**RUTGERS UNIVERSITY-CAMDEN**

**SCHOOL OF NURSING**

**57:705:420 Capstone CLINICAL EVALUATION**

STUDENT:

SEMESTER: CLINICAL INSTRUCTOR: CLINICAL AGENCY AND unit

***INSTRUCTIONS:***

Clinical performance is evaluated in key areas, as rated by the instructor.

1. Students are encouraged to rate themselves on these criteria and compare these ratings with their instructors. Decimal fractions (i.e. 2.5, 3.5)

when rating performance in these areas may be used. ***Strengths and areas for improvement must be identified by both the instructor and student.***

1. ***Students and instructors should review progress toward goals at midterm. A*** minimum score of 3 in each section is required to pass the course. **A score of 2 or below in any section** or **Not observed (NO**) should result in a plan of improvement at midterm. This may include time in open lab.
2. *Failure to attend and participate in clinical experiences makes it difficult, if not impossible to meet the course clinical objectives. Missed clinical days may result in an incomplete or clinical course failure if student learning outcomes not met. See Student Hand*book.
3. Failure to remain in compliance with CastleBranch requirements will result in lost clinical days with potential for clinical failure, consistent with policies set by the School of Nursing.

**Clinical Evaluation Rating Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| Rating | Grade | Independent Professional Practice | Knowledge, Skills & Attitudes |
| 4 | PA | Rarely requires direction, guidance, Instructor assistance | **Consistently Exhibits** a patient and family centered focus  Accuracy, safety, & skillfulness, assertiveness and initiative, or efficiency and organization |
| 3 | PA | Intermittently requires direction, guidance, Instructor assistance | **Often Exhibits** a patient and family centered focus  Accuracy, safety, & skillfulness, Assertiveness and initiative, or efficiency and organization |
| 2 | NC | Regularly *requires* direction, guidance, monitoring, Instructor assistance | **Intermittently Exhibits a** patient and family centered focus, accuracy, safety, & skillfulness, Assertiveness and initiative, Efficiency and organization. |
| 1 | NC | Consistently *requires d*irection, Guidance  Monitoring, Instructor assistance | **Rarely Exhibits a** patient and family centered focus, accuracy, safety, & skillfulness, Assertiveness and initiative, or Efficiency and organization |
| NO | Not observed | No opportunity/not observed | No opportunity. |

**Course student Learning Outcomes:**

At the completion of this course, the student is expected to demonstrate the following competencies:

| **Learning Outcomes with competency statements** | **Midterm**  **1 to 4**  **Faculty Student** | | | **Final**  **1 to 4**  **Faculty Student** | |
| --- | --- | --- | --- | --- | --- |
| **Learning outcome**   1. **Knowledge for nursing practice: Uses clinical judgment to implement and evaluate the nursing plan of care for patients across the lifespan** |  |  | |  |  |
| 1. Synthesize pathophysiology of patient conditions and associated pharmacological interventions, drawing on past experiences to provide a comprehensive plan of care. |  |  | |  |  |
| 1. Demonstrate clinical reasoning appropriate to level of preparation (final semester) in written assignments |  |  | |  |  |
| 1. Evaluate the effect of nursing interventions on patient outcomes verbally and in written assignments. |  |  | |  |  |
| **2.1. Patient-Centered Care: Deliver person-centered care that meets the unique care needs of the individual, family, and community:** |  |  | |  |  |
| 1. Develop, implement, and evaluate a plan of care appropriate to expected level (final semester) in compliance with clinical agency policy and procedure |  |  | |  |  |
| 1. Demonstrates proficiency in basic history-taking and physical assessment skills and compares findings to established client baselines |  |  | |  |  |
| 1. Demonstrate caring *behaviors*, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering |  |  | |  |  |
| 1. Advocate for and include the patient and family as the center of the caregiving team when setting and modifying care goals 2. Communicate effectively with patients, families, members of the healthcare team. |  |  | |  |  |
| **2.2. Patient-Centered Care: Educate individuals regarding self-care management to promote health and prevent illness.** |  |  | |  |  |
| 1. Engage patients and families in discharge planning throughout the hospital stay that includes evidence-based strategies with attention to health literacy, to prevent avoidable readmissions+ |  |  | |  |  |
| 1. Evaluate effectiveness of patient and family teaching and modify plan of care as needed.+ |  |  | |  |  |
| 1. **Scholarship for nursing practice: Integrate evidence-based practice to inform clinical decisions and promote positive outcomes in the care of individuals.** |  |  | |  |  |
| 1. Integrate evidence-based practice based on current literature into clinical practice in healthcare settings + |  |  | |  |  |
| 1. **Quality and Safety: Apply national safety and quality standards when providing nursing care to individuals across the lifespan.** |  |  | |  |  |
| 1. Recognize changing patient condition and communicate changes in patient status to the inter-professional team in a timely manner using SBAR framework |  |  | |  |  |
| 1. Conduct patient care reports (hand-off communication) efficiently and effectively |  |  | |  |  |
| 1. Accurately Interpret physician and inter-professional orders and communicate accordingly |  |  | |  |  |
| 1. Initiate requests for assistance when appropriate to situation |  |  | |  |  |
| 1. Employ effective strategies to improve organization/time management and reduce reliance on memory |  |  | |  |  |
| 1. Perform safe, timely medication administration |  |  | |  |  |
| 1. Perform clinical procedures with the expected level of knowledge and skill of a senior student |  |  | |  |  |
| 1. **Interprofessional Partnerships: Collaborate with the interdisciplinary team to address the healthcare needs of individuals across the lifespan.** |  |  | |  |  |
| 1. Coordinate and delegate elements of care to the inter-professional healthcare team or *implement delegated responsibilities* within the scope of practice |  |  | |  |  |
| 1. Provide assistance to colleagues to complete work efficiently when appropriate |  |  | |  |  |
| 1. *Engage patient and family in a collaborative relationship by asking for and respecting patient input and providing relevant information, resources, access, and support to patient and the healthcare team.* |  |  | |  |  |
| 1. **Informatics: Use informatics and healthcare technology to facilitate clinical decisions** |  |  | |  |  |
| 1. Complete electronic charting in the electronic health record (*when access available*) in a timely manner. (NO if no opportunity). |  |  | |  |  |
| 1. Accurately interprets data, including lab data, to support clinical decision making. (*include interpretation in clinical judgment paperwork).* |  |  | |  |  |
| 1. Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate and available in the clinical setting (NO if no access) |  |  | |  |  |
| 1. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner |  |  | |  |  |
| 1. Utilize technology and information management tools appropriately to support critical thinking for clinical reasoning and quality improvement that support safe processes of care |  |  | |  |  |
| 1. **Professionalism: Model characteristics of the professional nurse through self-reflection, accountability, advocacy, leadership, and the demonstration of diversity, equity, and inclusion principles.** |  |  | |  |  |
| 1. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner \*\*\* |  |  | |  |  |
| 1. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance |  |  | |  |  |
| 1. Assume accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for patients with acute Illness |  |  | |  |  |
| 1. Comply with the [ANA Code of Ethics (2015),](https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/) Standards of Practice, and policies and procedures of Rutgers School of Nursing-Camden, and clinical agencies \*\*\* |  |  | |  |  |
| 1. Demonstrate core professional values (Caring, altruism, autonomy, integrity, human dignity, cultural sensitivity, and social justice). |  |  | |  |  |
| 1. **Personal, Professional, and Leadership Development: Demonstrate behaviors that contribute to personal well-being, resiliency, intellectual inquiry, self-reflection, and professional growth.** |  |  |  | |  | |
| 1. Use reflection to evaluate one’s own practice |  |  |  | |  | |
| 1. Integrate constructive feedback and co-develop a plan of action for improvement with instructor/faculty member \*\*\* |  |  | |  |  |
| 1. Demonstrate healthy self-care behaviors that promote wellness and resiliency |  |  | |  |  |

**Student supportive evidence of meeting specific clinical outcomes: Describe below with supporting evidence how you met these outcomes.**

|  |
| --- |
| **2.2. Patient-Centered Care: Educate individuals regarding self-care management to promote health and prevent illness.** |
| 1. *Engage patients and families in discharge planning throughout the hospital stay that includes evidence-based strategies with attention to health literacy, to prevent avoidable readmissions+ (Provide a specific example).* |
| 1. *Evaluate effectiveness of patient and family teaching and modify plan of care as needed.+ (Provide a specific example- this can be related to the same education plan described above).* |
| **3A Scholarship for nursing practice: Integrate evidence-based practice to inform clinical decisions and promote positive outcomes in the care of individuals.** |
| *Integrate evidence-based practice based on current literature into clinical practice in healthcare settings +* (Provide pdf of research article or guideline and how you incorporated into your care). |

*5. c.* **Interprofessional Partnerships: Collaborate with the interdisciplinary team to address the healthcare needs of individuals across the lifespan.**

*Engage patient and family in a collaborative relationship by asking for and respecting patient input and providing relevant information, resources, access, and support to patient and the healthcare team.*

**7d. Professionalism***:* Provide an example of how your nursing care reflected the [ANA Code of Ethics](https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/). Cite the specific provision, and how your care reflected this provision.

**MIDTERM EVALUATION (to be completed in collaboration) Use Competency statements to identify strengths and areas for improvement**

STRENGTHS

AREAS FOR IMPROVEMENT

Instructor/Date:

Student/Date

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**FINAL EVALUATION (to be completed in collaboration with instructor and student)**

STRENGTHS

AREAS FOR IMPROVEMENT

Instructor/Date:

Student/Date:

Typed signatures may be substituted for signatures.

Following end of semester evaluation meeting, **faculty should email student a pdf** copy of the evaluation. Student should then upload evaluation to the Canvas assignment site under “evaluation”.

**End of rotation checklist: Student/instructor- mark with x**

1. Medication math completed? \_\_\_\_
2. All assignments submitted and graded? \_\_\_\_
3. SIMULATION attended? \_\_\_\_
4. Any make up completed and documented? \_\_\_\_

Student