

NURS 4290 Clinical Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Preceptor Name(s): \_\_\_\_\_

Clinical Site: \_\_\_\_\_ Clinical Dates: \_\_\_\_\_

Pediatrics

These performance expectations can be applied to a range of nursing roles and clinical sites and are based on the College of Registered Nurses of Manitoba (CRNM) Entry Level Competencies for Registered Nurses in Manitoba. The competencies can be found on the CRNM website. This tool was guided by essential components of a clinical evaluation tool by DeYoung (2009)<sup>1</sup>.

**Mid-Term Evaluation:** Please indicate the level of performance by placing a check mark in the appropriate box at the top of each section of the evaluation tool and providing exemplars in the space beside the descriptors. **NARRATIVE COMMENTS ARE REQUIRED.**

- **Meeting Requirements:** Student meeting requirements at the mid-term are those who demonstrate safe and competent performance of all indicators with occasional assistance or supervision by the Preceptor.
- **Further Development Required:** Students who have deficits identified are demonstrating safe and competent performance in most areas but either require more than occasional assistance from the Preceptor in order to do so, or have a specific area where they are demonstrating growth but have not yet achieved the outcome indicators.
- **Not Meeting Requirements:** Students who are not meeting requirements require constant monitoring and frequent assistance from the Preceptor in order to achieve performance indicators. A supportive learning contract will be put in place when students are not able to meet the mid-term performance indicators.

**Final Evaluation:** Please indicate the level of performance by placing a check mark beside either **PASS** or **FAIL** at the top of each section of the evaluation tool and providing exemplars in the space provided. **NARRATIVE COMMENTS ARE REQUIRED.**

- **PASS:** Student demonstrates consistent achievement of all performance indicators (I-VI) either independently or with minimal assistance from his/her Preceptor. Student is safe and competent in his/her delivery of care. Student demonstrates consistent growth throughout the clinical placement.
- **FAIL:** Student does not demonstrate the achievement of all of the indicators, or requires frequent or constant Preceptor assistance in order to do so. Student is unable to provide safe and competent care. Student shows little or no growth, or has declined in his/her performance while completing the clinical placement.

<sup>1</sup>DeYoung, S. (2009). *Teaching Strategies for Nurse Educators*. 2<sup>nd</sup> edition. New Jersey: Prentice Hall.

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<b><i>I. Professional Responsibility and Accountability:</i></b>	<b>MID-TERM EVALUATION</b>			<b>FINAL EVALUATION</b>	
<b><i>The nursing student demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care by:</i></b>	<b>MEETS REQUIREMENTS</b>	<b>FURTHER DEVELOPMENT REQUIRED</b>	<b>DOES NOT MEET REQUIREMENTS (Supportive Learning Contract Required)</b>	<b>PASS</b>	<b>FAIL</b>
<ul style="list-style-type: none"> <li>Adheres to agency policies for dress and conduct in the workplace.</li> <li>Consistently prepares to perform safe, appropriate, and client-centered care.</li> <li>Demonstrates consistent critical thinking/problem-solving skills by seeking guidance and acting on direction appropriately, applying relevant research, theory and knowledge to practice, and adhering to agency policies and procedures.</li> <li>Identifies and deals appropriately with errors.</li> <li>Consistently accepts accountability and responsibility for own decisions, actions, and learning experiences, including attendance, punctuality, practice deadlines.</li> <li>Demonstrates flexibility in adapting to changes in the practice setting using positive coping skills.</li> <li>Demonstrates awareness of cultural diversity of clients and health care team.</li> <li>Encourages collaborative interactions within the health care team.</li> <li>Independently plans and organizes own workload managing multiple individual client and workplace demands.</li> <li>With minimal assistance, manages 50-75% of preceptor's workload by midterm, and 75-100% of preceptor's workload by the end of practicum.</li> <li>Able to work independently as appropriate.</li> </ul>					

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<ul style="list-style-type: none"><li>• Maintains positive working relationship with preceptor(s).</li><li>• Uses conflict resolution strategies when required, with assistance.</li></ul>		
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<b><u>II. Knowledge-Based Practice:</u></b> <b><u>Specialized Body of Knowledge</u></b>	<b>MID-TERM EVALUATION</b>			<b>FINAL EVALUATION</b>	
The nursing student applies knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.	<b>MEETS REQUIREMENTS</b>	<b>FURTHER DEVELOPMENT REQUIRED</b>	<b>DOES NOT MEET REQUIREMENTS</b> (Supportive Learning Contract Required)	<b>PASS</b>	<b>FAIL</b>
<ul style="list-style-type: none"> <li>• Demonstrates application of general and specialized knowledge base regarding the health needs of clients and consistently applies knowledge into clinical practice.</li> <li>• Integrates knowledge of therapeutic use of self in client interaction.</li> <li>• Identifies issues related to social and cultural diversity, and how these relate to holistic client care.</li> <li>• Recognizes gaps in own knowledge and seeks evidence-based theory.</li> <li>• Effectively applies communication skills to relationships with clients/colleagues, preceptor, and other health care providers.</li> <li>• Demonstrates appropriate professional boundaries.</li> </ul>					

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<b><i>III. Knowledge-Based Practice: Competent Application of Knowledge</i></b>	<b>MID-TERM EVALUATION</b>			<b>FINAL EVALUATION</b>	
The nursing student demonstrates competence in the provision of nursing care.	<b>MEETS REQUIREMENTS</b>	<b>FURTHER DEVELOPMENT REQUIRED</b>	<b>DOES NOT MEET REQUIREMENTS</b> (Supportive Learning Contract Required)	<b>PASS</b>	<b>FAIL</b>
<ul style="list-style-type: none"> <li>Independently collects and interprets accurate/complete data about various dimensions of the client.</li> <li>Conducts accurate, systematic, and complete assessments using appropriate techniques and resources for data collection, interpretation of data, etc. in a timely manner.</li> <li>Updates assessment data on an ongoing basis, identifying gaps in knowledge base.</li> <li>Uses assessment data to identify actual and potential health care needs, establishing appropriate care priorities.</li> <li>Uses principles of primary health care in developing care plans, involving the client where possible.</li> <li>Prioritizes and provides timely nursing care, responding to changes as needed.</li> <li>Performs therapeutic interventions safely.</li> <li>Reports relevant assessments/changes honestly, objectively, and promptly to the preceptor and health care team.</li> <li>Evaluates and individualizes client care based on the emerging priorities of the health situation in collaboration with clients and health care team.</li> <li>Applies critical inquiry when making clinical judgments.</li> </ul>					

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<ul style="list-style-type: none"><li>Consistently documents accurate, pertinent data clearly and concisely using appropriate terminology in a timely manner.</li></ul>		
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<b>IV. <u>Ethical Practice:</u></b>	<b>MID-TERM EVALUATION</b>			<b>FINAL EVALUATION</b>	
The nursing student engages in critical inquiry to inform clinical decision-making, and establishes therapeutic, caring, and culturally safe relationships with clients and the health care team.	<b>MEETS REQUIREMENTS</b>	<b>FURTHER DEVELOPMENT REQUIRED</b>	<b>DOES NOT MEET REQUIREMENTS</b> (Supportive Learning Contract Required)	<b>PASS</b>	<b>FAIL</b>
<ul style="list-style-type: none"> <li>• Demonstrates honesty, integrity, and respect.</li> <li>• Establishes and maintains appropriate professional boundaries with clients and the health care team, including the distinction between social interaction and therapeutic relationships.</li> <li>• Promotes a safe environment that addresses the unique needs of clients within the context of care.</li> <li>• Engages in relational practice that demonstrates caring behaviors appropriate for clients.</li> <li>• Independently uses an ethical reasoning and decision-making process to address ethical dilemmas and situations of ethical distress.</li> <li>• Consistently demonstrates ethical responsibilities and legal obligations related to maintaining client privacy (PHIA), confidentiality and security in all forms of communication, including written, oral, and electronic/social media.</li> </ul>					

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V. <u>Service to the Public:</u>	MID-TERM EVALUATION			FINAL EVALUATION	
The nursing student demonstrates an understanding of the concept of public protection and the duty to provide nursing care in the best interest of the public.	MEETS REQUIREMENTS	FURTHER DEVELOPMENT REQUIRED	DOES NOT MEET REQUIREMENTS (Supportive Learning Contract Required)	PASS	FAIL
<ul style="list-style-type: none"> <li>Consistently applies principles of health promotion/health maintenance within the clinical practice setting.</li> <li>Identifies health promotion/health maintenance resources available to the client.</li> <li>Assesses clients' learning needs and provides client education as appropriate.</li> <li>Participates in and contributes to nursing and health care team development.</li> <li>Identifies and utilizes opportunities for interprofessional collaboration for health care/health promotion.</li> <li>Participates in/attends unit conferences, clinical rounds, conferences, and in-service classes as appropriate.</li> <li>Consistently functions as a client advocate.</li> <li>Demonstrates respect for diversity and views difference as an opportunity to learn.</li> </ul>					



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<b><u>VI. Self-Regulation:</u></b>	<b>MID-TERM EVALUATION</b>			<b>FINAL EVALUATION</b>	
The nursing student demonstrates understanding of the principles of self-evaluation/self-regulation as an important part of professional practice.	<b>MEETS REQUIREMENTS</b>	<b>FURTHER DEVELOPMENT REQUIRED</b>	<b>DOES NOT MEET REQUIREMENTS</b> (Supportive Learning Contract Required)	<b>PASS</b>	<b>FAIL</b>
<ul style="list-style-type: none"> <li>Consistently applies principles of fitness to practice in the context of nursing practice, self-regulation, and public protection.</li> <li>Actively identifies and implements activities that fosters one's fitness to practice.</li> <li>Recognizes areas of strength and areas requiring improvement in own practice.</li> <li>Integrates self-assessment into a plan for own learning needs.</li> <li>Uses new knowledge to enhance, support, or influence competence in practice.</li> <li>Identifies effects of own values, beliefs, and experiences concerning relationships with clients, and uses this self-awareness to support offering culturally-safe client care.</li> <li>Recognizes and reports unsafe practice.</li> </ul>					



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**Preceptor Mid-term Comments:**

*Areas of Strength:*

*Areas for Development:*

Student Signature: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Preceptor Final Comments:**

*Areas of Strength:*

*Areas for Development:*

*Final Grade:*            **PASS**                            **FAIL**

Student Signature: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

Faculty Advisor Signature: \_\_\_\_\_

Course Leader Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Optional Comments:**

Student Signature: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_