

Clinical Evaluation Tool

The attached clinical evaluation tool is based on both course objectives and TSU's baccalaureate curriculum strands, especially the nursing process and professional role development. The instructor will observe tool the items/behaviors listed as they are being performed by a student during a clinical experience and will assign a letter grade P (pass), N (needs improvement), or F (failure for each section. The tool includes a daily narrative sheet for instructor comments. To pass a clinical course, the following criteria must be met:

1. Student must "pass" clinical performance.
 - a. One 'F' in a critical criterion will result in a grade of 'F' for the day.
 - b. Two 'Fs' for one day in any category of the nursing process will result in a grade of 'F' for the day.
 - c. Two 'Fs' in daily grades will result in a grade of 'F' for the course.
 - d. Any grade of 'N' must be followed by a grade of 'P' in the next grading period.
 - e. Two 'Fs' in two grading periods for the same category will result in a grade of 'F' for the course.
2. Student must achieve a minimum score of 70% on all written work.

NOTE: Failure to meet either of these criteria will result in a course grade of 'F'.

Clinical Evaluation Items/Behaviors

Critical Criteria:

The student must earn a "Yes" response for each of the following criteria (if the criteria is applicable) or else he/she will receive a failing grade for the clinical experience. However, if the student fails to meet one or more of these critical criteria, the student continues participation in the clinical experience. If the student receives a failing grade, the instructor will provide a narrative summary of the student's clinical performance on the appropriate date. On the evaluation page, the instructor will make either "Yes" or "No" in the critical criteria column.

1. Student administers medication safely (i.e., checks patient identification, gives correct dosage by correct route, etc.).
2. Student maintains a safe environment for the patient (i.e., siderails up after narcotic given, etc.).
3. Student maintains patient confidentially (i.e., does not talk about patient on elevator or in cafeteria, does not repeat patient's name outside of clinical agency, etc.).
4. Student is prepared for clinical experience (i.e., has studied drugs to be given; has prepared for clinical procedures, etc.).

5. Student exhibits evidence of personal integrity (honesty, credibility, reliability). Demonstrates sensitivity to human needs and social problems by providing care without discrimination on the basis of the patient's individual differences and needs.

Assessment:

1. Incorporates knowledge from nursing, scientific, and humanistic disciplines to identify biological responses to complex multisystem stressors. *(1,3;A,D)
2. Incorporates knowledge from nursing, scientific, and humanistic disciplines to identify psychological responses to complex multisystem stressors. (1,3;A,D)
3. Incorporates knowledge from nursing, scientific, and humanistic disciplines to identify sociocultural responses to complex multisystem stressors. (1,3;A,D)
4. Incorporates crisis theory to assess complex multisystem stress. (1,2;A,B,E)
5. Identifies teaching/learning needs to promote adaptive responses of individuals and groups experiencing complex multisystem stress. (5;A,B,C,F,G)
6. Collects data regarding the patient from appropriate sources such as health team members, patient/family interview, and health assessment. (6;A,G)
7. Identifies professional values, ethical considerations, and legal standards when providing care for individuals and groups responding to complex multisystem stress. (4;G)
8. Identifies the developmental stage of the patient and its influence on the patient's health state. (1,3;C,E)

Analysis:

9. Identifies nursing diagnosis based on assessment data. (1,3;A)
10. Formulates nursing diagnosis in correct form. (1,3;A)
11. Priorities the nursing diagnosis depending upon the individual response of the patient to the multisystem stressor. (1,2;B,E)
12. States rationale for nursing diagnosis taking into consideration internal and external dimensions of stress. (1,2;B)

Planning:

13. Formulates goals which are individualized and realistic. (1,2;A,C)

14. Formulates goals which are specific and measurable. (1,2;A,C)
15. Formulates goals which support the nursing diagnosis. (3;A)
16. Identifies appropriate interventions utilizing knowledge from nursing scientific, and humanistic disciplines. (1;C,D,E)
17. Selects appropriate nursing interventions which are specific (i.e., who, what, when, how, etc.). (1;C,D,E)
18. Selects interventions which include consideration of professional values, ethical considerations, and legal standards. (4;B,G)
19. Utilizes crisis theory to plan care appropriate for patients with multisystem stress. (2;F)
20. Utilizes the change process for selection of goals and interventions which promote adaptive responses of individuals experiencing complex multisystem stress. (5;B,F)
21. Collaborates with other health care providers in designing a plan of care to promote adaptive responses of individuals experiencing complex multisystems stress. (6;B,F,G)
22. Plans appropriate nursing care based on utilization of research findings. (7;A,G)

Implementation:

23. Demonstrates therapeutic communication skills with critically ill patients and families through verbal and nonverbal means. (6;B)
24. Demonstrates therapeutic communication skills with health care providers through verbal and nonverbal means. (6;B,G)
25. Records all significant data and nursing actions accurately and concisely (appropriate terminology, abbreviations, form, etc.). (3;A,G)
26. Records all significant data and nursing actions in a timely manner (i.e.: not just at the end of the shift). (3;A,G)
27. Implements nursing interventions that are safe, individualized, and appropriate for the patient (medications, treatments, etc.). (3;A,G)
28. Implements appropriate nursing care utilizing knowledge from nursing, scientific, and humanistic disciplines (medications, treatments, etc.). (1;A,G)
29. Demonstrates knowledge of professional values, ethical considerations, and legal standards (medications, treatments, etc.). (4;A)

Evaluation:

- 30. Evaluate behavioral changes for patients with complex stressors which reflect goal achievement or non-achievement. (3;A,G)
- 31. Retains or modifies plan of care as indicated. (3;A,G)
- 32. Documents effectiveness of nursing interventions. (3;A)
- 33. Collaborates with other health care professionals regarding nursing care of the patient(s) (i.e.: reporting patient status to appropriate person). (4;G)

Other:

- 34. Initiates appropriate interaction with instructor and staff to discuss and evaluate patient care and/or problems. (3;G)
- 35. Evaluates own strengths and weaknesses and seeks appropriate guidance and help. (3;G)
- 36. Follows up on instructor questions, comments, and/or suggestions. (3;G)
- 37. Notifies faculty regarding absence of lateness for clinical experiences. (3;G)
- 38. Discusses patient and participants in post conference. (3;G)
- 39. Maintains patient confidentiality and privacy. (4;G)
- 40. Takes appropriate actions to provide a safe patient environment (i.e.: asepsis, hygiene, physical hazards, etc.). (2;A,G)

Code for Curriculum Strands:

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| Horizontal Strands: | <ul style="list-style-type: none"> A. Nursing Process B. Human-Environment Interaction C. Life Span Development |
| Vertical Strands: | <ul style="list-style-type: none"> D. Humanity E. Health Status F. Adaptation G. Professional Role Development |

Daily Narrative