**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 314 Psychiatric and Mental Health Nursing**

**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 314 Objectives**Objective 1: Demonstrate self-reflection including personal values, biases, and need for self-care and stress management in order to provide care for othersObjective 6: Demonstrate effective use of the nursing process in providing therapeutic interventions for individuals and families across the lifespan who are experiencing impaired biologic, physiologic and psychosocial functioningObjective 7: Construct/Generate a plan of care to identify and implement health promotion and coping skill needs for psychiatric clients and their families |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Examines personal attitudes about psychiatric illness, patients and psychiatric care through journaling and interactions with faculty  |  |  |  |  |
| B. Treats patients, families, staff, peers, and faculty with respect regardless of varying cultural backgrounds, lifestyles, and value systems |  |  |  |  |
| C. Demonstrates compassion in caring for individuals and families  |  |  |  |  |
| D. Seeks knowledge and understanding on how to provide culturally and spiritually competent care through interactions with faculty and staff and through journaling |  |  |  |  |
| E. Analyzes the impact of the milieu in the treatment of acute and chronic mentally ill patients |  |  |  |  |
| F. Maintains patient’s civil rights and bill of rights |  |  |  |  |
| G. Communicates with patients and families by:* short, frequent approaches with patient and family to build trust
 |  |  |  |  |
| * listening openly to what the patient and family has to say
 |  |  |  |  |
| * responding in an empathic, non-judgmental manner
 |  |  |  |  |
| * an alertness to nonverbal cues and personal space
 |  |  |  |  |
| * utilizing the therapeutic communication techniques
 |  |  |  |  |
| H. Utilizes nursing process by: |  |  |  |  |
| * Collecting subjective and objective assessmentdata on the patient’s bio-psycho-social status from chart, patient, and team members
 |  |  |  |  |
| * Analyzing assessment data to develop the patient’s actual or potential NANDA-I Nursing Diagnoses
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| * Stating Nursing Diagnoses using Problem, Etiology, Sign/Symptoms (PES) format
 |  |  |  |  |
| * Prioritizing Nursing Diagnoses accurately, according to patient condition
 |  |  |  |  |
| * Formulating a goal directed at Nursing Diagnosis with specific, measurable, attainable, relevant and timely (SMART) outcome criteria
 |  |  |  |  |
| * Planning appropriate, independent, patient-centered nursing interventions/actions focusing onetiology and outcome criteria
 |  |  |  |  |
| * Justifying nursing interventions/actions with an evidence-based rationale
 |  |  |  |  |
| I. Evaluates plan of care based on:* Interventions
 |  |  |  |  |
| * Outcome Criteria
 |  |  |  |  |
| * Nursing Diagnosis
 |  |  |  |  |
| J. Implements patient and family teaching by: |  |  |  |  |
| * Identifying patient/family learning needs (i.e., knowledge deficits related to care and preferred method of learning) and readiness for teaching
 |  |  |  |  |
| * Planning teaching based on identified learning needs, readiness, and patient/family abilities/disabilities
 |  |  |  |  |
| * Implementing teaching plan based on respect for patient/family preferences, values, and needs
 |  |  |  |  |
| * Evaluating teaching and making appropriate changes if needed (e.g., communicate needs with healthcare provider; provide additional resources)
 |  |  |  |  |
| * An alertness to opportunities to teach patients/families or reinforce previous learning about the illness, interventions, medications, or 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 314 Objectives**Objective 4: Facilitate communication using verbal and non-verbal skills with individuals, groups, and familiesObjective 8: Collaborate with members of interdisciplinary team to coordinate quality, holistic, and safe care in and across healthcare settings |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Initiates therapeutic communication with patients, families, staff, and faculty with confidence |  |  |  |  |
| B. Utilizes human resources , (e.g., team members and faculty) and assigned texts to understand patient dynamics and interventions |  |  |  |  |
| C. Explores how nurses and all members of the team advocate for patients with mental illness |  |  |  |  |
| D. Critically evaluates how mental illness impacts the patient’s ability to communicate |  |  |  |  |
| E. Evaluates communication (verbal and nonverbal) for clarity, congruence, and purpose through reflection by journaling and group processing |  |  |  |  |
| F. Communicates with health care team and faculty regarding individualized care to maintain continuity |  |  |  |  |
| G. Organizes a concise shift report that includes all critical and relevant information for the oncoming nurse |  |  |  |  |
| H. Demonstrates effective group process by: |  |  |  |  |
| * Engaging and actively participating in Unit milieu
 |  |  |  |  |
| * Engaging and actively participating in Pre-and post-conference
 |  |  |  |  |
| * Developing a team-oriented approach by interacting with more than assigned patient and nurse
 |  |  |  |  |
| * Discussing the impact of the milieu on staff and patients’ behavior and well-being
 |  |  |  |  |
| 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 314 Objectives**Objective 2: Critically analyze and implement evidence based research related to psychiatric mental health nursing |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Bases clinical judgments on patient’s needs consistent with Psychiatric Mental Health Nursing Standards of Practice and evidence-based practice |  |  |  |  |
| B. Utilizes evidence based resources in planning care for patient |  |  |  |  |
| 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) |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Recognizes that nursing students are part of the system of care and care processes that affect outcomes for patients and families |  |  |  |  |
| B. Appreciates that continuous quality improvement is an essential part of the daily work of all health professionals |  |  |  |  |
| Comments |

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| **Safety**Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2014) |
| **NUR 314 Objectives**Objective 5: Plan for a continuum of care in a safe, structured milieu for patients experiencing impaired biological, psychological, and social functioning across the lifespan |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Promotes and maintains safety in a therapeutic structured environment by implementing:* Suicidal Precautions
 |  |  |  |  |
| * Elopement Precautions
 |  |  |  |  |
| * Seizure Precautions
 |  |  |  |  |
| * Fall Precautions
 |  |  |  |  |
| C. Safely administers medications according to the Six Rights (Right patient, drug, dose, time, route and documentation)  |  |  |  |  |
| D. Verbalizes understanding of medication purpose, action, side effects, nursing implications and method of determining effectiveness |  |  |  |  |
| E. Recognizes limitations of self and seeks guidance in a timely manner  |  |  |  |  |
| F. Recognizes change in the patient’s condition and takes appropriate, timely action |  |  |  |  |
| H. Manages situations in the milieu to promote a safe and therapeutic environment |  |  |  |  |
| Comments |

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| **Informatics**Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2014) |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Navigates the healthcare record to retrieve and document pertinent patient data |  |  |  |  |
| B. Records all pertinent patient assessments, nursing interventions, and evaluations in a timely manner with clear, descriptive style presents |  |  |  |  |
| Comments |

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| **Professionalism**Demonstrates a commitment to professional nursing. Applies principles of altruism, excellence, caring, ethics, respect, civility, communication, and accountability in one’s self and nursing practice (AACN,2008) |
| **NUR 314 Objectives**Objective 3: Advocate for legal, ethical, financial, and political issues that influence healthcare policy and advocacy related to those with mental illness |
| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm****S/NI/U** | **Faculty Midterm****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Develops an awareness of the power of advocacy in changing attitudes toward and treatment of patients with mental illness |  |  |  |  |
| B. Influences attitudes toward patients and families with mental illness through role modeling and education |  |  |  |  |
| C. Analyzes the legal, ethical, and financial influences on options for treatment |  |  |  |  |
| D. Demonstrates professionalism by adhering to MCN policies, healthcare agency policies, and course syllabus by:* accepting responsibility for own preparation, learning and behavior
 |  |  |  |  |
| * adhering to dress code
 |  |  |  |  |
| * reporting to clinical on time
 |  |  |  |  |
| * submitting written assignments complete and on time
 |  |  |  |  |
| * adhering to APA format
 |  |  |  |  |
| * completing Lab and ATI requirements satisfactorily and on time
 |  |  |  |  |
| * accepting responsibility for mistakes
 |  |  |  |  |
| * monitoring through journaling, strengths and goals for professional development 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