

QUINSIGAMOND COMMUNITY COLLEGE  
NURSE EDUCATION PROGRAM  
Nursing III – Nur 211

CLINICAL PERFORMANCE EVALUATION GUIDE

<b>CURRICULUM THREAD/PROFESSIONAL BEHAVIOR</b>	<b>SATISFACTORY PERFORMANCE</b>	<b>UNSATISFACTORY PERFORMANCE</b>
<b>*1. Takes responsibility for his/her own actions or non-actions.</b>	Assumes responsibility for all assigned client care; initiates action with increasing independence and judgment; questions aspects of client care; acts in a responsible manner.	Does not take responsibility for total client care; demonstrates little initiative in decision making; does not question aspects of client care; does not accept responsibility for own behavior.
2. Follows nursing program policies with regard to attendance, uniform and written assignments.	Follows nursing program policies. Refer to handouts and student handbook.	Does not follow nursing program policies. Refer to handouts and student handbook.
<b>3. * Applies knowledge of ethical legal standards of practice.</b>		

<b>CURRICULUM THREAD/ COMMUNICATION</b>		
4. Assesses verbal and nonverbal behaviors and messages utilizing developmental principles.	Describes own perception of client/family presenting behaviors using multiple senses; applies knowledge of growth and development to communication; states client's verbal and nonverbal expression.	Misses verbal and nonverbal behaviors; cannot describe own perception of client/family presenting behavior; does not apply knowledge of growth and development to communication.
5. Identifies own responses related to observed behavior and takes corrective action.	Identifies own thoughts and feelings related to his/her perceptions; validates perceptions with client; alters own communication techniques to facilitate client health; applies principles of therapeutic communication to interaction with peers/staff.	Unable to identify thoughts and feelings related to his/her perception; fails to validate perceptions; unable to take corrective action when he/she becomes aware of problems.
6. Responds to client/family concerns using therapeutic techniques.	Verbal and/or non verbal response is stated; verbal response is based on identified thoughts and feelings; demonstrates a variety of therapeutic communication techniques.	Unable to state verbal and/or non-verbal responses; verbal response is not based on identified thoughts and feelings; does not demonstrate a variety of techniques.
7. Evaluates nursing intervention based on principles of therapeutic communication.	States verbal and nonverbal responses; verbal responses are based on identified thoughts and feelings; validates responses with client; evaluates nursing interventions based on use of therapeutic communication and psychodynamic principles	Evaluation is not related to process presented; interaction does not explore client issues beyond a superficial level; fails to validate thoughts and feelings with client.
<b>8. * Reports and records all relevant information.</b>	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. Documents client data accurately.	Charting is fragmentary, vague, disorganized, or inaccurate; does not report significant client changes or delays in reporting significant data. Does not report off prior to leaving unit. Data is incomplete or inaccurate.

CURRICULUM THREAD/ ASSESSMENT	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
9. Collects data by using appropriate resources; i.e., client, family, personnel, medical chart, kardex, Computer (if applicable).	Shows consistent improvement in seeking out information from appropriate resources; uses references as needed; asks questions to enhance data base.	Inconsistent in data collection; collects incomplete data from resources; does not utilize kardex; avoids getting data from personnel, avoids the family
10. Analyzes data by identifying therapeutic self care demand.	Discards irrelevant information.	Has difficulty identifying relevant data.
11. Identifies Orem's universal 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.
12. Prioritizes client health care deviation and self care requisite.	States problems according to client priority need.	Lists client problems in disorganized manner.
13. States expected client outcome in measurable terms.	Specific measurable outcome is client centered and reflects client action or behavior; objective is realistic and attainable.	States outcome which is not measurable; outcome stated is nurse's objective (not client's) objective is not realistic or attainable.
14. Selects suitable nursing interventions to meet expected outcome.	Selects client specific nursing interventions which meet the expected outcome; individualizes nursing interventions to client situation.	Nursing interventions lack depth, are brief, inappropriate and generalized; i.e., not client specific; interventions stated do not completely meet client outcome
15. Implements plan of care to assist client in meeting expected outcome.	Interventions are implemented in the clinical area as described in preconference and on written care plan; if implementation is not carried out, the rationale is clearly stated and is acceptable; considers uniqueness of client; respects need for privacy; encourages client and family to participate in plan of care.	Interventions are not implemented as described; rationale for lack of interventions is weak and invalid; refers to client as bed or room number; does not encourage client independence or family participation; does not respect need for privacy.
16. Evaluates plan of care to assist client in meeting expected outcomes.		
17. Implements nursing interventions related to developmental stage.	Implements nursing interventions related to developmental stage.	Uses inappropriate interventions for developmental level; does not administer medications utilizing G/D principles.
18. Evaluates use of the nursing process related to plan of care and adapts plan when appropriate.	Demonstrates ability to evaluate use of the nursing process in care plan and post conference; adjusts plan of care as dictated by changes in client status and/or clinical environment; evaluates effectiveness of each intervention.	Does not accurately evaluate all steps of the nursing process; does not make adjustments in plan of care when needed; evaluation of interventions is global and non-specific.

<b>CURRICULUM THREAD/ CLINICAL DECISION- MAKING</b>	<b>SATISFACTORY PERFORMANCE</b>	<b>UNSATISFACTORY PERFORMANCE</b>
<b>19. *States rationale underlying nursing actions.</b>	Demonstrates consistent improvement in stating scientific principles underlying actions; principles stated are specific, clear and concise; demonstrates this on care plans and in individual and group conferences; applies principles of psychodynamics to understanding behavior.	Inconsistent performance; explains rationale in broad terms; rationales show poor knowledge base; does not state a scientific principle; does not demonstrate application of psychodynamics to understanding behavior.
20. Carries out nursing interventions in an organized manner.	Institutes care so client has minimal interruptions; plans activities in appropriate sequence; uses time efficiently.	Disorganized in care; makes multiple trips to pick up supplies; inefficient use of time.
<b>CURRICULUM THREAD/ CARING INTERVENTIONS</b>		
21. Describes cultural health practices/beliefs of selected clients and families.	Identifies unique qualities of various cultures as they relate to health practices; describes how these beliefs may influence health and wellness; validates the beliefs with clients; incorporates the beliefs into plan of care.	Fails to recognize the role of cultural beliefs in health care practices; does not accommodate beliefs in plan of care.
22. Respects the individuality of clients.		
<b>23. * Respects the confidentiality of clients.</b>	Respects client confidentiality in all verbal interactions and written work; does not use client's full name or other information which would allow identification of client; demonstrates clear understanding of the boundaries between personal and professional relationships; seeks instructor guidance when issues related to confidentiality are of concern; assures client of confidentiality.	Discusses client information in unsecured environment; uses client identifying data casually; does not take every measure necessary to protect client identity, either in writing or verbally; does not provide reassurance to client/family re confidentiality.
24. Identifies coping mechanisms and explores the possible meaning of behavior.	Identifies coping mechanisms; explains and explores the possible meaning and purposes of individual behavior. Discusses impact of illness/hospital on client and family.	Unable to identify coping mechanisms; states incorrect reasons why they occur; cannot explain possible meaning of behavior. Unable to identify impact of hospitalization on client and family.

CURRICULUM THREAD/ TEACHING AND LEARNING	SATISFACTORY PERFORMANCE	UNSATISFACTORY PERFORMANCE
25. Identifies significant characteristics of normal growth and development to determine client needs.	Identifies specific characteristics of normal growth and development; discusses developmental tasks across the life span; utilizes knowledge of growth and development to identify client needs.	Unable to identify specific characteristics of normal growth and development; unable to identify developmental tasks; unable to use knowledge to identify client/family needs.
26. States manifestations and explains why they occur.	Demonstrates consistent improvement in stating manifestations and in explaining why they occur; states reasons in clear, concise, scientific terminology; can do this in 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. Uses inappropriate references.
27. States pharmacological implications for selected drugs to be administered to the client.	States classification, action, side effects, route of administration and nursing implications of medications to be administered; incorporates medication information with appropriate nursing diagnosis into plan of care; states specific reason client is receiving drug.	Does not incorporate medications into the plan of care; when asked, cannot state action, effects, usual dosage, side effects, route of administration or nursing implications of drugs to be administered; has difficulty in relating medications to pathology of clients; cannot state why client is receiving specific drug.
28. States 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; utilizes appropriate age-related norms; includes psychological testing results as diagnostic data.	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; uses incorrect age-related norms; does not include psychological testing results as diagnostic data.
29. <b>*Performs clinical skills listed for NUR 211.</b>	Performs critical nursing skills satisfactorily; demonstrates competency in starred skills; accurately calculates medication dosages; administers medications safely.	Fails to perform critical nursing skills satisfactorily; fails to demonstrate competency of the starred skills; unable to accurately calculate medications.

<b>CURRICULUM THREAD/ TEACHING AND LEARNING</b>	<b>SATISFACTORY PERFORMANCE</b>	<b>UNSATISFACTORY PERFORMANCE</b>
30. 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.
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, treatment or procedures; contacts 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.

<b>CURRICULUM THREAD/ COLLABORATION</b>	<b>SATISFACTORY PERFORMANCE</b>	<b>UNSATISFACTORY PERFORMANCE</b>
32. <b>Works in collaboration with the Registered Nurse responsible for care.</b>	Initiates contact with assigned R.N. on arrival to unit; collaborates with R.N. in planning implementing and evaluating care.	Fails to communicate effectively with R.N.,; does not collaborate with R.N. in care delivery.
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, child life specialist, physician, psychologist, mental health workers.	Does not utilize other health team members; works alone.
<b>CURRICULUM THREAD/ MANAGING CARE</b>	<b>SATISFACTORY PERFORMANCE</b>	<b>UNSATISFACTORY PERFORMANCE</b>
34. Implements nursing strategies to provide cost efficient care.	Manages client care resources effectively	Fails to consider cost efficient resources for client care
35. Discusses principles of delegation related to aspects of client care.	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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