Progressive Clinical Evaluation Tools Incorporating the QSEN Competencies

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Abstract

Despite integrating innovative teaching strategies in the classroom, nurse educators continue to struggle with evaluating students’ ability to provide safe, competent patient-centered care in the clinical setting. Members of the baccalaureate research and evaluation committee developed a set of Clinical Performance Evaluation Tools (CPET) incorporating the knowledge, skills, and attitudes for each of the Quality and Safety Education in Nursing (QSEN) competencies. Remediation strategies for each course were addressed with a separate tool, the Clinical Performance Remediation (CPR) Tool. The tools also include a section regarding professionalism. This manuscript describes the process and outcome for creating an evaluation tool that blended an effective combination of QSEN’s core competencies, the Essentials of Baccalaureate Education for Professional Nursing Practice, and the Nicholls State University baccalaureate program’s conceptual model. The tools were piloted spring of 2012. Nursing programs can enhance evaluation of students’ clinical performance by incorporating the newly developed clinical performance evaluation tools.

Tool Development Process

Research and Evaluation Committee

Course Coordinators

All Faculty

Students

Piloted the tools Spring 2012

Tool Description and Guidelines

- Based on QSEN competencies
- Progressive throughout the Levels of the BSN Program
- Each clinical course has a unique CPET
- 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 include:
  - Clinical faculty initiates the CPR tool for a student who receives a score of “U” on the mid-clinical evaluation.
  - The CPR tool may also be initiated for a score of “NI” at the discretion of the clinical faculty.

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”

Administrative Perspective

- Alignment with expected course, level, and program outcomes
- Facilitates sound, fair, meaningful student evaluation and remediation
- Supports the ongoing cultural transformation in nursing education and practice

NURSING ROLES

Healthcare System

Provider Role

Manager Role

Member of Profession

Major Concepts

Caring  Safe, Evidence-Based, Patient-Centered Care  Diversity  Quality Improvement  Informational

Professionalism

Student Learning Outcomes

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