UNC CHAPEL HILL SCHOOL O­F NURSING   
**UNDERGRADU**A**TE CLINICAL EVALUATION TOOL**

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| Student : | | Faculty: |
| Course: | Semester/Year: | Clinical Site: |

**Introduction:** This clinical evaluation tool consists of nine essential competencies with specific performance criteria. The nine competencies were drawn from: terminal outcome objectives for the BSN program at UNC Chapel Hill School of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and Quality and Safety Education in Nursing (Cronenwett et al., 2007). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student’s clinical performance. The use of this clinical evaluation tool makes it possible to see the student’s development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in each clinical course. A formal evaluation is completed and shared with the student at the conclusion of the rotation. In some courses, faculty will also use this tool for mid-rotation evaluation. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract.

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| **Instructions:** Faculty will rate students on each of nine competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits* to *Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires* to *Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance. To determine the rating for each competency, faculty will consider student performance on the specific performance criteria and will arrive at a rating for each competency using the 0-4 scale. Faculty may also include comments related to each competency. At the end of this clinical evaluation tool, faculty should write summary comments and document recommendations for further development/improvement. The faculty who wrote the evaluation will review it with the student and document the date of the meeting. The student should be provided with a copy of the evaluation. Students may be asked to complete a self-evaluation at midterm and final. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.  NOTE: In these competencies, **client** is defined as the recipient of professional nursing services and may be an individual, family, or group. |

**References Used for Tool Development**

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, *55*,122-131.

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education, Vol. 6.* New York: Springer Publishing*.*

**The Rating Scale**

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| **Self-Directed (4)** | | | |
| **Almost Never Requires** **(<10% of the time)** | | **Almost Always Exhibits** **(>90% of the time)** | |
| * direction * guidance | * monitoring * support | * a focus on the client or system * accuracy, safety, and skillfulness * assertiveness and initiative | * efficiency and organization * an eagerness to learn |
| **Supervised (3)** | | | |
| **Occasionally Requires** **(25% of the time)** | | **Very Often Exhibits (75% of the time)** | |
| * direction * guidance | * monitoring * support | * a focus on the client or system * accuracy, safety, and skillfulness * assertiveness and initiative | * efficiency and organization * an eagerness to learn |
| **Assisted (2)** | | | |
| **Often Requires** **(50% of the time)** | | **Often Exhibits** **(50% of the time)** | |
| * direction * guidance | * monitoring * support | * a focus on the client or system * accuracy, safety, and skillfulness * assertiveness and initiative | * efficiency and organization * an eagerness to learn |
| **Novice (1)** | | | |
| **Very Often Requires** **(75% of the time)** | | **Occasionally Exhibits** **(25% of the time)** | |
| * direction * guidance | * monitoring * support | * a focus on the client or system * accuracy, safety, and skillfulness * assertiveness and initiative | * efficiency and organization * an eagerness to learn |
| **Dependent (0)** | | | |
| **Almost Always Requires** **(>90% of the time)** | | **Almost Never Exhibits** **(<10% of the time)** | |
| * direction * guidance | * monitoring * support | * a focus on the client or system * accuracy, safety, and skillfulness * assertiveness and initiative | * efficiency and organization * an eagerness to learn |

**Expected Levels of Performance:** For the **Final Evaluation** students must achieve the **minimal expected level of performance for each competency** in order to pass the course and progress in the program.

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| **Level** | **Minimum Expected Performance** | **Minimum Score** | **Upon Completion of:** |
| I | Novice — Assisted | 1.5 |  |
| II | Assisted | 2.0 | First semester of clinical practice |
| III | Assisted — Supervised | 2.5 | All interim semesters of clinical practice |
| IV | Supervised — Self-directed | 3.0 | Final semester of clinical practice |

**Competencies, Performance Criteria, and Comments**

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| **1. Demonstrates professional behaviors** | | |
| * 1. Follows university, school, and agency policies   2. Practices within the legal and ethical frameworks of nursing   3. Assumes accountability for own actions and practices   4. Treats all individuals with dignity/respect   5. Demonstrates cultural sensitivity   6. Protects client rights (privacy, autonomy, confidentiality)   7. Demonstrates initiative in seeking learning opportunities and resources   8. Analyzes personal strengths and limitations in providing care | * 1. Incorporates constructive feedback for performance improvement   2. Maintains professional appearance   3. Maintains professional attitude   4. Maintains professional behavior   5. Arrives on time for clinical   6. Notifies faculty in a timely manner if he/she will be absent or late   7. Prepares for clinical practice   p. Identifies situations in which assistance is needed OR appropriately seeks assistance | |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | | Rating: |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | | Rating: |

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| **2. Collects and analyzes comprehensive client data** | | |
| * 1. Determines relevant information needed   2. Identifies appropriate sources for data collection   3. Uses correct techniques for assessment | | * 1. Interprets laboratory/diagnostic test results   2. Incorporates data from client, family/support persons and health care team members |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | Rating: | |

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| **3. Plans appropriate client care** | | |
| 1. Develops plan of care based on analysis of assessment data 2. Accurately determines priorities for care 3. Communicates priorities and rationale for decisions to instructor | | 1. Considers needs/preferences of the client in planning care 2. Establishes realistic goals/expected outcomes 3. Identifies appropriate resources to inform care planning |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | Rating: | |

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| **4. Provides safe client-centered care** | | |
| **Safe Behavior Criteria:** The student is required to practice professional nursing safely in specific client-centered situations with clinical supervision. Safe behavior is defined as behavior which does not place the client or self and other professional staff at risk of physical and/or psychosocial harm. The student is subject to receiving a Failure in the course and to being dismissed from the program if safe behavior is not consistently demonstrated. | | |
| 1. Plans and implements evidence-based interventions that are congruent with assessment data 2. Considers client needs and preferences in providing care 3. Performs nursing skills and therapeutic procedures safely and competently 4. Follows principles of infection control 5. Follows procedures for medication administration 6. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement | | 1. Takes appropriate steps to improve nursing skills and use of technologies 2. Creates a safe environment for client care 3. Demonstrates flexibility in adapting to changing client care situations    1. Reports abnormal data and changes in client condition to instructor or appropriate health team member    2. Honors and promotes the rights of clients and others by acting on their behalf and in their best interest |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
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| **5. Engages in systematic and ongoing evaluation of the plan of care** | | |
| * 1. Evaluates nursing interventions based on goals/expected outcomes   2. Analyzes client data for accuracy and completeness | | * 1. Revises plan of care based on evaluation and consultation   2. Involves client, significant others, and health team members in evaluation process as relevant |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | Rating: | |

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| **6. Applies knowledge relevant to client care** | | |
| 1. Demonstrates initiative to obtain needed knowledge 2. Evaluates sources of data for appropriateness, usefulness, and accuracy 3. Integrates theory from nursing, natural and social sciences to enhance client care 4. Relates pathophysiology and epidemiology of disease(s) to clients’ assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions | | 1. Integrates concepts of health promotion and disease prevention  into client care 2. Identifies issues/problems in nursing practice that need to be improved 3. Evaluates nursing practices based on current research evidence |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | Rating: | |

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| **7. Communicates effectively** | |
| 1. Produces clear, relevant, organized, and thorough writing 2. Exhibits timely, legally accurate, and appropriate documentation 3. Communicates therapeutically with clients utilizing verbal and nonverbal skills | 1. Listens attentively and respectfully to others 2. Is actively involved in team building, fostering collegiality, and encouraging cooperation 3. Contributes insight and helpful information to the health care team/group conferences |
| **Faculty Comments MIDTERM Student Comments** | |
| Rating: | Rating: |
| **Faculty Comments FINAL Student Comments** | |
| Rating: | Rating: |

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| **8. Uses teaching-learning process when providing individualized client/family/group education** | | |
| 1. Assesses learning needs of clients, families, and groups 2. Assesses readiness for and barriers to learning 3. Considers appropriate client characteristics in teaching (e.g.,  culture, age, developmental level, and educational level) 4. Develops an appropriate teaching plan for learner needs | | 1. Specifies reasonable and appropriate outcome measures 2. Utilizes appropriate principles of teaching/learning when implementing a teaching plan 3. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | Rating: | |

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| **9. Exhibits caring to facilitate physical, mental, and spiritual health** | | |
| 1. Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others 2. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems | | 1. Protects the client’s safety and privacy, and preserves human dignity while providing care 2. Encourages family and/or significant others’ participation in care as appropriate 3. Assists clients with coping and adaptation strategies |
| **Faculty Comments MIDTERM Student Comments** | | |
| Rating: | Rating: | |
| **Faculty Comments FINAL Student Comments** | | |
| Rating: | Rating: | |

**Midterm Evaluation**

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| Faculty Comments: | Faculty recommendations for further development/improvement: |

By typing their names below, the student and the faculty acknowledge that a meeting was held on <  *date* > to discuss this evaluation and that a copy of this evaluation was provided to the student.

Student Signature: Date:

Faculty Signature: Date:

**Final Evaluation**

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| Faculty Comments: | Faculty recommendations for further development/improvement: |

By typing their names below, the student and the faculty acknowledge that a meeting was held on <  *date* > to discuss this evaluation and that a copy of this evaluation was provided to the student.

Student Signature: Date:

Faculty Signature: Date:

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