**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 231 Adult Nursing II**

**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 231 Objectives**  Objective 1: Develop a culturally sensitive, patient-centered plan of care to meet the unique needs of adults and their families in episodic care settings to promote restorative health in a safe, quality manner  Objective 2: Apply principles of teaching-learning in therapeutic patient-centered nursing interventions with adults and their families in episodic care settings | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **FacultyFinal**  **S/U** |
| A. Select appropriate tools and resources for gathering health history and assessment data |  |  |  |  |
| B. State nursing diagnoses using appropriate terminology and format |  |  |  |  |
| C. Prioritize nursing diagnoses accurately, according to patient status |  |  |  |  |
| D. Formulate realistic, specific, and measurable goals related to the nursing diagnosis |  |  |  |  |
| E. Plan appropriate individualized independent and collaborative nursing interventions based on patients’ values, preferences, and needs |  |  |  |  |
| F. Evaluate effectiveness of interventions and alter patient care appropriately |  |  |  |  |
| G. Demonstrate understanding of pathology underlying patient’s condition: relate s/s to pathology; interpret lab and diagnostic test results correctly; explain impact of medications; explain impact of invasive treatments |  |  |  |  |
| H. Identify patient/family learning needs (i.e., knowledge deficits related to care and preferred method of learning) and readiness for teaching |  |  |  |  |
| I. Plan teaching based on identified learning needs, readiness, and patient/family abilities/disabilities |  |  |  |  |
| J. Implement teaching plan based on respect for patient/family preferences, values, and needs |  |  |  |  |
| K. Evaluate teaching and make appropriate changes if needed (e.g., communicate needs with healthcare provider; provide additional resources) |  |  |  |  |
| 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 231 Objectives**  Objective 4: Practices effective communication with patients, families, and health care team members using a variety of information modes to plan, coordinate, and implement 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. Demonstrate awareness of own strengths and limitations as a team member |  |  |  |  |
| B. Function with assistance and direction as a member of the health care team |  |  |  |  |
| C. Use appropriate goal-oriented verbal, non-verbal, and written communication skills |  |  |  |  |
| D. Demonstrate effective group process skills. Engaged and active participant in providing quality patient-centered care in an interprofessional team setting |  |  |  |  |
| E. Assess the clinical environment to determine when peers and other personnel require assistance in providing care |  |  |  |  |
| Comments | | | | |

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| **Evidence Based Practice**  Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014) | | | | |
| **NUR 231 Objectives**  Objective 5: Integrates principles, theories, and evidence from nursing, biological, psychological, and social sciences to guide clinical decision making | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty Final**  **S/U** |
| A. Demonstrated use of Evidence-Based Practice through health history, physical assessment, and nursing care plan, and selecting appropriate policies/procedures to guide patient care |  |  |  |  |
| B. Demonstrate knowledge of basic scientific methods and processes in basic nursing skills (e.g., infection prevention, body mechanics) |  |  |  |  |
| C. Base individualized plan of care on patient values, clinical expertise, and scientific evidence |  |  |  |  |
| D. Describe reliable sources for locating evidence reports and clinical practice guidelines |  |  |  |  |
| Comments | | | | |
| **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 231 Objectives**  Objective 3: Relate discussion of economic, regulatory, and ethical issues to care of adults in episodic care settings | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty Final**  **S/U** |
| A. Describe strategies for identifying outcomes of care in the acute care setting |  |  |  |  |
| B. Identify appropriate use of resources (i.e., human, material, and fiscal) |  |  |  |  |
| Comments | | | | |

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| **Safety**  Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2014) | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty Final**  **S/U** |
| A. Implement nursing interventions safely and effectively |  |  |  |  |
| B. Recognize self-limitations and seek help when necessary |  |  |  |  |
| C. Base clinical judgments on assessment data and patient’s needs consistent with standards of practice |  |  |  |  |
| D. Demonstrate professional accountability (e.g., report errors to faculty and staff, report abnormal and unexpected findings to primary RN) |  |  |  |  |
| Comments | | | | |

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| **Informatics**  Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2014) | | | | |
| **NUR 231 Objectives**  Objective 4: Practice effective communication with patients, families, and health care team members using a variety of information modes to plan, coordinate, and implement 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. Use information technology effectively inpatient care situations. Access computer resources including patient data for application to the nursing process |  |  |  |  |
| B. Explain why information and technology skills are essential for safe patient care |  |  |  |  |
| C. Document patient care in an electronic health record |  |  |  |  |
| D. Utilize references and resources in the clinical setting such as policy and procedure manuals and assigned texts |  |  |  |  |
| 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) | | | | |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| A. Maintain patient confidentiality |  |  |  |  |
| B. Adhere to college policies and agency policies, including dress code |  |  |  |  |
| C. Report to clinical on time |  |  |  |  |
| D. Submit written assignments on time |  |  |  |  |
| E. Accept responsibility for own preparation, learning, and behavior |  |  |  |  |
| F. Demonstrate a commitment to professional nursing (I.e. puts forth reasonable effort in carrying out the nursing process, assess, plan, intervene, evaluate, communicate with SBAR or ISBARQ) |  |  |  |  |
| G. Demonstrate awareness of how personal and professional values impact nursing care |  |  |  |  |
| H. Identify strengths and goals for self-improvement related to clinical performance |  |  |  |  |
| 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