Clinical instructors will provide feedback at midterm and end of semester. Minimal standards must be met consistently. Failure to meet minimal standards consistently is deemed to be performing below minimal standards for safe practice and places the student in danger of failing the course. The clinical evaluation tool is based on the American Nurses Association (ANA) Standards of Clinical Nursing Practice (2nd edition). The Standards include Standards of Care and Standards of Professional Performance.

Standards of Care describes components of the nursing process, including activities related to assessment, diagnosis, planning, outcome identification, implementation, and evaluation. Standards of Professional Performance describes a competent level of behavior in the professional role, including activities related to quality of care, performance appraisal, education, ethics, collaboration, research, and resource utilization.

<table>
<thead>
<tr>
<th>Student Name: _____________________________________________________</th>
<th>Clinical Instructor ________________________________</th>
<th>Sem/YR _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number/Name: _______________________________________________</td>
<td>Clinical Site ______________________________________</td>
<td>Number of Clinical Absences _____</td>
</tr>
</tbody>
</table>

USE A DIFFERENT COLORED PEN FOR MIDTERM AND FINAL EVALUATION

<table>
<thead>
<tr>
<th>STANDARD OF CARE</th>
<th>MIDTERM SCORE</th>
<th>FINAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnoses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of Care</td>
<td></td>
<td></td>
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<tr>
<td>Expected Outcomes</td>
<td></td>
<td></td>
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<tr>
<td>Implementation</td>
<td></td>
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<tr>
<td>Evaluation</td>
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</tbody>
</table>

STANDARDS OF PROFESSIONAL PERFORMANCE

<table>
<thead>
<tr>
<th>Professional Role Development</th>
<th>Education</th>
<th>Performance Appraisal</th>
<th>Ethics</th>
<th>Collaboration/Resource Utilization</th>
<th>Research/Quality of Care</th>
</tr>
</thead>
</table>

TOTAL SCORE

<p>| | |</p>
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<tr>
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<tbody>
<tr>
<td>DATE</td>
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</tbody>
</table>

Examples of minimal safe practice: The student nurse:
- Is punctual for all scheduled clinical activities (e.g., pre and post conferences, report, etc.).
- Can discuss assigned patient’s pathophysiology and related symptoms in his/her own words.
- Can discuss patient’s medical treatment(s) and rationale.
- Correctly selects a high priority nursing diagnosis and discusses at least two interventions that are supported by evidence-based practice.
- Demonstrates correct medication and intravenous administration, including calculations and safe dosages, and can communicate actions, side effects, and nursing implications.
- Demonstrates beginning psychomotor skills appropriate to the practice setting and specialty area.
- Maintains asepsis and standard precautions.
- Reports to appropriate parties (i.e., RN, instructor) regarding all patient care and changes in a patient’s condition.
- Documents in a timely manner and according to current nursing practice within the setting and specialty area.

CLINICAL GRADES:

TOTAL FINAL SCORE = 253–272 AND NO STATEMENT SCORE BELOW “2” = A
TOTAL FINAL SCORE = 248–252 AND NO STATEMENT SCORE BELOW “2” = A-
TOTAL FINAL SCORE = 242–247 AND NO STATEMENT SCORE BELOW “2” = B+
TOTAL FINAL SCORE = 231–241 AND NO STATEMENT SCORE BELOW “2” = B
TOTAL FINAL SCORE = 226–229 AND NO STATEMENT SCORE BELOW “2” = B-
TOTAL FINAL SCORE = 220–225 AND NO STATEMENT SCORE BELOW “2” = C+
TOTAL FINAL SCORE = 209–219 AND NO STATEMENT SCORE BELOW “2” = C
TOTAL FINAL SCORE = 182–210 AND NO STATEMENT SCORE BELOW “2” = D
TOTAL FINAL SCORE = 0–181 AND NO STATEMENT SCORE BELOW “2” = F

FAILURE = ANY/ALL STATEMENT SCORE(S) BELOW “2” ON FINAL SCORE (MINIMAL SAFE PRACTICE)

NOTE = 20 points are taken off final score for each clinical absence.

1.4.2019
## STANDARDS OF CARE

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Consistently, skillfully, and with early and progressive independence is able to meet all objectives (92-100% of the time).</td>
<td>With limited guidance is able to meet all clinical objectives (83-91% of the time).</td>
<td>With ongoing guidance is able to meet all clinical objectives (77-82% of the time -Meets minimal standards for safe practice)</td>
<td>Inconsistent in meeting clinical objectives (76.99% or less of the time—inconsistent in meeting any/all minimal standards for safe practice)</td>
<td>(0.0%—failure in meeting any/all minimal standards for safe practice)</td>
</tr>
</tbody>
</table>

### Assessment: Data Collection:

1. Involves effective communication with all appropriate parties (Patient/client, family, other health care providers).  
2. Prioritized by patient needs/condition.  
3. Gathers data including appropriate assessment techniques/instruments (Rubric 1).  
4. Pathophysiology/psychopathology described and reference Stated using APA format (Rubric 2)  
5. Includes past health history and developmental status (Rubric 3)  
6. Includes history of present illness (Rubric 4)  
7. Includes lab data with explanation (Rubric 5)  
8. Includes diagnostic data (Rubric 6)  
9. Includes Medications (Rubric 7)  
10. Includes subjective data as appropriate (Physiological, psychosocial, developmental, cultural, spiritual).  
11. Documented according to practice setting and specialty area.  
12. Genogram (Rubric 8)

### Assessment Total Score =

### Diagnosis: Diagnoses:

1. Are derived from subjective and objective data and rationale.  
2. Are prioritized NANDA Diagnosis and rational based on the patient/client’s needs/condition according to a theoretical framework. (Rubric 2)  
3. Establishes priorities with the use of a Nursing Theory (Rubric 3)  
4. Are validated through effective communication with all appropriate parties (patient/client, family, health care providers).  
5. Facilitate plan of care and determination of outcomes.  
6. Are documented using NANDA terminology.

### Diagnosis Total Score =

### Asessment: Specific events/evidence/examples to support rating by instructor: NOTE: MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance

### Diagnosis: Specific events/evidence/examples to support rating by instructor: NOTE: MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance
Outstanding performance: Consistently, skillfully, and with early and progressive independence is able to meet all objectives (92-100% of the time).

Good performance: With limited guidance is able to meet all clinical objectives (83-91% of the time).

Minimal performance: With ongoing guidance is able to meet all clinical objectives (77-82% of the time—Meets minimal standards for safe practice).

Unsatisfactory performance: Inconsistent in meeting clinical objectives (76.99% or less of the time—Inconsistent in meeting any/all minimal standards for safe practice).

Unsafe performance: (0.0%—failure in meeting any/all minimal standards for safe practice)

Plan of Care: The Plan of Care:
1. Is derived from the diagnoses. (Rubric 4) 4 3 2 1 0 0
2. Is developed through effective communication with all appropriate parties (patient/client, family, health care providers). 4 3 2 1 0 0
3. Establishes priorities. 4 3 2 1 0 0
4. Is individualized to the patient/client. 4 3 2 1 0 0
5. Is culturally appropriate. 4 3 2 1 0 0
6. Provides for continuity of care. 4 3 2 1 0 0
7. Is documented according to practice setting and specialty area. 4 3 2 1 0 0

PLAN OF CARE TOTAL SCORE =

Expected Outcomes: Outcomes:
1. Are formulated through effective communication with all appropriate parties (patient/client, family, health care providers). 4 3 2 1 0 0
2. Are realistic in relation to patient/client’s condition. 4 3 2 1 0 0
3. Short and long term goals achievable. (Rubric 1) 4 3 2 1 0 0
4. Expected outcomes are measurable and time limited (Rubric 2) 4 3 2 1 0 0
5. Are documented patient centered. (Rubric 3) 4 3 2 1 0 0

EXPECTED OUTCOMES TOTAL SCORE =

1.4.2019
### Interventions/Implementation

1. Are consistent with the plan of care, expected outcomes and implemented in a safe, timely, and appropriate manner.  
   - Outstanding: Consistently skillfully, and with early and progressive independence is able to meet all objectives (92-100% of the time).  
   - Good performance: With limited guidance is able to meet all clinical objectives (83-91% of the time).  
   - Minimal performance: With ongoing guidance is able to meet all clinical objectives (77-82% of the time—Meets minimal standards for safe practice)  
   - Unsatisfactory performance: Inconsistent in meeting clinical objectives (76.99% or less of the time—inconsistent in meeting any/all minimal standards for safe practice).  
   - Unsafe performance: (0.0%—failure in meeting any/all minimal standards for safe practice)  

2. State action, frequency and person (patient/family/staff) who is going to carry these out and communicated prior to implementation. (Rubric 1)  
3. Supported by evidence-based practice and correctly referenced (APA 6th). (Rubric 4)  
4. Demonstrate competence in nursing skills appropriate to practice setting and specialty area.. (Rubric 3)  
5. Consider patient’s cultural, developmental and psychosocial status. (Rubric 2)  
6. Documented according to practice setting and specialty area.  
7. Enable achievement of the expected outcomes (Rubric 2)  

**IMPLEMENTATION TOTAL SCORE =**  

**IMPLEMENTATION:** Specific events/evidence/examples to support rating by instructor:  

**NOTE:** MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance

### Evaluation: Evaluation:

1. Documents patient/client responses to interventions  
2. Is based on attainment of expected outcomes.  
3. Is utilized to revise diagnoses, plan of care, and outcomes as necessary.  
4. States whether expected outcomes are met or not (Rubric 1)  
5. Discharge Plan/Patient Teaching (Rubric 2)  

**EVALUATION TOTAL SCORE =**  

**EVALUATION:** Specific events/evidence/examples to support rating by instructor:  

**NOTE:** MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance
### STANDARDS OF PROFESSIONAL PERFORMANCE

<table>
<thead>
<tr>
<th>Professional Role Development: The student nurse:</th>
<th>Midterm Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflects respect and sensitivity to clinical milieu through:</td>
<td></td>
</tr>
<tr>
<td>a. Appropriate dress, language, and behavior.*</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>b. Proper identification of one’s self and role.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>c. Promptness for meetings, learning activities, and assignment deadlines.</td>
<td>4 3 2 1 0</td>
</tr>
</tbody>
</table>

2. Demonstrates the use of critical thinking and independent judgment in clinical decision making through the following activities:
   a. Pre and post conferences. | 4 3 2 1 0 |
   b. Nursing care plans.      | 4 3 2 1 0 |
   c. Instructor interactions. | 4 3 2 1 0 |
   d. Patient/client interactions. | 4 3 2 1 0 |

**PROFESSIONAL ROLE DEVELOPMENT TOTAL SCORE =**

*See Undergraduate Student Policies/Procedures Manual

PROFESSIONAL ROLE DEVELOPMENT: Specific events/evidence/examples to support rating by instructor: **NOTE**: MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance

### Education: The student nurse:

<table>
<thead>
<tr>
<th>Education: The student nurse:</th>
<th>Midterm Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in educational activities (i.e., pre and post conferences) in the clinical and community settings.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>2. Seeks out opportunities for learning.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>3. Demonstrates knowledge appropriate to the specialty area and practice setting.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>4. Shares knowledge with colleagues in the clinical setting.</td>
<td>4 3 2 1 0</td>
</tr>
</tbody>
</table>

**EDUCATION TOTAL SCORE =**

EDUCATION: Specific events/evidence/examples to support rating by instructor: **NOTE**: MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance
### Performance Appraisal: The student nurse:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Score</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding performance: Consistently, skillfully, and with early and progressive independence is able to meet all objectives (92-100% of the time).</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Good performance: With limited guidance is able to meet all clinical objectives (83-91% of the time).</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Minimal performance: With ongoing guidance is able to meet all clinical objectives (77-82% of the time—Meets minimal standards for safe practice)</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Unsatisfactory performance. Inconsistent in meeting clinical objectives (76.99% or less of the time—inconsistent in meeting any/all minimal standards for safe practice)</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Unsafe performance: (0.0%—failure in meeting any/all minimal standards for safe practice)</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Performance Appraisal Total Score =**

### Ethics: The student nurse:

<table>
<thead>
<tr>
<th>Ethics</th>
<th>Score</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes the Code for Nurses to guide practice.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Maintains patient/client confidentiality within legal and regulatory parameters.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Interacts with peers and other health care providers in a nonjudgmental and nondiscriminatory manner.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Acts as a patient/client advocate.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Delivers care in a nonjudgmental and nondiscriminatory manner.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. Delivers care in a manner that preserves patient/client autonomy, dignity, and rights.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Ethics Total Score =**

**NOTE:** MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good and Minimal performance
Outstanding performance: Consistently, skillfully, and with early and progressive independence is able to meet all objectives (92-100% of the time).

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Unsafe performance: (0.0%—failure in meeting any/all minimal standards for safe practice)

Collaboration/Resource Utilization: The student nurse:

1. Communicates with appropriate parties regarding patient/client care and the nurse’s role in providing care.  4 3 2 1 0 _____   _____
2. Identifies care activities that could be delegated to appropriate personnel.  4 3 2 1 0 _____   _____
3. Assists patient/client and family in identifying and securing appropriate and available services for health-related needs.  4 3 2 1 0 _____   _____

COLLABORATION/RESOURCE UTILIZATION TOTAL SCORE =  _____   _____

COLLABORATION: Specific events/evidence/examples to support rating by instructor: NOTE: MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good, Minimal performance

Research/Quality of Care: The student nurse:

1. Utilizes the best available evidence, preferably practice guidelines based on research data, to provide care.  4 3 2 1 0 _____   _____
2. Participates in research/quality of care activities appropriate to her/his position (e.g., data collection, documentation).  4 3 2 1 0 _____   _____

RESEARCH/QUALITY OF CARE TOTAL SCORE =  _____   _____

RESEARCH/QUALITY OF CARE: Specific events/evidence/examples to support rating by instructor: NOTE: MANDATORY for Outstanding, Unsatisfactory, and Unsafe performance; OPTIONAL for Good, Minimal performance

Instructor Signature: Midterm: ________________________________ Date: _______ Final: ________________________________ Date: ______

Student Signature: Midterm: ________________________________ Date: _______ Final: ________________________________ Date: ______

PLACE RESPONSE OR COMMENTS ON BACK OF EVALUATION FORM, SIGN AND DATE. CHECK HERE IF COMMENTS ARE ON BACK OF FORM [ ]

1.4.2019