**The College of New Jersey**

**School of Nursing**

**Clinical Performance Evaluation Instrument**

**NUR 240 Nursing Foundations**

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

**Course Student Learning Outcomes:**

At the completion of this course the student will:

1.

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**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](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 Acute Illness on adults and their families regarding priority treatments, health restoration, and health maintenance, the student completing NURS 240 will be able to: | | | | | |
| **Person-Centered Care/Caring** |  |  |  |  | |
| 1. Provide patient care appropriate to level of knowledge and skill in compliance with clinical agency policy and procedure ( ) |  |  |  |  | |
| 2. Effectively assess levels of physical and emotional comfort ( ) |  |  |  |  | |
| 3. Synthesize basic pathophysiology of patient conditions and associated pharmacological interventions, 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 ( ) |  |  |  |  | |
| 5. Demonstrate cultural sensitivity and respect for diverse patients/families 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, seeing through the patient’s eyes when setting and modifying care goals ( ) |  |  |  |  | |
| 7. Engage patients 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. ( ) |  |  |  |  | |
| 8. Evaluate effectiveness of patient and family teaching and modify plan of care as needed ( ) |  |  |  |  | |
| **Teamwork and Collaboration** |  |  |  |  |
| 9. Identify and discuss scope of practice and roles of healthcare team members ( ) |  |  |  |  |
| 10. Identify and discuss the principles of effective communication used by the interdisciplinary team ( ) |  |  |  |  |
| 11. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using standardized SBAR framework in the clinical and simulation setting\*\* ( ) |  |  |  |  |
| 12. Engage patient and family in a collaborative relationship by asking for and respecting their input and providing relevant information, resources, access, and support ( ) |  |  |  |  |
| 13. Reflect on own communication style and impact on teamwork and safe patient care  ( ) |  |  |  |  |
| 14. Initiate requests for assistance from colleagues when appropriate to situation ( ) |  |  |  |  |
| 15. Provide assistance to colleagues to complete work efficiently when appropriate ( ) |  |  |  |  |
| **Evidence-Based Practice** |  |  |  |  |
| 16. Describe evidence-based practice to include components of research evidence, clinical expertise, and patient/family values ( ) |  |  |  |  |
| 17.Identify how clinical practice incorporates the principles and priorities of the program’s models: (NAME MODEL HERE) to clinical nursing practice ( ) |  |  |  |  |
| 18. Accurately complete weekly 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** |  |  |  |  |
| 19. Recognize and communicate variations in care of nurse sensitive indicators: ie: pressure injury prevention; UTI from urinary catheters; central line infection; etc ( ) |  |  |  |  |
| 20. Identify areas for improvement and discuss systematic approaches for changing processes of care, ie: PDSA cycles, RCA ( ) |  |  |  |  |
| 21. Discuss the effect of nursing interventions on patient outcomes ( ) |  |  |  |  |
| **Safety** |  |  |  |  |
| 22.Continuously assess the health care environment to determine patient safety needs  ( ) |  |  |  |  |
| 23. Employ effective strategies to improve organization/time management and reduce reliance on memory (ie: checklists) ( ) |  |  |  |  |
| 24. Perform safe, timely medication administration in the clinical and simulation setting **\*\* ( )** |  |  |  |  |
| 25. Perform clinical procedures with increasing proficiency at the expected level of knowledge and skill of a fundamentals of nursing student \*\* ( ) |  |  |  |  |
| 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 and simulation setting ( ) |  |  |  |  |
| 29. Protect privacy, confidentiality, and security of electronic health records data, information, and knowledge of technology in an ethical manner\*\* ( ) |  |  |  |  |
| 30. Utilize available technology and information management tools appropriately to support clinical reasoning that reinforces 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 professional manner ( ) |  |  |  |  |
| 34. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance ( ) |  |  |  |  |
| 35. Assume accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for patients ( ) |  |  |  |  |
| 36. Assume responsibility for educational experiences by seeking opportunities to learn ( ) |  |  |  |  |
| 37. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures of XX College School of Nursing, and clinical agencies ( ) |  |  |  |  |
| 38. Accept responsibility and accountability for nursing interventions, treatment outcomes, and the changes that occur during the provision of care ( ) |  |  |  |  |
| 39. Conduct a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing practice ( ) |  |  |  |  |
| 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\_\_\_\_\_\_\_\_** |