Florida Atlantic University, Christine E. Lynn College of Nursing

Nursing Practice Evaluation Tool: Rubric and Rating Form

Course\_\_\_\_\_\_\_\_\_\_ Semester\_\_\_\_\_\_\_\_\_\_\_ Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dates of Clinical\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Clinical Competency** | **Criteria used to identify successful accomplishment of the competency** | **1** | **2** | **3** | **4** | **5** | **6** |
| Critical Element #3,4; course objective #7, 8 | Interprofessional Communication | Collaborates and effectively communicates with other health care providers/members (includes instructor) in meeting the patient's calls for nursing - designing plan of care, interact, report, collegial, SBAR |  |  |  |  |  |  |

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| Professionalism and Leadership - Critical Element #3, 4, 5; course objective #3, 4, 6, 14 | Professional Values | Adheres to policies and procedures outlined in nursing handbook, RN scope of practice (ANA, AHNA and Florida Board of Nursing standards). |  |  |  |  |  |  |
| Ethical/Legal Issues | Accountable for assigned client care, Adheres to HIPAA, medical facility policies and procedures |  |  |  |  |  |  |
| Management of Care | Manages client care incorporating time management to organize tasks and effective use of resources. (appropriate and cost effective) |  |  |  |  |  |  |
| Role of the BSN student | Demonstrates accountability for completing assignments on time and for professional behaviors in the clinical environment, well prepared, on time, utilizes time effectively, seeks guidance appropriately, actively participates in pre and post clinical discussions. |  |  |  |  |  |  |
| Person-Centered Care: Critical Element #1, 2;course objective #1, 2, | Therapeutic Communication | Uses therapeutic verbal and nonverbal communication in client care, Avoids barriers to communication, develops rapport |  |  |  |  |  |  |
| Caring | Uses caring behaviors (call by preferred name, comfort, respect), Provide care in a safe, timely and efficient manner, Answer call lights, Assess pain and respond appropriately, Identifies needs holistically (physiologic, spiritual, cultural and psychosocial), Identifies cultural and spiritual values, beliefs and attitudes related to client care (Students and clients) |  |  |  |  |  |  |
| ADLs | Perform ADLs to meet client needs (shows initiative and ability to perform independently) |  |  |  |  |  |  |
| Data Collection - Focused Assessment | Makes accurate observations, Data collection is complete and obtained from multiple sources and ways of knowing (client, chart, staff, and family), Performs head to toe and focused assessments and reports abnormalities. |  |  |  |  |  |  |
| Client Education | Identifies learning needs and provides information from established teaching plan. Evaluates client understanding (Teach Back) |  |  |  |  |  |  |

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| Evidence Based Practice and Nursing Judgement: Critical Element #1, 2, 4; course objective #5, 10, 11, 12, 16 | Clinical reasoning, Evidence-Based | Identifies complications or changes in client condition and reports deviations promptly. Uses clinical reasoning to assess, choose interventions, and evaluate client responses; evidence-based nursing responses |  |  |  |  |  |  |
| Prioritization | Outlines daily plan of care, adjusts as needed, sets appropriate priorities and provides rationale for client care priorities |  |  |  |  |  |  |
| Quality Improvement and Safety: Critical Element #1, 2, 5; course objectives #10, 11, | Quality Client Care | Identifies and addresses client concerns |  |  |  |  |  |  |
| Safety | Safe and competent nursing skills, medication administration (accurately, safe manner, timely, evaluates response to medications), standard precautions and treatments/procedures, Maintains a safe environment |  |  |  |  |  |  |
| Informatics: Critical Element #3, 4, 5; course objective #9, 10, 13, 15 | Documentation/ Confidentiality | Documents in a timely, clear, concise, and prompt manner, maintains confidentiality of client information |  |  |  |  |  |  |
| Technology – safety equipment | Responds appropriately to safety equipment (alarms, call lights, bar codes, etc.) |  |  |  |  |  |  |

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| **CLINICAL PERFORMANCE EVALUATION RUBRIC** | | |  |
| **Scale/Label** | **Standard Procedure** | **Performance Quality** | **Assistance** |
| MS (minimal supervision) 93-100% | Safe/Accurate | Consistently meets evaluation criteria with minimal direction. A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (93-100%) | Minimal direction not required |
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| D (Developing) 87-92% | Safe/Accurate | Performance is improving and becoming more consistent; needs moderate level of assistance or supervision, seeks learning experiences. By the final evaluation for the course, all DI’s must be S’s to pass the course at minimum 73%. A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (87-92%) | Occasional direction |
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| E (Emerging) 73-86% | Mostly Safe/Accurate | Partial demonstration of skills. Inefficient or uncoordinated. Delayed time expenditure. A developmental plan should be prepared collaboratively for areas of “improvement needed” in formative evaluations. All E’s must be Ds or MS by midterm. A satisfactory score of “S” must be achieved on each of the 6 caring competencies and the critical elements by the final clinical performance evaluation in order to proceed in the program. (73-86%) | Frequent direction |
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| W (Weak) 67-72% | Questionably Safe/ Accurate | Performance is inconsistent and/or needs high level of assistance or supervision (60% - 70%). Strengths and areas for improvement should be identified in a comprehensive evaluation by the 3rd week of clinical. A developmental plan should be prepared collaboratively for areas of “improvement needed” in formative evaluations. A score of W requires a faculty narrative along with a formal action plan. A score of W post midterm requires a formal meeting with the clinical faculty, BSN Clinical Coordinator, and the student. Two W’s after the formal meeting will result in NE and failure of the course. (67-72%) | Continuous direction |
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| NE (Not Evident) 0-66% | Unsafe/Inaccurate | Does not meet Expectations even after remediation/developmental plan Unable to demonstrate procedures. Lacks confidence, coordination and efficiency. | Continuous direction |
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