This evaluation tool consists of eight essential competencies with specific performance criteria. The eight competencies were drawn from the BSN program outcomes at St. Thomas University, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and Quality and Safety Education for Nursing (2011). 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 or she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

All students are evaluated on their clinical performances during each nursing clinical course by faculty. Students are required to adhere to Professional Behaviors throughout the nursing program by respecting the rights of others. Failure to meet expected behaviors may result in a failing clinical grade or in appropriate cases, dismissal from the nursing program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. The student may respond in writing within 48 hours to the faculty members’ findings and/or submit written documentation relevant to the behavior. Students must be satisfactory in all objectives by the end of the semester in order to pass this course.

**Evaluation Tool Guidelines**

Each nursing course builds on prior knowledge, skills, and attitudes. The clinical evaluation tool is to be completed at midterm and at the end of the practicum experience. Each student will identify three (3) areas of growth at midterm to achieve by final evaluation. The faculty/instructor will objectively grade each category of performance using the following point scale:
- Proficient = 4
- Satisfactory = 3
- *Needs Improvement = 2
- *Unsatisfactory = 1

A grade of 1 or 2 requires comments by the clinical instructor. Each category is designated separately and the minimum expectation for meeting that category objectively is listed. It is
expected that category specifications will guide student practice and be considered the minimum standard for competency. In order to complete the course successfully, each category must be at least “satisfactory = 3” or above at the time of the final evaluation. A passing grade will only be assigned if all the items are graded “3” or above at the time of the final evaluation. A grade of 1 or 2 requires comments by the instructor. Each student is required to complete the evaluation tool at midterm and towards the end of the semester. It is common that some students are at level 2 rating by mid-term. Comments target area for student growth and facilitate student learning. However, at the end of the clinical experience, a grade of 1 and 2 mean that student is not meeting the program learning outcomes. A grade of “2” at final evaluation may be remediated at the discretion of the lead faculty in discussion with the director.

Meeting the outcomes
The student successfully completes all assignments quizzes, examinations, and capstone project in a timely manner a with minimum grade of “77” consistent with a letter “C+” grade or higher. The student successfully is able to handle and/or manage client situations presenting multiple problems independently or with minimal assistance and/or guidance. When clues are obvious, she/he is able to adapt the care plan based on latest scientific nursing and medical concepts. He/she is able to transfer learning from one experience to a similar one. Her/his performance of skills is SAFE, and SATISFACTORY to achieve the goals. The student meets the minimum requirements to practice safely as baccalaureate graduate nurse.

Therefore, a grade of 1 or 2 at the end of the clinical/course or achieving an average grade lower than “77” in all assignments, quizzes, and examinations indicate that the student demonstrates marked difficulty in meeting the program learning outcomes, assessing and managing client situations that involve a minimum number of problems. The student remains unaware of the need for adaptation in the plan of care even when obvious clues are present. She/he is unable to learn from prior experience and is unable to relate safe nursing care to scientific concepts independently or with assistance. Overall, the student fails to meet didactic and clinical outcomes during this final semester.

Overall Grading (4-1) Descriptions

Grading: A grade is assigned for each competency or group of previously met competencies based on the scale above. The faculty/instructor should initiate the performance improvement academic success plan (PIASP) if there are safety concerns during the semester to assist the student in achieving course and/or program competencies whenever necessary. The course grade will be based on adding the scores and calculating a percentage of the total points possible.

Proficient = 4
Satisfactory = 3
Needs Improvement = 2
Unsatisfactory = 1
PROFICIENT = 4

A student who earns a grade of proficient (4):

- Demonstrates proficient competence in the performance of standard nursing practice, education, research, health policy/public health above expectations when caring for individuals, families, local, regional, and global communities.
- Consistently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability and integrates them into practice.
- Independently functions using the nursing process with minimal guidance.
- Consistently applies critical thinking when developing a nursing care plan with minimal guidance.
- Consistently applies theoretical knowledge, skills, attitudes, and communicates effectively with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Continuously engages in self-direction to learning.
- Continuously demonstrates improvement in performance, skills, attitudes and self-directed learning.

SATISFACTORY = 3

A student who earns a grade of satisfactory = 3:

- Demonstrates satisfactorily competence in the performance of standard nursing practice, education, research, health policy/public health when caring for individuals, families, local, regional, and global communities.
- Frequently demonstrates accurate and appropriate knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability and integrates them into practice.
- Functions satisfactorily using the nursing process with minimal to moderate guidance.
- Frequently applies critical thinking when developing a nursing care plan with moderate guidance.
- Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates with interdisciplinary team members.
- Safely performs effective, ethical psychomotor skills or identifies errors.
- Occasionally engages in self-direction to learning and seek appropriate assistance.
- Demonstrates improvement in performance, skills, attitudes and self-directed learning.

NEEDS IMPROVEMENT = 2

A student who earns a grade of needs improvement = 2:
• Adequately demonstrates knowledge and requires moderate assistance in applying knowledge with kills.
• Safely functions using the nursing process with minimal to moderate guidance.
• Applies critical thinking when developing a nursing care plan with moderate to extensive guidance.
• Satisfactorily applies theoretical knowledge, skills, attitudes, and communicates with interdisciplinary team members.
• Safely performs effective, ethical psychomotor skills with moderate to extensive assistance.
• Requires some direction in identifying and utilizing learning opportunities.

UNSATISFACTORY = 1

A student who earns a grade of unsatisfactory = 1:
1. Requires extensive guidance for the performance of standard nursing practice, education, research, health policy/public health when caring for individuals, families, local, regional, and global communities.
2. Persistently demonstrates gaps and deficiency in knowledge of professional nursing practice and requires constant supervision and assistance in applying knowledge and skills.
3. Is frequently unprepared, unable to identify his or her own learning needs, and demonstrates no interest in learning.
4. Persistently requires some direction to learning and seek appropriate assistance.
**Clinical Performance Evaluation Tool**

**NUR 420 Community Health Nursing**

**Student Name:** ____________________________  **Semester/Year:** ______________

**Clinical Facility:** __________________________________________________________

The student and faculty should complete this evaluation at midterm and on the final day of the practicum experience.

Fill in appropriate fields to the right and below by writing a grade 1 to 4 in the boxes. Student must obtain a 77% and "3" grade in all competencies at the time of the final evaluation in order to successfully complete the course.

Proficient = 4; Satisfactory = 3; Needs Improvement = 2; Unsatisfactory = 1

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Midterm 1</th>
<th>Final 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on general overview of the behavioral and social science theories applied to the implementation of public health programs and interventions. Constructs and concepts that explain how health behavior is shaped by intrapersonal factors, interpersonal relationships, cultural and community factors, and to the society as a whole are explored. The student will provide coordinated care to promote optimal health in individuals, families, communities, and/or populations.</td>
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</tr>
</tbody>
</table>

**PROFESSIONALISM**

Program Outcome # 4: Demonstrate professionalism in the care of patients, in interprofessional education and in collaborative practice.

1. Maintains personal appearance according to the policies of St. Thomas University (STU) School of Science and Nursing, and affiliating agencies. Comply with the Code of Ethics, Standards of Practice, and policies and procedures of STU School of Science and Nursing, and clinical agencies.

2. Reports Promptly to all scheduled activities and attends all Clinical. Notifies the instructor regarding absence or tardiness prior to the start of clinical sessions. Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area. Initiates patient contact only when the instructor is in clinical setting. Seeks instructor’s guidance before
3. Treat others with respect and demonstrates nonjudgmental behaviors and attitudes. Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice).

4. Demonstrate professionalism and accountability in the care of patients, in interprofessional education and in collaborative practice. Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner.

**PATIENT-CENTERED CARE**

**Program Outcome # 2:** Incorporate teaching, learning, and evaluation concepts in developing individualized health plans that meet the cultural and individual needs of patients, families, and communities.

1. Institutes individualized plan of care based on comprehensive holistic assessment and planning while eliciting patient values, preferences and needs. Demonstrate caring behaviors. Assess the presence and extent of pain and suffering.

2. Applies and integrates physical, emotional, cultural and spiritual components of caring behaviors that demonstrate respect for the human condition for self, individuals, families and groups.

3. Develops individualized plan of care with a focus on assessment and planning utilizing the nursing process. Respect diversity of individuals. Applies principles of cultural competency in the provision of nursing care to individuals, families and groups.

**TEAMWORK AND COLLABORATION**

**Program Outcome # 4:** Demonstrate professionalism in the care of patients, in interprofessional education and in collaborative practice.

1. Collaborates with other professional team members roles and scope of practice to manage client care through supervision, delegation, coordination, procurement of available resources and advocacy. Interacts creatively and openly with others to solve problems to achieve patient goals and outcomes.

2. Communicates effectively using SBAR to convey relevant data acquired about patient(s). Uses appropriate channels of communication to achieve positive patient outcomes. Communicates relevant, accurate, and complete information in a concise and clear manner.
3. Communicates effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty and other members of the health care team.

4. Works cooperatively with other team members within their scope of practice and family to achieve patient and organizational outcomes.

**Program Outcome # 1:** Demonstrate the integration of philosophical and theoretical principles of the art and science of nursing to create a caring environment for diverse patients, families, and communities.

<table>
<thead>
<tr>
<th>EVIDENCE-BASED PRACTICE</th>
<th>Write a grade 1-4 in the boxes below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes evidence-based practice principles and nursing skills to provide safe and cost-effective therapeutic nursing interventions for self and for individuals, families and groups experiencing transitions in well-defined practice settings.</td>
<td></td>
</tr>
<tr>
<td>2. Uses theory, principles of evidence-based practice, technology and research to formulate clinical judgments and guide nursing practice.</td>
<td></td>
</tr>
<tr>
<td>3. Identifies a public/health concern, demonstrates use of current literature to justify and synthesize gaps.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates the integration of philosophical and theoretical principles of the art and science of nursing to create interventions to address a public/health concern in caring environment for diverse patients, families, and communities.</td>
<td></td>
</tr>
<tr>
<td>5. Identifies and synthesizes evidence-based literature related to community practice and guideline activities and integrates them as framework to guide community health nursing practice. Provides community health nursing care that Focuses on wellness, health promotion, illness and disease management across the lifespan.</td>
<td></td>
</tr>
</tbody>
</table>

**QUALITY IMPROVEMENT**

<table>
<thead>
<tr>
<th>Write a grade 1-4 in the boxes below:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcome # 5:</strong> Demonstrate ethical and transformative leadership to promote a quality, safe and cost-effective health care environment for individuals, families and communities.</td>
</tr>
<tr>
<td>1. Identify, adapt and implement the learning-teaching process to address the needs of individuals, families and groups.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to advocate for transformation in the health care delivery system that is responsive to sustain health care outcomes at local, regional, state, national and global levels.</td>
</tr>
</tbody>
</table>
3. Apply principles of cultural competency in the provision of nursing care to individuals, families and groups.

4. Practice within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness.

## SAFETY

**Program Outcome # 5:** Demonstrate the ability to advocate for transformation in the health care delivery system that is responsive to sustain health care outcomes at local, regional, state, national and global levels

1. Practices within the ethical and legal framework of current nursing practice standards as well as reflecting political awareness.

2. Demonstrates effective use of technology and standardized practices that support safety and quality.

3. Incorporates teaching, learning, and evaluation concepts in developing individualized health plans that meet the cultural and individual needs of patients, families, and communities.

## INFORMATICS

**Program Outcome # 7:** Employ information technologies to manage knowledge, disseminate information, and promote decision-making in nursing practice.

1. Protect and maintain confidentiality of electronic health records data, information, and knowledge of technology in an ethical manner.

2. Demonstrate effective use of technology and standardized practices that support safety and quality. Skills include timely verbal and written/electronic charting with patients, team members, and family.

---

**Midterm Date:** ____/____/___________

**Midterm Grade:** Circle Grade: Pass Needs Improvement Fail

**Faculty Comments** (Address strengths and areas for student growth):

**Student 3 areas for strengths and 3 areas for growth:**
Student Signature: __________________________ Date: ___/___/_______

Faculty Name: _________________________ Faculty Signature: ____________________

Final Date: ___/___/_______

Circle Grade: Pass   Fail   Incomplete

Faculty Final Comments (Were the three areas of development met or not met?):

Student: Identify an area you would like to develop proficiency for next semester.

Student Signature: __________________________ Date: ___/___/_______

Faculty Name: _________________________ Faculty Signature: ____________________ Date: ___/___/_______
Clinical Academic Performance Success Plan (CAPSP) Tool

Student Name: ___________________________ Date: __/__/______

Course: ____________________________________________________________________________________

Use only if student achieved a rating of “1-2” or less than “77” Mid-clinical Evaluation or final evaluation: faculty and student must complete documentation for remediation of unsatisfactory areas. Clinical Academic Performance Success Plan (CAPSP) Tool must be initiated for any areas “1 or 2” rating or a total grade less than “77.”

<table>
<thead>
<tr>
<th>Below expectations</th>
<th>Student Centered Strategy for Academic Success Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate which competency I-VII</td>
<td>Situation (include if applicable dates and behaviors):</td>
</tr>
<tr>
<td></td>
<td>Background (Describe):</td>
</tr>
<tr>
<td></td>
<td>Assessment (Root cause analysis of issue):</td>
</tr>
<tr>
<td></td>
<td>Recommendation including time frame:</td>
</tr>
</tbody>
</table>

Student Signature: ___________________________ Date: __/__/______

Clinical Faculty Signature ___________________________ Date: __/__/______

I reviewed content with the clinical faculty and agreed with the remediation plan.

Course Faculty Coordinator Signature: ___________________________ Date: __/__/______

Faculty Name: ___________________________ Faculty Signature: __________ Date: __/__/______

I reviewed content with the lead faculty and agreed with the remediation plan.

Program Director Signature: ___________________________ Date: __/__/______
References


