<table>
<thead>
<tr>
<th>Rating Categories</th>
<th>Description</th>
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</table>
| **4  Excellent** | Demonstrates skills beyond required expectations  
Consistent in prioritizing  
Expedient use of time  
Meets expected outcomes consistently  
Rarely requires physical and/or verbal directive cues |
| **3  Effective** | Demonstrates required skills  
Consistent in prioritizing  
Expedient use of time  
Meets expected outcomes with minimal direction the majority of the time  
Requires occasional physical and/or verbal directive cues |
| **2  Marginal** | Inconsistent demonstration of skills  
Inconsistent in prioritizing  
Inefficient use of time  
Only meets expected outcomes with direction  
Requires frequent physical and/or verbal directive cues |
| **1  Unsafe** | Unable to demonstrate skills  
Unable to prioritize  
Inefficient use of time  
Unable to meet expected outcomes  
Requires continuous physical and/or verbal directive cues |
Criteria for Clinical Evaluation

**Safe (Met) Effective or Excellent Behavior**
A score of 3 or higher on all critical behaviors **AND** an average of 2.9 or higher for all behaviors.

**Marginal Behavior**
A score of 2 on any critical behavior **OR** an average of 2.0-2.9 for all behaviors.

A marginal performance results in a Clinical Warning, initiation of a Professional Improvement Plan and is referred to APG. Failure to complete the Professional Improvement Plan will result in an unsafe clinical evaluation.

**Unsafe Behavior**
A score of 1 on any critical behavior **OR** an average of less than 2 on all behaviors.

An unsafe performance results in immediate referral to APG, Clinical Unsatisfactory and initiation of a Professional Improvement Plan. An unsafe clinical final course evaluation results in course failure and inability to progress in the program.
This form is to be completed by the Clinical Instructor any time a core competency has not been met. If the student’s performance does not improve, the Clinical Instructor submits the documentation to APG for Faculty Guidance.

<table>
<thead>
<tr>
<th>*Critical behaviors</th>
<th>2= Marginal</th>
<th>1=Unsafe</th>
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**Student Learning Outcome 1**
Utilize the nursing process to guide clinical decisions when providing safe, client-centered care across the lifespan.

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<tr>
<th>*Critical Behaviors</th>
<th>Date</th>
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**Nursing Process (Assessment, Nursing Diagnosis, Planning Interventions & Setting Goals, Implementation & Evaluation)**

**Assessment**
1. Collects data relevant to the client’s condition and presenting problems.
2. Assesses appropriate laboratory and diagnostic data.
3. Assesses teaching/learning needs.
4. Performs physical assessment appropriate to the client’s age and condition.

**Diagnosis**
1. Identifies problems/nursing diagnoses based on assessment data.
2. Utilizes critical thinking in applying the nursing process.

**Planning Interventions & Setting Goals**
1. Develops a plan of care that demonstrates understanding of client’s specific needs.
2. Integrates knowledge of cultural influences into care.
3. *States rationale for nursing interventions.*
4. *Develops short-term and long-term goals in collaboration with client/family.*

**Implementation & Evaluation**
1. Performs interventions according to hospital policies and procedures.
2. *Evaluates client outcomes in relation to established goals.*

**Comments**
### Student Learning Outcome 2

Demonstrate safe, evidence-based, client-centered care to diverse Client populations with actual and potential health alterations.

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<th>Date</th>
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**Client Safety**

1. *Assesses the environment for health and safety issues.*
2. *Protects the client from physical injury by implementing appropriate safety measures including precautionary measures (i.e. fall prevention, skin integrity, aspiration prevention, seizure precautions, appropriate ambulation and transfer techniques).*
3. *Complies with standard precautions and infection control standards.*
4. *Identifies client using two forms of identification prior to interventions.*
5. *Uses client care equipment appropriately and safely.*
6. *Performs psychomotor skills safely and in accordance with written procedures.*

**Medication Administration Safety (7 rights: Client, Medication, Dose, Route, Time, Reason, Documentation)**

1. Verifies medications, including dosage, indications, and side effects with instructor before administering to client.
2. Identifies client using two forms of identification prior to medication administration.
3. *Performs drug dosage calculations with 100% accuracy.*
4. *Administers medications safely.*
5. Evaluates outcomes/effectiveness of medications.

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<th>Comments</th>
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**Student Learning Outcome 3**

Utilize information technology to manage knowledge, plan client-centered care, communicate and collaborate effectively with clients and healthcare professionals.

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**Client Care Documentation**

1. Able to access and navigate the Electronic Health Record to obtain and record client data.
2. Documents pertinent data in a timely manner.
3. **Documentation is relevant, factual, complete and organized.**
4. Uses medical terminology correctly in documentation.

**Collaboration**

1. **Initiates discussion with peers/staff as needed to enhance delivery of client care.**
2. Carries out physician orders in a safe and timely manner.
3. Participates with team members in evaluating the quality of client care provided.
4. Participates with team members in discharge
planning.
5. Makes appropriate referrals to other health care team members.

Comments

<table>
<thead>
<tr>
<th>Professional behaviors</th>
<th>Date</th>
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<tbody>
<tr>
<td>1. *Practices according to the legal statutes and norms and standards of nursing care.</td>
<td></td>
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<tr>
<td>b. Practices according to standards of nursing care.</td>
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<tr>
<td>c. Demonstrates confidentiality in all clinical and educational situations.</td>
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<tr>
<td>2. *Demonstrates accountability and responsibility in the clinical setting.</td>
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<tr>
<td>a. Practices within parameters of individual knowledge and experience.</td>
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<tr>
<td>b. Recognizes rights of the client.</td>
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<td>c. Assumes responsibility for actions and behaviors.</td>
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**Student Learning Outcome 4**
Adhere to professional standards, respect diversity and practice ethical behavior while maintaining accountability, and client confidentiality within legal and regulatory frameworks.
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<tr>
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<th>While providing care to individual clients.</th>
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<tr>
<td>2</td>
<td>While in other educational settings.</td>
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</table>

3. Demonstrates self-direction for professional and personal growth.
   a. Seeks relevant learning experiences.
   b. Assesses personal teaching/learning styles.
   c. Uses available resources for learning.
   d. Adheres to policies and protocols of the institutions.
      1) Follows directions.
      2) Attends all clinical practice experiences.
      3) Adheres to the dress code.
      4) Punctual in clinical.
      5) Punctual in submitting clinical assignments.
      6) Prepared for clinical practice experiences.

Comments
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<thead>
<tr>
<th>Date</th>
<th>Description of Unsafe or Marginal Clinical Behavior(s)</th>
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Clinical Faculty Printed Name: ____________________________________________

Clinical Faculty Signature: ____________________________________________

To APG: __________No __________Yes  Date: _________________________
This tool is used for the measurement of clinical objectives as related to established program outcomes. The lab or clinical setting allows the student to apply theoretical knowledge learned in the didactic portion of the program; translating theoretical knowledge into professional nursing behaviors. The evaluation is based on observation of student performance in clinical, lab, and post conference settings. Student performance is evaluated each clinical or lab day by the instructor and recorded on this form. Instructor observations and comments will be shared with the student approximately half-way through the clinical rotation and again at the end of the rotation.