Lincoln Memorial University Caylor School of Nursing BSN Clinical Outcomes Tool Student Name:______ NURS Course:______ Semester/Year:_____

This Clinical Outcomes Tool (COT) is used to evaluate student performance in each clinical setting in BSN courses. This COT is based on the American Nurses Association's (ANA) *Standards of Professional Nursing Practice (2015)*. The identified behaviors are consistent with the Adaptation nursing theory of Sister Callista Roy.

Evaluation Criteria:

3 =Satisfactory (The identified behavior has been met by the student.)

- 2 = Needs Improvement (The identified behavior has been minimally met by the student.)
- 1 = Unsatisfactory (The identified behavior has not been met by the student.) (An unsatisfactory rating on any behavior that has been identified as critical for that particular semester will result in an unsatisfactory clinical grade.)

Each evaluation of Needs Improvement or Unsatisfactory must include an instructor's comment and date in the Instructor's Comment section at the end of the COT. The ANA Standard and Expected Student Behavior should be identified such as, 1. A if there is an issue with the student's ability to "Collect data specific to patient".

N/A = Not Applicable/Not Observed (The indicated student behavior was either not observed or not applicable in that clinical setting.)

The COT utilizes the 17 standards found in the ANA Standard of Professional Nursing Practice (2015). Each standard is followed by expected student behaviors which are necessary to meet the indicated standard.

The semester in which student behaviors are deemed critical is designated by: (1) First Semester, (2) Second Semester, (3) Third Semester, or (4) Fourth Semester. Once a student behavior is identified as critical, the student must receive a satisfactory final evaluation specific to that behavior for the remaining semesters of the program. If a unsatisfactory is received, the student will fail the clinical portion of the course. See appropriate syllabus for specific details.

American Nurses Association. (2015). *Standards of Nursing Practice* (3rd.). Silver Springs, MD: American Nurses Association.

Roy, C. (2009). The Roy Adaptation Model (3rd ed.). Upper Saddle River, NJ: Pearson

Lincoln Memorial University Caylor School of Nursing BSN Clinical Outcomes Tool

Student Name: NURS Course: Semester/Year:

COT GRADING SCALE					
3 2 1		NA			
Satisfactory		Needs Improvement	Unsatisfactory	Not Ap	plicable
			· 2		-
Semester		ANA Standards and	l	Interim	Final
Behavior	Expected Student Behaviors			Evaluation	Evaluation
is Critical		•		Grade	Grade
	Standard 1. Assess	ment: The student "collects	pertinent data and informat	tion relative to	the
	healthcare consume	er's health or the situation".			
(1)	A. Collects data spec				
(2)		n a variety of sources.			
(2)	C. Collects data in al	<u> </u>			
(2)		D. Applies appropriate assessment techniques.			
		sis: The student "analyzes a	issessment data to determin	e actual or pot	ential
(1)	diagnoses, problem	s, and issues ". and potential nursing diagnos	as specific to potiont		
(1) (2)		inking skills to analyze data.	ses specific to patient.		
(2)					
(2)	C. Ranks nursing diagnoses according to priorities. Standard 3. Outcomes Identification: The student "identifies expected outcomes for a plan				
		e healthcare consumer or th	-	comes for a pla	11
(1)		, obtainable, and time restrict			
	nursing diagnose		0		
(2)	B. Participates with p	patient, family, and health car	e team to establish patient-		
		es which promote health, prev	vent illness, and provide for		
	rehabilitation.				
		ng: The student "develops a	plan that prescribes strates	gies to attain ex	kpected,
(1)	measurable outcom				I
(1)	-	comes for nursing diagnoses. For nursing actions utilizing th	aorias principlas and		
(3)					
	research in providing nursing care to transcultural individuals, families, and groups using Roy's four adaptive modes.				
		nentation: The student "imp	lements the identified plan	•	
(1)	_	ate interventions based on pla			
(1)	B. Provides safe nurs	sing care with minimal discorr	nfort to individuals.		
(1)	C. Maintains a safe e	environment.			
(1)		e performance of nursing skills			
(1)		plies with National Patient Sa	afety Goals.		
(1)		and environmental situations.			
(1)		alth teaching and health promo			
(2)		ct oral and parenteral medicat	tions following the six		
	rights of medicat	ion administration.			
(2)	H. Assist individuals	and groups to maintain or ad	apt using Roy's four		
(2)	adaptive modes.	s and significant others for di	agnostic or surgical		
(2)	procedures.	s and significant others for di	agnosue of surgical		
(3)		es nursing referrals through a	ppropriate channels.		

practice and promotes futuristic thinking". (1) A. Participates in pre and post conference. (1) B. Turns in completed assignments on time. (2) C. Utilizes time effectively and efficiently during the clinical day. (2) Standard 13. Evidence-Based Practice and Research: The student "integrates evidence and research findings into practice". (2) A. Utilizes evidence based nursing interventions. (2) B. Utilizes current evidence-based nursing research to develop plan of care for patient. (2) Standard 14. Quality of Practice: The student "contributes to quality nursing practice".	Semester Behavior is Critical	ANA Standards and Expected Student Behaviors	Interim Evaluation Grade	Final Evaluation Grade		
(4) M. Organizes nursing care efficiently. Standard 6. Evaluation: The student "evaluates progress towards attainment of goals and outcome (2) A. Identifies factors that factors explicitly. (1) B. Apples kegal implications of nursing practice. (1) (1) D. Maintains non-judgmental attitude (1) Standard 8. Culturally Congruent Practice: The student "practices in a manner that is congruent 'attitude' standard 8. Cultural diversity and inclusion principles". (1) (1) A. Treats all patients with respect, equity and empathy. (1) (1) B. Apples knowledge of diverse cultures when providing patient care. (1) (1) A. More serve that the student "communicates effectively in all areas of practice". (1) A. Apples effective communication techniques with pers, patients, family members, and health team members. (2) B. Communication: The student "collaborates with the healthcare consumer and other ke stakeholders in the conduct of nursing practice". (1) A. Recognizes own strengths and weaknesses and seeks assistance when necessary. (1) B. Communicates appropriately and respectfully with other members of the hea						
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Standard 14. Quality of Practice: The student "contributes to quality nursing practice".		B. Utilizes current evidence-based nursing research to develop plan of care				
		Standard 14. Quality of Practice: The student "contributes to quality				
(-)	(1)	A. Is a reliable and conscientious caregiver.				

Semester	ANA Standards and	Interim	Final		
Behavior	Expected Student Behaviors	Evaluation	Evaluation		
is Critical		Grade	Grade		
(2)	B. Is self-directing; assumes initiative when appropriate.				
(4)	C. Provides care for a group of patients based on priority of needs.				
(4)	D. Identifies quality improvement process.				
(4)	E. Identifies quality indicator performance measures.				
	Standard 15. Professional Practice Evaluation: The student "evaluates one practice".	e's own and oth	ers' nursing		
(1)	A. Demonstrates respect for the worth and dignity of all.				
(1)	B. Is accountable for own nursing behavior.				
(1)	C. Is punctual for all clinical activities.				
(1)	D. Dresses appropriately in the clinical setting.				
(1)	E. Discusses and is sensitive to current issues ethical/cultural/social				
(1)	diversity during the provision of care.				
(1)	F. Accepts constructive criticism well and utilizes suggestions for				
(1)	improvement.				
(1)	G. Complies with all rules and regulations of the University, the course				
(1)	syllabus, and the clinical agency.				
	Standard 16. Resource Utilization: The student "utilizes appropriate resource	urces to plan in	rovide and		
	sustain evidence-based nursing services that are safe, effective, and financi				
(2)	A. Provides patient care utilizing other personnel in regards to their	any responsible	•		
(-)	educational preparation and experience.				
(2)	B. Assists the patient and family in identifying and securing appropriate				
~ /	services to address needs across the healthcare continuum.				
	Standard 17. Environmental Health: The student "practices in an environ	mentally safe a	nd healthy		
	manner".	-/	•/		
(1)	A. Assess patient's environment for factors such as sound, odor, noise, and light which may potentially affect health.				
(1)	B. Reports observations or concerns related to patient errors or hazards in				
	the patient's environment to the clinical instructor.				
(2)	C. Applies environmental health concepts in the clinical area as appropriate.				
	INTERIM CLINICAL EVALUATION				
Student Cor	nments:				
Instructor Comments:					
Stude nt Signature : Date :					
Instructors	Instructors Signature: Date:				

FINAL CLINICAL EVALUATION			
Student Comments:			
Instructor Comments:			
Student Signature :	Date:	-	
Instructors Signature:	Date:	-	

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