INDIANA STATE UNIVERSITY

Baccalaureate Nursing
Graduate Competency Assessment
2016-17

Department of Baccalaureate Nursing Assessment Committee
Accepted
<mark>//2016???</mark>

1. Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care. **N490**				**Operational Definition:** Students shall score at a 94% probability of passing the NCLEX ATI Comprehensive Predictor Exam. **Expected Level of Achievement/Decision Rule of Action:** 90% of students shall meet or exceed the 72 raw score (94% probability) on the ATI RN Comprehensive Predictor Exam. Outcome: _____ Not Met _____ Met _____ Partially Met		
Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery. Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings. Formulate plans of care for diverse populations across the health care continuum. Communicate effectively with patients, families, groups, and communities. Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with ATI coordinator.	Yearly	Evaluation of ATI RN Comprehensive Predictor report as defined by the operational definition.	**Fall 2016**: 94-100% = >93% = <u>% are at or above the 94% predictability score for Comprehensive Predictor</u> **Spring 2017**: 94-100% = >93% = <u>% are at or above the 94% predictability score for Comprehensive Predictor</u>	**Fall 2016:** . **Spring 2017**:

Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care. **N490**		Operational Definition: ATI RN Comprehensive Predictor scores will be at the group mean program score or higher on all 8 major content subscores including Management of Care, Safety, Health Promotion, Psychosocial Integrity, Basic Care, Pharmacological Therapies, Reduction of Risk, and Physiological Adaptation. **Expected Level of Achievement/Decision Rule of Action:** Student group score on each of the 8 major content areas will be at the group mean program score or higher on the first attempt on ATI RN Comprehensive Predictor exam Outcome: _____ Not Met _____ Met _____ _____ Partially Met				
Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery. Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings. Formulate plans of care for diverse populations across the health care continuum. Communicate effectively with patients, families, groups, and communities. Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with ATI coordinator.	Yearly	Evaluation of ATI RN Comprehensive Predictor report as defined by the operational definition.	**Fall 2016:** Mng of care: % (%) Safety: % (%) Hlth promo: % (%) Psycho: % (%) Bas care/comf: % (%) Pharm: % (%) Red of Risk: % (%) Physio:% (%) **Spring 2017:** Mng of care: % (%) Safety: % (%) Hlth promo: % (%) Psycho: % (%) Bas care/comf: % (%) Pharm: % (%) Red of Risk: % (%) Physio:% (%)	**Fall 2016:** **Spring 2017:**

Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care. **N484**				**Operational Definition:** Clinical Evaluation shall reflect a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course. Please see attached. **Expected Level of Achievement/Decision Rule of Action:** 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course Outcome: _____ Not Met _____ Met _____ Partially Met		
Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery. Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings. Formulate plans of care for diverse populations across the health care continuum. Communicate effectively with patients, families, groups, and communities. Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Reflective nursing course faculty	Yearly	Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.	**Fall 2016:** Satisfactory = Unsatisfactory = <u>% of students achieved at or above satisfactory score on the clinical evaluation tool</u> **Spring 2017:** Satisfactory = Unsatisfactory = <u>% of students achieved at or above satisfactory score on the clinical evaluation tool</u>	**Fall 2016:** **Spring 2017:**

Clinical Performance Evaluation Tool

<div align="center">

School of Nursing
Department of Baccalaureate Nursing
Nursing 484 – Reflective Nursing Practice

</div>

Student Name: _____

Preceptor Name:_____

Instructor:_____

Final Evaluation:
The second and final evaluation will occur at the conclusion of the clinical experience. The clinical faculty will award either a "Meets or Exceeds Expectations" or "Does not Meet Expectations". A student whose final evaluation reflects a "Does not Meet Expectations" in any category will not pass the course. Clinical faculty or course faculty is expected to comment on any item for which a "Does not Meet Expectations" is awarded.

Learning Outcome	Meets or exceeds expectations	Does not meet expectations	Not Observed
Use theoretical concepts, research findings, and other ways of knowing to guide nursing practice with clients from diverse cultural backgrounds who have complex care needs in various phases of the life span. (1.1f, 1.2f, 3.1f, 7.1f, 8.1f)			
Practice in a caring, responsible, and accountable manner in accordance with professional ethics and accepted standards of practice. (5.3f,7.1f, 8.1f, 8.2f, 8.3f, 8.4f)			
Integrate critical thinking skills into the practice of professional nursing with clients experiencing complex care needs. (1.5f, 4.1f, 3.1f)			
Apply appropriate leadership and management principles in designing, coordinating, managing, and advocating for meeting the complex health care needs of individuals, families, and groups in various phases of the life span. (4.1f, 6.2f, 6.4f, 7.1f, 8.1f)			
Demonstrate an ability to reflect on interpersonal and interactional processes with individuals, families, and groups and critically analyze own role in relation to them. (1.5f, 8.1f, 8.2f)			
Intervene independently and in collaboration with other health professionals using appropriate nursing strategies and actions. (2.1f, 2.2f, 7.2f)			
Evaluate the outcomes of therapies in nursing interventions and plan further interventions accordingly. (5.1f, 5.2f, 3.3f)			

Create, implement, and evaluate a tool to address a clinical learning need of a targeted population. (1.4f, 1.5f, 2.1f, 3.2f, 5.2f)			

Comments:_____
_____

Quality and Independence

	Quality of Performance (check one of following)		Level of Independence (check one of following)
	Exceptional performance and provision and/or delivery of nursing care. Student functions to meet criteria in a manner surpassing expectations at the current educational level.		Decisions and actions are independent and well supported. Rarely requires validating feedback.
	Above satisfactory performance and provision and/or delivery of nursing care. Student functions to meet criteria with above satisfactory performance at the current educational level; is not exceptional.		Decisions and actions are usually independent and well supported. Occasionally requires validating feedback.
	Satisfactory performance and provision and/or delivery of nursing care. Student functions to meet criteria at the current educational level.		Decisions and actions are sometimes independent and well supported. Frequently requires validating feedback.
	Unsatisfactory performance and provision and/or delivery of nursing care. Student does not meet criteria satisfactorily at the current educational level.		Decisions and actions are seldom independent or well supported. Consistently requires validating feedback.

Preceptor   **Comments:**   _____
_____
_____
_____

Student   **Self-Evaluation**   **of**   **Performance:**   _____
_____
_____
_____

Student Signature: _____**Date:**_____

Preceptor Signature: _____

Clinical Instructor Signature: _____

2. Graduate Competency: The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes. **N484**	**Operational Definition:** Clinical Evaluation shall reflect a satisfactory or better score on the <u>midterm</u> clinical assessment evaluation tool in the senior reflective nursing course. Please see attached**.** **Expected Level of Achievement/Decision Rule of Action:** 100% students shall achieve a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
1. Contribute the unique nursing perspective to inter-professional teams to enhance patient outcomes. 2. Incorporate effective inter-professional communication, negotiation, and conflict resolution to deliver evidence-based and patient-centered care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Reflective nursing course faculty	Yearly	Evaluation of the midterm clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.	**Fall 2016:** Satisfactory = Unsatisfactory = <u>% of students achieved at or above satisfactory score on the clinical evaluation tool</u> **Spring 2017:** Satisfactory = Unsatisfactory = <u>% of students achieved at or above satisfactory score on the clinical evaluation tool</u>	**Fall 2016:** **Spring 2017:**

NURS 484 Mid-Completion (approximately 60 hours) Feedback/Evaluation

Student Name:_____ **Date:**_____

Preceptor Name:_____**Facility:**_____**Unit:**_____

This form is to provide feedback to the student after completion of approximately 60 precepted clinical hours.

	Yes	No	Comments
Timeliness? (8.2f) (always on time to clinical, attends all planned dates, completes tasks?)			
Attitude? (8.1f) (self-directed, eager, cooperative, accepts feedback?)			
The student displays professional behaviors? (8.2f; 8.3f) (Arrives on time. Displays a professional appearance: clean, neat, uniformed. Demonstrates accountability and responsibility for own actions. Demonstrates ethical decisions and behavior. Serves as an advocate for the nursing profession.)			
The student provides safe and holistic patient-centered care? (1.1f – 1.5f) (Integrates patients' differences, values expressed needs. Conducts comprehensive and focused assessments of health and illness. Formulates plans of care. Communicates effectively with patients, families, groups. Demonstrates appropriate patient teaching.)			
The student works effectively in inter-professional teams? (2.1f; 2.2f) (Contributes nursing perspective to enhance patient outcomes. Incorporates effective inter-professional communication, negotiation, and conflict resolution to delivery care.)			
The student employs evidence-based practice? (3.1f – 3.3f) (Integrates best research with clinical expertise for safe care Proposes mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.)			
The student applies quality improvement principles? (4.2f) (Demonstrates leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.)			
The student utilizes informatics? (5.1f – 5.3f) (Integrates information systems, communication, and technology in safe nursing practice. Evaluates data from all relevant sources to deliver care. Upholds ethical principles when using patient care technologies).			
The student demonstrates leadership skills? (4.1f; 6.2f; 6.4f) (Applies leadership concepts, skills, and decision-making in the provision of high quality safe nursing care.)			
The student demonstrates health promotion? (7.1f) (Advocates for health promotion and disease prevention to improve health and wellness).			

Signatures:

Student:_____

Preceptor:_____

Instructor:_____

| **3. Graduate Competency:** The baccalaureate prepared student will employ evidence-based practice.

 N444 | **Operational Definition:** Student in the Community Nursing practice course will complete an EBP paper scoring at or above a 85%. Please see the attached rubric.

 Expected Level of Achievement/Decision Rule of Action: 90% of students will score at or above 85% on the EBP project and paper as defined in the operational definition

 Outcome: _____ Not Met _____ Met _____ Partially Met |

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate best research with clinical expertise and patient values for optimum safe care. Implement methods of retrieval, appraisal, and synthesis of evidence-based learning and research activities to improve patient outcomes. Propose mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with course faculty	Yearly	Evaluation of cores on EBP paper will be examined in the Community course as defined by the operational definition	**Fall 2016:** 90-100% = 80-89% = 75-79% = >74% = % of students scored at or above 85% on the EBP project and paper. **Spring 2017:** 90-100% = 80-89% = 75-79% = >74% = % of students scored at or above 85% on the EBP project and paper.	**Fall 2016:** **Spring 2017:**

Healthy People 2020 Paper (1.2f; 6.1f; 6.3f)

Grading Rubric for Healthy People 2020 paper	Points
Introduction ♦ **Introduces topic & purpose of paper.** ♦ **Provides evidence-based rationale for importance of topic to nursing practice.** ♦ **Introduces Windshield Survey Community.**	10
Synthesis of data and Application of Nursing Process ♦ **Synthesizes all assessment data – statistical, topic area & creates a clear statement of the problem in the form of a Community Health Nursing diagnosis using a topic area from Healthy People 2020 (Assessment, Diagnosis).** ♦ **Demonstrates understanding of applying the nursing process to create a proposed community aggregate assessment based on identified topic area.** ♦ **Determines <u>one</u> short-term goal that is measurable & timed that fits the chosen community (Planning).** ♦ **What are the current nursing interventions for this problem? Which ones have worked and have not worked? (Intervention). What interventions have been used in the literature?** ♦ **Provides supportive evidence-based data throughout paper. (Evaluation). How would you evaluate your intervention to see if it worked?**	20
Format & APA ♦ **Flows clearly & logically with professional appearance and tone.** ♦ **Minimum length of four pages using 1000 words.** ♦ **Free of grammar, spelling, punctuation errors.** ♦ **Cites references using APA 6th edition.** ♦ **Proper title page.** ♦ **Uses <u>three</u> EBP references from professional, peer-reviewed journals written within last past five years.**	20
Total	50

4. Graduate Competency: The baccalaureate prepared student will apply quality improvement principles. N484				Operational Definition: Students in the Reflective Practice course will complete a problem-based service project and paper scoring at or above a 85%. Please see attached rubric. Expected Level of Achievement/Decision Rule of Action: 90% of students will score at or above 85% on the CQI project and paper as defined in the operational definition Outcome: _____ Not Met _____ Met _____ Partially Met		
Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
Demonstrate leadership skills to effectively implement patient safety in the identification of variances and hazards in health care. Analyze quality improvement processes and safety design principles such as standardization and simplification. Evaluate quality of care in terms of structure, process, and outcomes in relation to patient and community needs. Design interventions to change the processes and system of care with the objective of improving quality.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with course faculty	Yearly	Scores on problem-based service project assignment will be examined in the Reflective Practice course as defined by the operational definition	**Fall 2016:** 90-100% = 80-89% = 75-79% = >74% = % of students scored at or above 85% on the EBP project and paper. **Spring 2017:** 90-100% = 80-89% = 75-79% = >74% = % of students scored at or above 85% on the EBP project and paper.	**Fall 2016:** **Spring 2017:**

NURS 484 –
Teaching/Learning/Analysis Project

Purpose: The purpose of this senior project is to identify a clinically-focused teaching/learning need, create a tool to address the need, and implement the use of the tool with the targeted population.

Total Point value: 150 points

Directions and Process:
1. **Collaborate with your preceptor and possible other healthcare professionals to identify a clinically significant teaching/learning need and the target population. (NOTE: this may be a patient need, family need, or professional health care provider need)** (7.1f)**.**
2. **Obtain instructor approval for your topic and target population (5 points) <u>no later than midnight on the day of your third clinical shift. Your proposed topic and population should be posted on the Discussion board. Your instructor will either approve, and ask for revision/deeper thought on the discussion board.</u> (Points are only awarded for on-time approval. If not done on time—ie your third shift—zero [0] points are awarded)**
3. **Complete a literature review on the topic to support your development of a specific learning tool. References must be no older than 5 years** (5.2f)**.**
4. **Submit reference list <u>no later than midnight on the day of your fifth clinical shift</u> (10 points).**
5. **Develop the teaching/learning tool** (1.3f)**.**
6. **Present the teaching/learning tool to the target population** (1.4f)**.**
7. **Assess and evaluate the presentation of the teaching/learning tool and identify suggestions for future use.**
8. **Complete the academic paper component (110 points) of the project and <u>submit no later than midnight on the day of your final clinical shift</u>. (Complete this written component as you progress through the identification, development, delivery, and evaluation of your teaching/learning tool.)**
9. **Submit a copy of your learning tool with your paper (25 points).**

Academic Paper Component: (Also see Service Teaching/Learning Rubric)
1. **Define the teaching/learning need**
2. **Describe how you**
   a. **identified the teaching/learning need (review the collaboration process with your   preceptor and/or other)**
   b. **assessed the scope and breadth of the teaching/learning need**
3. **Explain the teaching/learning tool development and the rationale for its creation. Use scientific literature to support your development decisions.**
4. **Assess how well your project was received and its suitability for future use and/or revision. Integrate the nursing interventions of communication and teaching.**
5. **Reflect on this teaching/learning process from inception of idea to delivery of content. In doing so, interweave the concepts of collaboration, conceptualization and critical thinking.**
6. **Write a conclusion (note your "take away" and suggestions for further use or revisions).**

5. Graduate Competency: The baccalaureate prepared student will utilize Informatics. N424	Operational Definition: Students will demonstrate effective use of informatics to store, retrieve and input information as reflected in the clinical evaluation tool in the final adult health course. Expected Level of Achievement/Decision Rule of Action: 100% of students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the final adult health course. Outcome: _____ Not Met _____ Met _____ Partially Met

Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate information systems, communication, and technology methods in the management of safe nursing practice. Evaluate data from all relevant sources, including technology, to deliver care. Uphold ethical principles when using patient care technologies.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with course faculty.	Yearly	Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition. From Evaluation tool: 1. Distinguish information systems, communication, and technology methods in the management of safe nursing practice. 2. Use data from multiple relevant sources, including technology, to deliver care. 3. Describe ethical principles related to patient information.	**Fall 2016:** Satisfactory = Unsatisfactory = % of students achieved at or above satisfactory on the clinical assessment evaluation tool. **Spring 2017:** Satisfactory = Unsatisfactory = % of students achieved at or above satisfactory on the clinical assessment evaluation tool.	**Fall 2016:** **Spring 2017:**

Part of the clinical evaluation tool for N 424

Program Outcome 5	Mid-Semester		Final Evaluation		
The baccalaureate prepared student will utilize Informatics.	**Needs Attention**	**Not Observed**	**Meets or exceeds expectations**	**Does not meet expectations**	**Not Observed**
5.1f Integrate information systems, communication, and technology methods in the management of safe nursing practice.					
5.2f Evaluate data from all relevant sources, including technology, to deliver care.					
5.3f Uphold ethical principles when using patient care technologies.					
Other:					

6. <mark>Graduate Competency:</mark> The baccalaureate prepared student will demonstrate leadership skills. **N490**	**Operational Definition:** Student shall score at or above level 2 proficiency or higher on the ATI RN Leadership exam. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve at or above Level II on the Leadership ATI Content Mastery test. Outcome: _____ **Not Met** _____ **Met** _____ **Partially Met**	

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Appraise the impact of health care policies, including financial, regulatory, and organizational mission, vision, and value statements. Apply leadership concepts, skills, and decision-making in the provision of high quality safe nursing care and emergency preparedness. Participate in the development and implementation of imaginative and creative strategies to enable systems to change. Discuss the role of the nurse as a leader in the delivery of safe and effective healthcare.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with NURS 490 (licensure prep) course faculty and ATI coordinator.	Yearly	Collection and evaluation of the ATI RN Leadership exam scores as defined by the operational definition.	**Fall 2015:** Level III = Level II = Level I = >Level I = <u>% of students achieved at or above a Level II on the first attempt of the Leadership ATI.</u> **Spring 2016:** Level III = Level II = Level I = >Level I = <u>% of students achieved at or above a Level II on the first attempt of the Leadership ATI.</u>	**Fall 2015:** **Spring 2016:**

7. <mark>Graduate Competency:</mark> The baccalaureate prepared student will demonstrate health promotion. **N444**				**Operational Definition:** Student will score a grade of 85% or better on the Health Promotion Project in Community Nursing course. Please see attached. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will score a grade of 85% or better on the Health Promotion Project in Community Nursing course. **Outcome:** _____ **Not Met** _____ **Met** _____ **Partially Met**		
Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Advocate for health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles. Collaborate with other healthcare professionals and patients to provide spiritual and cultural appropriate health promotion.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Community nursing course faculty	Yearly	Collection and evaluation of the Community Health Promotion project as defined by the operational definition.	**Fall 2016:** 90-100% = 80-89% = 75-79% = >74% = % of students scored at or above 85% on the health promotion project and paper. **Spring 2017:** 90-100% = 80-89% = 75-79% = >74% = % of students scored at or above 85% on the health promotion project and paper.	**Fall 2016:** **Spring 2017:**

Criteria for the Windshield Survey Powerpoint - (1.2f; 6.1f; 6.3f)

Component	Points	Contributors	Instructor Comments
1. Title page with all group member names. 2. History of area. 3. Windshield Assessment. 2. Demographic, epidemiologic and vital statistics data.	5		
3. Analysis of each specific Community area. One slide for each.	5		
4. Community Health Nursing Diagnosis is logical for assigned area.	10		
5. One short and one long term intervention that is timed and measurable. How are you going to implement the interventions?	10		
8. APA Reference Page. Logical, free of grammar errors.	5		

8. Graduate Competency: The baccalaureate prepared student will display professional behaviors. N484				Operational Definition: Clinical Evaluation shall reflect a satisfactory score on midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached rubric. Expected Level of Achievement/Decision Rule of Action: 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability. Outcome: _____ Not Met _____ Met _____ Partially Met		
Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
Incorporate nursing values into daily practice. Demonstrate accountability and responsibility for one's own academic, professional, and public actions. Demonstrate ethical and legal decisions surrounding health care dilemmas. Serve as an advocate for the nursing profession.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Reflective nursing course faculty	Yearly	Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.	**Fall 2016:** Satisfactory = Unsatisfactory = % of students achieved at or above satisfactory on the clinical assessment evaluation tool. **Spring 2017:** Satisfactory = Unsatisfactory = % of students achieved at or above satisfactory on the clinical assessment evaluation tool.	**Fall 2016:** **Spring 2017:**

NURS 484 Mid-Completion (approximately 60 hours) Feedback/Evaluation

Student Name:_____ **Date:**_____

Preceptor Name:_____**Facility:**_____**Unit:**_____

This form is to provide feedback to the student after completion of approximately 60 precepted clinical hours.

	Yes	No	Comments
Timeliness? (8.2f) **(always on time to clinical, attends all planned dates, completes tasks?)**			
Attitude? (8.1f) **(self-directed, eager, cooperative, accepts feedback?)**			
The student displays professional behaviors? (8.2f; 8.3f) **(Arrives on time. Displays a professional appearance: clean, neat, uniformed. Demonstrates accountability and responsibility for own actions. Demonstrates ethical decisions and behavior. Serves as an advocate for the nursing profession.)**			
The student provides safe and holistic patient-centered care? (1.1f – 1.5f) **(Integrates patients' differences, values expressed needs. Conducts comprehensive and focused assessments of health and illness. Formulates plans of care. Communicates effectively with patients, families, groups. Demonstrates appropriate patient teaching.)**			
The student works effectively in inter-professional teams? (2.1f; 2.2f) **(Contributes nursing perspective to enhance patient outcomes. Incorporates effective inter-professional communication, negotiation, and conflict resolution to delivery care.)**			
The student employs evidence-based practice? (3.1f – 3.3f) **(Integrates best research with clinical expertise for safe care Proposes mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.)**			
The student applies quality improvement principles? (4.2f) **(Demonstrates leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.)**			
The student utilizes informatics? (5.1f – 5.3f) **(Integrates information systems, communication, and technology in safe nursing practice. Evaluates data from all relevant sources to deliver care. Upholds ethical principles when using patient care technologies).**			
The student demonstrates leadership skills? (4.1f; 6.2f; 6.4f) **(Applies leadership concepts, skills, and decision-making in the provision of high quality safe nursing care.)**			
The student demonstrates health promotion? (7.1f) **(Advocates for health promotion and disease prevention to improve health and wellness).**			

Signatures:

Student:_____

Preceptor:_____

Instructor:_____