

NURS 4650 - Capstone Clinical
Clinical Performance Evaluation Tool (Preceptor) - Acute Care Setting

Student: _____ Faculty/Instructor: _____
 Preceptor: _____ Clinical Site: _____
 Midterm Date: _____ Final Date: _____

**Rating Scale: Based on the final semester expectations of student.
 All criteria must be ranked at the "Meets Objective" level by the final evaluation.**

- Meets objectives (M) - Student performance consistently meets the sub-criteria and learning goals.
 Student needs occasional supportive, directive and physical demonstration cues.
 Student is able to demonstrate independent thinking in meeting learning goals
- Improvement Needed (I) - Student performance inconsistently meets the sub-criteria and learning goals.
 Student needs frequent supportive, directive and physical demonstration cues.
 Student is developing independent thinking in meeting learning goals.
- Does not meet objectives (D) - Student performance does not meet the sub-criteria and learning goals.
 Student needs constant supportive, directive and physical demonstration cues.
 Student is unable to demonstrate independent thinking in meeting learning goals.

Preceptor – please provide input and feedback to the student throughout their Capstone experience and evaluate them on their improvement, incorporation of feedback, and progression toward sub-criteria and identified learning goals. Please discuss concerns with student and Clinical Instructor as needed to facilitate progression.

Section I. Standards of Care (Nursing Process)	Midterm	Final
Category A. Assessment		
<p><i>Criteria 1. Collects appropriate information for patient care</i></p> <ul style="list-style-type: none"> • Gathers pertinent patient history and clinical progress from report and patient record • Identifies relevant pathophysiology • Identifies psychosocial, spiritual, cultural, developmental, and safety needs of patient/family 		
<p><i>Criteria 2. Performs thorough and accurate assessments</i></p> <ul style="list-style-type: none"> • Completes comprehensive assessment with logical flow, adapting to individual patient needs; including psychosocial, risk for self-harm, safety, family dynamics and support system • Identifies areas for focused assessment, increased monitoring, and reassessment based on findings and relevant pathophysiology • Adapts assessment based on psychosocial, spiritual, cultural, developmental, and safety needs of patient 		
Comments:		
Category B. Problem Identification/Nursing Diagnosis		
<p><i>Criteria 1. Analyzes data to identify problems</i></p> <ul style="list-style-type: none"> • Identifies and interprets data trends including changes in assessment findings • Utilizes data from patient record and assessment to identify actual/potential problems; develops problem list 		
Comments:		

Category C. Outcome Identification		
<i>Criteria 1. Identifies appropriate nursing goals</i>		
<ul style="list-style-type: none"> • Establishes patient-centered goals that are realistic and measurable • Collaborates with patient, family, and health care team to develop long and short-term goals 		
Comments:		
Category D. Planning		
<i>Criteria 1. Creates a well-developed plan</i>		
<ul style="list-style-type: none"> • Identifies appropriate independent interventions to reach goals while incorporating input from patient, family, and health care team • Incorporates patient's physiological, psychosocial, and safety using evidence based practice 		
Comments:		
Category E. Implementation		
<i>Criteria 1. Implements care plan according to identified interventions and priorities</i>		
<ul style="list-style-type: none"> • Incorporates teaching-learning strategies according to identified needs • Adapts interventions to changes in health status and/or other factors • Provides safe, orderly, and comfortable environment for patient care 		
<i>Criteria 2. Demonstrates safe performance of nursing skills</i>		
<ul style="list-style-type: none"> • Reviews relevant medication information; accurately calculates dosage and administers medications with appropriate documentation • Verbalizes the process of and rationale for medication reconciliation • Follows established facility policies, procedures, and protocols 		
<i>Criteria 3. Time Management</i>		
<ul style="list-style-type: none"> • Completes work within allotted time; administers treatment and medications on time • Anticipates problems and follows through; integrates new findings in a timely manner 		
Comments:		
Category F. Evaluation		
<i>Criteria 1. Determines the effectiveness of plan of care interventions</i>		
<ul style="list-style-type: none"> • Evaluates immediate and long-term effectiveness of interventions; using appropriate evaluation measures; revises plan based on ongoing assessment and evaluation findings • Collaborates with patient, family, and health care team to evaluate the patient's progress toward goals 		
Comments:		

Section II. Standards of Professional Performance		
Category A. Quality of Care		
<p><i>Criteria 1. Contributes to quality nursing practice</i></p> <ul style="list-style-type: none"> • Maintains standards of professional nursing care, professional boundaries in interactions • Recognizes and advocates for patient-centered care and patient autonomy • Applies principles of cultural competence • Demonstrates appropriate self-directed initiative, conscientious engagement and follow through • Shows responsibility and accountability in all RN roles • Identifies and communicates quality and safety issues to appropriate facility resources 		
Comments:		
Category B. Performance Appraisal		
<p><i>Criteria 1. Evaluates one's own and others' nursing practice</i></p> <ul style="list-style-type: none"> • Assumes accountability/responsibility for own actions; critiques/improves own performance • Accepts constructive criticism and utilizes feedback to improve performance • Recognizes own strengths and weaknesses and seeks assistance as necessary • Is punctual; gives notification of absence, tardiness, or inability to meet commitments • Dresses appropriately: Follows uniform policy and has nametag and badge as required 		
Comments:		
Category C. Education		
<p><i>Criteria 1. Seeks knowledge and competence that reflects current nursing practice</i></p> <ul style="list-style-type: none"> • Actively engages in all learning activities and experiences • Takes responsibility for own learning through engagement and communicating learning goals 		
Comments:		
Category D. Ethics		
<p><i>Criteria 1. Conducts self in an ethical manner</i></p> <ul style="list-style-type: none"> • Truthful in all interactions; maintains confidentiality; takes responsibility for decisions/actions • Demonstrates tolerance through non-judgmental communication and behavior 		
Comments:		
Category E. Communication & Collaboration (ANA Standard: Collegiality)		
<p><i>Criteria 1. Demonstrates effective and professional communication and collaboration</i></p> <ul style="list-style-type: none"> • Utilizes effective therapeutic communication with patients and families 		

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<ul style="list-style-type: none"> • Communicates respectfully with others; resolves conflict appropriately • Communicates utilizing appropriate hand-off tool • Demonstrates ability to actively function in a collaborative health care team • Provides continuity of care by receiving/giving reports about patient status and plan of care 		
<p><i>Criteria 2. Documents in a clear, accurate, holistic and timely manner</i></p> <ul style="list-style-type: none"> • Documents accurate assessment findings, plan of care, education and discharge/transfer and care coordination 		
<p>Comments:</p>		
<p>Category F. Evidence Based-Practice (EBP)</p>		
<p><i>Criteria 1. Incorporates evidence-based guidelines into clinical practice</i></p> <ul style="list-style-type: none"> • Utilizes evidence-based protocols in planning and implementing patient care • Identifies the role EBP has in maintaining and improving care delivery 		
<p>Comments:</p>		
<p>Category G. Resource Utilization</p>		
<p><i>Criteria 1. Utilizes appropriate resources to plan, provide, and sustain nursing services</i></p> <ul style="list-style-type: none"> • Utilizes support personnel and equipment in a safe and effective manner • Delegates tasks appropriately – including follow-up and evaluation • Identifies and communicates information that may influence staffing or resource utilization 		
<p>Comments:</p>		
<p>Section III. Student's Personal Learning Goals – at beginning of semester/revised as needed</p>		
<p>1.</p>		
<p>2.</p>		
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		

Midterm:

Student Comments:

Preceptor Comments:

Preceptor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Final:

Student Comments:

Preceptor Comments:

Preceptor Signature _____ Date _____

Student Signature _____ Date: _____

Faculty Signature: _____ Date: _____