Clinical Evaluation Rubric

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What is a clinical evaluation rubric?

- Is derived from course objectives
- Includes predetermined behaviors/criteria
- Delineates safe and satisfactory student performance
- Describes different levels of performance
  - Satisfactory
  - Needs Improvement
  - Unsatisfactory
Objective I
Provide care for clients in a variety of settings based on the relationship of the client, health, and environment.

Sub-objective
Identify disease, cultural, and environmental factors affecting client’s health.

Categories: Satisfactory
- Identified medical diagnosis
- Described other medical condition(s)
- Assessed environmental issues that may affect recovery
- Elicited patient’s values, preferences and needs
## What is Different?

### Five Course Objectives
- Objective One: Creating Safe Environment
- Objective Two: Professionalism
- Objective Three: Critical Thinking
- Objective Four: Communication
- Objective Five: Nursing Process

### QSEN Competencies
- Quality Improvement
- Evidence-Based Practice
- Teamwork & Collaboration
- Patient-Centered Care
- Informatics
- Safety
Initial Faculty Guidelines

- Give students copy of rubric
- Evaluate students using rubric weekly
  - Check/circle/highlight behaviors observed
  - Write comments to support observed behaviors in space provided
- Mid-term and Final Evaluations
- At Risk Students
Pilot Implementation of Rubric

1. Adult Health Practice Courses
2. Clinical Rubric Revision
3. Faculty Inservices
4. Implementation
5. Evaluation
Faculty Evaluation of Rubric

- How often did you use the clinical rubric?
- I found the rubric helpful to evaluate ...
- I am likely to use the rubric again ...
- Did the rubric change your approach to teaching about the QSEN competencies?
- Did using the rubric guide you in identifying clinical activities that demonstrate QSEN competencies?
“I think I was more conscientious regarding recognizing and promoting QSENS competencies through post-conferences”

“Yes, the QSEN competencies allowed me to identify areas in which to focus learning activities (safety, clinical reasoning, interprofessional collaboration, etc)”

“It breaks then down in a way that is easy to identify and I think easier for the students to recognize when you review them with the students.

“Through use of the rubric I identified that environmental safety was an area that students were not able to speak to much in regards to how they were meeting the objective. So, I formulated a competency for post-conference of the different types of "precaution" measures utilized within the hospital setting to keep patients safe.”
Revised Guidelines for Implementation

- Frequency of use
- Consistent use of implementation among all faculty
- Staff Development
- Student Orientation
Questions for Guidance

- What do you need to consider when implementing QSEN competencies into your rubric for evaluation?
- How can you implement a QSEN based clinical evaluation rubric?
- What barriers do you foresee for your implementation at your institution.