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

***Weekly Clinical Evaluation Rubric – Level III***

| **Components** | **Expected Criteria** | **Minimal Criteria** | **Unsatisfactory Criteria** | **Not Met** | **Max**  **Points** |
| --- | --- | --- | --- | --- | --- |
| **Safety\*** | 2 1.50 | 1.25 1.00 | .75 .5 | .25 0 | **2** |
| ***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 | Identifies appropriate National Patient Safety Goals in practice | Identifies National Patient Safety Goals in practice | Fails to identify National Patient Safety Goals in practice |  |
|  | Follows TVCC and facility medication administration policies (RIGHTS) | Follows TVCC and facility medication administration policies (RIGHTS) | Follows TVCC and facility medication administration policies (RIGHTS) | Fails to follow TVCC and facility medication administration policies (RIGHTS) |  |
|  | Before giving meds: appropriately assesses patient and knows appropriate info such as med effects, side effects, and adverse effects, required labs, all without prompting | Before giving meds: appropriately assesses patient and knows appropriate info such as med effects, side effects, and adverse effects, and labs all with 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 and labs. | 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 or labs. |  |
|  | Evaluates PRN medications within 30 minutes, without prompting | Evaluates PRN medications within 30 minutes, with prompting | Evaluates PRN medications > 30 minutes | Fails to evaluate |  |
|  | Provides safe environment for patients | Provides safe environment for patients | Fails to identify an unsafe environment for patients | Fails to identify an unsafe environment for patients |  |
|  | 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 #1) | Identifies patient safety issues with insufficient analysis (Weekly guided reflection #1) | Identifies patient safety issues without analysis (Weekly guided reflection #1) | No analysis or reflection (Weekly guided reflection #1) |  |
|  | Seeks assistance when needed | Seeks assistance when needed | Seeks assistance when needed | Fails to seek assistance when needed |  |
| **Concept Care Map** | 10 7.25 | 7 4.75 | 4.5 2.25 | 2 0 | **10** |
| ***Care Maps***  ***Reflection*** | Develop an in-depth concept care map as assigned that includes: (all 9 parts met)   * Is patient-centered and individualized * Includes assessment data that supports the problem (subjective & objective) * Includes pertinent diagnostic & lab tests * Includes appropriate, measureable patient goals * Includes sufficient nursing interventions (scientific rationale listed on separate sheet of paper) * Addresses teaching needs * Includes appropriate referrals * Addresses inter-related concepts * Completes Medication Sheet with concepts identified, classification, reason the patient is receiving the medication, ***top 3-4 nursing interventions only***, and adverse reactions | Any 7 in “expected” column | Any 5 in “expected” column | Less than 5 in “expected” column |  |
|  | Identifies highest priority problem for patient with scientific rationale for choice (Weekly guided reflection #2) | Identified problem with rationale for patient problem that is not the highest priority (Weekly guided reflection #2) | Provides **incorrect or incomplete** rationale for choice of patient problem (Weekly guided reflection #2) | No rationale for choice of highest priority patient problem (Weekly guided reflection #2) |  |
|  | Incorporates pathophysiology for each concept as it applies to the patient’s situation (Weekly guided reflection #3) | **Insufficient** application ofpathophysiology for each concept as it applies to the patient’s situation (Weekly guided reflection #3) | Provides **incorrect** pathophysiology for each concept as it applies to the patient’s situation (Weekly guided reflection #3) | No pathophysiology provided (Weekly guided reflection #2) |  |
|  | All Patient goals are evaluated (Weekly guided reflection #4) | Most patient goals are evaluated (Weekly guided reflection #4) | Some Patient goals are evaluated (Weekly guided reflection #4) | No patient goals are evaluated (Weekly guided reflection #4) |  |
| **Clinical Judgment**  **& Patient-Centered Care** | 3 2.75 | 2.5 1.75 | 1.5 1 | 0.75 0 | **3** |
| ***Observation Reflection*** | Provides patient-centered care for assigned patient(s) (up to 5) | Provides non patient specific care for assigned patient(s) (up to 5) | Provides incomplete patient care for assigned patient(s) (up to 5) | Unable to provide patient-centered care for assigned patient(s) (up to 5) |  |
| ***Concept Focused***  ***Activity*** | Analyzes 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 #5, 6, 7, & 8) | 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 |  |
|  | Completes assigned Concept-Focused Activities | Partial completion of focused activity | Fails to follow instructions on focused activity | Fails to complete activity |  |
| **Patient Education** | 2 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 | **2** |
| ***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 and apply to conceptual problems (Weekly guided reflection #9) | Any 2 or “expected” (Weekly guided reflection #9) | One in “expected” column (Weekly guided reflection #9) | Does not complete assignment. |  |
|  | Describe implementation strategies and evaluate teaching (Weekly guided reflection #10) | Implements teaching without evaluation | Fails to implement teaching | Fails to complete assignment |  |
| **Communication** | 3 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 | **3** |
| ***Observation*** | Evaluates effectiveness of therapeutic communication techniques with patients and families (Weekly guided reflection #11) [ | Describes conversation, identifies most effective technique. Fails to reflect. | Describes conversation without technique or reflection. | Fails to complete assignment |  |
|  | Efficiently communicates verbal change of shift report (Handoff or SBAR) | Communicates verbal change of shift report without Handoff or SBAR | Communicates verbal change of shift report with prompting. | Does not provide report. |  |
|  | Reports accurate patient status to peer, clinical instructor, preceptor or patient’s primary nurse using SBAR | Reports accurate patient status to peer, preceptor or patient’s primary nurse using SBAR | Reports accurate patient status to peer, preceptor or patient’s primary nurse using SBAR | Fails to provide information |  |
| **Informatics** | 2 1.75 | 1.5 1.25 | 1.0 0.75 | 0.5 0 | **2** |
| ***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. |  |
|  | Follows agency policy on documentation | Follows agency policy on documentation | Follows agency policy on documentation | Fails to follow agency policy |  |
|  | 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\*** | 2 1.75 | 1.50 1.0 | .75 .50 | 0.25 0 | **2** |
|  | 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. |  |
|  | 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 throughout the clinical |  |
|  | Demonstrates knowledge of the Texas Nursing Practice Act (NPA) (Weekly guided reflection #12) | Identifies a standard of the Texas Nursing Practice Act (NPA) without implementation (Weekly guided reflection #12) | Identifies a standard without discussion of the Texas Nursing Practice Act (NPA) (Weekly guided reflection #12) | Fails to identify a standard of the Texas Nursing Practice Act (NPA) (Weekly guided reflections #12) |  |
|  | 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 | **3** |
|  | 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 | When able, collaborates with patients and their families to create individualized concept care maps | When able, collaborates with patients and their families to create individualized concept care maps | Fails to collaborate with patients and their families to create individualized concept care maps |  |
|  | Evaluates personal learning from Concept-Focused Activities in post-conference | Identifies 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 | 2 |
| ***Observation***  ***Reflection*** | Effectively manages assigned care (up to 5) by the end of the semester | Manages assigned care for up to 5 patients by the end of the semester. | Omits managing some assigned care for up to 5 patients by the end of the semester | Failed to manage assigned care for up to 5 patients by the end of the semester |  |
|  | Delegates and assigns activities in compliance with the NPA and evaluates the process (Weekly guided reflection #13) (>2) | Delegates and assigns **< 2** nursing activities in compliance with the NPA (Weekly guided reflection #13) | Delegates nursing activities not in compliance with the NPA (Weekly guided reflection #13) | Fails to identify any nursing activities to delegate in compliance with the NPA (Weekly guided reflection #13) |  |
|  | Advocates for assigned patient(s) | Acts as an advocate for assigned patient(s) with prompting | Identifies need but fails to act as an advocate for assigned patient(s) | Fails to identify patient need for advocacy 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, |  |
|  | When team leader, communicates with a HCP making rounds (>2) | When team leader, seeks opportunities to communicate with a HCP making rounds (<2) | When team leader, communicate with a HCP making rounds with prompting | Fails to communicate with a HCP making rounds |  |
| **Quality Improvement Evidence-Based Practice** | 1 | 0.75 | 0.5 | 0.25 0 | 1 |
| ***Observation***  ***Reflection*** | Supports ongoing quality improvement (QI) projects at clinical agency. | Participates in improvement (QI) projects at clinical | Identifies ongoing quality improvement (QI) projects at clinical agency | Unaware of ongoing quality improvement (QI) projects at clinical agency |  |
|  | Utilized evidence-based practice in the care of your patients (Weekly guided reflection #14) | Identify an evidence-based practice used in the care of your patients (Weekly guided reflection #14) | Identify evidence-based practice inappropriate for patients (Weekly guided reflection #14) | Fails to identify and discuss evidence-based practice used in the care of your patients (Weekly guided reflection #14) |  |
|  | Cites scientific rationale in concept care map | Incorrectly cites scientific rationale in concept care map | Incorrectly cites rationale in concept care map | Fails to cites scientific rationale in concept care map |  |
| \*Critical Criteria |  |  |  | ***TOTAL*** | ***30*** |

J:level III/evaluations

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