**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 317 Nursing Care of Children**

**NUR 329 Public 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 well as the larger community as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s, family’s and/or community’s preferences, values, and needs (QSEN, 2014) | | | | |
| **NUR 317 Objectives**  Objective 1: Develop a holistic and individualized plan of care involving the child, family, and other members of the health care team  Objective 4: Design teaching-learning strategies that provide for anticipatory guidance and the health promotion needs of children and families  **NUR 329 Objectives**  Objective 1: Demonstrates a commitment to cultural and spiritual diversity, caring, and advocacy in promoting improved health capacities for families, communities, and populations  Objective 3: Evaluate community data, environmental, and population-based factors to determine public health interventions | | | | |
| **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. Practices with compassion for individuals, families and communities; has an understanding of an empathetic approach to nursing |  |  |  |  |
| B. Incorporates the beliefs, practices, and values of cultural groups into health care as advocates for culturally competent care of children, families and communities |  |  |  |  |
| C. Assesses environmental factors (in community, neighborhood, school, and home) and accommodates according to client’s needs |  |  |  |  |
| D. Executes the nursing process by:   * Collecting subjective and objective data |  |  |  |  |
| * Developing measurable, patient and/or population-centered goals |  |  |  |  |
| * Identifying pertinent, age-appropriate nursing diagnoses |  |  |  |  |
| * Planning appropriate independent and collaborative nursing actions |  |  |  |  |
| * Implementing compassionate, patient, family, and population-centered care that reflects understanding of pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum |  |  |  |  |
| * Evaluating patient/family status and alters care appropriately |  |  |  |  |
| E. Applies principles of health promotion and anticipatory guidance to all activities for children, families, and communities |  |  |  |  |

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| **Specific Knowledge, Skills, and Attitudes (KSAs)** | **Student Midterm**  **S/NI/U** | **Faculty Midterm**  **S/NI/U** | **Student Final**  **S/U** | **Faculty**  **Final**  **S/U** |
| F. Identifies needs and readiness for learning among school, students, families and staff |  |  |  |  |
| G. Implements holistic, population-centered care that reflects an understanding of health promotion |  |  |  |  |
| H. Seizes all opportunities to teach or reinforce new or previously learned concepts about health, illness, interventions, medications, or resources |  |  |  |  |
| I. Evaluates outcomes of interventions (including teaching) throughout the semester and alters plan appropriately |  |  |  |  |
| J. Identifies evidence based actual, potential or readiness community diagnoses supported by the community assessment |  |  |  |  |
| K. Plans evidenced based interventions in meeting the identified needs of the aggregate and/or community |  |  |  |  |
| L. Identifies and utilizes outcome criteria for community intervention that are measurable |  |  |  |  |
| M. Plans appropriate, realistic community interventions or actions for aggregates which integrates findings from credible research |  |  |  |  |
| N. Analyzes effectiveness of community interventions and projects |  |  |  |  |
| 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 317 Objectives**  Objective 2: Effectively communicate using all available information modes for assurance of quality nursing care to children and families  **NUR 329 Objectives**  Objective 4: Integrate communication and leadership skills to create collaborative partnerships to promote health and risk reduction | | | | |
| **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. Clearly communicates in a written format |  |  |  |  |
| B. Facilitates interaction with clients, families, facility staff, peers, faculty, and community in all settings through the appropriate use of all forms of communication (i.e., verbal, non-verbal, and touch) |  |  |  |  |
| C. Demonstrates effective collaborative group process skills that are clearly evident in written work, presentations and pre/post conference activities |  |  |  |  |
| Comments | | | | |

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| **Evidence Based Practice**  Integrate best current evidence with clinical expertise and patient/family/aggregate preferences and values for delivery of optimal health care and health promotions (QSEN, 2014) | | | | |
| **NUR 317 Objectives**  Objective 5: Apply the critical thinking process to create developmentally appropriate, evidence-based, nursing interventions for children and families   * Consistently applies critical thinking processes in the development of therapeutic nursing interventions for childbearing and childrearing families * Uses theoretical (gained from text and classroom) and research-based knowledge (gained from journals) to solve clinical problems   **NUR 329 Objectives**  Objective 5: Compose evidence-based health education strategies that are cost-effective, culturally sensitive, and age-appropriate | | | | |
| **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. Analyzes and evaluates evidence based local, state and national data relevant to the health of aggregates in the school setting |  |  |  |  |
| B. Integrates theoretical and research-based knowledge to approach clinical and community-based problems |  |  |  |  |
| C. Plans for further aggregate intervention utilizing findings and intervention analysis to propose future actions |  |  |  |  |
| Comments | | | | |

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| **Quality Improvement**  Use data to monitor the outcomes of care processes/change processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care (QSEN, 2014) | | | | |
| **NUR 317 Course Objectives**  Objective 4: Design teaching-learning strategies that provide for anticipatory guidance and the health promotion needs of children and families  Objective 7: Evaluate health trends (ethical, legal, and regulatory) and their relationship to professional nursing practice  **NUR 329 Course Objectives**  Objective 6: Integrates community resources, values, and strengths to achieve the greatest good for the greatest number of people, using resources in the most effective manner  Objective 7: Incorporates health promotion and risk reduction theory into the nursing process to advocate for the empowerment of populations | | | | |
| **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. Critically reflects upon how unwanted variation (e.g., resources, knowledge, and access) affects the child and their care |  |  |  |  |
| B. Values importance of measurement (e.g., vaccination records, individualized health plans) and its role in the care of children |  |  |  |  |
| C. Evaluates environmental and population based factors that affect health and health services of communities and schools at local, state and federal levels |  |  |  |  |
| D. Advocates for change for improvement of health (e.g., raising awareness or creating change) that impacts students, families, or community health. |  |  |  |  |
| Comments | | | | |

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| **Safety**  Minimizes risk of harm to clients /community and providers through both system effectiveness and individual performance (QSEN, 2014) | | | | |
| **NUR 317 Course Objectives**  Objective 3: Identify the significance of appropriate safety measures in the delivery of care for children and families in the hospital, home, and community environment | | | | |
| **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. Demonstrates competence in the safe assessment, and safe administration of medication and interventions in the care of children, faculty, and staff |  |  |  |  |
| B. Differentiates normal from abnormal growth and developmental milestones in children from infancy through adolescence based on theoretical knowledge |  |  |  |  |
| C. Demonstrates understanding of pathology underlying child’s condition: Relates s/s to pathology; interprets lab and diagnostic test results to child’s condition; recognizes and accounts for the impact of event, setting, medications and/or invasive treatments on child's condition |  |  |  |  |
| D. Analyzes legal and ethical dimensions of situations affecting the care of children |  |  |  |  |
| E. Recognizes changes or concerns regarding client’s condition due to environmental issues and takes appropriate action |  |  |  |  |
| F. Recognizes limitations of self and seeks help when necessary |  |  |  |  |
| Comments | | | | |

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| **Informatics**  Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2014) | | | | |
| **NUR 317 Course Objectives**  Objective 2: Effectively communicate using all available information modes for assurance of quality nursing care to children and families  **NUR 329 Course Objectives**  Objective 3: Evaluate community data, environmental, and population-based factors to determine public health interventions | | | | |
| **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. Accurately documents/communicates using identified school/facility documentation system for recording client visits/family /staff communication, incident reporting and medication administration |  |  |  |  |
| B. Navigates patient care technology safely and effectively to support nursing practice for children |  |  |  |  |
| C. Demonstrates critical review in the selection of evidenced based electronic and written literature, and public information websites in preparation for clinical experiences, assessments, and project work |  |  |  |  |
| D. Provides electronic documentation of Health Promotion Project/ OutReach Assessment, Family Letter, and Agency summaries |  |  |  |  |
| E. Develops appropriate teaching materials and audiovisuals with consideration for literacy levels, health promotion and developmental needs. Utilizes levels of prevention in addressing client and aggregate needs |  |  |  |  |
| Comments | | | | |

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| **Professionalism**  Demonstrates a commitment to professional nursing and "Applies principles of altruism, excellence, caring, ethics, respect, civility, communication, and accountability in one's self and nursing practice." (AACN, 2008) | | | | |
| **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. Utilizes resources in the clinical setting (e.g., staff, materials, faculty) and empirical information to understand client, aggregate and community dynamics |  |  |  |  |
| B. Values the importance of the standards of practices for both public health and pediatric nursing as evidenced by clinical practice, reflections, and discussions |  |  |  |  |
| C. Adheres to college and agency policies |  |  |  |  |
| D. Implements management principles in delivery of care (e.g., administers medications, documents care, communicates with school nurse in a timely manner) |  |  |  |  |
| E. Evaluates how personal and professional values impact nursing care |  |  |  |  |
| F. Reflects on personal growth and development as an RN through the identification of strengths and goals for improvement |  |  |  |  |
| G. Administers nursing care with appropriate confidence without hesitation |  |  |  |  |
| H. Models professionalism by arriving to the clinical setting on time with appropriate materials/equipment/dress |  |  |  |  |
| I. Provides evidence of preclinical preparation through:   * remarks, |  |  |  |  |
| * documentation, |  |  |  |  |
| * presentations and prepared materials, |  |  |  |  |
| * submitting materials, requests and assignments on time in the manner requested |  |  |  |  |
| J. Demonstrates professional accountability and responsibility in maintaining professional conversations and demeanor at all times |  |  |  |  |
| K. Accepts and responds to feedback from faculty and staff professionally |  |  |  |  |
| 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