THE UNIVERSITY OF TEXAS AT EL PASO SCHOOL OF NURSING
CLINICAL EVALUATION TOOL (Level 3)

COURSE: _____

STUDENT NAME: _____

Student ID: _____

Semester/Year_____

LEGEND: 4 = Outstanding; 3 = Satisfactory; 2 = Needs Improvement; 1 = Unsatisfactory; NO= No Opportunity

Statements in italics are critical competencies derived from the program outcomes and competencies.

KEY: See end of document.

Patient-Centered Care
Evaluate nursing care provided to patients, families, aggregates, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, patient-centered, safe, effective and outcomes based.

	Midterm	Final	Comments
Perform a comprehensive assessment including physiological, psychological, sociological, and spiritual needs of patients, families, aggregates, and communities across the lifespan experiencing complex, multisystem health alterations in a variety of settings.			
Use the nursing process to prioritize and manage the care of multiple patients and families as well as aggregates, and communities			
Model culturally sensitive care for patients, families, groups, and communities from diverse backgrounds.			

Use clinical judgment when evaluating nursing care to improve patient outcomes.			
Advocate for patients, families, groups, populations, and communities regarding nursing care issues and health care decisions.			

Teamwork and Collaboration

Collaborate with members of the interprofessional healthcare team to coordinate the provision of safe, quality care for patients, families, aggregates, and communities.

Coordinate patient-centered care with members of the healthcare team.			
Integrate input from other members of the healthcare team to improve individual and team performance			

Evidence Based Practice

Integrate best current evidence and clinical experience with patient preferences when making clinical judgments in the management of patient-centered care.

Analyze best current evidence when making clinical judgments.			
Modify clinical practice based on an analysis of best current evidence.			

Quality Improvement

Use quality improvement measures to evaluate the effect of change on the delivery of patient-centered care and patient outcomes.

Evaluate quality improvement measures taken to improve the delivery of patient-centered care and outcomes.			
Analyze data using root cause analysis to identify potential factors contributing to the gap between current and desired patient outcomes.			
Participate in the evaluation of data and patient outcomes related to a nursing sensitive indicator.			

Safety

Appraise the effectiveness of strategies used by the interprofessional healthcare team to minimize safety risks and environmental hazards to patients, self and others in healthcare, home, and community settings.

Anticipate safety risks to patients, self and others in healthcare, home, and community settings			
Appraise the effectiveness of strategies used by the interprofessional healthcare team to minimize safety risks and environmental hazards			

Informatics

Use information and patient care technology to evaluate data, manage care, and mitigate error in the provision of safe, quality patient-centered care.

Demonstrate ability to use professional databases to access information that supports empirical and evidence-based practice.			
Use technology and information management tools that support safe practice and evaluation of patient outcomes			
Recommend modifications in processes that support risk reduction strategies in protecting patient information.			

Professionalism

Model professional, ethical, legal, and competent practice in the management of patient-centered care.

Model professional standards of practice and social justice in the management of patient-centered care			
Model professional accountability and responsibility in the management of patient-centered care.			
Model nursing practice that supports sound ethical decision making and legal tenets in the management of patient-centered care.			
Model nursing practice that supports regulatory guidelines and institutional policies in the management of patient-centered care.			

Model activities that improve practice and promote life-long learning and competence in nursing.		

Leadership

Integrate leadership and management theories and principles into practice when managing a caseload of patients and making clinical judgments about their care.

Integrate organizational, time management, and priority setting skills into the management of safe, quality patient-centered care.		
Delegate patient care tasks to appropriate members of the health care team and supervise their performance.		

Communication

Use verbal and nonverbal communication strategies that promote an effective exchange of information, development of therapeutic relationships and shared decision making with patients, families, aggregates, and communities from diverse backgrounds.

Use verbal and nonverbal communication techniques that promote therapeutic relationships and shared decision making with peers, faculty, administration, patients, families, aggregates and communities from diverse backgrounds.		
Adapt communication and use of self, in relation to communication barriers, when caring for patients, families, groups, populations aggregates and communities		
Communicate effectively within the healthcare team and demonstrate appropriate conflict resolution skills as needed.		
Use hand-off communication tools when transferring care responsibilities to other members of the health care team.		
Provide individualized health related education for individuals, families, groups, populations, and communities.		

System-Based Practice

Participate in the development of strategies designed to resolve inefficiencies in the microsystem of the work unit that exist within the context of a macrosystem.

Analyze the influence of the macrosystem on the human and material resources available to the nurse in the microsystem of the work unit.			
Participate in the resolution of work unit inefficiencies encountered in the practice setting.			
Collaborate with members of the healthcare team to prioritize the use of human and material resources on the work unit			

Health Promotion and Education

Evaluate the efficacy of healthrelated education by assessing acquisition of new knowledge and skills and adoption of new health promotion behaviors, by patients, families, aggregates, and communities across the lifespan.

Assess the learning needs of patients, families, groups, populations, aggregates, and communities across the lifespan.			
Integrate varying teaching methods and motivational strategies into health-related education provided to patients, families, groups, populations, and communities across the lifespan.			
Evaluate the acquisition of new knowledge and skills and adoption of new behaviors by patients, families, groups, populations, and communities across the lifespan.			

Midterm/Formative Comments

Student	Preceptor
Identify 3 specific strengths: Identify 3 areas for growth:	

Student Signature and Date_____ **Preceptor Signature and Date**_____

Final/Summative Comments

Student	Preceptor
State what the community rotation has taught you about nursing What areas of community will you take with you to practice after graduation?	 **Pass** ☐ **Fail** ☐

Student Signature and Date_____ **Preceptor Signature and Date**_____

Clinical Instructor
Pass ☐   Fail ☐

Instructor Signature and Date_____

Key

4 (Outstanding)	2 (Needs Improvement)
- Exceeds expectations (as identified on clinical evaluation tool) - Is safe - Consistently shows initiative. - Demonstrates a comprehensive level of understanding of concepts and applies them to patient care. - Consistently identifies patient care situations that need attention. - No supportive cues needed.	- Does not meet expectations (as identified on clinical evaluation tool) - Is usually safe - Infrequently shows initiative. - Requires frequent guidance when applying concepts to patient care situations. - Inconsistently identifies patient care situations that need attention. - Frequent supportive cues needed.
3 (Satisfactory)	1 (Unsatisfactory)
- Meets expectations (as identified on clinical evaluation tool) - Is safe - Periodically shows initiative. - Demonstrates a fundamental level of understanding of concepts and applies them to patient care. - Usually identifies patient care situations that need attention. - Occasional supportive cues needed.	- Does not meet expectations (as identified on clinical evaluation tool) - Is unsafe - Does not show initiative. - Requires consistent guidance when applying concepts to patient care situations. - Fails to identify patient care situations that need attention. - Continuous supportive cues needed.
NO = Not Observed/No Opportunity	NA = Not Applicable