

QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM
Nursing II - Nur 112
CLINICAL PERFORMANCE EVALUATION GUIDE

Clinical evaluation is a continuous, ongoing process designed to assist the student with the identification of strengths and areas of needed improvement.

Clinical evaluation includes an evaluation of the student's performance both in the Nursing Laboratory and in the Clinical setting. The clinical evaluation is built on and incorporates all the course objectives into the clinical behaviors as outlined in the course description. The chief goal of evaluation is to promote change in the direction of continuous growth for the learner. The student is encouraged to discuss his/her performance with the instructor and to seek out the instructor's guidance and assistance. To be successful, there must be mutual respect and trust between the student and the instructor.

If it is determined that consistent unsatisfactory behavior is occurring, a clinical warning will be issued to the student. (see clinical warning/failure policy in student handbook)

The primary outcome of the evaluation process is to provide the student and the instructor with a formal opportunity to evaluate and ensure that all the theoretical and clinical knowledge and skills mastered in Nur 111 have been retained and demonstrated with competence in Nur 112.

At the completion of each clinical rotation, the student will receive a written evaluation of his/her clinical performance. A total of thirty-six (36) clinical behaviors are evaluated in the evaluation tool. Eight (8) behaviors are starred (*) and are considered to be critical behaviors. An unsatisfactory performance in a critical behavior or unsatisfactory performance in the clinical area will be reviewed by the entire team and a determination of the student status within the program will be made at this time. If a student is determined to be unsafe or incompetent, the student may require remediation in the clinical lab, may be placed on clinical warning or may fail the nursing course. Students must obtain a satisfactory on all critical behaviors (*) and 80% of other clinical behaviors identified (22) to be successful.

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CURRICULUM THREAD/PROFESSIONAL BEHAVIOR	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
1. *Takes responsibility for his/her own actions or non-actions in the clinical and college laboratory settings.	Responsible for and completes all lab assignments and content. Provides laboratory personnel with 24 hour notice if an appointment must be missed. Assumes responsibility for all assigned client care; initiates action with increasing independence and judgment; questions aspects of client care.	Is not responsible for and completes all lab assignments and content. Does not provide the laboratory personnel with a 24 hour notice if an appointment must be missed. Does not take responsibility for total client care; demonstrates little initiative in decision making; does not question aspects of client care.
2. *Assumes personal and professional accountability for providing nursing care.	Utilizes specialized knowledge and skills consistent with high standards of achievement and conduct.	Does not utilize specialized knowledge and skills consistent with high standards of achievement and conduct.
3. *Applies knowledge of ethical-legal standards of practice.	Applies the standard of practice and conduct as outlined in the ANA Code for Nurses.	Does not apply the standard of practice and conduct as outlined in the ANA Code for Nurses.
4. Follows nursing program policies with regard to classroom, nursing laboratory and clinical attendance, uniform and written assignments	Follows nursing program policies. Refer to handouts.	Does not follow nursing program policies. Refer to handouts.
5. * Respects the confidentiality of clients.	Maintains confidentiality and patient privacy with all means of accessing patient info.	Breaches patient confidentiality.

CURRICULUM THREAD/ COMMUNICATION	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
6. Assess verbal and non-verbal behaviors and messages	Describes own perception of clients presenting behavioral manifestations using his/her five senses; states client's verbal expression.	Misses verbal and non-verbal behaviors; cannot describe own perception of client's presenting behavioral manifestations.
7. Evaluates nursing intervention based on therapeutic communication	Identifies client problem areas through the utilization of therapeutic communication. Utilizes therapeutic communication to evaluate effectiveness of nursing interventions.	Evaluation is not related to process presented; it does not explore or identify a client problem area.
8.*Reports and records all relevant information	Uses accurate, brief, concise terminology to describe manifestation and/or client response to nursing intervention; uses appropriate time sequence. Reports verbally to appropriate personnel prior to leaving unit; reports significant changes in client's condition promptly to person in authority.	Charting is fragmentary, vague, disorganized, and inaccurate. Does not report significant client changes or delays in reporting significant data. Does not report off prior to leaving unit.
CURRICULUM THREAD/ ASSESSMENT	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
9. Collects data by using appropriate resources; i.e., client, family, personnel, medical chart, kardex	Shows consistent improvement in seeking out information from appropriate resources; uses references as needed; visits client, asks questions to enhance data base.	Inconsistent in data collection; collects incomplete data from resources; does not visit client, does not utilize kardex, avoids getting data from personnel, avoids the family.
10. Organizes data into Orem's self care requisites	Shows consistent improvement in organizing data into Orem's self care requisites.	Not able to organize data into Orem's self care requisites.
11. Interprets data by identifying specific client universal and health deviation self care requisites	Identifies specific client problems according to nursing diagnosis handout.	Unable to consistently identify client problems utilizing nursing diagnosis.

CURRICULUM THREAD/ CLINICAL DECISION- MAKING	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
12. *States rationale underlying nursing actions	Demonstrates consistent improvement in stating scientific principles underlying actions; principles stated are specific, clear and concise; demonstrates this on written care plans and in individual and group conference.	Inconsistent performance; explains rationale in broad terms; rational shows poor knowledge base; does not state a scientific principle.
13. States scientific significance of diagnostic tests as these relate to specific client situations.	Consistent improvement seen in stating significance of abnormal diagnostic test; can state implications for nursing care; uses abnormal test results as data base in assessment.	Inconsistent in use of lab data; omits many tests; does not give significance of abnormal tests; unable to identify diagnostic tests in relation to client condition; does not use test as part of data base; does not see nursing implications for tests.
14. Prioritizes client health care deviation self care requisites	States deviations according to client priority need.	Lists client deviations in disorganized manner.
15. States expected client outcome which is based in measurable terms	Specific measurable outcome is client centered and reflects client action or behavior when appropriate objective is realistic and attainable.	States outcome which is not measurable; objective stated is nurse's objective; objective is not realistic or attainable.
16. Selects suitable nursing interventions to meet outcome criteria	Selects client specific nursing interventions which meet the expected outcome.	Nursing interventions lack depth, are brief, inappropriate and generalized; i.e., not client specific; interventions stated do not completely meet client outcome.
17. Evaluates use of the Nursing Process related to plan of care and adopts plan when appropriate	Care plan shows satisfactory ability to evaluate use of the Nursing Process (last column of care plan). Adjusts plan of care as need arises.	Does not accurately evaluate all parts of the Nursing Process. Does not make adjustment in plan of care when needed.

CURRICULUM THREAD/ CARING INTERVENTION	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
18. Identifies coping mechanisms and explores the possible meaning of the behavior.	Identifies coping mechanisms, explains and explores the possible meaning and purposes of individual behavior.	Unable to identify coping mechanisms; states incorrect reasons why they occur; cannot explain possible meaning of behavior.
19. Respects and identifies the individuality of clients health practice and belief.	Determines accurate, relevant decisions which include client's thoughts in planning care; considers ethical/cultural background to planning and implementing care.	Unable to utilize client input and/or demonstrates cultural insensitivity in planning and implementing care.
20. Responds to client concerns and/or emotional need using therapeutic techniques	Verbal and/or non-verbal response is stated; verbal response is based on identified thoughts and feelings; demonstrated therapeutic communication techniques, i.e.: open ended statements, re-stating, clarification, reflection, etc.	Unable to state verbal and/or non-verbal response is not based on identified thought feelings; does not use therapeutic communication techniques; i.e. false reassurance, judgmental and gives advice.
21. Implements plan of care which meets the client expected outcome	Considers uniqueness of client privacy, encourages family participation when appropriate, encourages client participation. Nursing interventions meet client needs.	Refers to client as bed or room number, does not allow for client independence, or family participation; does not screen, drape client appropriately. Does not meet client needs.
22. Implements plan of care in priority sequence.	Carries out plan of care to meet priority needs; collaborates with client (when applicable) to determine priority.	Does not determine priority of care. Does not collaborate with client (when applicable) to determine priority.
23.*Implements nursing interventions related to client safety	Maintains safety needs of client; frequently assess client, restrains client when appropriate, monitors I.V. infusion, ensures correct dietary intake; monitors patients affected by drugs, maintains patency of tubes, ensures proper functioning of equipment; carries out treatment/procedures utilizing principles of asepsis.	Does not meet safety needs of client. Does not adhere to principles of asepsis; is inconsistent in performance; not aware of breaks in sterile technique.
24. Implements nursing interventions related to one of Orem's basic nursing systems.	Considers developmental level when selecting nursing interventions.	Uses inappropriate interventions for developmental level.
25. Carries out nursing interventions in an organized manner.	Institutes care so client has minimal interruptions; plans activities together and in appropriate sequence.	Disorganized, makes multiple trips to pick up supplies; inefficient use of time.
26. Seeks guidance from instructor and/or appropriate health team member	Asks pertinent questions, profits from constructive criticism. Consults with instructor prior to performing skills, treatments or procedures; contracts appropriate health team members for guidance when appropriate.	Does not seek out instructor; does not ask questions; does not accept suggestions; performs nursing skills without contacting instructor; does not use health team members for guidance.

CURRICULUM THREAD/ TEACHING AND LEARNING	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
27. Follows established nursing protocols when carrying out independent and dependent functions	Uses established nursing protocols and health care agencies policies in carrying out nursing actions; i.e., follows procedure manual/policy of assigned agency	Fails to follow agency established nursing protocols and policies.
28. Incorporates learning needs into plan of care as part of nursing interventions	Includes nursing interventions which address the educational needs of the client; uses principles of teaching.	Does not include nursing interventions which address educational needs of the client; does not use principles of teaching.
29. States pathophysiology and explains how it occurs	Demonstrates consistent improvement in stating manifestations and in explaining why they occur; states reasons in clear, concise, scientific terminology; can do this in written care plans, when questioned individually and in conference; demonstrates research and use of appropriate references.	Inconsistent in stating manifestations and in explaining why they occur; cannot explain why they occur, or does so in a generalized manner; does not use scientific terminology; care plans lack research.
30. States pharmacological implications for selected drugs to be administered to the client	States action, effects, usual dosage, route of administration and nursing implications of the drugs to be administered; incorporates medications into written plan of care.	Does not incorporate medications into the written plan of care; when asked, cannot state actions, effects, usual dosage, route of administration or nursing implications of drugs to be administered; has difficulty in relating medications to pathology of client.
31. Seeks guidance from instructor and/or appropriate health team member	Asks pertinent questions, profits from constructive criticism. Consults with instructor prior to performing skills, treatments or procedures; contracts appropriate health team members for guidance when appropriate.	Does not seek out instructor; does not ask questions; does not accept suggestions; performs nursing skills without contacting instructor; does not use health team members for guidance.
32.*Performs clinical skills listed for Nu211 in the Nursing laboratory and in the clinical setting.	Performs critical nursing skills (as starred and bolded on the evaluation tool) satisfactory in the clinical setting. Completes all outlined lab competencies satisfactorily, by specified deadline dates.	Unable to perform critical nursing skills (as starred and bolded on the evaluation tool) satisfactory in the clinical setting. Unable to complete all outlined lab competencies satisfactorily, by specified deadline dates.

CURRICULUM THREAD/ COLLABORATION	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
33. Shares information with other members of the health team to improve client care	Utilizes members of the health team, i.e., social worker, dietitian, occupational therapist, physical therapist, respiratory therapist, activity therapist.	Does not utilize other health team members; works alone.
34. Participates in conference and/or group discussions	Participates in conference and seminars; offers relevant information pertinent to discussion; asks questions.	Does not initiate and/or contribute to group process.
CURRICULUM THREAD/ MANAGING CARE	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
35. Is aware of cost-efficient manner of patient care to assist client toward positive outcome.	Manages client care resources effectively.	Fails to consider cost efficient resources for client care.
36. Manages patients through planning, organizing, directing, and controlling.	Utilizes member of the health team in planning effective client care.	Fails to participate as a team member in planning client care.

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