**Introduction:** The clinical evaluation tool consists of nine essential competencies with specific performance criteria encompassing cognitive, affective, and psychomotor domains of learning and provides a comprehensive evaluation of a student’s clinical performance. It is required to be used in each pre-licensure clinical course.

Student development is seen as occurring along a continuum. Nursing students move from requiring extensive guidance and assistance to becoming self-directed. It is expected that students will progress along this continuum through each clinical experience and through the nursing program as a whole.

**Instructions:**

1. Clinical faculty will discuss the evaluation tool with students at the beginning of each clinical rotation and explain how it will be used.
2. At the end of the clinical assignment, the student will complete their portion of the evaluation and send it to the appropriate clinical faculty member. Student comments are encouraged for each of the nine categories.
3. The clinical faculty will then complete their portion of the evaluation considering the quality of the student’s performance and the amount of guidance required. Faculty will rate students on each of the nine competencies as either: HP high pass, P pass, LP low pass, and NP no pass. Faculty comments are required for each competency section in which a student is rated as anything other than P (Pass). An overall rating is assigned (either pass or fail) and summary comments along with recommendations for further development/improvement are added at the end of the evaluation.
4. A meeting will be held between the student and clinical faculty member to discuss the evaluation. At the conclusion of the meeting the document is signed and dated by both the clinical faculty and the student. The student will be provided with a copy by the clinical faculty.
5. A signed copy of the evaluation will be delivered to the School of Nursing office by the clinical faculty for filing in the student's academic record.

**Swanson’s Theory of Caring: Explanation of the Five Caring Processes**

*Maintaining Belief* – Philosophical belief in persons, their capacity and potential for a meaningful future – in general and for each person specifically

*Knowing* – Understanding of the general clinical condition and its meaning for the person and his/her situation, specifically

*Being With* – Conveying the message of informed caring so that the person realizes the commitment, concern, and personal attentiveness of the care provider

*Doing For* – Therapeutic actions the person would do for him/herself, if possible

*Enabling* – Therapeutic actions that support the person’s self-care abilities

**References**

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.

Swanson, Kristen M. (1993). Nursing as Informed Caring for the Well-Being of Others. **IMAGE: Journal of Nursing Scholarship, 25(4),** 352--357.

**Acknowledgement**

Special thanks to the University of North Carolina - Chapel Hill for providing the foundational elements for this evaluation form.

**Competencies, Performance Criteria, and Comments**

|  |
| --- |
| 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
9. Receptive to and incorporates constructive feedback for performance improvement
 | 1. Maintains professional appearance
2. Maintains professional attitude
3. Maintains professional behavior
4. Arrives on time for clinical
5. Notifies faculty in a timely manner if he/she will be absent or late
6. Prepares for clinical practice
7. Identifies situations in which assistance is needed OR appropriately seeks assistance
8. Consistently progresses toward clinical competency and expanding knowledge base for professional practice
 |
| **Faculty rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Collects and analyzes comprehensive client data (Knowing)**
 |
| * 1. Determines risk factors and relevant information
	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 rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Plans appropriate client care (Knowing)**
 |
| 1. Develops plan of care based on analysis of assessment data
2. Recognizes and defines the clinical problem/nursing diagnosis
3. Prioritizes care appropriately
4. Communicates priorities and rationale for decisions to instructor
 | 1. Considers needs/preferences of the client in planning care
2. Establishes realistic goals/expected outcomes written in behavioral and measurable terms
3. Draws conclusions based on sound rationale and treatment objectives
4. Identifies appropriate resources to inform care planning
 |
| **Faculty rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Provides safe client-centered care (Doing for)**
 |
| 1. Plans and implements evidence-based interventions congruent with assessment data
2. Provides care according to client needs and preferences
3. Performs nursing skills and therapeutic procedures safely and competently
4. Practices infection control principles
5. Administers medications safely and accurately
6. Recognizes own limitations related to nursing skills or technologies
 | 1. Takes appropriate steps to improve nursing skills and use of technologies
2. Provides 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 and appropriate health team member
	2. Advocates for the rights of clients and others by acting on their behalf and in their best interest
 |
| **Faculty rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Engages in systematic and ongoing evaluation of the plan of care (Knowing)**
 |
| * 1. ~~E~~valuates the attainment of goals/expected outcomes
	2. Evaluates effectiveness of nursing interventions
	3. 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 rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Applies knowledge relevant to client care (Doing for, Enabling)**
 |
| 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 rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Communicates effectively (Knowledge, Being with)**
 |
| 1. Produces clear, relevant, organized, and thorough writing
2. Exhibits timely, legally accurate, and appropriate documentation reflecting outcomes, assessment, evaluation, planning and behavioral responses to care
3. Communicates therapeutically with clients and others utilizing verbal and nonverbal skills
 | 1. Listens attentively and respectfully to clients and 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 rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Uses teaching-learning process when providing individualized client/family/group education (Enabling)**
 |
| 1. Assesses learning needs of clients, families, and groups
2. Assesses readiness for and barriers to learning and self-care
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
5. Specifies reasonable and appropriate outcome measures
 | 1. Utilizes appropriate principles of teaching/learning when implementing a teaching plan
2. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed
3. Provides education regarding health, health promotion, disease prevention, and disease self-management that is tailored to clients’ needs and abilities
 |
| **Faculty rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |
| --- |
| 1. **Exhibits caring to facilitate physical, mental, and spiritual health (Being with, Maintaining belief, Doing for)**
 |
| 1. Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others recognizing potential dilemmas and conflicts of personal beliefs/values
2. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems
3. Protects the client’s safety and privacy, and preserves human dignity while providing care
4. Encourages family and/or significant others’ participation in care as appropriate
5. Assists clients with coping and adaptation strategies
6. Prioritizes to give persons time, authentic presence, and verbal/non-verbal therapeutic communication
 | 1. Integrates provision of authentic presence and therapeutic communication into care activities
2. Communicates professional empathy
3. Maintains the professional boundaries of a therapeutic relationship
4. Encourages and clarifies client’s expression of needs/feelings/concerns
5. Respects all persons as individuals by including them in health and relevant conversations, activities and decisions according to their desire and capability
6. Supports the optimal health of each person, regardless of clinical diagnosis
 |
| **Faculty rating** Rating**Faculty comments** (100 words max): | **Student comments** (100 words max): |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **# Hours required** | **# Hours completed** | **Documentation completed** |
| **Skills Lab Hours** |  |  | Choose an item. |
| **Simulation Hours** |  |  | Choose an item. |
| **Clinical Hours** |  |  | Choose an item. |

**Rating summary**

In order to earn a passing grade for the clinical portion of the course, students are required to achieve a minimum rating of LP (Low Pass) in all nine categories. If any one of the nine categories is rated NP (No Pass) the student is considered to have not passed the clinical.

**Overall faculty rating** Rating

**Faculty final evaluation and recommendation for further development/improvement:**

Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Upon completion, the clinical instructor will deliver the signed document to the School of Nursing administrative office for placement in the student’s folder.**