**Illinois State University**

**Mennonite College of Nursing**

**Clinical Performance Evaluation Tool (CPET) Guidelines**

**Tool Guidelines**

* Each student will fill out an evaluation at (1) midterm and (2) final.
* Each faculty member will fill out an evaluation at (1) midterm and (2) final.
* Each outcome must be evaluated as “Satisfactory (S)”, “Needs Improvement (NI),” or “Unsatisfactory (U).”
* A passing grade will only be assigned if all the items are checked “S” at the time of the final evaluation.

**Grading Guidelines, Entire Course**

* The final grade for each student in the course will be the numeric grade received for the course based on all of the didactic work required in the syllabus.
* Clinical performance will be evaluated with a CPET and will be scored either “pass” or “fail.”
* Every student must receive a score of “pass” on the CPET to pass the course.
* If a student passes the didactic portion of the course and fails the CPET, the student fails the entire course.
* If a student receives a “fail” on the CPET the student will receive a grade of “F” for the course.

This CPET is based on the Quality, Safety Education for Nurses (QSEN) initiative. QSEN serves to equip those in nursing education with the knowledge, skills, and attitudes required of nurses across the health care system (QSEN, 2014).

Walsh, T., Jairath, N., Paterson, M. A., & Grandjean, C. (2010). Quality and safety education for nurses

clinical evaluation tool. *Journal of Nursing Education*, 49(9) 517-522. doi:10.3928/01484834-20100630-06

Quality and Safety Education for Nurses Institute. (2014). Retrieved from http://qsen.org/

**Illinois State University**

**Mennonite College of Nursing**

**NUR 229 Adult Nursing I**

**Clinical Performance Evaluation Tool (CPET)**

Student Name ULID

Clinical Site Semester/Year

Faculty Name NSL Date

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| --- | --- | --- | --- | --- |
| **Patient Centered Care**  Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs (QSEN, 2014) | | | | |
| **NUR 229 Objectives**  Objective 5: Utilize the nursing process as a systematic method of providing nursing care for adult patients across the lifespan | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Demonstrates compassion in caring for individuals and families |  |  |  |  |
| B. Treats patients, staff, peers, and faculty with respect regardless of varying cultural backgrounds, lifestyles, and value systems |  |  |  |  |
| C. Seeks knowledge and understanding on how to provide culturally and spiritually competent care using the nursing process |  |  |  |  |
| D. Utilizes critical thinking and clinical reasoning skills throughout the nursing process to provide client centered care |  |  |  |  |
| E. Uses principles and theories from nursing, and biological, psychological and social sciences as a foundation for nursing practice |  |  |  |  |
| F. Identifies relationships between, and significance of client’s bio-psycho-social status, culture, and underlying pathologies |  |  |  |  |
| G. Establishes priorities according to client/resident need |  |  |  |  |
| H. Implements established routine, therapeutic nursing interventions for the client/resident |  |  |  |  |
| I. Evaluates client response to interventions in care plan |  |  |  |  |
| J. Evaluates goals/outcome criteria of care plan |  |  |  |  |
| K. Adjusts priorities for therapeutic nursing interventions as client/resident’s situation changes to care plan |  |  |  |  |
| Comments | | | | |

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| **Teamwork and Collaboration**  Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN, 2014) | | | | |
| **NUR 229 Objectives**  Objective 1: Identify the need for effective communication and collaboration with patients, families, and other members of the health care team to advocate for improved health capacities | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Informs staff/faculty in a timely manner of significant changes in client/resident status |  |  |  |  |
| B. Utilizes appropriate channels of communication |  |  |  |  |
| C. Demonstrates effective, goal-oriented verbal and written communication skills incorporating concepts of adult life span considerations, patient privacy, confidentiality, and advocacy |  |  |  |  |
| D. Demonstrates appropriate effective group process skills:   * actively participates with the weekly clinical group |  |  |  |  |
| * actively participates in simulation day |  |  |  |  |
| * contributes to the development of the adult teaching project |  |  |  |  |
| * evaluates the group process |  |  |  |  |
| E. Supports peers and staff in delivery of client/resident care |  |  |  |  |
| F. Recognizes the role of the nurse in collaborating with the interdisciplinary team to improve client outcomes |  |  |  |  |
| G. Identifies principles and various modes of communication (including health information technology) in effective collaboration |  |  |  |  |
| H. Identifies the roles of client, family, significant others and health care team in planning outcomes and evidence-based nursing interventions |  |  |  |  |
| Comments | | | | |

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| **Evidence-Based Practice**  Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care (QSEN 2014) | | | | |
| **NUR 229 Objectives**  Objective 2: Define evidence-based practice for clinical decision making in the delivery of nursing care | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Identifies nursing problems that incorporate evidence-based practice |  |  |  |  |
| B. Incorporates evidence-based interventions (including client teaching) into practice |  |  |  |  |
| C. Provides safe, competent care in compliance with best practices |  |  |  |  |
| Comments | | | | |

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| **Quality Improvement**  Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2014) | | | | |
| **NUR 229 Objectives**  Objective 3: Examine health promotion strategies that contribute to safe, quality care  Objective 4: Discuss concepts of accountability and responsibility in the management of professional nursing care | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Analyzes factors affecting health of clients in nursing homes and hospitals |  |  |  |  |
| B. Discusses legal, ethical, political issues that influence professional nursing practice |  |  |  |  |
| C. Alters nursing practice according to constructive feedback and suggestions for improvement |  |  |  |  |
| D. Identifies how the professional nurse delivers care within the parameters of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics |  |  |  |  |
| Comments |  |  |  |  |

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| **Safety**  Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2014) | | | | |
| **NUR 229 Objectives**  Objective 3: Examine health promotion strategies that contribute to safe, quality care | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm S/NI/U** | **Faculty Midterm S/NI/U** | **Student Final S/U** | **Faculty Final S/U** |
| A. Identifies components of the nursing process in delivery of safe and responsible health care |  |  |  |  |
| B. Describes environmental and health care facility safety concerns for the resident/client |  |  |  |  |
| C. Differentiates normal from abnormal physiological and psychosocial processes in adult clients |  |  |  |  |
| D. Safely administers medications according to the Nine Rights |  |  |  |  |
| E. Verbalizes understanding of medication purpose, action, side effects, nursing implications and method of determining effectiveness |  |  |  |  |
| F. Recognizes limitations of self and seeks help when necessary |  |  |  |  |
| G. Recognizes changes in client’s condition and takes appropriate, timely action |  |  |  |  |
| H. Incorporates systems thinking in the development of nursing interventions that support illness prevention and health promotion |  |  |  |  |
| I. Selects appropriate nursing diagnosis based on assessment |  |  |  |  |
| J. Performs physical assessment using appropriate technique |  |  |  |  |
| K. Serves as a client/resident advocate |  |  |  |  |
| L. Identifies the role of the nurse in assisting clients in the management of their protection, comfort, physiological, safety, and situational needs |  |  |  |  |
| M. Explains concepts and rationales for nursing skills as discussed in the nursing skills course |  |  |  |  |
| N. Identifies factors and corresponding interventions which affect an individual’s ability for self-protection |  |  |  |  |
| O. Recognizes clients/residents at risk for complications |  |  |  |  |
| Comments |  |  |  |  |

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| **Informatics**  Use information and technology to communicate, manage knowledge, mitigate error, and support decision making(QSEN, 2014) | | | | |
| **NUR 229 Objectives**  Identify the need for effective communication and collaboration with patients, families, and other members of the health care team to advocate for improved health capacities. | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Communicates in writing completely and concisely |  |  |  |  |
| B. Navigates the electronic medical record through:   * Finding interdisciplinary notes |  |  |  |  |
| * Finding test results |  |  |  |  |
| * Finding patient care plan |  |  |  |  |
| C. Documents within the electronic medical record:   * Assessments |  |  |  |  |
| * Notes |  |  |  |  |
| * Interventions |  |  |  |  |
| D. Utilizes informatics to support patient care:   * Obtain pertinent policy/procedure guidelines |  |  |  |  |
| * Obtain appropriate patient education material |  |  |  |  |
| Comments | | | | |

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| **Professionalism**  Demonstrates a commitment to professional nursingand "Applies principles of altruism, excellence, caring, ethics, respect, civility, communication, and accountability in one's self and nursing practice." (AACN, 2008) | | | | |
| **NUR 229**  Discuss concepts of accountability and responsibility in the management of professional nursing care | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Demonstrates an awareness of how personal and professional values impact nursing care |  |  |  |  |
| B. Demonstrates an awareness of self by:   * Examining own ideas, feelings, and behavior |  |  |  |  |
| * Evaluating own performance through written reflection (Clinical Objective Tool/ Reflective Journals) |  |  |  |  |
| C. Demonstrates personal and professional responsibility for:   * Maintaining confidentiality of information |  |  |  |  |
| * Interacting in a collegial manner |  |  |  |  |
| * Accepting responsibility for own preparation, learning, and behavior |  |  |  |  |
| * Completing Lab and Success Plan requirements satisfactorily and on time |  |  |  |  |
| * Uses resources for continuous learning and development |  |  |  |  |
| * Arriving on time; informing faculty of absence |  |  |  |  |
| * Adhering to school policies regarding dress code |  |  |  |  |
| * Coming to clinical prepared; submitting all assignments correctly, on time, using own work, and crediting resources appropriately |  |  |  |  |
| * Demonstrating truthfulness and honesty |  |  |  |  |
| Comments | | | | |

**Midterm Assessment**

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| **Midterm Faculty Assessment**  (Strengths, goals, opportunities for improvement) |
|  |

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| **Midterm Student Goals**  (Provide a minimum of 3 goals mutually decided upon by student and faculty) |
| 1. |
| 2. |
| 3. |
| Additional Goals |

I will work with my faculty in meeting these goals.

Student Signature Date

Printed Student Name (Legible)

I agree and will support this growth.

Faculty Signature Date

Printed Faulty Name (Legible)

NSL Remediation Date Absences

Makeup Plan

**Final Assessment**

**\*Faculty: Please provide a copy of this Final Assessment for the student after completion of this course**

**\*Students: Please retain a copy of this Final Assessment and share with your clinical faculty next semester**

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| **Final Student Assessment**  (strengths, attainment of goals and opportunities for improvement next semester)  What opportunities do you see are needed next semester to improve you as a nurse? |
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| **Final Faculty Assessmen**t  (strengths, attainment of goals and opportunities for improvement next semester)  What areas or opportunities are needed to continue or improve for next semester? |
|  |

I will work with my faculty in meeting these goals.

Student Signature Date

Printed Student Name (Legible)

I agree and will support this growth.

Faculty Signature Date

Printed Faulty Name (Legible)

NSL Remediation Date Absences

Makeup Plan