

**TTUHSC SON  
Accelerated BSN Program  
Clinical Performance Evaluation - Midterm  
Experiential Learning III**

Student:	Faculty:
Semester:	Coach:

**Course Objectives:**

1. Incorporate knowledge of disease management, human diversity, nutrition and nontraditional and complementary modalities to collaborate with the interprofessional healthcare team in the delivery of holistic and evidence-based nursing care for clients and families in the acute care setting.
2. Recognize laws and ethical models impacting decision-making regarding advanced directives, informed consent, and protection of client confidentiality.
3. Identify strategies to provide safe client-centered care in acute care settings.
4. Collaborate with members of the interprofessional healthcare team to provide care for diverse clients with commonly occurring health care alterations.
5. Incorporate knowledge of health care technology, information systems and leadership/management skills to provide safe client-centered care in an acute care setting.
6. Demonstrate accurate documentation of client-centered nursing care.

### **Clinical Evaluation Rating Scale**

Rating	Grade	Independent Professional Practice	Knowledge, Skills & Attitudes	Overall Grade Computation
4	A	Rarely requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Consistently Exhibits <ul style="list-style-type: none"> <li>• A client and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	Computation Process: Maximum score is 168. Add up all the points and divide by 168, then multiple by 100.  ____ / 168 X 100 = Grade ____
3	B	Intermittently requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Often Exhibits <ul style="list-style-type: none"> <li>• A client and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	Grade ____ - (deductions*) ____ = Final Grade ____
2	C	Regularly requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Commonly Exhibits <ul style="list-style-type: none"> <li>• A client and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	
1	D	Consistently requires <ul style="list-style-type: none"> <li>• Direction</li> <li>• Guidance</li> <li>• Monitoring</li> <li>• Instructor assistance</li> </ul>	Rarely Exhibits <ul style="list-style-type: none"> <li>• A client and family centered focus</li> <li>• Accuracy, safety, &amp; skillfulness</li> <li>• Assertiveness and initiative</li> <li>• Efficiency and organization</li> <li>• An eagerness to learn</li> </ul>	

**Criteria marked with \*\*\* indicate critical knowledge, skills, and attitudes that directly relate to client safety. A minimum skill level of 2 is required at all times. If a 2 is not scored, the student may be issued a learning contract in an attempt to improve the score.**

In accordance with the School of Nursing policy the clinical grade must be 75% or greater to successfully pass the course.

Core Competencies	Midterm 1 to 4		Final 1 to 4	
	Coach	Faculty	Coach	Faculty
<b>Client-Centered Care/Caring/Empowerment</b>				
1. Provide comprehensive client care in compliance with clinical agency policy and procedure (1,2)				
2. Synthesize pathophysiology of client conditions and associated pharmacological interventions, drawing on past experiences to improve quality of life for individuals, families, and community systems in a comprehensive plan of care (1)				
3. Demonstrate caring behaviors, modifying interventions to address actual and anticipatory physical, emotional, and spiritual comfort, pain, and/or suffering (2,3,8,)				
4. Collect a family history and identify disorders that may indicate need for genetic assessment (1)				
5. Demonstrate cultural sensitivity and respect for diversity in promoting health and maintenance in the health care setting (3)				
6. Evaluate effectiveness of client and family teaching and modify plan of care as needed (6)				
7. Advocate for and include the client and family as the center of the caregiving team when setting and modifying care goals (2,5)				
8. Engage clients and families in discharge planning that includes evidence-based strategies to prevent avoidable readmissions throughout the hospital stay (5,6,9)				
<b>Teamwork and Collaboration</b>				
9. Coordinate and delegate elements of care to the interprofessional healthcare team within the scope of practice (5,7,10)				
10. Recognize changing client condition and communicate changes in client status to the inter-professional team in a timely manner using SBAR framework (2,4,5,7)***				
11. Conduct client care reports ( hand-off communication) efficiently and effectively (7)				
12. Engage client and family in a collaborative relationship by providing relevant information, resources, access, and support (3,6,7)				
13. Accurately Interpret physician and inter-professional orders and communicate accordingly(2,4,5)				
14. Initiate requests for help when appropriate to situation (2,4,7)				
15. Provide support to colleagues to complete work efficiently when appropriate (2,7,10)				

Core Competencies	Midterm 1 to 4		Final 1 to 4	
	Coach	Faculty	Coach	Faculty
16. Complete electronic charting in the electronic health record in a timely manner (7)				
<b>Evidence-Based Practice</b>				
17. Integrate EBP based on current literature into clinical practice in healthcare settings (9)				
18. Provide evidence that clinical practice incorporates the principles and priorities of the six programmatic outcomes (client-centered care, interdisciplinary teams, evidence-based practice, quality improvement, informatics, and safe care) (3,5,8)				
19. Complete clinical reflections applying concepts of pathophysiology, pharmacological implications, and nursing knowledge based on standards of practice and submit to Site Coordinator in a timely manner (1,2,4,7)				
<b>Quality Improvement</b>				
20. Recognize and communicate variance reporting on nurse sensitive indicators: pressure ulcer prevention; UTI from urinary catheters; central line infection; etc (2,4,5,11)				
21. Critique approaches for changing processes of care, ie: Identifying areas for improvement (2,4,9)				
22. Critique the effect of nursing interventions on client outcomes (2,3)				
23. Value ongoing self-assessment and commitment to excellence in practice (2,12)				
<b>Safety</b>				
24. Assess the health care environment to determine client safety needs (2,4,5,9)				
25. Employ effective strategies to improve organization/time management and reduce reliance on memory (2,4,8)				
26. Perform safe, timely medication administration (1,2,3,4,5)**				
27. Perform clinical procedures with the expected level of knowledge and skill of a third semester student (2,3,4,5)**				
28. Demonstrate effective strategies to reduce risk of harm to self or others through both system effectiveness and individual performance (ie: 2 client identifiers, independent double checks) (2,3,9,12)				
29. Support a Values Based Culture by communicating concerns related to hazards and errors without engaging in blaming behaviors (1,2,11)				

Core Competencies	Midterm 1 to 4		Final 1 to 4	
	Coach	Faculty	Coach	Faculty
<b>Informatics</b>				
30. Utilize the electronic health record appropriately to obtain information and document responses to care where appropriate in the clinical setting (5,11)				
31. Protect confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner (11)***				
32. Utilize technology and information management tools for data mining to support critical thinking for clinical reasoning and quality improvement that support safe processes of care(1,2,3)				
<b>Professional Role Development</b>				
33. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) (3,8,12)				
34. Accept constructive feedback and develop a plan of action for improvement (8,12)				
35. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner (7,8,12)				
36. Arrive to clinical experiences at assigned times maintaining appropriate professional appearance (12)				
37. Assume full accountability for professional behavior during the clinical experience and perform within ethical/legal norms, discussing dilemmas arising from care for clients with acute illness (7,11,12)				
38. Assume responsibility for learning experiences (12)				
39. Comply with the ANA Code of Ethics (2015), Standards of Practice, and policies and procedures in the Texas Tech University Health Sciences Center School of Nursing handbooks/syllabi, and clinical agencies(12)				
40. Accept personal responsibility and accountability for nursing interventions, treatment outcomes and the changes that occur during the provision of care (11,12)				
41. Execute a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care (11,12)				
42. Recognize responsibilities of the leadership role to coordinate nursing functions based on assessed competencies and abilities of peers (10,11,12)				
<b>Final Score</b>				

**Midterm Comments** (Address Strengths and weaknesses;  
include plan for any area of deficiency)

**Coach:**

**Student:**

**Faculty:**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Coach Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Final Comments** (Address strengths and weaknesses)

**Coach:**

**Student:**

**Faculty:**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Coach Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_