**Case Western Reserve University**

**Frances Payne Bolton School of Nursing**

**Evaluation of Student Clinical Performance**

**NURS 315**

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

Clinical Faculty Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clinical Site/Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Clinical Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Objective:**

Upon successful completion of this course, the student will be able to:

1. Identify health needs of women and families in the preconception, antepartum, intrapartum, and postpartum periods.
2. Understand the influence of intervening variables on bio-psycho-social development of the childbearing family.
3. Understand bio-psycho-social development of parents and neonates in health and illness.
4. Understand selected societal issues concerning women and childbearing.
5. Implement and evaluate nursing strategies designed to enhance the health in parents and neonates in health and illness.
6. Discuss nursing research and its application to the nursing of parents and neonates or to women’s health.
7. Demonstrate knowledge of the principles of pharmacological treatment of gynecological and obstetrical health issues.

**Student Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Provide direct patient care and assume leadership roles in directing nursing care to individuals, groups, and families
2. Work effectively as a member of an interdisciplinary healthcare team
3. Participate and assume beginning leadership roles

4. Use effective communication techniques with diverse clients, colleagues, and information systems

5. Teach and counsel individuals, families, and other groups about health, illness, and health-seeking behaviors

6. Use principles of ethics and the professional code as a framework for decision-making

7. Critique and applies research findings to clinical practice

**Clinical Evaluation Rating Scale**

|  |  |  |
| --- | --- | --- |
| **Rating** | **Student Behavior** | **Knowledge, Skills & Attitudes** |
| Exceptional  (E) | Almost never requires (<10% of the time)   * Direction * Guidance * Monitoring * Support | Almost Always Exhibits (>90% of the time)   * A patient and family-centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |
| Satisfactory  (S) | Occasionally requires (25% of the time)   * Direction * Guidance * Monitoring * Support | Very Often Exhibits (75% of the time)   * A patient and family-centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |
| Needs Improvement  (NI) | Intermittently requires (50% of the time)   * Direction * Guidance * Monitoring * Support | Often Exhibits (50% of the time)   * A patient and family-centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |
| Unsatisfactory  (U) | Very often requires (75% of the time)   * Direction * Guidance * Monitoring * Support | Occasionally Exhibits (25% of the time)   * A patient and family-centered focus * Accuracy, safety, & skillfulness * Assertiveness and initiative * Efficiency and organization * An eagerness to learn |

\*In accordance with the School of Nursing policy the clinical grade at the Final Evaluation must be an S or greater to successfully complete the course.

To meet the course objectives at a satisfactory level, the student will consistently demonstrate all of the following clinical behaviors at the satisfactory level at the time of the final clinical evaluation:

| **Competencies** | **Midterm**  **Faculty Student** | | **Final**  **Faculty Student** | | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Patient-Centered Care** |  |  |  |  |  |
| 1. Modifies interventions after discussion with preceptor based on changes in patient condition or outcomes |  |  |  |  |  |
| 2. Accurately describes the patient's deviations from health based on knowledge of pathophysiology |  |  |  |  |  |
| 3. Recognizes critical changes in patient acuity and implements appropriate nursing interventions |  |  |  |  |  |
| 4. Accurately determines success of short term goals and modifies plan of care as necessary |  |  |  |  |  |
| 5. Participates constructively in interdisciplinary/staff conference and serves as a support resource person as appropriate |  |  |  |  |  |
| 6. Verbalizes significant subjective and objective data from physical assessment, patient and family interactions, records and information systems |  |  |  |  |  |
| 7. Develops and maintains a plan of care that includes prioritized nursing diagnoses, appropriate and individualized, measurable goals, and comprehensive interventions that include patient/family concerns, teaching and discharge needs |  |  |  |  |  |
| 8. Continually evaluates effectiveness of nursing interventions and adjusts plan of care accordingly |  |  |  |  |  |
| **Teamwork and Collaboration** |  |  |  |  |  |
| 9. Communicates with patient, family and staff in a meaningful and goal-directed manner |  |  |  |  |  |
| 10. Establishes collaborative relationships with patient, family and associated health care professionals providing care |  |  |  |  |  |
| 11. Conduct patient care reports ( hand-off communication) efficiently and effectively using appropriate terminology |  |  |  |  |  |
| 12.Discuss level of nursing care needed for patient/group of patient and delegate care as appropriate. |  |  |  |  |  |
| **Evidence-Based Practice (EBP)** |  |  |  |  |  |
| 13. Supports interventions based on scientific principles and/or nursing theory. |  |  |  |  |  |
| 14. Accurately interprets the meaning of diagnostic findings (e.g., lab, radiology) |  |  |  |  |  |
| **Quality Improvement** |  |  |  |  |  |
| 15. Identify variance from professional standards of care and potential effect on patient outcomes |  |  |  |  |  |
| 16. Demonstrates ability to think critically and solve problems using a nursing perspective |  |  |  |  |  |
| **Safety** |  |  |  |  |  |
| 17. Identify National Patient Safety Goals |  |  |  |  |  |
| 18. Minimizes risk of harm to patients and providers through both system effectiveness and individual performance |  |  |  |  |  |
| 19. Reports error and/or changes in patient condition to staff and preceptor immediately |  |  |  |  |  |
| 20. Support a Just Culture by communicating concerns related to hazards and errors without engaging in blaming behaviors |  |  |  |  |  |
| 21. Maintains nursing practice within school/hospital's established guidelines, policies, procedures, and standards of care |  |  |  |  |  |
| 22. Employ effective strategies to improve organization/time management |  |  |  |  |  |
| 23. Independently organizes the care for patient/group of patients |  |  |  |  |  |
| **Informatics** |  |  |  |  |  |
| 24. Utilize the electronic health record appropriately to obtain information and to accurately document interventions and responses to care |  |  |  |  |  |
| 25. Maintains confidentiality of patient and family |  |  |  |  |  |
| 26. Demonstrates effective use of technology and standardized  practices that support safety and quality |  |  |  |  |  |
| **Professional Role Development** |  |  |  |  |  |
| 27. Begin to model professional practice by implementing strategies (compensating, teaching, counseling, supporting, stimulating, advocating, and comforting) to facilitate patients’ health-seeking behaviors |  |  |  |  |  |
| 28. Demonstrates initiative and self-direction in performing patient care |  |  |  |  |  |
| 29. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner |  |  |  |  |  |
| 30. Arrives promptly, attends consistently and dresses appropriately according to school/agency policy |  |  |  |  |  |
| 31. Evaluates own performance and abilities with feedback from preceptor |  |  |  |  |  |
| 32. Assume responsibility for own learning experiences |  |  |  |  |  |
| 33. Identifies learning needs, develops contract and evaluates progress toward meeting needs throughout the semester |  |  |  |  |  |
| 34. Meet expectations of professional code of conduct as stated in the Ohio Revised Code chapter 4723-5-12 |  |  |  |  |  |
| 35. Maintain professional behavior in accordance with the FPB Student Handbook |  |  |  |  |  |
| 36. Comply with the policies and procedures of the clinical agency |  |  |  |  |  |

|  |  |
| --- | --- |
| **Midterm Summary of performance in clinical setting:**  **Midterm Goals/Recommendations:** | **Final Summary of Performance in clinical setting:**  **Final Summary/Recommendations:** |

**Midterm:**

Student Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Faculty Supervisor Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final:**

Student Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Faculty Supervisor Signature/Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_