**Illinois State University**

**Mennonite College of Nursing**

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

* Each student will fill out a preliminary evaluation after the 3rd or 4th clinical acute care experience and a final evaluation at the end of the semester.
* Each faculty member will fill out a preliminary evaluation and a final one at the end of the semester.
* At any time during the semester if the faculty member identifies any student is demonstrating problems achieving the KSA’s or other significant issues, contact the Course Leader and complete a Student Progress Report as needed.
* The student and faculty member will sign and date the CPET after the preliminary and final evaluations.
* All aspects of 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.
* The faculty member will submit the original, signed and dated FINAL CPET (which includes the preliminary and final evaluation documentation) for MCN files. This is to be submitted to the Course Leader by May 11, 2018.

**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 this 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 earns “fail” the CPET, the student fails the entire course.
* If a student earns 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 327 Leadership Dimensions of Nursing**

**Clinical Performance Evaluation Tool (CPET)**

Student Name ULID

Clinical Site Semester/Year

Faculty Name NSL Dates

Alternative Clinical Dates

|  |
| --- |
| **Program Outcome and NUR 327 Objective** |
| A provider of compassionate patient-centered care who demonstrates a commitment to cultural and spiritual diversity, caring, and advocacy in promoting improved health capacities for individuals, families, and communities across a continuum of care settings |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Applies appropriate individualized plans of nursing care derived from assessments; patient preferences, values, and needs; and medical treatments |  |  |  |  |
| B. Institutes appropriate alterations in patient care and prioritization of care based upon evaluation of status of patients and efficacy |  |  |  |  |
| C. Demonstrates caring, compassion: Recommends and implements interventions with individuals to address actual and anticipatory pain, distress, or suffering |  |  |  |  |
| D. Accommodates cultural differences of clinical significance |  |  |  |  |
| E. Advocates for incorporation of patient and family preferences and needs in planning and delivery of nursing care (Ex: includes patient goal for the day in delivery of nursing care) |  |  |  |  |
| F. Seeks out learning opportunities related to care of patients representing varied aspects of diversity |  |  |  |  |
| Comments |

|  |
| --- |
| **Program Outcome and NUR 327 Objective** |
| A collaborator who coordinates care activities among inter-professional members of the healthcare team to impact health outcomes of individuals, families, and communities |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Demonstrates effective communication—verbal, non-verbal, and written—with patients, family, and other members of the healthcare team |  |  |  |  |
| B. Uses SBAR effectively to communicate with members of the healthcare team |  |  |  |  |
| C. Enters timely documentation of accurate data in patient health record |  |  |  |  |
| D. Initiates communication with appropriate individuals of healthcare team regarding patient care |  |  |  |  |
| E. Collaborates with intr and inter-professional team members to achieve patient care goals |  |  |  |  |
| F. Coordinates and delegates level specific skills to appropriate team members |  |  |  |  |
| G. Assesses own professional limitations, considering the situation and context, and requests assistance when appropriate |  |  |  |  |
| H. Uses effective group process skills |  |  |  |  |
| I. Develops effective relationships among health care providers |  |  |  |  |
| J. Participates in unit team and safety huddles |  |  |  |  |
| K. Contributes to pre/post conferences to identify patient and family needs and methods to deliver care more effectively in future interactions |  |  |  |  |
| L. Displays systems thinking to identify potential influences between health care components, anticipate needs, and effectively work with others in multi-department settings |  |  |  |  |
| M. Demonstrates confidence in own value as a member of the health care team and as an informal leader among peers and other members of the healthcare team |  |  |  |  |
| Comments |

|  |
| --- |
| **Program Outcomes and NUR 327 Objectives**  |
| An evolving clinical thinker who uses theory, observation, evidence, leadership skills and practice experience to improve the health of individuals, families, and communitiesAn entry-level generalist who integrates knowledge and skills from a liberal education in applying evidence-based solutions to health issues to promote wellness for individuals, families, and communities |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Appraises evidence to explore problems in management functions in clinical nursing |  |  |  |  |
| B. Demonstrates appropriate application of evidence-based practices in proposed solutions to clinical nursing management problems (ex: clinical exercises) |  |  |  |  |
| C. Applies evidence-based practices into own professional clinical practice |  |  |  |  |
| D. Applies knowledge of pharmacological implications in medication administration, patient assessments, and patient teaching |  |  |  |  |
| E. During pre/post conference discussions:* Refers to evidence from professional literature concerning: nursing care, decisions, care delivery, and health systems
 |  |  |  |  |
| * Evaluates relevant nursing, ethical, leadership, and management theories or frameworks for clinical practice
 |  |  |  |  |
| F. Synthesizes knowledge from nursing and other disciplines into an appropriate framework for professional practice |  |  |  |  |
| G. Applies knowledge and skills derived from general education courses to critically reflect upon how to improve professional practice and health of clients |  |  |  |  |
| H. Uses research evidence and professional standards to set professional goals |  |  |  |  |
| I. Recognizes value of systems thinking in effective management of patient flow and care (ex: across units in acute care settings, during transitions of care, and in Friday Night in ER simulation |  |  |  |  |
| J. Applies systems-level thinking to solve complex nursing and healthcare situations |  |  |  |  |
| Comments |

|  |
| --- |
| **Safety** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2014) |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Demonstrates safe and timely administration of medications, stating pharmacologic implications for patients |  |  |  |  |
| B. Implements patient care strategies to reduce risk of harm to self or others (ex: bed alarms, barcodes, IV pump and settings, PPE) |  |  |  |  |
| C. Attends to environmental factors of clinical significance for patient care |  |  |  |  |
| D. Incorporates national patient safety goals during communication with the patient and team members (ex: “To prevent infection from your foley, we will remove it within 24 hours of placement; To prevent blood clots, plans for today include walking three times; To prevent falls, we use non slip socks.”) |  |  |  |  |
| E. Uses effective communication to reduce reliance on memory and improve safety (ex: SBAR; timely communication of information; reviewing health record for self at start of shift) |  |  |  |  |
| F. During pre/post conference discussions:* Critiques current use of standardized practices supporting safety and quality in the clinical setting
 |  |  |  |  |
| * Evaluates own professional role as an advocate for patient and nurse safety
 |  |  |  |  |
| G. Actively contributes to planned maintenance of safety during transitions in care |  |  |  |  |
| Comments |

|  |
| --- |
| **Program Outcome and NUR 327 Objective** |
| An empathic communicator who effectively manages health information and evolving communication technologies to improve care coordination in meeting care outcomes |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Documents clear, concise health related information in electronic health records accessible to the student |  |  |  |  |
| B. Uses technology in clinical settings, consistent with institutional policies, to:* Efficiently retrieve information for clinical nursing care.
 |  |  |  |  |
| * Maintain patient safety
 |  |  |  |  |
| * Monitor patient status
 |  |  |  |  |
| C. Actions facilitate protection of confidentiality of electronic health record data |  |  |  |  |
| D. Effectively and efficiently uses database and professional, internet-available resources to search for and retrieve relevant resources and information |  |  |  |  |
| E. Uses communication skills to avoid or solve problems (including during Friday Night in ED simulation) |  |  |  |  |
| F. Seeks out and recognizes relevant data that can be used to solve patient and systems-level problems |  |  |  |  |
| Comments |

|  |
| --- |
| **Program Outcome and NUR 327 Objective** |
| A steward of resources who adapts to human, financial, material, & regulatory realities to coordinate innovative, effective, quality care |
| **Specific Knowledge, Skills, & Attitudes (KSAs)** | **Student Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Uses innovative approaches to facilitate care for patients with limited physical, mental, environmental, or financial resources |  |  |  |  |
| B. Integrates cost-containment methods in delivery of nursing care |  |  |  |  |
| C. Demonstrates a service-oriented philosophy in delivery of quality care |  |  |  |  |
| D. Adjusts teaching plans to accommodate to the context (ex: available resources, learning needs, readiness) in providing of effective health teaching |  |  |  |  |
| E. Contributes to responsible management of resources during patients’ transitions in care delivery or setting |  |  |  |  |
| F. Actively participates in identification and discussion of quality issues including:* Importance of variance reporting (ex: Hospital report card, fall assessment, pressure ulcer and DVT prevention, CAUTI’s, line sepsis)
 |  |  |  |  |
| * Root cause analysis of safety issues observed in clinical practice
 |  |  |  |  |
| G. Contributions to pre/post conferences and clinical exercises/project includes well-reasoned assessment, use of credible evidence, analysis, and evaluation of:* Effectiveness of nursing processes and health care delivery
 |  |  |  |  |
| * Need for improvements in practice environments/settings
 |  |  |  |  |
| * Optimal approaches to bring about effective changes
 |  |  |  |  |
| H. Avails self of professional materials to stay abreast of regulatory changes and quality of care innovations and quality of care |  |  |  |  |
| Comments |

|  |
| --- |
| **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 Preliminary****S/NI/U** | **Faculty Preliminary****S/NI/U** | **Student Final****S/U** | **Faculty****Final****S/U** |
| A. Administers nursing care with appropriate confidence in self and others |  |  |  |  |
| B. Consistently demonstrates professional, ethical, legal, safe and moral practice |  |  |  |  |
| C. Demonstrates active and attentive participation in pre/post conferences |  |  |  |  |
| D. Demonstrates professional work standards (ex: arrives to clinical setting on time; completes and submits clinical assignments on time) |  |  |  |  |
| E. Demonstrates professional accountability and responsibility in care provided |  |  |  |  |
| F. Actively seeks out information from professional, authoritative, and credible sources to solve practice problems |  |  |  |  |
| G. Seeks assistance when appropriate |  |  |  |  |
| H. Listens to and reflects upon feedback from faculty and agency staff |  |  |  |  |
| I. Communication is respectful |  |  |  |  |
| J. Reflective writings and self-assessments (ex: on CPET) demonstrate:* Awareness of influence of personal or professional values on care outcomes
 |  |  |  |  |
| * Application of management and leadership principles in plans to influence professional nursing practice
 |  |  |  |  |
| * Well-reasoned identification of strengths and goals for improvement in own professional and clinical performance
 |  |  |  |  |
| * Plans to be committed to professional nursing and life-long learning
 |  |  |  |  |
| K. Uses critical reflection to plan actions to improve own nursing practice |  |  |  |  |
| L. Demonstrates effective leadership and follower behaviors |  |  |  |  |
| M. Seeks out professional information to stay abreast of nursing-related political issues and activities |  |  |  |  |
| Comments |

**Preliminary Assessment**

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

|  |
| --- |
| **Preliminary 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)

Clinical Absence Dates Clinical Make Up Dates

**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**

|  |
| --- |
| **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? |
|  |

|  |
| --- |
| **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)

Clinical Absence Dates Clinical Make Up Dates