**TRINITY VALLEY COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM**

**Weekly Clinical Evaluation Rubric – Level II & Transition**

| **Components** | | **Expected Criteria** | **Minimal Criteria** | **Unsatisfactory Criteria** | **Not Met** | **Points** |
| --- | --- | --- | --- | --- | --- | --- |
| **Safety\*** | | 5 3.25 | 3 2.25 | 2 1.25 | 1 0 |  |
| ***Observation***  ***Reflection*** | | Follows standard precautions and infection control guidelines | Follows standard precautions and infection control guidelines | Follows standard precautions and infection control guidelines | Fails to follows standard precautions and infection control guidelines |  |
|  | | Incorporates National Patient Safety Goals in practice by summarizing within guided reflection the NPSG(s) that were maintained and how maintained. | Identifies **appropriate** National Patient Safety Goals in practice | Identifies National Patient Safety Goals in practice | Fails to identify National Patient Safety Goals in practice |  |
|  | | Reports any unsafe conditions to instructor/appropriate personnel | Fails to report unsafe conditions to instructor/ appropriate personnel | Fails to report any unsafe conditions to instructor/ appropriate personnel | Fails to report any unsafe conditions to instructor/ appropriate personnel |  |
|  | | Identifies patient safety issues and intervenes as appropriate (Weekly guided reflection question #1) | Identifies patient safety issues with insufficient analysis | Identifies patient safety issues without analysis | No analysis or reflection |  |
|  | | Seeks assistance when needed | Seeks assistance when needed | Seeks assistance when needed | Fails to seek assistance when needed |  |
|  | | Follows TVCC and facility medication administration policies, utilizes three checks, and documents medication, all on time. |  |  | Fails to follow TVCC and facility medication administration policies |  |
|  | | Before giving med: ID’s patient with 2 identifiers plus allergy check, assesses patient and knows appropriate patient history and baseline data, and med info, such as med effects, side effects, adverse effects, ALL without instructor prompting. | Before giving med: ID’s patient with 2 identifiers plus allergy check, assesses patient and knows appropriate patient history and baseline data, and med info, such as med effects, side effects, adverse effects, ALL with instructor prompting or indiscriminate information. | Before giving meds: incompletely assesses patient and/or insufficient knowledge of drug, such as med effects, side effects, and adverse effects. | Before giving meds: demonstrates lack of knowledge, fails to assess patient and does not know appropriate info such as med effects, side effects, and adverse effects |  |
|  | | Evaluates patient after administering prn med within 30 minutes, without prompting | Evaluates patient after administering prn med within 30 minutes, with prompting | Evaluates patient after administering prn med >30 minutes | Fails to evaluate |  |
| **Concept Care Map** | | 7 6.25 | 6 4.25 | 4 2.25 | 2 0 |  |
|  | | Identifies highest priority problem for patient with scientific rationale for choice (Weekly guided reflection question #2-4) | Identified problem with rationale for patient problem that is not the highest priority | Provides **incorrect or incomplete** rationale for choice of patient problem | No rationale for choice of highest priority patient problem |  |
| ***Care Maps***  ***Reflection*** | | Develop a concept care map as assigned that includes: (all 8 parts met)   * Is patient-centered and individualized * Includes assessment data that supports the problem (subjective, objective & lab/diagnostic) * Appropriate realistic, measureable, patient centered, with time frame patient goals * Includes sufficient nursing interventions (scientific rationale listed on separate sheet of paper) * Addresses teaching needs * Includes appropriate referrals * Addresses inter-related concepts | Any 6 in “Expected” column | Any 4 in “Expected” column | Less than 4 in “Expected” column |  |
| **Clinical Judgment**  **& Patient-Centered Care** | | 3 2.75 | 2.5 1.75 | 1.5 1 | 0.75 0 |  |
| ***Observation Reflection*** | | Provides patient-centered care (PCC)for assigned patient(s) | Provides non patient specific care for assigned patient(s) | Provides incomplete patient care for assigned patient(s) | Unable to provide PCC for assigned patient(s) |  |
| ***Concept Focused Activity*** | | Addresses diversity in nursing interventions | Addresses diversity in nursing interventions | Addresses diversity in nursing interventions | Fails to address diversity in nursing interventions |  |
|  | | Implements basic nursing interventions appropriate for the concept problem | Implements basic nursing interventions not appropriate for the concept problem | Unable to implement basic nursing interventions appropriate for the concept problem | Unable to implement basic nursing interventions |  |
|  | | Reflects and critically evaluates clinical judgment skills (Weekly guided reflection question #5-8) Total of 4 | Any 3 in “Expected” column | Any 2 in “Expected” column | Fails to complete |  |
|  | | When coming to the instructor to problem solve, attempts nursing critical thinking by identifying the problem(s) and taking initiative by offering to clinical instructor possible solution(s) | When coming to the instructor to problem solve, attempts nursing critical thinking by identifying the problem(s) | Instructor initiated problem identification and assist in problem solving. | Fails to complete |  |
| **Patient Education** | | 2 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 |  |
| ***Observation***  ***Reflection*** | | Assesses readiness of patient/family member to learn and preferred method of learning (concept map) | Assesses readiness of patient/family member to learn or preferred method of learning | Assesses readiness of patient/family member to learn or preferred method of learning | Fails to assess |  |
|  | | Identifies content to be taught, teaching strategies and teaching aides) (Weekly guided reflection question #9) | Any 2 or “Expected” column | One in “Expected” column | Does not complete assignment. |  |
|  | Implements and evaluates teaching (Weekly guided reflection question #10) | Implements teaching without evaluation | Fails to implement teaching | Fails to complete assignment |  |
| **Communication** | | 2 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 |  |
| ***Observation***  ***Reflection*** | | Uses therapeutic communication techniques with patients and families and identified and analyzed the appropriate technique.  (Weekly guided reflection question #11) | Uses therapeutic communication techniques with patients and families. Identified appropriate technique and completed reflection. Fail to analyze. | Uses non therapeutic communication techniques with patients and families. Does not complete reflection. | Does not address communication process completely.  Fails to complete assignment |  |
|  | | Efficiently communicates verbal change of shift report using Handoff or SBAR. | Communicates verbal change of shift report using Handoff or SBAR. Requires no prompting | Communicates verbal change of shift report without use of Handoff or SBAR and requires prompting. | Change of shift report complete only after help by instructor.  Does not provide report. |  |
|  | | Reports accurate patient status to peer, clinical instructor, preceptor or patient’s primary nurse using a defined point of view that is supported by pertinent data. | Reports accurate patient status to peer, preceptor or patient’s primary nurse using logical data. | Reports accurate patient status to peer, preceptor or patient’s primary nurse with pertinent data missing. | Fails to provide information  Does not follow TVCC Civility policy as it pertains to communication. |  |
| **Informatics** | | 2 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 |  |
| ***EHR*** | | Documents complete shift assessment, interventions, teaching and evaluation for all assigned patients on EHR, by deadline. | Missing 1-2 data fields | Missing >3 data fields | No charting or inaccurate documentation or late. |  |
|  | | Correctly applies information from chart for decision making | Identifies correct information from chart for decision making | Indiscriminate information obtained from chart for decision making | Fails to use information from chart |  |
| **Professionalism\*** | | 3 2.5 | 2.25 1.75 | 1.5 1 | 0.75 0 |  |
|  | | Consistently role models professional behavior | Consistently role models professional behavior | Consistently role models professional behavior | Fails to model professional behavior. |  |
| ***Observation***  ***Reflection*** | | Treats all individuals with respect | Treats all individuals with respect | Treats all individuals with respect | Fails to show respect as it pertains to the TVCC Civility policy. |  |
|  | | Practices in a legal & ethical manner. | Practices in a legal & ethical manner | Practices in a legal & ethical manner | Fails to practice in a legal & ethical manner |  |
|  | | Follows TVCC ADN Program dress code policy | Follows TVCC ADN Program dress code policy with prompting | Follows TVCC ADN Program dress code policy with prompting | Fails to follow dress code |  |
|  | | Arrives to clinical on time | Arrives to clinical late with notification per instructions | Arrives to clinical late without notification | No Call – No Show |  |
|  | | Seeks additional learning opportunities as time allows | Participates in learning opportunities as time allows | Participates in instructor-sought learning opportunities | Fails to utilize learning opportunities |  |
|  | | Reports any errors and/or omissions promptly | Reports errors and/or omissions | Delays to report any errors and/or omissions | Fails to report any errors and/or omissions |  |
|  | | Demonstrates caring & empathy by word and/or actions to patients, their families, and others | Demonstrates caring & empathy by word and/or actions to patients, their families, and others | Demonstrates caring & empathy by word and/or actions to patients, their families, and others | Receives any complaint |  |
|  | | Demonstrates patience throughout the clinical experience | Demonstrates patience throughout the clinical experience | Demonstrates patience throughout the clinical experience | Fails to demonstrate patience. |  |
|  | | Demonstrates knowledge of the Texas Nursing Practice Act (NPA) (Weekly guided reflection question #12) | Identifies a standard of the Texas (NPA) without implementation | Identifies a standard without discussion of the Texas (NPA) | Fails to identify a standard of the Texas (NPA) |  |
|  | | Accepts constructive feedback and implements instructor’s recommended changes based on instructor feedback and self-evaluation | Accepts constructive feedback and partly implements instructor’s recommended changes | Accepts constructive feedback and does not implements instructor’s recommended changes | Exhibits behaviors indicating failure to accept constructive feedback. |  |
| **Teamwork and**  **Collaboration** | | 3 2.5 | 2.25 1.75 | 1.5 1 | 0.75 0 |  |
|  | | Follows civility policy | Follows civility policy | Follows civility policy | Violates civility policy |  |
| ***Observation*** | | Willingly participates/contributes/ communicates in all activities on the healthcare team (includes post conference) | Willingly participates/ contributes/communicates in activities on the healthcare team (includes post conference) | Prompted to participate/  contribute/ communicate in activities on the healthcare team (includes post conference) | Fails to participate/ contribute/communicate in all activities on the healthcare team (includes post conference) |  |
|  | | Effectively collaborates with patient’s primary care nurse and other health care team members as appropriate | Collaborates with patient’s primary care nurse and other health care team members | Collaborates with patient’s primary care nurse | Receives complaints from any health care team member |  |
|  | | When able, collaborates with patients and their families to create individualized concept care maps (CCM) | When able, collaborates with patients and their families to create individualized CCM | When able, collaborates with patients and their families to create individualized CCM | Fails to collaborate with patients and their families to create individualized CCM |  |
|  | | Discusses personal learning from Concept-Focused Activities in post-conference | Discusses personal learning from Concept-Focused Activities in post-conference | Discusses personal learning from Concept-Focused Activities in post-conference | Fails to share personal learning from Concept-Focused Activities in post-conference |  |
| **Leadership and**  **Management** | | 2 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 |  |
| ***Observation***  ***Reflection*** | | Effectively manages assigned care | Difficulty managing assigned care | Omits managing some assigned care | Failed to manage assigned care |  |
|  | | Demonstrates knowledge of delegation to UAP and acts as an advocate for assigned patient(s) (Weekly guided reflection question #13) | Demonstrates knowledge of delegation to UAP and acts as an advocate for assigned patient(s) with prompting | Inaccurately delegates to a UAP and/or identifies need but fails to act as an advocate for assigned patient(s) | Fails to demonstrate knowledge of delegation to UAP or act as an advocate for assigned patient(s) |  |
|  | | Performs patient care, including assessment in a timely manner | Performs patient care, including assessment | Performs patient care, including assessment with assistance | Fails to perform patient care, |  |
| **QI & EBP** | | 1 | 0.75 | 0.5 | 0.25 0 |  |
| ***Observation***  ***Reflection*** | | Discusses ongoing quality improvement (QI) projects at clinical agency (Weekly guided reflection question #14)  --OR-- | Incomplete discussion on improvement (QI) projects at clinical agency | Identifies without explanation ongoing quality improvement (QI) projects at clinical agency | Fails to identify ongoing quality improvement (QI) projects at clinical agency |  |
|  | | Discuss evidence-based practice(EBP) used in the care of your patients (Weekly guided reflection question #14) | Identify an evidence-based practice used in the care of your patients | Identify evidence-based practice inappropriate for patients | Fails to identify and discuss EBP used in the care of your patients |  |
|  | | Cites scientific rationale for all interventions on the concept care map (CCM) (Weekly guided reflection question #15) | Cites scientific rationales for some interventions on the (CCM) | Incorrectly cites scientific rationales for interventions on the (CCM) | Fails to cite scientific rationales for interventions on the (CCM) |  |
| **\*Critical Criteria** | |  |  |  | ***TOTAL*** |  |

N:ADNSyllabus/CBCCurriculum/Level II – Spring 2015/RNSG2362/Level 2 Weekly Clinical Evaluation Rubric Revised 11/15