**The College of New Jersey**

**School of Nursing**

**Clinical Performance Evaluation Instrument**

**NUR 444**

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

**Course Student Learning Outcomes:**

At the completion of this course the student will:

**Clinical Evaluation Rating Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 NURS 444 will be able to: | | | | |
| **Person-Centered Care/Caring/Empowerment** |  |  |  |  |
| 1. Provide nursing care appropriate to level of knowledge and skill in compliance with clinical agency policy and procedure ( ) |  |  |  |  |
| 2. Collect a relevant history and identify factors that may indicate need for interaction, intervention, or program ( ) |  |  |  |  |
| 3. Apply principles of epidemiology and available community health data to the care of individuals, families, aggregates, and communities, to improve quality of life for individuals, families, and community systems in a comprehensive plan of care, program, or intervention ( ) |  |  |  |  |
| 4. Demonstrate caring behaviors, modifying intervention, interaction, or program to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering ( ) |  |  |  |  |
| 5. Demonstrate cultural sensitivity and respect for diversity during assessment, planning, and while intervening to promote health and maintenance in the community setting ( ) |  |  |  |  |
| 6. Advocate for a healthy community with relevant stakeholders to improve the health and well-being of individuals, families, and aggregates ( ) |  |  |  |  |
| 7. Use evidence-based strategies with attention to health literacy to prevent avoidable illness by engaging individuals, families, aggregates, and communities in health care planning ( ) |  |  |  |  |
| 8. Evaluate the effect of individual, family, and/or community interventions, interactions, and programs and modify plan of action as needed ( ) |  |  |  |  |
| **Teamwork and Collaboration** |  |  |  |  |
| 9. Coordinate program and/or intervention development and implementation within scope of practice with community team members, relevant stakeholders, community partners, and other health care professionals ( ) |  |  |  |  |
| 10. Recognize changing conditions for individuals, families, and communities that warrant immediate attention and communicate changes to the team in a timely manner ( ) |  |  |  |  |
| 11. Communicate efficiently and effectively, sharing information with community partners and other health care professionals as appropriate ( ) |  |  |  |  |
| 12. Engage patients, families, aggregates, and communities in a collaborative relationship by seeking input and providing relevant information, resources, access, and support ( ) |  |  |  |  |
| 13. Accurately Interpret directions, instructions, prescriptions, and communicate accordingly ( ) |  |  |  |  |
| 14. Initiate requests for assistance from colleagues when appropriate to situation ( ) |  |  |  |  |
| 15. Provide assistance to colleagues, community team members, community partners, and other health care professionals to complete work efficiently when appropriate ( ) |  |  |  |  |
| 16. Apply principles of therapeutic communication and caring interpersonal relationships in providing individual and population focused nursing practice with varied aggregates and communities ( ) |  |  |  |  |
| **Evidence-Based Practice** |  |  |  |  |
| 17. Integrate current evidence, individual, family, and/or community preferences and nursing expertise to plan, develop, implement, and evaluate interventions, interactions, and programs ( ) |  |  |  |  |
| 18.Identify how care of patients, families, aggregates, and communities incorporate the principles and priorities of the program’s models (ENTER MODEL NAME HERE) to clinical nursing practice  ( ) |  |  |  |  |
| 19. Complete assignments related to clinical experience, applying concepts of epidemiology and nursing knowledge based on standards of practice and evidence-based practice and submit to clinical professor by due date ( ) |  |  |  |  |
| **Quality Improvement** |  |  |  |  |
| 20. Recognize and communicate barriers to optimal health to avoid hospital admissions ( ) |  |  |  |  |
| 21. Critique approaches for change processes in the care of individuals, families, and/or community, ie: Identifying areas for improvement, PDSA cycles ( ) |  |  |  |  |
| 22. Critique the effect of nurse-led interventions, programs, or communications to reduce barriers to optimal patient, family, aggregate, and community health ( ) |  |  |  |  |
| 23. Demonstrate ongoing self-assessment and commitment to excellence in practice ( ) |  |  |  |  |
| **Safety** |  |  |  |  |
| 24. Assess the individual, family, aggregate, and/or community environments to determine safety hazards and safety needs ( ) |  |  |  |  |
| 25. Employ effective strategies to improve organization/time management and reduce reliance on memory (ie:checklists) ( ) |  |  |  |  |
| 26. Implement education strategies that are safe, evidence-based, culturally sensitive, and at the appropriate health literacy level ( ) |  |  |  |  |
| 27. Provide direct or indirect care with the expected level of knowledge and skill of a student at this level ( ) |  |  |  |  |
| 28. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance ( ) |  |  |  |  |
| 29. Support a Just Culture by communicating concerns related to hazards and errors without engaging in blaming behaviors ( ) |  |  |  |  |
| **Informatics** |  |  |  |  |
| 30. Utilize available electronic information systems appropriately to obtain individual, family, or community information and if appropriate, document intervention/program responses ( ) |  |  |  |  |
| 31. Protect confidentiality of electronic health records data or electronically recorded health information in an ethical manner where appropriate in the community setting ( ) |  |  |  |  |
| 32. Utilize technology and information management tools appropriately to support clinical reasoning that reinforces 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 all community members, interprofessional 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 observations, interventions, or interactions ( ) |  |  |  |  |
| 38. Assume responsibility for educational experiences by seeking opportunities to learn ( ) |  |  |  |  |
| 39. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of (name School of Nursing), and clinical agencies ( ) |  |  |  |  |
| 40. Accept responsibility and accountability for nursing actions and interactions and their effect on individuals, families, or communities ( ) |  |  |  |  |
| 41. Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care ( ) |  |  |  |  |
| 42. Recognize leadership role to coordinate nursing functions based on assessed competencies and abilities of peers ( ) |  |  |  |  |
| 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\_\_\_\_\_\_\_\_** |