

EXPLANATION OF THE CLINICAL PERFORMANCE EVALUATION TOOL

The Clinical Performance Evaluation Tool is a four-point rating scale that identifies specific behaviors and traits that must be present to successfully complete a clinical nursing course.

Content of the Tool

1. Requirements of Clinical Performance

1.1 Standards

The left side of the tool lists the standards used to evaluate clinical performance. The standards are organized by the roles of the ADN:

- Provider of care
- Communicator
- Teacher
- Manager of care
- Member of discipline

1.2 Components of the Standards

Each standard has several different components or criteria that are assessed to determine if the standard is being met. These components are listed under the standard.

1.3 Domains of Performance

Components include behaviors and traits from all three domains: cognitive, affective, and psychomotor. That means knowledge and decision making, attitudes, and principles and abilities of application will be evaluated as part of clinical performance.

1.4 Source of the Standards

The standards are specific for the Nursing Program of Sinclair Community College as well as for the profession of nursing. They incorporate human response theory, the assessment and plan of care tools, nursing process, critical thinking, roles of the ADN, health promotion/disease prevention, caring, Erikson, and course specific content.

2. Body of the Tool (criteria boxes)

2.1 The body of the tool identifies specific behaviors to be evaluated at a rating of 1, 2, 3, or 4.

2.2 Using a rating scale assures that the student is judged against required standards for nursing and not the performance of another student.

2.3 Behaviors identified in the criteria boxes for a component may be identical for each course. The difference occurs when this component is applied to the complexity of patient care expected from the course content. Therefore, what may be acceptable in one course with its content may not be acceptable at the next level with a more complex patient. Remember that the complexity is dependent on the level of the patient's responses to stressors.

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3. Rating Scale

3.1 The column on the right of the tool is a four-point rating scale.

3.2 Performance at a rating of 1, 2, 3, or 4 is determined as follows:

Rating 1: Unable to perform criteria. Requires continuous assistance and directive cues.

Rating 2: Performs a portion of the criteria or performs criteria inconsistently. Requires frequent directive and supportive cues.

Rating 3: Performs criteria consistently. Requires more supportive than directive cues.

Rating 4: Performs in a manner that exceeds criteria. Requires minimal cues.

Use of the Tool

1. Tool heading

1.1 The beginning of the tool documents performance related to absences, tardiness, dosage calculation, and the use of theory.

2. Summative and formative

2.1 The tool is designed to be used for summative evaluation, which means it identifies the student's performance at the end of the course. The rating achieved will be indicated by a "T" (Term) in the rating box.

2.2 The tool will also be used for feedback at mid-quarter in full quarter (11 week) courses. The rating achieved at that time will be indicated by an "M" (Midterm) in the rating box.

2.3 Two tools are included in the LRP. One tool is given to the faculty member for use during evaluation, the second tool is kept by the student as a reference throughout the quarter.

3. Successful performance

3.1 To be successful in a course, the student must earn a rating of 3 or 4 in all criteria under each of the five standards. A rating of 1 or 2 for any criteria indicates unsuccessful clinical performance.

3.2 If rating 3 contains more than one behavior, all parts or behaviors must be met to be successful.

3.3 A rating of 4 indicates superior or above average performance--performance expected of students at the end of the next level within the nursing program or as a graduate.

4. Comments

4.1 Strengths/Areas for Improvement

The sections after each of the five standards will be completed by the faculty member for explanation or clarification of the ratings given.

4.2 The Midterm and End of Course Comments sections will be used by faculty to summarize student behaviors.