



CLINICAL PERFORMANCE EVALUATION TOOL
NUR 419 Nursing Leadership

STUDENT NAME _____

COURSE _____ **SEMESTER** _____

This clinical evaluation tool consists of eight essential competencies with specific performance criteria. The eight competencies were drawn from the BSN program outcomes at St. Thomas University, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and Quality and Safety Education in Nursing (Cronenwett et al., 2007). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student's clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he or she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

All students are evaluated on their clinical performances during each nursing clinical course by faculty. Students are required to adhere to Professional Behaviors throughout the nursing program by respecting the rights of others. Failure to meet expected behaviors may result in a failing clinical grade or in appropriate cases, dismissal from the nursing program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. The student may respond in writing within 48 hours to the faculty members' findings and/or submit written documentation relevant to the behavior. Students must be satisfactory in all objectives by the end of the semester in order to pass this course.

SATISFACTORY

A student who earns a grade of satisfactory:

- Safely executes effective, ethical psychomotor skills or identifies errors in technique.
- Applies theoretical knowledge with assistance.
- Begins to gather data for use in the nursing process.
- Begins to use therapeutic communication techniques when interacting with others.
- Begins to apply critical thinking when developing a nursing care plan.
- Validates unclear areas with instructor.
- Meets all objectives in core components.



NEEDS IMPROVEMENT (NI)

A student who earns a grade of needs improvement:

- Demonstrates inconsistent performance of the clinical objective.
- is often below the expected level of achievement, and
- the student often requires more than the expected amount of guidance by the clinical faculty or staff nurse.

UNSATISFACTORY

A student who earns a grade of unsatisfactory:

- Fails to transfer knowledge from pre-requisite courses.
- Shows negligence in patient care that causes actual or potential harm.
- Violates policies of affiliating agency and/or college.
- Unsafely executes psychomotor skills taught in semester 1.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to recurring absenteeism or tardiness in the clinical setting.
- Fails to meet all objectives in core components.

Clinical Learning Contract:

Clinical faculty will provide the student with ongoing feedback regarding performance on clinical objectives. If the student is not meeting the clinical objectives or has “Needs Improvement” or “Unsatisfactory” ratings on any objective, a Learning Contract will be issued to the student. The contract will describe specific behaviors that must be demonstrated by the student and will provide a time-frame for completion of the contract to assist the student to meet the clinical objectives. If the criteria for the Learning Contract are not met, an unsatisfactory grade will be earned and the student will fail the course.



S = Satisfactory

N/I = Need Improvement

U= Unsatisfactory

CORE COMPONENTS	Final Grade	
	S	U
PROFESSIONAL/ ETHICAL BEHAVIORS		
Demonstrate professional behaviors characterized by a commitment to the profession of nursing while adhering to standards of professional practice.		
Follow the policies and guidelines of St. Thomas University (STU), the school of nursing and affiliating agencies.		
Treat others with respect.		
Demonstrate respect for the dignity and worth of clients by identifying societal health needs, critiquing and improving the delivery and quality of health care and nursing practice.		
Maintains personal appearance according to the policies of the school of nursing, and affiliating agencies.		
Reports Promptly to all scheduled activities.		
Attends all Clinical.		
Notifies the instructor and unit personnel regarding absence or tardiness prior to the start of clinical sessions.		
Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.		
Integrate content learned in all previously required nursing and non-nursing courses through review and analysis of selected client care situations.		
Identify daily objectives while in the clinical setting that demonstrate growth and understanding in the role of leader and manager of care.		
Monitor self and others for delivery of safe and appropriate care.		
Demonstrate self-direction and independence in the clinical setting by seeking/inquiring about learning experiences.		
Practices nursing in clinical setting using legal/ethical principles.		
COMMUNICATION		
Demonstrate caring, compassion, and cultural awareness utilizing therapeutic communication.		
Uses verbal and nonverbal communication that demonstrates respect, understanding and caring.		
Avoids abusive, threatening, patronizing, or familiar communication patterns.		
Uses appropriate channels of communication to achieve positive patient outcomes.		
Communicates relevant, accurate, and complete information in a concise and clear manner.		
Identifies components of a shift report between nurses.		
Uses therapeutic communication techniques in patients when interacting with patients and significant support person(s).		



Identifies components of a care plan		
Uses information technology to support and communicate the planning and provision of patient care.		
PROVIDER OF CARE		
Applies the nursing process in planning and providing care.		
Utilize the nursing process to develop a nursing care plan for assigned patient(s).		
Integrates knowledge and skill in assessing patient needs and develops an appropriate plan of care.		
Identifies priority needs of patient and takes appropriate steps to meet these needs.		
Demonstrate the ability to safely provide total patient care to assigned patients.		
Safely administers medications and is knowledgeable of nursing implications associated with the medications.		
Prioritize client's care and stacks interventions throughout shift. Utilize critical thinking in setting priorities for care in a complex client situation.		
Utilize critical thinking to update, modify and revise the plan of care based on current assessment data and client progress.		
MANAGER		
Functions effectively as a member of the health team and demonstrates competency in the team leader role		
Demonstrate the leadership/management role in the clinical setting in identifying and meeting health needs of individuals, families, groups, and communities in the healthcare system		
Demonstrate nursing practice in the leadership/management role where interventions are based on theory, research, and standards of professional practice.		
Take on the role of team leader in the clinical setting Demonstrate an ability to set appropriate priorities in delegating and supervising team members. Identify conflict when it occurs in the clinical setting. Utilize appropriate conflict management techniques as needed.		
Evaluate the effectiveness of the nursing team.		
Utilize appropriate communication skills as a nurse leader and manager with clients, families, co-workers, physicians, and other health team members.		
Utilize the nursing process when delegating and supervising team members.		
Delegate appropriately to team members according to skill levels, agency policies and Nurse Practice Act regulations.		
Identify conflict when it occurs in the clinical setting.		
CLINICAL DECISION MAKING/ CRITICAL THINKING		
Utilize critical thinking skills to plan and evaluate the care addressing the acute and chronic health care needs of individuals across the life span.		
Uses assessment data to plan care.		
Demonstrates critical thinking through problem solving and well thought out questions, analyzing data and recognizing implications.		



Identifies clinical judgments to supports safe nursing care.		
Evaluates the effectiveness of nursing care towards meeting patient outcomes.		
Modifies plan of care as indicated by the evaluation of outcomes.		
Uses evidence-based information to support clinical decision-making.		
INTERDISCIPLINARY		
Manage care through the effective use of human, physical, financial, and technological resources.		
Participates with other students or health team members in providing patient.		
Works cooperatively with others to achieve patient and organizational outcomes.		
Attends interdisciplinary rounds as applicable.		
Interacts creatively and openly with others to solve problems to achieve patient goals and outcomes.		
Attends campus health initiatives as applicable.		
Explains the role of affiliating agencies in the health care delivery system.		

FINAL COURSE GRADE: (Based on grading criteria). The comment sections allow both ongoing and summary discussion about the strengths and limitations of the student's clinical performance. Please date and sign all comments. Use the back of the page as needed. This section should have summary comments from parties the end of the semester.

FINAL EVALUATION FINDINGS

Dates of Absences _____

Tardiness _____

Instructor/Preceptor Comments _____

Final Grade: S _____

U _____

Instructor/Preceptor Signature _____ **Date:** ___/___/_____

Student Comments _____

Student Signature _____

Date: ___/___/_____



References

References Used for Tool Development:

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D. & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131.