

QUINSIGAMOND COMMUNITY COLLEGE  
NURSE EDUCATION PROGRAM

FUNDAMENTALS OF NURSING NUR 104

**CLINICAL PERFORMANCE EVALUATION**

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 are demonstrated with competence in Nur 104.

At the completion of each clinical rotation, the student will receive a written evaluation of his/her clinical performance. . **A total of twenty-one (21) clinical performance behaviors are evaluated in the evaluation tool. Eight (8) behaviors are starred (\*) and are considered to be critical behaviors. An unsatisfactory performance 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 (13) to be successful.**

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CLINICAL PERFORMANCE EVALUATION

Name of Agency \_\_\_\_\_

Name of Student \_\_\_\_\_

Key: S = Satisfactory

U = Unsatisfactory

NI = Needs Improvement

**Curriculum Thread**

**1. Professional Behaviors**

**Course Objectives**

3. Describe standards of ethical and legal practice when caring for selected adult clients.

8. Identify own strengths and weaknesses in clinical performance through self-evaluation.

Clinical Competencies <b>The Student:</b>	S	U	NI	<b>Performance Comments</b>
1. Takes advantage of available learning experiences.				
2. Assumes personal-professional accountability for providing nursing care.				
3. Applies knowledge of ethical-legal standards of practice				
4. Respects confidentiality of clients				
* 5. <b>Takes responsibility for his/her own actions or non-actions in the clinical and college laboratory setting.</b>				

**2. Communication**

**Course Objectives**

4. Use basic communication skills to interact effectively with clients, their families and members of the health team.

Clinical Competencies <b>The Student:</b>	S	U	NI	<b>Performance Comments</b>
6. Interacts with client using basic therapeutic communication techniques.				
* 7. <b>Reports and documents all pertinent information</b>				

### 3. Assessment

#### Course Objectives

1. Identify Orem's self-care model when describing the physical, emotional, and social influences that affect selected individual clients, families, and groups.
2. Describe Erikson's Developmental Stages and its potential application to nursing care for clients throughout the life cycle.
4. Use basic communication skills to interact effectively with clients, their families and members of the health team.
5. Use the nursing process to assist clients in maintaining or restoring health.
6. Identify critical thinking skills used in each step of the nursing process to assist clients in maintaining or restoring health, and to provide safe client care.
7. Use basic nursing skills to promote clients' self-care agency
11. Identify physical, emotional, environmental, and political influences that affect universal self-care requisites throughout the life cycle.

Clinical Competencies <b>The Student:</b>	S	U	NI	Performance Comments
* 8. Understands Assessment A. Collects and validates data				
B. Seeks clarification of information as needed.				
* 9. Identifies universal self-care requisites.				
* 10. Understands Nursing Diagnosis A. States subjective & objective data and etiology supporting Nursing Diagnosis.				
* 11. Understands Planning A. States expected outcome which is based upon:				
1. Identified diagnosis and objective criteria				
B. Selects appropriate nursing actions to meet expected outcome.				
C. States scientific rationale for nursing action.				
* 12. Understands Intervention A. Carries out basic nursing skills in safe manner.				
* 13. Understands Evaluation States verbally, or in writing, outcome status based on client's response to nursing interventions.				

#### 4. Clinical Decision Making

##### Course Objectives

2. Describe Erikson's Developmental Stages and its potential application to nursing care for clients throughout the life cycle.
5. Use the nursing process to assist clients in maintaining or restoring health.
6. Identify critical thinking skills used in each step of the nursing process to assist clients in maintaining or restoring health, and to provide safe client care.

Clinical Competencies <b>The Student:</b>	S	U	NI	Performance Comments
14. Seeks clarification re: plan of care.				
15. Makes appropriate decisions in planning and providing care.				

#### 5. Caring Interventions

##### Course Objectives

3. Describe standards of ethical and legal practice when caring for selected adult clients
5. Use the nursing process to assist clients in maintaining or restoring health.
7. Use basic nursing skills to promote clients' self-care agency
8. Identify own strengths and weaknesses in clinical performance through self-evaluation.
9. Utilize basic principles of teaching and learning related to activities of daily living with a diverse client population.

Clinical Competencies <b>The Student:</b>	S	U	NI	Performance Comments
16. Respects the individuality of clients, including cultural and health practices.				
17. Seek guidance from instructor and/or appropriate health team member.				

## 6. Teaching and Learning

### Course Objectives

- Utilize basic principles of teaching and learning related to activities of daily living with a diverse client population.

Clinical Competencies <b>The Student:</b>	S	U	NI	Performance Comments
18. Utilizes teaching and learning to promote and maintain health and reduce risk to client.				

## 7. Collaboration

### Course Objectives

- Use basic communication skills to interact effectively with clients, their families and members of the health team.

Clinical Competencies <b>The Student:</b>	S	U	NI	Performance Comments
19. Shares information with peers and other members of the health team.				

## 8. Managing Care

### Course Objectives

- Identify Orem's self-care model when describing the physical, emotional, and social influences that affect selected individual clients, families, and groups.
- Use the nursing process to assist clients in maintaining or restoring health.
- Identify critical thinking skills used in each step of the nursing process to assist clients in maintaining or restoring health, and to provide safe client care.

Clinical Competencies <b>The Student:</b>	S	U	NI	Performance Comments
20. Is aware of cost efficient manner of patient care to assist client toward positive outcome.				
21. Manages patient through planning and organizing care.				
<b>LAB</b>				

Faculty Comments

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Student Comments:

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Faculty Signature:

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Date:

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Lab Coordinator Signature:

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Date

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The faculty comments have been shared with me.

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Student Signature:

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Date:

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