Progressive Clinical Performance Evaluation Tools Incorporating the QSEN Competencies

Amanda Eymard, DNS, RN
Angele Davis, MSN, RN
Rebecca Lyons, PhD(c)
Development of Tools

- Research and Evaluation Committee
- Reviewed BSN Essentials, Standards for Accreditation, QSEN competencies, and program’s conceptual model.
- Walsh (2010)
- University of Portland (2011)
BSN Program Levels

- **Level I**
  - Fundamentals, Adult Health I

- **Level II**
  - Adult Health II, OB/Peds

- **Level III**
  - Mental Health, Community, Research, Leadership/Management, Preceptorship
Development of Tools

Research and Evaluation Committee
Course Coordinators
All faculty
Students
Piloted the tools Spring 2012
Clinical Performance Evaluation Tool Guidelines

- Based on QSEN competencies
- Completed at mid-clinical & final by students & faculty
- Mid-clinical scores – S, NI, U
  - Grade descriptions clearly defined in guidelines
  - NI not awarded post mid-clinical
- Clinical performance remediation (CPR) tool implementation guidelines provided
Patient-Centered Care

**Level I**
- Develop an individualized plan of care with a focus on assessment and planning utilizing the nursing process

**Level II**
- Institute an individualized plan of care with a focus on assessment, planning, intervention, and evaluation of multiple patients with multiple health alterations

**Level III**
- Facilitate the nursing process to institute an individualized plan of care with a focus on implementation and evaluation
Safety

Level I • Communicate observations or concerns related to hazards and errors to patients, families, and the health care team

Level II • Recommend interventions to improve safety hazards and concerns to patient, families, and inter-professional team

Level III • Facilitate effective strategies to reduce risk of harm to self or others though both system effectiveness and individual performance
Professionalism

- Core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice)
- Compliance with NPA, policy, & procedure
- Acceptance of constructive criticism & develop plan of action for improvement
- Positive attitude
- Attendance & punctuality


Professionalism

Level I

• Provide evidence of preparation for clinical learning experiences
• Accept individual responsibility and accountability for nursing interventions, outcomes, and other actions

Level III

• Assume full accountability for professional behavior during the experience and perform within ethical/legal norms
• Accept expanded personal responsibility and accountability for nursing interventions, treatment outcomes and the changes occurring in health care provisions
Professionalism

**Level I**
- Engage in self evaluation
- Assume responsibility for learning

**Level III**
- Execute a self-evaluation of own ability to provide nursing care that is in accordance with professional standards of nursing care
- Assume responsibility for learning experiences
Pilot Findings

- **Student Responses**
  - “...knowing exactly what is being asked of me”
  - “Easier to understand what I’m being evaluated on”

- **Faculty Responses**
  - “Effective & resulted in desired behavior”
  - “Easy to use”
  - “Clear instructions make it easier to objectively evaluate”
  - “I should have used the CPR tool on day one”
Clinical Performance Remediation (CPR)

- Implemented by clinical instructor
- Includes specific remediation strategies
- Provides an objective, clear assessment of clinical performance and areas requiring improvement
- Very effective in remediating unprofessional behaviors and unsatisfactory clinical performance
Administrative Perspective

- Alignment
  - Faculty
  - Student
  - Grievance
