

The College of New Jersey
School of Nursing

Midterm Final

Clinical Performance Evaluation of Student

(NURS 636, NURS 637, NURS 638, NURS 690)

Student Name _____ Date of visit _____

Course #/Name _____ Clinical Site _____

Evaluation Key

- Above Average: Consistently demonstrates independent practice behavior. Utilizes abstract and analytical thinking. Care is efficient and organized.
- Satisfactory: Frequently demonstrates independent practice behavior. Utilizes evidence and standards with additional knowledge and experience. Provides individualized care.
- Poor: Occasionally demonstrates dependent practice behavior, requiring frequent direct supervision and guidance. Care is provided in a rigid and inflexible manner. Unable to alter care to accommodate patient/situational needs.
- Unsatisfactory: Consistently unable to demonstrate safe or appropriate practice behavior. Requires constant direct supervision.
- N/O=No opportunity to observe this behavior.

Behavioral Objective	Unsatisfactory	Poor	Satisfactory	Above Average	N/O
Patient Centered Care					
1. Elicits patient values, preferences, and expressed needs as part of the clinical interview, diagnosis, implementation of care plan, and evaluation of care. ()					
2. Elicits relevant history (episodic, follow-up or comprehensive) demonstrating sensitivity, empathy, and respect for diverse groups of patients by including patient values and preferences. ()					
3. Performs appropriate/relevant physical examination (age-appropriate, comprehensive, or focused). ()					
4. Assesses and manages pain and suffering based on patient's values, preferences, and expressed needs. ()					
5. Demonstrates knowledge of pathophysiology of patient conditions for differential diagnosis and associated pharmacological interventions, drawing on past experiences to improve quality of life for individuals, families, and community systems in a comprehensive therapeutic plan of care. ()					
6. Demonstrates cultural humility and respect for diversity when evaluating health promotion/self-care activities of patient/family and in promoting health maintenance/health promotion plan. ()					
7. Advocates for and includes the patient and family as the center of the caregiving team when setting and modifying care goals. ()					
8. Demonstrates appropriate teaching/counseling skills re: patient/family identified health problems, risk factors, and preventative care ()					

Behavioral Objective	Unsatisfactory	Poor	Satisfactory	Above Average	N/O
Teamwork & Collaboration					
9. Functions competently to the fullest scope of the advanced practice role as a member of the health care team. ()					
10. Consults and solicits guidance with diagnostic reasoning from appropriate individuals/sources. ()					
11. Uses appropriate communication with patients, families, and healthcare team members by analyzing and improving own communication skills.					
12. Engages patient and family in a collaborative relationship by asking for and respecting their input, and providing relevant information, resources, access, and support with attention to health care literacy. ()					
13. Collaborates with others (ie: specialists, pharmacists, social workers) to empower patient/family to achieve goals. ()					
Evidence Based Practice					
14. Employs efficient and effective search strategies to answer focused clinical questions. ()					
15. Exhibits comprehensive knowledge of best evidence related to practice specialty and incorporates one's own clinical expertise when developing list of appropriate differential diagnoses. ()					
16. Discusses/performs appropriate evidence-based diagnostic work-up. ()					
17. Analyzes how the strength of available evidence impacts policy changes and influences the provision of care (assessment, diagnosis, treatment, and evaluation). ()					
Quality Improvement					
18. Demonstrates awareness of cost-effectiveness of diagnostic work-up and management options. ()					
19. Uses data to review processes and outcomes of care and identify potential areas for improvement. ()					
20. Uses systematic, data driven approaches (ie: PDSA cycles) to change processes of care. ()					
Safety					
21. Participates as a team member to design, promote, and model effective use of technology and standardized practices that support safety and quality. ()					
22. Employs effective strategies to reduce reliance on memory (ie: checklists, forcing functions) and improve organization/time management. ()					
23. Supports a Just Culture and systems focus by communicating concerns related to hazards and errors without engaging in blaming behaviors. ()					
24. Identifies and corrects system failures and hazards in care. ()					
25. Prevents escalation of conflict by responding appropriately to aggressive behavior. ()					

Behavioral Objective	Unsatisfactory	Poor	Satisfactory	Above Average	N/O
Informatics					
26. Documents data in an organized and comprehensive manner utilizing appropriate technology safety and security ()					
27. Champions communication technologies that support tracking and interpretation of outcomes, clinical decision-making, error prevention, care coordination, and protection of patient privacy. ()					
Professional Role Development					
28. Manages time with increasing competency - Conducts patient visits and other on-site activities within expected timeframe. ()					
29. Presents self in accordance with clinical agency, School of Nursing, and professional standards for appearance and conduct. ()					
30. Demonstrates personal responsibility and accountability for accurate history and assessment, plan of care, treatment outcomes, and follow-up. ()					
31. Assumes full accountability for professional behavior and performs within accepted ethical and legal standards. ()					
32. Accepts constructive feedback, self reflects, and develops an action plan for improvement. ()					
33. Engages in reflective practice to critique, develop, and monitor own learning needs; seeks/negotiates clinical experiences to meet those needs. ()					
34. Is prepared for clinical experience ()					

Comments: _____

Student

Date

Faculty

Date

Note: Final clinical grade is either Pass or Fail. If student performance, as evaluated by *either* faculty or preceptor, is below satisfactory on ≥ 2 of the behavioral objectives, or if the student performance level is unsatisfactory on ≥ 1 behavioral objective, the student automatically receives a failing grade for clinical performance.

In order that course faculty may assist students who are having difficulty in clinical practicums, preceptors and clinical faculty should notify course faculty immediately when they evaluate a student as less than satisfactory on ≥ 1 behavioral objectives.

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