

## APPENDIX E

### GEORGIA STATE UNIVERSITY COLLEGE OF HEALTH AND HUMAN SCIENCES SCHOOL OF NURSING

#### UNDERGRADUATE CURRICULUM

##### Evaluation Instrument

The clinical evaluation tool:

Contains critical behaviors which override every clinical course in the baccalaureate curriculum.

Contains clinical behaviors which have been identified as essential achievements.

Competent performance is defined as consistent performance of the behavior seeking minimal guidance/assistance. The guidance/assistance sought reflects incorporation of prior learning and a self-assessment of further pertinent information needed in order to successfully perform the behavior.

Once competent performance is achieved it is expected to be maintained through all future clinical courses.

##### Clinical Grade

Clinical performance during each clinical assignment is graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. The student will receive a clinical grade of Satisfactory when all of the following criteria are met:

The student receives Satisfactory on each of the overriding areas, other listed areas of assessment and stated clinical course objectives.

In all other circumstances the student will be awarded a clinical grade of Unsatisfactory=Fail.

##### Clinical Evaluation Policies and Procedures

The student's clinical learning is evaluated at the midpoint and the end of each clinical assignment. Evaluation conferences are scheduled at these times so the clinical instructor and the individual student review the student's evaluation data. Because self-evaluation is an integral component of professional behavior the student is expected to bring a self evaluation based on the evaluation tool criteria to the evaluation conference.

Midterm Evaluation:

Midterm evaluation is formative in nature and serves to guide the student and the clinical instructor in planning the students' clinical activities for the remainder of the clinical assignment. Performance behaviors are evaluated on a Satisfactory/Unsatisfactory basis using the following criteria in each of the overriding areas:

Satisfactory:

Behavior performance with assistance/supervision required validates

- a. Demonstration of expected knowledge base
- b. Consistent improvement in application of expected knowledge base
- c. Consistent improvement in performance of psychomotor skills
- d. Integration of learning experience

Unsatisfactory:

Behavior performance with assistance/supervision required validates one or more of the following:

- a. Deficit in expected knowledge base
- b. Consistent difficulty in application of expected knowledge base
- c. Minimal or no improvement in performance of psychomotor skills
- d. Difficulty with integration of learning experience
- e. Inadequate preparation for clinical assignments

During the evaluation conference clinical competence is discussed and a plan is formulated for enhancement of behaviors which need improvement. If the student receives an Unsatisfactory on any one overriding behavior area, any behaviors designated at competency level, or clinical rotation competencies, the student's overall midpoint evaluation status will be unsatisfactory. At any time during the clinical assignment, if the student fails in any overriding critical behavior twice, the student will receive an Unsatisfactory (Failure) for the clinical course.

The midpoint evaluation outcomes and conference are documented on the Clinical Evaluation Summary Sheet.

## End of Clinical Assignment Evaluation

The end of clinical assignment evaluation has both formative and summative components.

### Summative Component:

All behaviors designated at competency level are evaluated summatively on a Satisfactory/Unsatisfactory basis.

Satisfactory (Pass) - Demonstrates competent performance of the behavior.

Unsatisfactory (Fail) - Does not demonstrate competent performance of the behavior.

If the student receives Unsatisfactory (Fail) on one or more overriding behavior areas, behaviors designated at competency level, or clinical rotation competencies, the final clinical grade will be Unsatisfactory.

### Formative Component:

Behaviors not designated at competency level are evaluated formatively utilizing the needs opportunity Satisfactory/Unsatisfactory criteria. An Unsatisfactory rating in a behavior indicates an area where improvement is needed and provides the student and clinical instructor with a guide for learning emphasis during the next assigned clinical experience (contingent on the student having received a Satisfactory in the summative component).

The final evaluation outcomes and conference are documented on the Clinical Evaluation Summary Sheet.

## SECTION I: OVERRIDING BEHAVIORS

To assure that the quality of client care during clinical learning experiences is within established legal and professional parameters for nursing practice, the following behaviors have been identified as essential for students in every clinical course in the baccalaureate nursing program.

### A. SAFETY

Definition:

Utilization of safety protocols which promote an environment for the patient's physical and emotional safety. This may include acts performed by the student or failure of the student to perform an act.

Examples of situations which might result in failure in the area of safety include leaving side rails down when the patient is in jeopardy of falling or leaving syringes with needles in place in the room.

Expected Behaviors:

In the clinical setting, the student will:

1. Identify potential and/or actual threats to a patient's physical status.
2. Act to correct potential and/or actual threats to patient's physical status.
3. Identify potential and/or actual threats to a patient's emotional status.
4. Act to correct potential and/or actual threats to a patient's emotional status.
5. Seek guidance when unsure of correct course of action in the clinical setting.
6. Act within the legal parameters of nursing.
7. Adhere to policies and procedures of the institution where practice is taking place.

### B. UNIVERSAL PRECAUTIONS

Definition:

Behaviors and techniques which prevent the introduction and/or transmission of pathogens of potentially harmful material to the client, self, or other persons.

Examples of situations which might result in failure in the area of asepsis include not recognizing breaks in sterile technique, organizing the care of clients in a manner that may enhance potential for transfer of harmful organisms, not discriminating clean versus unclean areas--picking up item from floor and then using it in patient care, or not using gloves when needed to protect self from contamination.

Expected Behaviors:

In the clinical setting, the student will:

1. Wash hands before and after implementing patient care or procedures preparatory for client care.
2. Protect self and client from contamination. Application of universal precautions.
  - A. Distinguish between clean and unclean in the client's environment.
  - B. Organize client care in a manner that decreases potential for transmission of harmful organisms or substances.
  - C. Utilize appropriate measures to protect self and client from contamination; including wearing gloves appropriately.
  - D. Adhere to protocols for various isolation categories.
3. During procedures which require sterile technique:
  - A. Establish a sterile field if required.
  - B. Maintain sterile field throughout the procedure.
  - C. Recognize when contamination occurs and take appropriate corrective action.
4. Dispose of contaminated material in an appropriate manner and in a manner that is consistent with the clinical agency's policies and procedures for disposal of contaminated material.
5. Confine contaminated material to contaminated area.

C. PROFESSIONAL ACCOUNTABILITY

Definition:

Fulfillment of expected standards for conduct in the practice of Nursing.

Examples of situations which might result in failure in the area of professional accountability include: repeated episodes of reporting late for clinical assignments; turning in written assignments late; disrespectful behavior; disregarding confidentiality of client or agency information; or excessive dependent behavior.

Expected Behaviors:

In the clinical setting the student will:

1. Report for assigned clinical activities at the designated time for the clinical experience.
2. Complete assigned client care within the designated time frame.
3. Demonstrate courtesy, respect, and cooperation in interactions with clients, peers, faculty and health care team members.
4. Maintain the confidentiality of client records and privileged information regarding the client or clinical agencies.
5. Adhere to the dress code of the School of Nursing/clinical facility.
6. Maintain a professional appearance.
7. Demonstrate self-direction and interest in learning.
8. Demonstrate professional behavior and demeanor.
9. Demonstrate appropriate communication/interaction skills with clients, peers, faculty and health care team members.
10. Utilize feedback to improve clinical performance.

#### D. COMMUNICATION

Definition:

The verbal and nonverbal transmission of information.

Examples of situations which might result in failure in the area of communication include; repeated errors in documentation on the medical record, failure to document relevant information, or constant problems in communicating effectively during clinical experiences; using demeaning terms such as calling an adult patient □honey□ or □sweetie□; telling the patient you are unsure of what you are doing.

In the Clinical setting the student will:

1. Use client records to communicate effectively with other health care team members:
  - A. Indicate the time and date of entries
  - B. Enter all appropriate information
  - C. Describe nursing actions taken
  - D. Record evaluation of client responses
  - E. Resource computers in the clinical area
  
2. Communicate effectively with clients, peers, faculty and health care team members:
  - A. Assess potential barriers to communication
  - B. Intervene appropriately to minimize identified barriers
  - C. Evaluate the interaction process between self and client, peers, faculty, and health care members
  - D. Use correct abbreviations and medical terminology
  - E. Use objective terminology
  - F. Indicate errors correctly
  - G. Complete charting promptly
  
3. Develop basic computer skills
  - A. Use computer skills to enhance learning through Computer Assistance Instruction (CAI).

GEORGIA STATE UNIVERSITY  
 COLLEGE OF HEALTH AND HUMAN SCIENCES  
 SCHOOL OF NURSING  
 Clinical Evaluation Tool

Course N \_\_\_\_\_  
 Midterm \_\_\_\_  
 Final \_\_\_\_

Name \_\_\_\_\_

**Purpose:** To identify student progress in implementing nursing process in a clinical setting.

**Evaluation Guidelines:**

1. Student will review clinical evaluation expectations during orientation to the clinical unit, discuss objectives and goals.
2. Instructor and student will meet at midpoint for a formative assessment of student/instructor/and course objectives and practice necessary to meet goals.
3. End of the clinical assignment outcome evaluations will be documented as (a) needs more opportunity, (b) satisfactory, and (c) unsatisfactory.
4. Failure in any aspect of the clinical course will require repeat of the clinical course.

**Evaluation Criteria:** Acknowledging that critical behaviors are the foundation for the provision of health care. These behaviors are evaluated by Satisfactory/Unsatisfactory.

**Circle SATISFACTORY or UNSATISFACTORY**

<i>Safety/Universal Precautions</i>	SATISFACTORY	UNSATISFACTORY
As evidenced by:		
<i>Professional Accountability</i>	SATISFACTORY	UNSATISFACTORY
As evidenced by:		
<i>Communication</i>	SATISFACTORY	UNSATISFACTORY
As evidenced by:		

Any behavior designated as fail is to be identified and documented in detail. Failure in any critical behavior may result in the student being asked to leave the clinical area. Two failures in critical behaviors will result in failure of the clinical course.

**Student will:**

**CIRCLE ONE**

<i>Assess and contribute to the overall functioning of the facility.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Engage in multidisciplinary activities.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Develop nursing diagnoses.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			

**Student will:**

<i>Identify Nursing Standards/ Protocols.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Set/achieve personal objectives.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Assess client in holistic process.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Identify client response to intervention.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Set mutual measurable goals with client and staff.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			
<i>Implement timely and</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>

<i>appropriate interventions.</i>			
As evidenced by:			
<i>Evaluate outcomes with staff and clients.</i>	<b>Needs Opportunity</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
As evidenced by:			

Approved/Undergraduate Curriculum: 1/94

Additional Comments:

MIDPOINT:

FINAL:

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Preceptor Signature  
(if applicable)

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Date

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Preceptor Signature  
(if applicable)

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Student Signature

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