

**SSRU, College of Nursing and Health  
UNDERGRADUATE CLINICAL EVALUATION TOOL**

**Note:** Note: ALL text boxes in this document will expand as needed when comments are added.

Student :	Faculty:		
Course:	Semester:	Year:	Clinical Site:

**Introduction:** This clinical evaluation tool consists of 10 essential competencies with specific performance criteria. The 10 competencies were drawn from: terminal outcome objectives for the BNS program at SSRU, College of Nursing and Health. 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/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in each clinical course. A formal evaluation is completed and shared with the student at the conclusion of the rotation. In some courses, faculty will also use this tool for mid-rotation evaluation. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract.

**Instructions :** Faculty will rate students on each of 10 competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits to Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires to Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance. To determine the rating for each competency, faculty will consider student performance on the specific performance criteria and will arrive at a rating for each competency using the 0-4 scale. Faculty should also include comments related to each competency. At the end of this clinical evaluation tool, faculty should write summary comments and document recommendations for further development/improvement. The faculty who wrote the evaluation will review it with the student and document the date of the meeting. Students may be asked to complete a self-evaluation at midterm and final. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.

**NOTE:** In these competencies, **client** is defined as the recipient of professional nursing services and may be an individual, family, or group.

**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.

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer Publishing.

## The Rating Scale

Self-Directed/Far exceeds (4)			
<b>Almost Never Requires(&lt;10% of the time)</b>		<b>Almost Always Exhibits(&gt;90% of the time)</b>	
<ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> </ul>	<ul style="list-style-type: none"> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> </ul>	<ul style="list-style-type: none"> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Supervised/Highly skilled (3)			
<b>Occasionally Requires(25% of the time)</b>		<b>Very Often Exhibits (75% of the time)</b>	
<ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> </ul>	<ul style="list-style-type: none"> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> </ul>	<ul style="list-style-type: none"> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Assisted/Safe (2)			
<b>Often Requires(50% of the time)</b>		<b>Often Exhibits(50% of the time)</b>	
<ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> </ul>	<ul style="list-style-type: none"> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> </ul>	<ul style="list-style-type: none"> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Novice/Unsafe (1)			
<b>Very Often Requires(75% of the time)</b>		<b>Occasionally Exhibits(25% of the time)</b>	
<ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> </ul>	<ul style="list-style-type: none"> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> </ul>	<ul style="list-style-type: none"> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>
Dependent/Serious threat (0)			
<b>Almost Always Requires(&gt;90% of the time)</b>		<b>Almost Never Exhibits(&lt;10% of the time)</b>	
<ul style="list-style-type: none"> <li>• direction</li> <li>• guidance</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring</li> <li>• support</li> </ul>	<ul style="list-style-type: none"> <li>• a focus on the client or system</li> <li>• accuracy, safety, and skillfulness</li> <li>• assertiveness and initiative</li> </ul>	<ul style="list-style-type: none"> <li>• efficiency and organization</li> <li>• an eagerness to learn</li> </ul>

**Expected Levels of Performance:** For the **Final Evaluation** students must achieve the minimal expected level of performance for each competency in order to be determine to receive the grade of any course

Level	Minimum Expected Performance	Minimum Score
0	Novice	0
I	Novice — Assisted	1.5
II	Assisted	2.0
III	Assisted — Supervised	2.5
IV	Supervised — Self-directed	3.0

## Competencies, Performance Criteria, and Comments

<b>1. Demonstrates professional behaviors</b>		
<b>Performance Criteria: Professional behaviors</b>		
<ul style="list-style-type: none"> <li>a. Follows university, school, and agency policies</li> <li>b. Practices within the legal and ethical frameworks of nursing</li> <li>c. Assumes accountability for own actions and practices</li> <li>d. Treats all individuals with dignity/respect</li> <li>e. Demonstrates cultural sensitivity</li> <li>f. Protects client rights (privacy, autonomy, confidentiality)</li> <li>g. Demonstrates initiative in seeking learning opportunities and resources</li> <li>h. Analyzes personal strengths and limitations in providing care</li> <li>i. Incorporates constructive feedback for performance improvement</li> </ul>	<ul style="list-style-type: none"> <li>j. Maintains professional appearance, attitude</li> <li>k. Arrives on time for clinical practice</li> <li>l. Notifies faculty in a timely manner if he/she will be absent or late</li> <li>m. Prepares for clinical practice</li> <li>n. Identifies situations in which assistance is needed or appropriately seeks assistance</li> <li>o. Report all pertinence information to the instructor/preceptor</li> <li>p. Demonstrate honesty and integrity at all times</li> </ul>	
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
<b>Rating:</b>		<b>Rating:</b>
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
<b>Rating:</b>		<b>Rating:</b>

<b>2. Assessment: Collects and Analyzes comprehensive client data</b>		
<ul style="list-style-type: none"> <li>a. Determines relevant information needed</li> <li>b. Identifies appropriate sources for data collection</li> <li>c. Uses correct techniques for assessment</li> <li>d. Interprets laboratory/ diagnostic test results</li> </ul>	<ul style="list-style-type: none"> <li>e. Incorporate data from client and health care team members</li> <li>f. Analysis and clusters data to identify nursing diagnosis</li> <li>g. Collecting data based on holistic care</li> </ul>	
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
<b>Rating:</b>		<b>Rating:</b>
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
<b>Rating:</b>		<b>Rating:</b>

<b>3. Nursing Diagnosis</b>		
a. Identifies nursing diagnosis related to human response to health problems b. Formulates & prioritizes each nursing diagnosis in order of importance	c. Includes physiological, psycho-social, spiritual, and educational diagnoses when possible	
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>4. Plans appropriate client care</b>		
a. Develops a nursing care plan based on analysis of assessment data and nursing diagnosis of each client b. Establishes realistic goals/expected outcomes c. Identifies nursing interventions of each nursing diagnosis d. Identifies scientific rationale for each nursing interventions	e. Establishes realistic evaluation criteria related to expected outcomes and goal f. Determines priorities of care accurately g. Communicates priorities and rationale for decisions to instructor h. Identifies appropriate resources to inform care planning.	
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>5. Provides safe client-centered care : Implementations of nursing Care</b>		
<b>Safe Behavior Criteria:</b> The student is required to practice professional nursing safely in specific client-centered situations with clinical supervision. Safe behavior is defined as behavior which does not place the client or self and other professional staff at risk of physical and/or psychosocial harm. The student is subject to receiving a Failure in the course and to being dismissed from the program if safe behavior is not consistently demonstrated		
a. Considers client needs and preferences in providing care b. Utilizes planned nursing interventions & critical thinking to accomplish client goals c. Performs nursing skills and therapeutic procedures safely and competently d. Follows universal/standard precautions technique and principles of infection control e. Follows procedures for medication administration f. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement		g. Takes appropriate steps to improve nursing skills and use of technologies h. Prioritizes & performs all interventions in a timely & efficient manner i. Creates a safe environment for client care j. Demonstrates flexibility in adapting to changing client care situations k. Reports abnormal data and changes in client condition to instructor or appropriate health team members l. Honors and promotes the rights of clients and others by acting on their behalf and in their best interest
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>6. Engages in systematic and ongoing evaluation of the plan of care</b>		
a. Evaluates nursing interventions based on goals/ expected outcomes b. Analyzes client data for accuracy and completeness		c. Revises plan of care based on evaluation and consultation d. Involves client, significant others, and health team members in evaluation process as relevant
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>7. Applies knowledge relevant to client care</b>		
a. Demonstrates initiative to obtain needed knowledge		e. Integrates concepts of health promotion and disease prevention into client care
b. Evaluates sources of data for appropriateness, usefulness, and accuracy		f. Identifies issues/problems in nursing practice that need to be improved
c. Integrates theory from nursing, natural and social sciences to enhance client care		g. Evaluates nursing practices based on current research evidence
d. Relates pathophysiology and epidemiology of disease(s) to clients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions		
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>8. Communicates effectively</b>		
a. Demonstrate a therapeutic relationship with clients		f. Is actively involved in team building, fostering collegiality, and encouraging cooperation
b. Produces clear, relevant, organized, and thorough writing		g. Contributes insight and helpful information to the health care team/group conferences
c. Exhibits timely, legally accurate, and appropriate documentation		h. Utilize correct abbreviations and medication terminology
d. Communicates therapeutically with clients utilizing verbal and nonverbal skills		
e. Listens attentively and respectfully to others		
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>9. Uses teaching-learning process when providing individualized client/family/group education</b>		
a. Assesses learning needs of clients, families, and groups		e. Specifies reasonable and appropriate outcome measures
b. Assesses readiness for and barriers to learning		f. Utilizes appropriate principles of teaching/learning when implementing a teaching plan
c. Considers appropriate client characteristics in teaching (e.g., culture, age, developmental level, and educational level)		g. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed
d. Develops an appropriate teaching plan for learner needs		
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

<b>10. Exhibits caring to facilitate physical, mental, and spiritual health</b>		
a. Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others		c. Protects the client's safety and privacy, and preserves human dignity while providing care
b. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems		d. Encourages family and/or significant others' participation in care as appropriate
		e. Assists clients with coping and adaptation strategies
<b>Faculty Comments</b>	<b>MIDTERM</b>	<b>Student Comments</b>
Rating:		Rating:
<b>Faculty Comments</b>	<b>FINAL</b>	<b>Student Comments</b>
Rating:		Rating:

### Midterm Evaluation

Faculty Comments:	Faculty recommendations for further development/improvement:
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### Final Evaluation

Faculty Comments:	Faculty recommendations for further development/improvement:
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Student Signature :

Date:

Faculty Signature:

Date: