

QUINSIGAMOND COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM
Nursing IV - NUR 212

CLINICAL PERFORMANCE EVALUATION

Name: _____

Clinical evaluation is a continuous, ongoing process designed to assist the student with the identification of strengths and areas of needed improvement. It is a method to determine if clinical competence has been achieved or if the student is in need of additional help and guidance. 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 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 to provide the student and the instructor with a formal opportunity to assess student mastery of the knowledge and skill identified in NUR 212. A secondary outcome is to ensure that all theoretical and clinical knowledge/skills acquired in NUR 111, NUR 112 and NUR 211 has been retained and demonstrated with competence in Nursing IV.

At the completion of each clinical rotation, the student will receive an evaluation of his/her clinical performance. This will indicate strengths and areas needing improvement. All starred (*) items, 9 in the Geriatric Care section and 9 in the Acute Care section, on the evaluation tool are considered critical behaviors. An unsatisfactory performance in a critical behavior or unsatisfactory performance in the total clinical picture will be reviewed by the entire team and determination of the student status within the program will be made. A total of 24 clinical behaviors in each section of the tool, Geriatric and Acute Care. It is necessary for the student to obtain a satisfactory level in all (*) critical behaviors and 80% of the other clinical behaviors identified.

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Name _____

Key: S = Satisfactory

U = Unsatisfactory

NA = Not Applicable

Curriculum Thread

1. Professional Behaviors

Course Objectives

- 5. Demonstrate satisfactory clinical performance as outlined in the clinical evaluation tool.
- 6. Relate knowledge of ethical-legal standards of practice to selected client care situations.
- 8. Assume personal and professional accountability for providing nursing care reflective of the client's rights including issues of confidentiality.
- 11. Examine and implement learning experiences to address self-identified strengths and weaknesses.
- 15. Identify the roles of nurses in a variety of settings and situations.

Geriatric Rotation: _____

Acute Care Rotation: _____

Clinical Competencies The Student:	S	U	NA	Performance Comments	Clinical Competencies The Student:	S	U	NA	Performance Comments
1.*Takes responsibility for own actions and is self-directed.					1. * States scientific rationales that provide basis for nursing actions				
2.*Follows program policies with regard to attendance, uniforms, and written assignments.									
3.Negotiates planned experience with clinical agency staff.					2. Recognizes limitations and seeks out guidance when necessary				

Curriculum Thread

2. Communication

Course Objectives

- 7. Demonstrate use of therapeutic communication techniques with clients, families and health care professionals.
- 9. Apply the supportive-educative nursing system when caring for clients and families.
- 10. Integrate discharge planning, including principles of teaching and learning into care of clients in a variety of health care settings.

Geriatric Rotation: _____

Acute Care Rotation: _____

Clinical Competencies The Student:	S	U	NA	Performance Comments	Clinical Competencies The Student:	S	U	NA	Performance Comments
7. *Responds to clients using therapeutic communication techniques and is non-judgmental.					5.*Reports and documents client information that is timely, concise and accurate.				
					6. *Responds to client concerns using therapeutic communication techniques.				

Curriculum Thread

4. Clinical Decision-Making

Course Objectives

1. Apply knowledge of pathophysiology and psychosocio-cultural principles in the care of selected clients with health care deviations who require partly compensatory, wholly compensatory and supportive educative nursing systems.
3. Assess client’s capacity to engage in self care and wellness through use of critical thinking skills.
4. Apply the nursing process to the care of clients with multiple health care deviations related to oxygenation, nutrition/metabolism, urinary elimination, and hazards to life.
10. Integrate discharge planning, including principles of teaching and learning, into care of clients in a variety of health care settings.
13. Relate Orem’s self-care framework to the care of clients/families experiencing chronic conditions.
16. Examine the relationship between the client’s developmental level and his/her response to medical and psychosocial challenges.

Geriatric Rotation:

Acute Care Rotation:

Clinical Competencies The Student:	S	U	NA	Performance Comments	Clinical Competencies The Student:	S	U	NA	Performance Comments
12. Analyzes all data to assess capacity to engage in self care.					9. States pathophysiological manifestations of health care deviations.				
13. Evaluates effects of nursing interventions and alters plan of care when necessary.					10. States pharmacological implications for selected medications.				
14. *States pharmacological implications for selected medications, polypharmacy.					11. Prioritizes nursing diagnoses and/or collaborative problems.				
15. Describes the effects of polypharmacy on client’s functional and cognitive abilities.					12. Relates significance of diagnostic test results to specific health care deviations.				
					13. *Interprets generated data by identifying appropriate and validated nursing diagnoses.				
					14. Determines realistic and appropriate outcome criteria.				
					15. Evaluates effects of nursing interventions and alters plan of care when necessary.				

Curriculum Thread

5. Caring Interventions

Course Objectives

1. Apply knowledge of pathophysiology and psychosocio-cultural principles in the care of selected clients with health care deviations who require partly compensatory, wholly compensatory and supportive educative nursing systems.
2. Administer selected medications including intravenous medication to clients by applying principles of pharmacodynamics.
4. Apply the nursing process to the care of clients with multiple health care deviations related oxygenation, nutrition/metabolism, urinary elimination, and hazards to life.
5. Demonstrate satisfactory clinical performance as outlined in the clinical evaluation tool.
6. Relate knowledge of ethical-legal standards of practice to selected client care situations.
10. Integrate discharge planning, including principles of teaching and learning, into care of clients in a variety of health care settings.
13. Relate Orem’s self-care framework to the care of clients/families experiencing chronic conditions.
16. Examine the relationship between the client’s developmental level and his/her response to medical and psychosocial challenges.

Geriatric Rotation: _____

Acute Care Rotation: _____

Clinical Competencies The Student:	S	U	NA	Performance Comments	Clinical Competencies The Student:	S	U	NA	Performance Comments
16. Implements nursing activities using principles of organization.					16.*Applies scientific principles in the performance of nursing activities related to medication administration.				
17.*Applies scientific principles related to client safety.					17.*Applies scientific principles related to client safety.				

Curriculum Thread

6. Teaching and Learning

Course Objectives

- 9. Apply the supportive-educative nursing system when caring for clients and families.
- 10. Integrate discharge planning, including principles of teaching and learning, into care of clients in a variety of health care settings.
- 13. Relate Orem's self-care framework to the care of clients/families experiencing chronic conditions.

Geriatric Rotation: _____

Acute Care Rotation: _____

Clinical Competencies The Student:	S	U	NA	Performance Comments	Clinical Competencies The Student:	S	U	NA	Performance Comments
18. Integrates principles of teaching with clients and staff when appropriate.					18. Integrates teaching principles into plan of care, based upon client'/family'' identified learning needs.				

Curriculum Thread

8.Managing Care

Course Objectives

1. Apply knowledge of pathophysiology and psychosocio-cultural principles in the care of selected clients with health care deviations who require partly compensatory, wholly compensatory and supportive educative nursing systems.
3. Assess client’s capacity to engage in self care and wellness through use of critical thinking skills.
10. Integrate discharge planning, including principles of teaching and learning, into care of clients in a variety of health care settings.
14. Discover and illustrate beginning management and leadership skills in caring for groups of patients.

Geriatric Rotation: _____

Acute Care Rotation: _____

Clinical Competencies The Student:	S	U	NA	Performance Comments	Clinical Competencies The Student:	S	U	NA	Performance Comments
22. Negotiates planned experience with nursing home staff.					21.Prioritizes nursing diagnoses and/or collaborative problems.				
23. Adopts a leadership style appropriate to the situation.					22.Develops plan of care for multiple clients considering priorities and time management.				
24. Delegates appropriately					23.Manages client’s care by implementing nursing activities which are prioritized and organized.				
					24.Identifies and implements cost-efficient strategies when providing care to clients.				

Days Absent: _____

Days Tardy: _____

Days Absent: _____

Days Tardy: _____

Faculty Comments:

Faculty Comments:

Student Strengths:

Student Strengths:

Student Areas for Improvement:

Student Areas for Improvement:

Student Comments:

Student Comments:

Faculty Signature_____ Student Signature_____ Date_____

Faculty Signature_____ Student Signature_____ Date_____

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