

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

Clinical Instructor: \_\_\_\_\_

Clinical Site: \_\_\_\_\_

**College of DuPage**

**Associate Degree Nursing Program**

**Clinical Evaluation Tool: Nursing 1230 Family Health Concepts I**

**Student Learning Outcome 1. SAFETY: Provide safe and holistic nursing care, grounded in science and the nursing process, to a culturally diverse society.**

**Nursing 1230: Identify standards essential to providing safe and holistic nursing care throughout the lifespan to individuals, children, families and childbearing clients.**

<b>Clinical Outcome Criteria</b>	<b>MT Score</b>	<b>Final Score</b>
Calculates appropriate dosage and verifies dose range based on weight in kilograms as appropriate for each medication administered.		
Uses appropriate pain scale based on culture and developmental level and documents for each patient assessment.		
Provides evidence-based teaching on primary prevention/health and safety promotion activities throughout the lifespan.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

<b>Evaluation Criteria</b>		
<b>4</b>	<b>Excellent</b>	<ul style="list-style-type: none"><li>Consistently performs aspects of nursing care proficiently, accurately and safely.</li><li>Excellent time management skills are evident in organization of clinical performance.</li><li>Actions reflect a strong base of theoretical knowledge of health and safety promotion thru the lifespan</li><li>Nursing care is patient centered, considering the full spectrum of actual and potential problems.</li></ul>
<b>3</b>	<b>Above Average</b>	<ul style="list-style-type: none"><li>Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence for age appropriate care.</li><li>Efficient time management skills are evident in organization of patient care.</li><li>Applies sound theoretical knowledge with occasional prompting.</li><li>Nursing care is patient centered with consideration of the majority of client problems.</li></ul>
<b>2</b>	<b>Average (meets competency)</b>	<ul style="list-style-type: none"><li>Performs nursing care safely with minimal supportive cues needed for accuracy.</li><li>Time management and organizational skills are adequate to complete basic patient care for age appropriate care.</li><li>Identifies theoretical knowledge, but needs minimal support in applying principles.</li><li>Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.</li></ul>
<b>1</b>	<b>Below Average</b>	<ul style="list-style-type: none"><li>Requires frequent supportive cues to perform nursing care safely and accurately.</li><li>Inefficient time management skills demonstrated.</li><li>Identifies some principles based on theoretical knowledge, but has consistent difficulty in application to client care.</li><li>Has difficulty identifying actual problems to plan client centered care.</li></ul>
<b>0</b>	<b>Fails to meet Standard</b>	<ul style="list-style-type: none"><li>Performs nursing care in an unsafe and consistently inaccurate manner.</li><li>Unable to apply time management in the clinical setting.</li><li>Unable to apply or identify principles based on theoretical knowledge of life span health issues.</li><li>Unable to identify actual significant client problems.</li></ul>

**Student Learning Outcome 2. PATIENT-CENTERED CARE: Apply nursing judgment to ensure the delivery of patient-centered care and promotion of health for patients within family and community context.**

**Nursing 1230: Apply the nursing process, developmental principles and psychosocial therapeutic interaction in the care of individuals, children, families and childbearing clients.**

<b>Clinical Outcome Criteria</b>	<b>MT Score</b>	<b>Final Score</b>
Constructs the nursing care plan taking into account development, family, and cultural.		
Performs a comprehensive cultural assessment.		
Demonstrates awareness of culture as it impacts patient's experience of health and illness.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

<b>Evaluation Criteria</b>		
<b>4</b>	<b>Excellent</b>	<ul style="list-style-type: none"> <li>Consistently performs aspects of nursing care including pain assessment proficiently, accurately and safely with respect to cultural competence.</li> <li>Excellent time management skills are evident in organization of clinical performance.</li> <li>Actions reflect a strong base of theoretical knowledge.</li> <li>Nursing care is patient centered, considering the full spectrum of actual and potential problems.</li> <li>Uses instructor/staff guidance appropriately and with growing independence</li> </ul>
<b>3</b>	<b>Above Average</b>	<ul style="list-style-type: none"> <li>Performs all aspects of nursing care including pain assessment proficiently and safely with few supportive cues needed for accuracy and respect to cultural competence, with increasing self-confidence.</li> <li>Efficient time management skills are evident in organization of patient care.</li> <li>Applies sound theoretical knowledge with occasional prompting.</li> <li>Nursing care is patient centered with consideration of the majority of client problems.</li> <li>Uses instructor/staff guidance appropriately for level in the program.</li> </ul>
<b>2</b>	<b>Average (meets competency)</b>	<ul style="list-style-type: none"> <li>Performs nursing care safely with minimal supportive cues needed for pain assessment accuracy and cultural competence.</li> <li>Time management and organizational skills are adequate to complete basic patient care.</li> <li>Identifies theoretical knowledge, but needs minimal support in applying principles.</li> <li>Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.</li> <li>Requires minimal (level appropriate) supportive or directional prompting from instructor/staff.</li> </ul>
<b>1</b>	<b>Below Average</b>	<ul style="list-style-type: none"> <li>Requires frequent supportive cues to perform pain assessment, nursing care safely and accurately.</li> <li>Inefficient time management skills demonstrated.</li> <li>Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of cultural competence in client care..</li> <li>Has difficulty identifying actual problems to plan client centered care.</li> <li>Requires continuous supportive and directive prompting to complete an activity. Inefficient time management.</li> </ul>
<b>0</b>	<b>Fails to meet Standard</b>	<ul style="list-style-type: none"> <li>Performs nursing care in an unsafe and consistently inaccurate manner.</li> <li>Unable to apply time management in the clinical setting.</li> <li>Unable to apply or identify principles based on theoretical knowledge.</li> <li>Unable to identify actual significant client problems or cultural issues.</li> <li>Unable to complete activity without substantial assistance from instructor or staff.</li> </ul>

**Student Learning Outcome 3. COLLABORATION AND TEAMWORK: Collaborate effectively within nursing and interdisciplinary healthcare teams to foster open communication, respect and shared decision-making.**

**Nursing 1230: Apply therapeutic communication strategies in providing nursing care to individuals and families in diverse healthcare settings**

<b>Clinical Outcome Criteria</b>	<b>MT Score</b>	<b>Final Score</b>
Demonstrates effective communication strategies amongst patients, nurses, and interprofessional team members.		
Chooses communication techniques that minimize the potential for conflict amongst patients, nurses, and interprofessional team members.		
Values different styles of communication used by patients, families, and healthcare providers.		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

<b>Evaluation Criteria</b>		
<b>4</b>	<b>Excellent</b>	<ul style="list-style-type: none"> <li>Consistently performs aspects of nursing care proficiently, accurately and safely.</li> <li>Excellent time management skills are evident in organization of clinical performance intraprofessionally.</li> <li>Actions reflect a strong base of theoretical knowledge use of therapeutic communication.</li> <li>Nursing care is patient centered, considering the full spectrum of actual and potential problems reported in the SBAR.</li> </ul>
<b>3</b>	<b>Above Average</b>	<ul style="list-style-type: none"> <li>Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence.</li> <li>Efficient time management skills are evident in organization of patient care works well intraprofessionally.</li> <li>Applies sound theoretical knowledge with occasional prompting to use therapeutic communication.</li> <li>Nursing care is patient centered with consideration of the majority of client problems reported in the SBAR.</li> </ul>
<b>2</b>	<b>Average (meets competency)</b>	<ul style="list-style-type: none"> <li>Performs nursing care safely with minimal supportive cues needed for accuracy.</li> <li>Time management and organizational skills are adequate to complete basic patient care.</li> <li>Identifies theoretical knowledge, but needs minimal support in applying principles of use of therapeutic communication to work intraprofessionally.</li> <li>Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems when utilizing the SBAR.</li> </ul>
<b>1</b>	<b>Below Average</b>	<ul style="list-style-type: none"> <li>Requires frequent supportive cues to perform nursing care safely and accurately.</li> <li>Inefficient time management skills demonstrated.</li> <li>Identifies some principles based on theoretical knowledge, but has consistent difficulty in application use of professional communication to client care.</li> <li>Has difficulty identifying actual problems to plan client centered care.</li> <li>Does not use the SBAR effectively.</li> </ul>
<b>0</b>	<b>Fails to meet Standard</b>	<ul style="list-style-type: none"> <li>Performs nursing care in an unsafe and consistently inaccurate manner.</li> <li>Unable to apply time management in the clinical setting.</li> <li>Unable to apply or identify principles based on theoretical knowledge.</li> <li>Unable to identify actual significant client problems.</li> <li>Unable to complete activity without substantial assistance from instructor or staff.</li> <li>Unable to use the SBAR format when giving report.</li> <li>Unable to use therapeutic communication adds to situational conflict.</li> </ul>

**Student Learning Outcome 4. EVIDENCE-BASED PRACTICE AND QUALITY IMPROVEMENT: Incorporate a spirit of inquiry to make evidence-based clinical judgments and management decisions for quality improvement.**

**Nursing 1230: Use principles of evidence-based practice essential to a spirit of inquiry.**

<b>Clinical Outcome Criteria</b>	<b>MT Score</b>	<b>Final Score</b>
Provides evidenced-based rationales based on patient's developmental level in planning patient care.		
Uses evidenced-based teaching methods appropriate to the patient's level of development.		
Implements evidenced-based interventions in providing family care.		

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Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

Evaluation Criteria		
<b>4</b>	Excellent	<ul style="list-style-type: none"> <li>Consistently performs aspects of nursing care proficiently, accurately and safely.</li> <li>Excellent time management skills are evident in organization of clinical performance.</li> <li>Actions reflect a strong base of theoretical knowledge of the evidenced based interventions and uses appropriate (EVB) teaching methods.</li> <li>Nursing care is patient centered, considering the full spectrum of actual and potential problems.</li> </ul>
<b>3</b>	Above Average	<ul style="list-style-type: none"> <li>Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence.</li> <li>Efficient time management skills are evident in organization of patient care.</li> <li>Applies sound theoretical knowledge with occasional prompting to use evidenced based teaching interventions.</li> <li>Nursing care is patient centered with consideration of the majority of client problems.</li> </ul>
<b>2</b>	Average (meets competency)	<ul style="list-style-type: none"> <li>Performs nursing care safely with minimal supportive cues needed for accuracy.</li> <li>Time management and organizational skills are adequate to complete basic patient care.</li> <li>Identifies theoretical knowledge, but needs minimal support in applying principles of evidenced based teaching interventions.</li> <li>Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.</li> </ul>
<b>1</b>	Below Average	<ul style="list-style-type: none"> <li>Requires frequent supportive cues to perform nursing care safely and accurately.</li> <li>Inefficient time management skills demonstrated.</li> <li>Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of evidenced based interventions when teaching.</li> <li>Has difficulty identifying actual problems to plan client centered care.</li> <li>Does not use the SBAR effectively.</li> </ul>
<b>0</b>	Fails to meet Standard	<ul style="list-style-type: none"> <li>Performs nursing care in an unsafe and consistently inaccurate manner.</li> <li>Unable to apply time management in the clinical setting.</li> <li>Unable to apply or identify principles based on theoretical knowledge.</li> <li>Unable to identify actual significant client problems or use evidenced based teaching interventions.</li> <li>Unable to complete activity without substantial assistance from instructor or staff.</li> </ul>

**Student Learning Outcome 5. INFORMATICS: Integrate information and technology to communicate, manage knowledge and support decision-making in the practice of nursing care.**

**Nursing 1230: Compile data using technology and informatics in the practice of nursing.**

<b>Clinical Outcome Criteria</b>	<b>MT Score</b>	<b>Final Score</b>
Uses electronic media sources to develop health promotion materials		
Review EMR at clinical agency to complete Family Sculpting Activity		
Write electronic journal of activities in clinical practicum		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

<b>Evaluation Criteria</b>		
<b>4</b>	<b>Excellent</b>	<ul style="list-style-type: none"> <li>Consistently performs aspects of nursing care proficiently, accurately and safely</li> <li>Is able to describe and search and use components of the electronic medical record and use informatics to guide nursing practice and support learning activities.</li> <li>Actions reflect a strong base of theoretical knowledge of the evidenced based practice.</li> <li>Nursing care is patient centered, considering the full spectrum of actual and potential problems.</li> </ul>
<b>3</b>	<b>Above Average</b>	<ul style="list-style-type: none"> <li>Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence.</li> <li>Is able to search the electronic medical record to gather data using informatics to support class and educational activities</li> <li>Applies sound theoretical knowledge with occasional prompting to use evidenced based practice.</li> <li>Nursing care is patient centered with consideration of the majority of client problems.</li> </ul>
<b>2</b>	<b>Average (meets competency)</b>	<ul style="list-style-type: none"> <li>Performs nursing care safely with minimal supportive cues needed for accuracy.</li> <li>Is able to search for data using informatics with minimal assistance</li> <li>Identifies theoretical knowledge, but needs minimal support in applying principles of evidenced based practice.</li> <li>Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.</li> </ul>
<b>1</b>	<b>Below Average</b>	<ul style="list-style-type: none"> <li>Requires frequent supportive cues to perform nursing care safely and accurately.</li> <li>Inefficient when searching for data using informatics and is deficient in the designing learning activities</li> <li>Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of evidenced based practice.</li> <li>Has difficulty identifying actual problems to plan client centered care.</li> <li>Does not use the SBAR effectively.</li> </ul>
<b>0</b>	<b>Fails to meet Standard</b>	<ul style="list-style-type: none"> <li>Performs nursing care in an unsafe and consistently inaccurate manner.</li> <li>Unable to search for data using informatics to support learning activity.</li> <li>Unable to apply or identify principles based on theoretical knowledge.</li> <li>Unable to identify actual significant client problems or use evidenced based practice.</li> <li>Unable to complete activity without substantial assistance from instructor or staff.</li> </ul>

**Student Learning Outcome 6. PROFESSIONALISM: Assume accountability for practice in accordance with professional, legal and ethical standards.**

**Nursing 1230: Utilize principles of professional, legal and ethical standards in the role of the nurse.**

<b>Clinical Outcome Criteria</b>	<b>MT Score</b>	<b>Final Score</b>
Identifies the importance of culturally sensitive care in family nursing		
Demonstrates awareness of legal and ethical issues in family nursing		
Develop a culturally sensitive teaching activity for patients and families		

This tool is designed for evaluating a nursing student's clinical performance. It requires input from the nursing instructor and the Nursing student.

Students must achieve a "2" or above for each outcome criteria by the end of the term in order to pass the course.

If the student is unsafe at any time the student will be removed from the clinical site and will be evaluated for the removal from the program.

<b>Evaluation Criteria</b>		
<b>4</b>	<b>Excellent</b>	<ul style="list-style-type: none"> <li>Consistently performs aspects of nursing care proficiently, accurately and safely utilizing legal and professional standards</li> <li>Consistently provides culturally competent care.</li> <li>Is able to describe and search and use components of the electronic medical record and use informatics to guide nursing practice.</li> <li>Actions reflect a strong base of theoretical knowledge of the evidenced based practice.</li> <li>Nursing care is patient centered, considering the full spectrum of actual and potential problems.</li> </ul>
<b>3</b>	<b>Above Average</b>	<ul style="list-style-type: none"> <li>Performs all aspects of nursing care proficiently and safely with few supportive cues needed for accuracy, with increasing self-confidence by utilizing legal and professional standards</li> <li>Frequently provides culturally competent care.</li> <li>Is able to search the electronic medical record to gather data using informatics</li> <li>Applies sound theoretical knowledge with occasional prompting to use evidenced based practice.</li> <li>Nursing care is patient centered with consideration of the majority of client problems.</li> </ul>
<b>2</b>	<b>Average (meets competency)</b>	<ul style="list-style-type: none"> <li>Performs nursing care safely with minimal supportive cues needed for accuracy in the utilizing legal and professional standards.</li> <li>Is able to search for data using informatics with minimal assistance</li> <li>Requires assistance to provide culturally competent care..</li> <li>Identifies theoretical knowledge, but needs minimal support in applying principles of evidenced based practice.</li> <li>Nursing care is client centered and recognizes major problems, but needs assistance identifying subtle indications of problems.</li> </ul>
<b>1</b>	<b>Below Average</b>	<ul style="list-style-type: none"> <li>Requires frequent supportive cues to perform nursing care safely and accurately when using legal and professional standards.</li> <li>Inefficient when searching for data using informatics.</li> <li>Identifies some principles based on theoretical knowledge, but has consistent difficulty in application of evidenced based practice and culturally competent care</li> <li>Has difficulty identifying actual problems to plan client centered care.</li> <li>Does not use the SBAR effectively.</li> </ul>
<b>0</b>	<b>Fails to meet Standard</b>	<ul style="list-style-type: none"> <li>Performs nursing care in an unsafe and consistently inaccurate manner. Is unable to identify legal and professional standards of care.</li> <li>Unable to search for data using informatics</li> <li>Unable to apply or identify principles based on theoretical knowledge.</li> <li>Unable to identify actual significant client problems or use evidenced based practice.</li> <li>Unable to complete activity without substantial assistance from instructor or staff.</li> </ul>

**General Comments**

Date	Comments	Skills Observed/Skills Performed

**Mid-term Review Signatures and Date**

Student \_\_\_\_\_

Date \_\_\_\_\_

Faculty \_\_\_\_\_

Date \_\_\_\_\_

**Final Review Signatures and Date**

Student \_\_\_\_\_

Date \_\_\_\_\_

Faculty \_\_\_\_\_

Date \_\_\_\_\_