**Introduction:** This clinical evaluation tool consists of nine essential competencies with specific performance criteria. The nine competencies were drawn from: the outcome objectives for the BSN program at Saint Luke’s College of Health Sciences, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and Quality and Safety Education in Nursing (Cronenwett et al., 2007). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student’s clinical performance. The use of this clinical evaluation tool makes it possible for faculty to evaluate the student’s development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

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| **Instructions:** Clinical instructors will rate students on each of nine competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits* to *Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires* to *Almost Never Requires*). As students gain clinical experience, they will improve in accuracy and efficiency. Accordingly, it is expected that they will require less guidance as they progress through the nursing program. To determine the rating for each competency, the clinical instructor will assess the student’s performance on the specific performance criteria and will assign a rating for each competency using the 0-4 scale. Clinical instructors may also include comments related to each competency. At the end of this clinical evaluation tool, the clinical instructor will write summary comments and document recommendations for further development/improvement.  |

**References Used for Tool Development**

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, *55*,122-131.

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education, Vol. 6.* New York: Springer Publishing*.*

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| **Self-Directed (4)** |
| **Almost Never Requires** **(<10% of the time)** | **Almost Always Exhibits** **(>90% of the time)** |
| * direction
* guidance
 | * monitoring
* support
 | * a focus on the client or system
* accuracy, safety, and skillfulness
* assertiveness and initiative
 | * efficiency and organization
* an eagerness to learn
 |
| **Supervised (3)** |
| **Occasionally Requires** **(25% of the time)** | **Very Often Exhibits (75% of the time)** |
| * direction
* guidance
 | * monitoring
* support
 | * a focus on the client or system
* accuracy, safety, and skillfulness
* assertiveness and initiative
 | * efficiency and organization
* an eagerness to learn
 |
| **Assisted (2)** |
| **Often Requires** **(50% of the time)** | **Often Exhibits** **(50% of the time)** |
| * direction
* guidance
 | * monitoring
* support
 | * a focus on the client or system
* accuracy, safety, and skillfulness
* assertiveness and initiative
 | * efficiency and organization
* an eagerness to learn
 |
| **Novice (1)** |
| **Very Often Requires** **(75% of the time)** | **Occasionally Exhibits** **(25% of the time)** |
| * direction
* guidance
 | * monitoring
* support
 | * a focus on the client or system
* accuracy, safety, and skillfulness
* assertiveness and initiative
 | * efficiency and organization
* an eagerness to learn
 |
| **Dependent (0)** |
| **Almost Always Requires** **(>90% of the time)** | **Almost Never Exhibits** **(<10% of the time)** |
| * direction
* guidance
 | * monitoring
* support
 | * a focus on the client or system
* accuracy, safety, and skillfulness
* assertiveness and initiative
 | * efficiency and organization
* an eagerness to learn
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| **Level** | **Minimum Expected Performance** | **Minimum Score** | **Upon Completion of Course** |
| I | Novice — Assisted  | 1.5 |  |
| II | Assisted | 2.0 | First semester of clinical practice |
| III | Assisted — Supervised  | 2.5 | All interim semesters of clinical practice |
| IV | Supervised — Self-directed | 3.0 | Final semester of clinical practice |

**Competencies, Performance Criteria, and Comments**

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| **1. Demonstrates professional behaviors** |
| * 1. Follows university, school, and agency policies
	2. Practices within the legal and ethical frameworks of nursing
	3. Assumes accountability for own actions and practices
	4. Treats all individuals with dignity/respect
	5. Demonstrates cultural sensitivity
	6. Protects client rights (privacy, autonomy, confidentiality)
	7. Demonstrates initiative in seeking learning opportunities and resources
	8. Analyzes personal strengths and limitations in providing care
 | * 1. Incorporates constructive feedback for performance improvement
	2. Maintains professional appearance
	3. Maintains professional attitude
	4. Maintains professional behavior
	5. Arrives on time for clinical
	6. Notifies faculty in a timely manner if he/she will be absent or late
	7. Prepares for clinical practice
	8. Identifies situations in which assistance is needed OR appropriately seeks assistance
 |
| **Instructor Rating: 0 1 2 3 4** |
|  **2. Collects and analyzes comprehensive client data**  |
| * 1. Determines relevant information needed
	2. Identifies appropriate sources for data collection
	3. Uses correct techniques for assessment
 | * 1. Interprets laboratory/diagnostic test results
	2. Incorporates data from client, family/support persons and health care team members
 |
| **Instructor Rating: 0 1 2 3 4** |
| **3. Applies knowledge relevant to client care** |
| 1. Demonstrates initiative to obtain needed knowledge
2. Evaluates sources of data for appropriateness, usefulness, and accuracy
3. Integrates theory from nursing, natural and social sciences to enhance client care
4. Relates pathophysiology and epidemiology of disease(s) to clients’ assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions
 | 1. Integrates concepts of health promotion and disease prevention into client care
2. Identifies issues/problems in nursing practice that need to be improved
3. Evaluates nursing practices based on current research evidence
 |
| **Instructor Rating: 0 1 2 3 4** |
| **4. Provides safe client-centered care** |
| 1. Plans and implements evidence-based interventions that are congruent with assessment data
2. Considers client needs and preferences in providing care
3. Performs nursing skills and therapeutic procedures safely and competently
4. Follows principles of infection control
5. Follows procedures for medication administration
6. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement
 | 1. Takes appropriate steps to improve nursing skills and use of technologies
2. Creates a safe environment for client care
3. Demonstrates flexibility in adapting to changing client care situations
	1. Reports abnormal data and changes in client condition to instructor or appropriate health team member
	2. Honors and promotes the rights of clients and others by acting on their behalf and in their best interest
 |
| **Instructor Rating: 0 1 2 3 4** |
| **5. Engages in systematic and ongoing evaluation of the plan of care** |
| * 1. Evaluates nursing interventions based on goals/expected outcomes
	2. Analyzes client data for accuracy and completeness
 | * 1. Revises plan of care based on evaluation and consultation
	2. Involves client, significant others, and health team members in evaluation process as relevant
 |
| **Instructor Rating: 0 1 2 3 4** |
| **6. Communicates effectively** |
| 1. Produces clear, relevant, organized, and thorough writing
2. Exhibits timely, legally accurate, and appropriate documentation
3. Communicates therapeutically with clients utilizing verbal and nonverbal skills
 | 1. Listens attentively and respectfully to others
2. Is actively involved in team building, fostering collegiality, and encouraging cooperation
3. Contributes insight and helpful information to the health care team/group conferences
 |
| **Instructor Rating: 0 1 2 3 4** |
| **7. Uses teaching-learning process when providing individualized client/family/group education** |
| 1. Assesses learning needs of clients, families, and groups
2. Assesses readiness for and barriers to learning
3. Considers appropriate client characteristics in teaching (culture, age, developmental level, educational level)
4. Develops an appropriate teaching plan for learner needs
 | 1. Specifies reasonable and appropriate outcome measures
2. Utilizes appropriate principles of teaching/learning when implementing a teaching plan
3. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed
 |
| **Instructor Rating: 0 1 2 3 4** |
| **8. Exhibits caring to facilitate physical, mental, and spiritual health** |
| 1. Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others
2. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems
 | 1. Protects the client’s safety and privacy, and preserves human dignity while providing care
2. Encourages family and/or significant others’ participation in care as appropriate
3. Assists clients with coping and adaptation strategies
 |
| **Instructor Rating: 0 1 2 3 4** |
| **9. Plans appropriate client care** |
| 1. Develops plan of care based on analysis of assessment data
2. Accurately determines priorities for care
3. Communicates priorities and rationale for decisions to instructor
 | 1. Considers needs/preferences of the client in planning care
2. Establishes realistic goals/expected outcomes
3. Identifies appropriate resources to inform care planning
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| **Instructor Rating: 0 1 2 3 4** |
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| \*\*Clinical instructors, please provide specific examples of student performance rated 0, 1, or 4.  |
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Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_Course\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hospital\_\_\_\_\_\_\_\_\_\_\_\_\_Unit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**N322 Adult Health 1 Clinical Session #: 1**

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| **Weekly Goals** |
| 1. Orient to unit (Tour of unit, scavenger hunt if applicable ) |
| 2. Demonstrate behaviors consistent with the professional nursing role |
| 3. Demonstrate competence in the performance of foundational nursing skills |
| 4. Observe the role of the nurse |
| 5. Socialization: Focus on getting to know staff members including social workers, case managers, physical therapy, respiratory therapy and physicians.  |
| **Learning** Overview of the acute care med/surg setting and roles; Overview of the role of the nurse, foundational skills, professional nursing role and attributes |
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| Personal Goal (set by student) |
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| \*\*Daily Accomplishments |
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| \*\*Did the student meet goals this week? |
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| \*\*Were there any big accomplishments or struggles? |
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| \*\*What would you like to work on next week? |
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\*\*Filled out collaboratively (Clinical faculty & student). Clinical faculty comments are required so that the course lead is able to evaluate the students’ progress towards meeting the course objectives. \*\*

**N322 Adult Health 1 Clinical Session #: 2**

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| **Weekly Goals** |
| 1. Demonstrate behavior consistent with the professional nursing role.  |
| 2. Care for 1 patient including adminstering medications under the supervision of the clinical faculty or RN. |
| 3. Demonstrate ability to perform physical assessments and recognition of normal vs abnormal assessment findings, vital signs, and lab values.  |
| 4. Create and implement a nursing care plan.  |
| 5. Document appropriately in the Electronic Medical Record and clinical paperwork. |
| **Learning** Fundamental nursing skills, pharmacology, physical assessment skills, Epic charting, care planning |
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| Personal Goal (set by student) |
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| \*\*Daily Accomplishments |
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| \*\*Did the student meet goals this week? |
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| \*\*Were there any big accomplishments or struggles? |
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| \*\*What would you like to work on next week? |
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\*\*Filled out collaboratively (clinical faculty & student). Clinical faculty comments are required so that the course lead is able to evaluate the students’ progress towards meeting the course objectives. \*\*

**N322 Adult Health 1 Clinical Session #: 3**

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| **Weekly Goals** |
| 1. Demonstrate behavior consistent with the professional nursing role.  |
| 2. Care for 1 patient including administering medications under the supervision of the clinical faculty or RN. |
| 3. Demonstrate ability to perform physical assessments and recognition of normal vs abnormal assessment findings, vital signs, and lab values.  |
| 4. Create and implement a nursing care plan.  |
| 5. Document appropriately in the Electronic Medical Record and clinical paperwork. |
| **Learning** Fundamental nursing skills, pharmacology, physical assessment skills, Epic charting, care planning |
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| Personal Goal (set by student) |
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| \*\*Daily Accomplishments |
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| \*\*Did the student meet goals this week? |
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| \*\*Were there any big accomplishments or struggles? |
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| \*\*What would you like to work on next week? |
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\*\*Filled out collaboratively (clinical faculty & student). Clinical faculty comments are required so that the course lead is able to evaluate the students’ progress towards meeting the course objectives. \*\*

**N322 Adult Health 1 Clinical Session #: 4**

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| **Weekly Goals** |
| 1. Demonstrate behavior consistent with the professional nursing role.  |
| 2. Care for 1 patient including administering medications under the supervision of the clinical faculty or RN. |
| 3. Demonstrate ability to perform physical assessments and recognition of normal vs abnormal assessment findings, vital signs, and lab values.  |
| 4. Create and implement a nursing care plan.  |
| 5. Document appropriately in the Electronic Medical Record and clinical paperwork. |
| **Learning** Fundamental nursing skills, pharmacology, physical assessment skills, Epic charting, care planning |
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| Personal Goal (set by student) |
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| \*\*Daily Accomplishments |
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| \*\*Did the student meet goals this week? |
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| \*\*Were there any big accomplishments or struggles? |
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| \*\*What would you like to work on next week? |
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\*\*Filled out collaboratively (clinical faculty & student). Clinical faculty comments are required so that the course lead is able to evaluate the students’ progress towards meeting the course objectives. \*\*

**N322 Adult Health 1 Clinical Session #: 5**

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| **Weekly Goals** |
| 1. Demonstrate behavior consistent with the professional nursing role.  |
| 2. Care for 1 patient including administering medications under the supervision of the clinical faculty or RN. |
| 3. Demonstrate ability to perform physical assessments and recognition of normal vs abnormal assessment findings, vital signs, and lab values.  |
| 4. Create and implement a nursing care plan.  |
| 5. Document appropriately in the Electronic Medical Record and clinical paperwork. |
| **Learning** Fundamental nursing skills, pharmacology, physical assessment skills, Epic charting, care planning |
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| Personal Goal (set by student) |
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| \*\*Daily Accomplishments |
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| \*\*Did the student meet goals this week? |
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| \*\*Were there any big accomplishments or struggles? |
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| \*\*What would you like to work on next week? |
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\*\*Filled out collaboratively (clinical faculty & student). Clinical faculty comments are required so that lead faculty is able to evaluate the students’ progress towards meeting the course objectives. \*\*

**N322 Adult Health Clinical Session #: 6**

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| **Weekly Goals** |
| 1. Demonstrate behavior consistent with the professional nursing role.  |
| 2. Care for 1 patient including adminstering medications under the supervision of the clinical faculty or RN. |
| 3. Demonstrate ability to perform physical assessments and recognition of normal vs abnormal assessment findings, vital signs, and lab values.  |
| 4. Create and implement a nursing care plan.  |
| 5. Document appropriately in the Electronic Medical Record and clinical paperwork. |
| **Learning** Fundamental nursing skills, pharmacology, physical assessment skills, Epic charting, care planning |
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| Personal Goal (set by student) |
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| \*\*Daily Accomplishments |
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| \*\*Did the student meet goals this week? |
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| \*\*What would you like to work on next week? |
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\*\*Filled out collaboratively (clinical faculty & student). Clinical faculty comments are required so that the course lead is able to evaluate the students’ progress towards meeting the course objectives. \*\*