



Department of Nursing
Policy #036

Evaluation of Student Competencies in Achieving Student Learning Outcomes in the Clinical Setting

Status:	Approved 12.14.17, Revised 12.6.2019
Effective:	12.6.2019
Initiated by:	Nursing Department Chair
Relevant WAC: CCNE Standard:	CCNE Standard III-G: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes; Evaluation policies and procedures for individual student performance are defined and consistently applied.

Purpose

Clinical evaluation is designed to assist students in meeting standards necessary to provide quality care by providing objective, constructive feedback regarding performance. Evaluation is based on individual progress made toward attainment of course student learning outcomes. The purpose of this policy is to outline the procedure for the Heritage University BSN student performance evaluation.

Plan

Heritage University BSN students will receive close supervision in order to receive continuous, formative feedback in the development of reflective practice. Based on the competencies identified in the *Evaluation of Competencies*, the clinical faculty supervisor will give formative clinical feedback on student clinical performance. The clinical faculty supervisor provides formal evaluation of clinical performance based on written clinical evaluation at mid-rotation and at the end of the clinical rotation.

Policies and Procedures

The role of the clinical faculty supervisor in evaluation is to provide clinical supervision of the student's development of a reflective nursing practice. To do this requires the faculty supervisor to be present in the moments students are assessing the individual and family, making clinical judgments, selecting nursing actions, and evaluating the individual and family outcomes.

The clinical faculty supervisor retains the role of evaluating student clinical performance at all times. When the student is in a precepted experience the faculty supervisor may seek input from the preceptor regarding the student's clinical performance, but retains ultimate responsibility for evaluating student performance in meeting clinical learning outcomes.

The faculty supervisor is responsible for gathering and judging performance data. The faculty supervisor seeks to observe and measure student performance during clinical experiences. In addition, the faculty supervisor uses the heuristic tools developed for students to demonstrate development of their clinical judgment. These include, *Reflections-in-Action*, *SOAPIE Notes*, *Typhon Clinical Tracking*, and *Reflections-on-Action*. *Reflections-in-Action* are used by the student and faculty to identify progress in making clinical judgments;

SOAPIE Notes and *Reflections-on-Action* contain rubrics to be used to judge development of clinical judgment and reflective practice.

The role of the student in evaluation is to promote the evaluative relationship with the clinical faculty supervisor. The student will seek opportunities to invite the clinical faculty supervisor to observe performance and to provide information regarding individual and family care, to perform collaborative *Reflections-In-Action* in the clinical unit; to submit clinical assignments complete and on time, including *SOAPIE Notes*, *Reflections-On-Action*, and *Typhon* entries; and to critically review the student's own performance and incorporate faculty feedback into future clinical experiences.

The Evaluation of Competencies tool is drawn from *The American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and associated *Student Learning Outcomes for the BSN program at Heritage University*. Certain specialty clinical courses incorporate additional specialty professional nursing practice or education standard.

Courses Enhanced with Specialty Professional Nursing Practice or Nursing Education Standards		
BSN Course Number	Course Title	Professional Nursing Standards
NURS 304	Quality, Safety & Informatics in Nursing Practice	<i>Quality And Safety Education For Nurses (QSEN) Competencies</i> (Cronenwett, et al., 2007)
NURS 306	Family Nursing Inquiry	<i>International Family Nursing Association Generalist Competencies</i> (IFNA, 2015)
NURS 306L	Family Nursing Practice Lab	<i>International Family Nursing Association Generalist Competencies</i> (IFNA, 2015)
NURS 314	Psychosocial Concepts in Clinical Reasoning	<i>Joint ISPN/APNA Collaborative Task Force Essentials Of Mental Health Nursing In the BSN Curriculum</i> (ISPN/APNA Collaborative Task Force, 2008)
NURS 314L	Psychosocial Clinical Reasoning Lab	<i>Joint ISPN/APNA Collaborative Task Force Essentials Of Mental Health Nursing In the BSN Curriculum</i> (ISPN/APNA Collaborative Task Force, 2008)
NURS 316L	Physiological Clinical Reasoning II Lab (Pediatrics Section)	Joint ANA/PNP & Society of Pediatric Nurses <i>Scope and Standards of Pediatric Nursing</i> (2015)
NURS 317	Community Oriented Nursing Inquiry	<i>AACN Recommended Baccalaureate Competencies And Curricular Guidelines For Public Health Nursing</i> (2013).
NURS 317L	Community Oriented Nursing Practice Lab	<i>AACN Recommended Baccalaureate Competencies And Curricular Guidelines For Public Health Nursing</i> (2013).

Clinical competencies are modified on the *Evaluation of Competencies Tool*, and are written specifically to evaluate the student performance in providing nursing care to the population in the assigned clinical setting for the clinical rotation.

Performance criteria for each competency are provided in a rubric. Based on the *Evaluation of Competencies Rubric*, to determine the rating for each competency, the faculty supervisor will consider student performance on the specific performance criteria, and will arrive at a rating for each competency, grading the student's performance as follows:

- Initial
- Emerging

- Proficient, or
- Distinguished

The use of the *Evaluation of Competencies* tool makes it possible to see the student's progress over time through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation. This evaluation tool is for use in each clinical course. A formal evaluation is completed and shared with the student at a minimum of twice during the clinical rotation: at mid-rotation evaluation, and at the conclusion of the rotation. Faculty may also use this tool at other times during the rotation. The tool can also serve as the basis for a learning contract.

Students are required to function at least at the "Proficient" level in order to meet the course student learning outcomes. Faculty will include verification consisting of comments based on a summary of evidence related to the student performance in each competency. At the end of this clinical evaluation tool, faculty will write summary comments and document recommendations for further development/improvement. The faculty who wrote the evaluation will review it with the student and document the date of the meeting. The student should be provided with a copy of the evaluation. Students may be asked to complete a self-evaluation at midterm and final. Clinical faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.

The faculty supervisor and student schedule a meeting to discuss the evaluation. Students are expected to review each evaluation prior to signing the *Evaluation of Competencies*. The student will be asked to sign and date the evaluation before it is filed in his/her permanent record. If a difference of opinion exists between the faculty and student regarding performance, the student is expected to discuss the issue with the involved faculty in a timely manner. To satisfactorily complete the course, the student must demonstrate an ability to consistently meet all course outcomes as well as demonstrate a pattern of growth and progression.

Failure to demonstrate growth and performance at the "Proficient" level will result in unsatisfactory course outcome evaluation and failure of the course. If at any time during the educational experience, the faculty supervisor determines that the student is not providing safe, competent, and ethical care, or not acting in a professional manner, the faculty member has the responsibility to remove the student from the setting and document the incident.

Policy Reviewers

Proposed revisions of this policy should be reviewed by:

1. Nursing Faculty Assembly
2. Policy & Bylaws Committee
3. Curriculum Committee
4. Admissions, Progression, Retention & Graduation Committee

Forms

- Reflection-on-Action Rubric
- SOAPIE Note Rubric
- Reflection-in-Action Form
- Sample - *Evaluation of Competencies Rubric*
- Sample - *Final Assessment of Clinical Competencies*

References

- American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Washington, DC: Author.
- Cronewett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131.

Heritage University. (2015). Heritage University: Student Learning Outcomes. Retrieved from http://catalog.heritage.edu/preview_program.php?catoid=6&poid=631

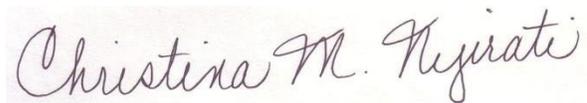
Heritage University. (2015). Heritage University: BSN Outcomes.

Holiday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education, Vol. 6*. New York: Springer Publishing.

International Family Nursing Association (IFNA). (2015). Position Statement on Generalist Competencies for Family Nursing Practice. Retrieved from <https://internationalfamilynursing.org/2015/07/25/ifna-position-statement-on-generalist-competencies-for-family-nursing-practice-2/>

International Society of Psychiatric Mental Health Nurses (ISPMN) & American Psychiatric Nurses Association (APNA). (2008). Essentials of Psychiatric Mental Health Nursing in the BSN Curriculum: Collaborative Task Force. Retrieved from https://www.apna.org/files/public/revmay08finalCurricular_Guidelines_for_Undergraduate_Education_in_Psychiatric_Mental_Health_Nursing.pdf

National Association of Pediatric Nurse Practitioners (NAPNAP) & Society of Pediatric Nurses (SPN). (2015). *Pediatric Nursing: Scope and Standards of Practice (2nd ed.)*. District of Columbia: American Nurses Association.



Signature: _____