



*The discipline of learning. The art of caring.*

**MSN-EPROGRAM**

**Clinical Performance Evaluation Tool  
CGN 6411 Fundamentals of Nursing**

**Self Final Evaluation** \_\_\_\_\_  
**Faculty Final Evaluation** \_\_\_\_\_

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

Faculty \_\_\_\_\_

Semester \_\_\_\_\_

Fill in appropriate fields to the right & below:

Student must obtain a 77% and "3" grade in all competencies at the **Final** Evaluation to pass the Course. \*

Core Competencies	Midterm			Final	
	1	to	4		
Students will begin to develop critical thinking abilities utilizing the nursing process in the roles of communicator and caregiver. Students will learn principles of professional nursing practice and provide direct care to individuals within a medical surgical setting while recognizing the diverse uniqueness of individuals with health alterations.	Student		Faculty	Student	Faculty
<b>I. Patient-Centered Care</b>	Write a grade 1-4 in the boxes below:				
a. Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals.					
b. Demonstrate caring behaviors. Assess the presence and extent of pain and suffering.					
c. Conduct a comprehensive holistic assessment while eliciting patient values, preferences and needs					
d. Demonstrate beginning competency in technical skills.					
<b>II. Teamwork and Collaboration</b>					
a. Develop effective communication skills (verbally and through charting) with patients, team members, and family					
b. Identify relevant data for communication in pre and post conferences					
c. Identify intra and inter-professional team member roles and scopes of practice. Establish appropriate relationships with team members.					
d. Identify need for help when appropriate to situation. Delegates level specific skills to appropriate team member.					
<b>III. Evidence-Based Practice</b>					
a. Locate evidence-based literature related to clinical practice and guideline activities. Reference clinical related activities with evidence-based literature. Provide evidence of preparation for clinical learning experiences.					
b. Value the concept of evidence-based practice in determining best clinical practice					
c. Create a nursing process paper demonstrating use of EBP, clinical reasoning demonstrating management of simple disease processes for patients across the health-illness, across the life span among diverse populations in a variety of health care settings.					

Final Evaluation: Two copies on file – 1 for student self evaluation; 1 for clinical faculty/CGN

**\*Content based upon QSEN Competencies and KSA's.**

Core Competencies	Midterm			Final	
	1	to	4		
d. Applies nursing and other appropriate theories, models, ethical frameworks to practice: <b>Write your framework(s) here:</b>					
<b>IV. Quality Improvement</b>					
a. Identify methods to deliver care in a timely and cost effective manner.					
b. Identifies areas in the health care setting about processes/projects to improve care (QI).					
c. Value the significance of variance reporting.					
<b>V. Safety</b>					
a. Demonstrate effective use of technology and standardized practices (such as hand washing...) that support safety and quality. Implement strategies to reduce risk of harm to self or others.					
b. Demonstrate appropriate clinical decision making (such as recognition of rapid response team activation. Verifying abnormal findings)					
c. Identify national patient safety goals (such as 2 pt. ID's; critical value reporting...)					
d. Use appropriate organizational strategies to reduce reliance on memory.					
e. Formulate blameless communication of observations or concerns related to hazards and errors to patient, families, and the health care team.					
<b>VI. Informatics</b>					
a. Navigate and document clear and concise responses to care in the electronic health record for patient, where appropriate for clinical setting					
b. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner					
<b>VII. Professionalism</b>					
a. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice). Comply with the Code of Ethics, Standards of Practice, and policies and procedures of Western University of Health Sciences, Department of Nursing, and clinical agencies					
b. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner. Accept constructive feedback and develop plan of action for improvement.					
c. Demonstrate expected behaviors and complete tasks in a timely manner. Arrive to clinical experiences at assigned times. Maintain professional behavior and appearance.					
d. Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions. Engage in self evaluation & assumes responsibility for learning.					

**\*See clinical evaluation tool guidelines for full descriptions of grades 1-4.**  
**4-exceeds expectations (Exemplar must include correlating core numbers I-VII and knowledge, skills, and attitude letter (KSA))**  
**3-meets expectations**  
**2-below expectations (CPR tool required to plan for reinforcement)**  
**1-does not meet expectations (CPR tool required & SPC notification)**

**Midterm Comments** (Address Strengths and weaknesses)  
Faculty

Student 3 areas for development:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**Final Comments** (Address Strengths and weaknesses)  
Faculty: 3 areas of development were they met or not met?

Student: Identify an area or KSA you'd like to develop proficiency for next semester.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Use only if graded “1-2” Mid-clinical Evaluation or final evaluation: faculty and student **must** complete documentation for remediation of unsatisfactory areas. Clinical Performance Plan (CPP) Tool must be initiated for any areas “1 or 2” grade.

Below expectations	Student Centered Strategy for Success
Indicate which competency I-VII	Situation (include if applicable dates and behaviors):
& corresponding specific KSA: a-f	Background (Describe):
	Assessment (Root cause analysis of issue):
	Recommendation including time frame:

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Clinical Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**I reviewed content with the clinical faculty and agreed with the remediation plan.**

**Lead course faculty signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**I reviewed content with the lead faculty and agreed with the remediation plan.**

**Program director signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Adapted from Drs. Gail Armstrong, Christine Duran, & Leli Pedro July 2009 from the work of Tammy Spencer MS, RN, and Carrie B. Lenburg, EdD, FAAN. QSEN KSAs adapted from Barton, A. J., Armstrong, G., Preheim, G., Gelmon, S. B., & Andrus, L. C. (2009). A national Delphi to determine developmental progression of quality and safety competencies in nursing education. *Nursing Outlook*, 57(6), 313-322.