

NICHOLLS STATE UNIVERSITY

Progressive Clinical Performance Evaluation Tools Incorporating the QSEN Competencies

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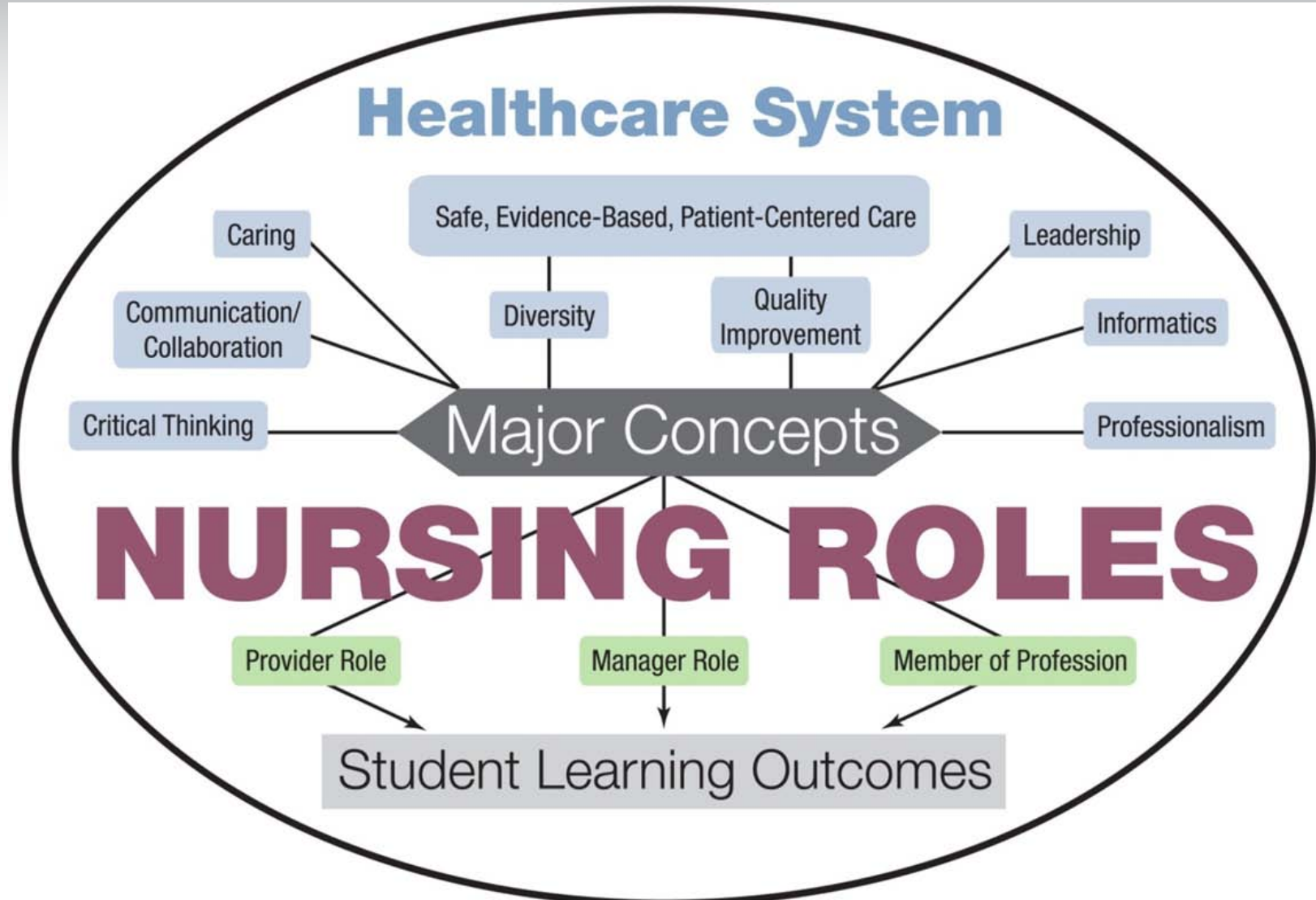


Development of Tools

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



Department of Nursing Conceptual Model





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 through 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



References

- Quality and Safety in Education for Nurses. (2012). *Competency KSAs (Pre-licensure)*. Retrieved from http://www.qsen.org/ksas_prelicensure.php
- University of Portland. (2012). *School of nursing: clinical learning and evaluation tools*. Retrieved from <http://nursing.up.edu/default.aspx?cid=7732&pid=2959>
- Walsh, T., Jairath, N., Paterson, M., & Grandjean, C. (2010). Quality and safety education for nurses clinical evaluation tool. *Nursing Education*, 49(9), 517-522.