 25. Assess the psychiatric-mental health care environment to determine client safety needs ( ) |  |  |  |  |
| 26. Understand therapeutic uses of medication including proper dosages, action, and possible side effects or adverse reactions\*\* ( ) |  |  |  |  |
| 27. Demonstrate safe and appropriate interpersonal techniques and therapeutic communication skills in the psychiatric-mental health care setting with the expected level of knowledge and skill of a student at this level \*\* ( ) |  |  |  |  |
| 28. Employ effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance in the mental health care setting (ie: 2 patient-identifiers, independent double checks, maintaining professional boundaries) ( ) |  |  |  |  |
| 29. Support a Just Culture by identifying and communicating concerns related to hazards and errors without engaging in blaming behaviors ( ) |  |  |  |  |
| **Informatics** |  |  |  |  |
| 30. Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate in the clinical and simulation setting when applicable ( ) |  |  |  |  |
| 31. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner ( ) |  |  |  |  |
| 32. Utilize technology and information management tools appropriately to support critical thinking for clinical reasoning and quality improvement that support safe processes of care ( ) |  |  |  |  |
| **Professional Role Development** |  |  |  |  |
| 33. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) ( ) |  |  |  |  |
| 34. Accept constructive feedback and co-develop a plan of action for improvement with instructor/faculty member ( ) |  |  |  |  |
| 35. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner ( ) |  |  |  |  |
| 36. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance ( ) |  |  |  |  |
| 37. Assume accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for patients with mental disorders  ( ) |  |  |  |  |
| 38. Assume responsibility for learning experiences, seeking opportunities to learn ( ) |  |  |  |  |
| 39. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of (Name College/University) School of Nursing, and clinical agencies ( ) |  |  |  |  |
| 40. Accept responsibility and accountability for nursing interventions, treatment outcomes and the changes that occur during the provision of care ( ) |  |  |  |  |
| 41. Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care ( ) |  |  |  |  |
| 42. Describe areas in which the novice clinician can develop leadership strategies and advocacy skills (negotiating, collaborating, coordinating) that enhance the caregiver role in the delivery of psychiatric-mental health 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\_\_\_\_\_\_\_\_** |