



The discipline of learning. The art of caring.

MSN-E PROGRAM

**Clinical Performance Evaluation Tool
CGN 6502 Care of Adults and Older Adults I**

Student Name _____

Self Final Evaluation _____

Faculty Final Evaluation _____

Faculty _____

Semester _____

Fill in appropriate fields to the right & below:

Student must obtain a 77 grade and "3" at the **Final** Evaluation to pass the Course. *

Core Competencies	Midterm		Final	
	1 to 4		1 to 4	
Focusing on wellness, health promotion, illness, and disease management across the lifespan in a variety of settings while recognizing the diverse uniqueness of individuals, providing collaborative care to individuals and families with multiple health alterations.	Student	Faculty	Student	Faculty
I. Patient-Centered Care	Write a grade 1-4 in the boxes below:			
a. <i>Institute</i> an individualized plan of care using weekly course objectives with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals.				
b. Demonstrate caring behaviors. <i>Recommend interventions to address physical, emotional, or spiritual pain or suffering.</i>				
c. <i>Deliver care based on knowledge of pathophysiology and pharmacotherapy with respect for individual values, preferences, needs, genetics, and diversity.</i>				
d. <i>Modify established goals or time frames based on interpretation of individual achievements of objectives or outcomes (Reflection in practice)</i>				
II. Teamwork and Collaboration				
a. Communicate effectively using SBAR to convey relevant data acquired about the patient. Skills include <i>TIMELY verbal and written/ electronic charting</i> with patients, team members, and family.				
b. Participate in pre and post conferences to <i>identify patient needs</i> and methods to deliver care more effectively for the <i>next interaction</i> .				
c. <i>Collaborate</i> with 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. <i>Requests help when appropriate to situation.</i>				
III. Evidence-Based Practice				
a. <i>Integrate</i> 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.				

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	4	1	4
b. <i>Differentiate</i> clinical opinion from evidence-based practice & determine 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.				
d. Applies nursing and other appropriate theories, models, ethical frameworks to practice: Write your framework(s) here:				
IV. Quality Improvement				
a. <i>Promote</i> cost containment methods to deliver care.				
b. Identifies areas in the health care setting about processes/projects to improve care (QI).				
c. Value the significance of variance reporting. (Fall assessment; Pressure ulcer prevention; UTI from Foley catheters; Line sepsis; DVT prevention, etc...)				
V. Safety				
a. <i>Integrate</i> effective use of technology and standardized practices that support safety and quality. Implement strategies to reduce risk of harm to self or others.				
b. <i>Demonstrate safe, timely administration of medications stating pharmacologic implications as they relate to the adult patient with multiple health alterations.</i>				
c. <i>Incorporate</i> national patient safety goals.				
d. Use appropriate resources to improve organization/ time management (example: SBAR or flowsheet) 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.				
VI. Informatics				
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				
VII. Professionalism				
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.				
Total: ADD Columns—min. 77 max. 100				

***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 (CPP tool required to plan for reinforcement)

1-does not meet expectations (CPP tool required & lead faculty, director, and SPC notification)

Midterm Comments (Address Strengths and areas for student growth)
Faculty

Student 3 areas for strengths and 3 areas for growth:

Student Signature _____ **Date** _____

Faculty Signature _____ **Date** _____

Final Comments (Address Strengths and areas for student growth)
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.