

Clinical Evaluation

Student Name: _____

Semester/Year: _____

Clinical Course: _____

Agency/Unit: _____

Date(s) of Absences (if applicable): _____

Make-up Date for Absences: _____

Mid-Term Clinical Evaluation: **Meets Criteria:** _____

At Risk: _____ (*See comment page*)

Clinical Instructor Print Name: _____

Clinical Instructor Signature: _____ Date: _____

Student Print Name: _____

Student Signature: _____ Date: _____

Final Clinical Evaluation: **Meets Criteria:** _____

Unsatisfactory: _____ (*See comment page*)

Clinical Instructor Print Name: _____

Clinical Instructor Signature: _____ Date: _____

Student Print Name: _____

Student Signature: _____ Date: _____

- In order to **PASS** the clinical component of the course, the student must demonstrate Satisfactory Clinical Performance by the **Final Evaluation** on **ALL** behavioral criteria in **Bold**
- Unsatisfactory Clinical Performance is receiving a Needs Improvement or Unsatisfactory (2 or 1) on **ANY** of the Behavioral Criteria in **Bold** by the **Final Evaluation**.
- An evaluation of Needs Improvement or Unsatisfactory (2 or 1) on the final evaluation **requires** that the student must repeat the course (theory and clinical) in order to successfully progress to the next clinical course.
- Evidence of unsafe or unprofessional behavior (see policy 2.9 Unsafe Behavior Policy), **requires** that the student repeat the course (theory and clinical) in order to successfully progress to the next clinical course.

Grading Scale *Comment required

4 =	Exceeds*
3 =	Meets
2 =	Needs Improvement*
1 =	Unsatisfactory*
N/A =	No opportunity to Meet Behavioral Criteria

	Midterm (score)		Final (score)	
Complete the following for QSEN Core Competencies & Behavioral Criteria:	Student Midterm	Instructor Midterm	Student Final	Instructor Final
Provides Patient-Centered Care (Encompasses elements of Program Outcomes #1, 2, 3, 5, 8) Identifies opportunities for teaching health promotion, risk reduction and disease prevention; and incorporates patient education into the patient’s plan of care. Examples include: - Articulates patient education in the plan of care and/or changes to the plan of care				
Practices therapeutic communication in developing a trusting nurse-patient relationship. Examples include: - Demonstrates active listening, nonjudgemental attitude, empathy, and attention to nonverbal communication. - Uses direct, open, respectful and honest assertive communication techniques - Establishes professional boundaries in the care of patients - Identifies patient barriers to effective communication (e.g., sensory deficit, developmental, language, cultural, cognitive, and/or psychosocial barriers).				
Integrates holistic care and ethical principles that are sensitive and compassionate into to the care of patients and families.				
Demonstrates sensitivity to cultural influences on the individual’s reactions to the illness.				
Incorporates trauma informed care into the plan of care for patients as applicable				
Advocates for and empowers the patient/family as partners in the care process and supports their right to safe, compassionate, and holistic nursing care				
Clinical Instructor Section Summary Midterm:				
Clinical Instructor Section Summary Final:				
Complete the following for QSEN Core Competencies & Behavioral Criteria:	Midterm (score)		Final (score)	

<i>Exhibits Professionalism, Teamwork and Collaboration (Program Outcomes # 3, 4, 7)</i>	Student Midterm	Instructor Midterm	Student Final	Instructor Final
<p>Demonstrates professional collaboration with members of the interdisciplinary health care team to improve patient outcomes. Examples include:</p> <ul style="list-style-type: none"> - Identifies the roles and responsibilities for patient care team members (e.g., primary care provider, nurse, unlicensed assistive personnel, pharmacist, social worker, respiratory therapy, PT/OT, case manager, utilization review, hospitalist, residents, etc.) - Utilizes the EMR to foster interdisciplinary communication for consistency in patient care and patient safety - Participates in interprofessional rounding 				
<p>Provides assistance to peers and the healthcare team to support teamwork and reduce or avoid errors. Examples include:</p> <ul style="list-style-type: none"> - Provides mutual support - Demonstrates situational awareness - Delegates as appropriate to team members within their scope of practice - Models IMSAFE behaviors as outlined in TeamSTEPPS 				
<p>Communicates professionally with patients/families, healthcare team, and peers. Examples include:</p> <ul style="list-style-type: none"> - Manages conflict effectively - Provides timely constructive feedback and advocacy when indicated to promote safe patient care - Participates in post-conferences and supports peers in civil discourse - Applies TeamSTEPPS communication tools to clinical situations as appropriate (e.g., CUS, Two Challenge Rule, Assertiveness, Call-Outs, SBAR, Check-Back, etc.) 				
<i>Clinical Instructor Section Summary Midterm:</i>				
<i>Clinical Instructor Section Summary Final:</i>				
Complete the following for QSEN Core Competencies & Behavioral Criteria:	Midterm (score)		Final (score)	
<i>Incorporates Evidence-Based Practice. (Program Outcomes # 3, 7)</i>	Student Midterm	Instructor Midterm	Student Final	Instructor Final

<p>Integrates evidence-based practice in patient care delivery to support safe, quality patient care. Examples include:</p> <ul style="list-style-type: none"> - Gathers credible, accurate, and current research/publications related to clinical practice topics that lead to patient safety and quality outcomes. - Actively seeks appropriate resources to answer clinical questions 				
<p>Integrates best current evidence with clinical expertise, clinical data, and patient/family preferences and values for delivery of optimal health care. Examples include:</p> <ul style="list-style-type: none"> - Incorporates patient preference in addition to evidenced-based information, clinical data, and clinical experience to inform decision-making - Applies essential patient/family information in the plan of care or teaching plan. - Demonstrates knowledge of and adheres to evidence-based standards of care/policies/protocols for the institution. 				
<p><i>Clinical Instructor Section Summary Midterm:</i></p>				
<p><i>Clinical Instructor Section Summary Final:</i></p>				
<p>Complete the following for QSEN Core Competencies & Behavioral Criteria:</p>	<p>Midterm (score)</p>		<p>Final (score)</p>	
<p><i>Applies Quality Improvement Methods (Program Outcomes # 2, 6, 7)</i></p>	<p>Student Midterm</p>	<p>Instructor Midterm</p>	<p>Student Final</p>	<p>Instructor Final</p>
<p>Demonstrates awareness of and actively participates in the unit's quality improvement program. Examples include:</p> <ul style="list-style-type: none"> - Handwashing - Bedside rounding - Alarm Fatigue - Noise reduction - Patient satisfaction - Infection prevention - Falls reduction - Patient identification - Medication safety 				

<p>Identifies practice gaps and opportunities for improvement within the clinical site/organization. Examples include:</p> <ul style="list-style-type: none"> - Describes strategies for improving outcomes of care in the setting in which one is engaged in clinical practice - Analyzes the impact of factors such as access, cost, or team functioning on patient safety and quality improvement project efforts 				
<p><i>Clinical Instructor Section Summary Midterm:</i></p>				
<p><i>Clinical Instructor Section Summary Final:</i></p>				
<p>Complete the following for QSEN Core Competencies & Behavioral Criteria:</p>	<p>Midterm (score)</p>		<p>Final (score)</p>	
<p><i>Promotes confidentiality safety, and safe patient handling (Program Outcomes # 1, 3, 4, 7)</i></p>	<p>Student Midterm</p>	<p>Instructor Midterm</p>	<p>Student Final</p>	<p>Instructor Final</p>
<p>Protects patient privacy and confidentiality in all communications (verbal, written, electronic). Examples include:</p> <ul style="list-style-type: none"> - Adheres to HIPAA requirements and agency policies to maintain privacy and confidentiality of protected health information - Protects EMR access (closes the computer window and does not share login password) - Obtains EMR login to meet agency documentation requirements 				
<p>Uses proper PPE and adheres to infection control procedures and policies.</p>				
<p>Demonstrates proper hand hygiene technique.</p>				
<p>Demonstrates competent use of medical devices in the care of patient. Examples include:</p> <ul style="list-style-type: none"> - Completes orientation to unit equipment - Uses equipment per standards for safe patient assessment and monitoring - Identifies personal gaps in knowledge and skill and seeks help - Uses proper body mechanics and assistive devices to promote safe patient handling and to avoid personal injury 				

Adheres to 2.6 Social Media and Technology Policy				
Demonstrates safe medication administration. Examples include: <ul style="list-style-type: none"> - Is prepared to discuss the patient’s medication(s) in relation to the patient’s diagnosis and lab findings as appropriate for the level of competency - Uses credible resources for researching medication information - Accurately records medication administration and monitors, reports, and documents the patient’s response to the medication - Initially calculates correct dose, and IV rate of administration prior to then using pump technology, or other technology as a safety check - Identifies IV compatibility and medication dilution - Describes the indication, action, and side effects of medications - Provides appropriate patient education on medications and medication safety to the patient/family 				
<i>Clinical Instructor Section Summary Midterm:</i>				
<i>Clinical Instructor Section Summary Final:</i>				
Complete the following for QSEN Core Competencies & Behavioral Criteria:	Midterm (score)		Final (score)	
<i>Applies the Nursing Process:</i>	Student Midterm	Instructor Midterm	Student Final	Instructor Final
Assesses, manages and anticipates physical, psychological, social and spiritual symptoms/issues and or complications related to a disease process				
Competently applies each step of the nursing process from assessment to evaluation in patient care.				
Assessment. Examples Include: <ul style="list-style-type: none"> - Demonstrates competency with physical assessments - Collects patient data using a variety of sources (e.g., patient/family interview, EMR, health care team) - Documents patient care according to unit standards and timeframe 				
Diagnose. Examples Include:				

<ul style="list-style-type: none"> - Identifies priority patient problems - Selects appropriate nursing diagnoses according to patient presentation and assessment data 				
<p>Plan. Examples Include:</p> <ul style="list-style-type: none"> - Formulates a plan of care for the patient based on assessment data and evidence-based practice interventions - Incorporates appropriate resources (e.g., PT/OT, Respiratory Therapy, Pastoral Care, Policies) into the plan of care - Uses clinical reasoning in the selection of and planning of therapeutic interventions - Establishes realistic and measureable outcomes of care in partnership with the patient/family and health care team 				
<p>Implement. Examples Include:</p> <ul style="list-style-type: none"> - Implements the identified plan of care - Accurately demonstrates clinical skills according to standards of care - Verbalizes the pathophysiology of disease processes and its impact on patient care and outcomes 				
<p>Evaluate. Examples Include:</p> <ul style="list-style-type: none"> - Monitors the patient’s response to treatment - Identifies if the patient met the established outcomes - Reevaluates the plan of care to adjust outcomes as necessary 				
<p>Documentation. Examples Include:</p> <ul style="list-style-type: none"> - Documents patient data, interventions, and patient outcomes within a timely manner - Documents according to unit standards and legal requirements - Accurately documents patient data, interventions, and nursing notes in EMR 				
<p>Reporting. Examples Include:</p> <ul style="list-style-type: none"> - Promptly notifies primary nurse/clinical instructor of assessment findings that require follow-up - Uses a standardized handoff format (e.g., SBAR, I PASS the BATON, etc.) for handoff communications - Reports a near miss or patient/family/staff occurrence using the appropriate agency event reporting system as directed by the clinical instructor 				
<p><i>Clinical Instructor Section Summary Midterm:</i></p>				

<i>Clinical Instructor Section Summary Final:</i>				
Complete the following for QSEN Core Competencies & Behavioral Criteria:	Midterm (score)		Final (score)	
	<i>Personal Knowledge, Skills & Attitude (KSA's) (Program Outcomes # 1-9)</i>	Student Midterm	Instructor Midterm	Student Final
Applies the American Nurses Association's Code of Ethics for Nurses and Nursing: Scope & Standards of Practice in clinical practice				
Adheres to the SJFC Student Code of Conduct and WSON Nursing Student-Driven Contract to Uphold the Code of Ethics				
Demonstrates accountability and responsibility for one's own ongoing education, professional behavior, civility, and safe clinical practice				
Adheres to WSON uniform policy and agency requirements				
Recognizes personal strengths and limitations as a team member. Examples include: <ul style="list-style-type: none"> - Asks for assistance as needed to ensure one's own safety and/or patient safety - Demonstrates intellectual curiosity and qualities of a motivated and engaged learner - Assumes a leadership role within one's scope of practice 				
Submits accurate quality written work on time to meet learning outcomes				
Supports a culture of civility and a learning environment				
Safely provides care and administers medications to a group of patients according to course expectations				
Participates in self, peer, and faculty evaluation process <ul style="list-style-type: none"> - Actively seeks feedback to improve on one's clinical performance - Responsive to feedback to improve on one's knowledge, attitudes, and skills - Identifies areas for growth, or opportunities for improvement - Provides constructive feedback to others 				
<i>Clinical Instructor Section Summary Midterm:</i>				

Clinical Instructor Section Summary Final:

Student and Clinical instructor have reviewed and completed the **Clinical Skills Checklist at midterm and final evaluation**

Student signature (mid-term):

Date:

Clinical instructor signature (mid-term): _

Date:

Student signature (final):	Date:
Clinical instructor signature (final):	Date:

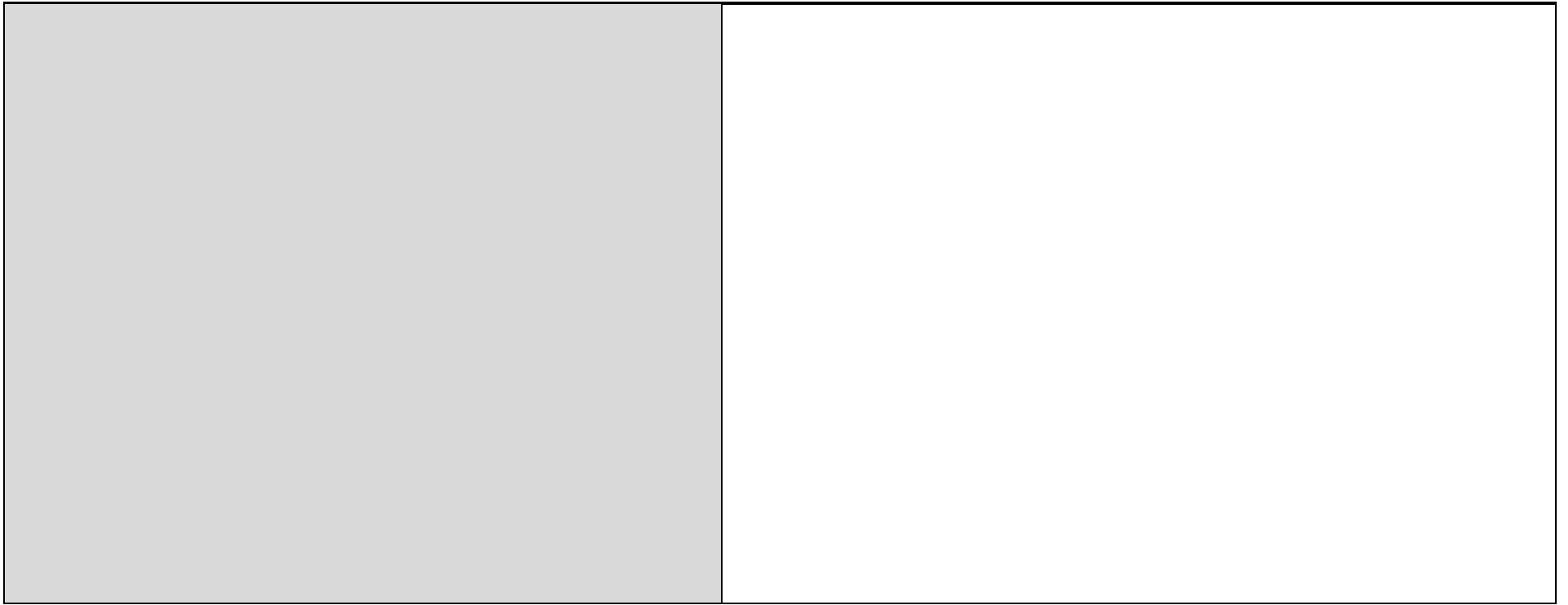
Student Midterm Reflective Summary:	Student Final Reflective Summary:
Skills demonstrated: Knowledge gained: Attitudes developed:	Skills demonstrated: Knowledge gained: Attitudes developed:
Areas of strength: Areas for improvement: Plan for success:	Areas of strength: Areas for improvement: Plan for success:

Faculty Midterm Evaluation Summary:

- *Care experiences:*
- *Student strengths:*
- *Areas for improvement:*

Faculty Final Evaluation Summary:

- *Care experiences:*
- *Student strengths:*
- *Areas for improvement:*



St. John Fisher College Wegmans School of Nursing
Bachelors of Science Degree in Nursing Program Outcomes

Upon completion of the Bachelor of Science Degree in Nursing, the graduate will be prepared to:

1. Integrate the liberal arts and sciences and nursing courses to promote holistic outcomes for clients.
2. Support interprofessional communication and collaboration for improving client health outcomes.
3. Advocate for clients and support their right to safe, compassionate, and holistic nursing care.
4. Integrate critical thinking and decision-making throughout the nursing process to improve the care of clients.
5. Practice as a responsible member of the nursing profession reflecting current standards of practice including ethical and legal accountability.
6. Apply basic organizational and systems leadership for quality care and patient safety in the provision and management of health care.
7. Practice patient-centered care respectfully and nonjudgmentally with diverse populations of individuals, families, and communities.
8. Engage in ongoing, self-directed learning, self-evaluation, and goal setting throughout their nursing career.
9. Engage in the scholarship of evidence-based practice and research to support high quality health outcomes and safe nursing care.
10. Promote clinical prevention and population health based on an understanding of global health care issues.
11. Use information management systems and apply patient care technologies for clinical decision-making.