**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. Use clinical reasoning skills to provide comprehensive care in complex situations for adults and families experiencing acute illness, applying knowledge from nursing, natural, and behavioral sciences. (EOP 1; Essentials 1,2; SOP 1,2,3,4,5,6,14)

2. Implement the nursing process according to the caring model to assess, plan, implement, and evaluate care based on belief patterns and values of individual adults and their families as they cope with acute illness. (EOP 2; Essentials 2; Code of Ethics 1,2,3,4,8,9, 16)

3. Use informatics and healthcare technologies to gather data and drive decision making in formulating appropriate plans of care, advocating for change within complex healthcare systems, and coordinating safe, high-quality, and efficient services aligned with professional and regulatory standards. (EOP 7,8; Essentials 7,8; Code of Ethics 6; SOP 9,10)

4. Demonstrate increasing skill in implementing evidence-based nursing interventions with deliberate clinical skill, applying concepts of caring and advocacy to improve the quality and safety of care for adults and their families experiencing acute illness. (EOP 2,4,5; Essentials 2,4,5; Code of Ethics 2,3; SOP 14)

5. Promote wellness/prevent illness by integrating appropriate patient education into the care of adult patients, families, communities, and the population served. (EOP 2; Essentials 2; Code of Ethics 1,2,3,4; SOP 12)

6. Communicate effectively with adult patients, families, and members of the interprofessional team to optimize care, enhance the healthcare experience, and improve outcomes of care. (EOP 2; Essentials 2,6; Code of Ethics 6; SOP 9, 10)

7. Demonstrate increasing skill in the care of adults with varied health and illness, integrating evidence-based interventions to provide high-quality, safe, and effective delivery of healthcare. (EOP 2,5; Essentials 2,6; Code of Ethics 4, 7, SOP 12,13)

8. Demonstrate increasing professionalism that reflects an attitude consistent with caring science, role development, and life-long learning in planning and implementing care for adults and their families coping with acute illness. (EOP 2,9; Essentials 2,9; Code of Ethics 1,5; SOP 12,14,15)

9. Demonstrate leadership behaviors in professional collaborations that support colleagues in their work to optimize care and minimize risk of harm to patient and providers through both system effectiveness and individual performance. (EOP 5,6,7,10; Essentials 5,6,7,10; Code of Ethics 6,8; SOP 9,10,11)

10. Accept responsibility and accountability in determining one's own learning needs, using reflection to develop skills of self-awareness and self-monitoring in providing the highest standard of nursing care for clients with acute illness. (EOP 10; Essentials 10; Code of Ethics 5; SOP 15)

**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   **Continuously Exceeds Expectation** | 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   **Occasionally Exceeds Expectation** | 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   **Consistently Meets Expectation** | 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: | | | | |
| **Person-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\_\_\_\_\_\_\_\_** |