

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

COT GRADING SCALE			
3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	NA Not Applicable

Semester Behavior is Critical	ANA Standards and Expected Student Behaviors	Interim Evaluation Grade	Final Evaluation Grade
	Standard 1. Assessment: The student “collects pertinent data and information relative to the healthcare consumer’s health or the situation”.		
(1)	A. Collects data specific to patient.		
(2)	B. Collects data from a variety of sources.		
(2)	C. Collects data in all adaptive modes.		
(2)	D. Applies appropriate assessment techniques.		
	Standard 2. Diagnosis: The student “analyzes assessment data to determine actual or potential diagnoses, problems, and issues”.		
(1)	A. Formulates actual and potential nursing diagnoses specific to patient.		
(2)	B. Applies critical thinking skills to analyze data.		
(2)	C. Ranks nursing diagnoses according to priorities.		
	Standard 3. Outcomes Identification: The student “identifies expected outcomes for a plan individualized to the healthcare consumer or the situation”.		
(1)	A. Identifies realistic, obtainable, and time restricted goals from written nursing diagnoses.		
(2)	B. Participates with patient, family, and health care team to establish patient-centered outcomes which promote health, prevent illness, and provide for rehabilitation.		
	Standard 4. Planning: The student “develops a plan that prescribes strategies to attain expected, measurable outcomes”.		
(1)	A. Plans specific outcomes for nursing diagnoses.		
(3)	B. Relates rationale for nursing actions utilizing theories, principles and research in providing nursing care to transcultural individuals, families, and groups using Roy’s four adaptive modes.		
	Standard 5. Implementation: The student “implements the identified plan”.		
(1)	A. Provides appropriate interventions based on plan of care.		
(1)	B. Provides safe nursing care with minimal discomfort to individuals.		
(1)	C. Maintains a safe environment.		
(1)	D. Demonstrates safe performance of nursing skills.		
(1)	E. Identifies and complies with National Patient Safety Goals.		
(1)	F. Adapts to patient and environmental situations.		
(1)	N. Participates in health teaching and health promotion.		
(2)	G. Administers correct oral and parenteral medications following the six rights of medication administration.		
(2)	H. Assist individuals and groups to maintain or adapt using Roy’s four adaptive modes.		
(2)	I. Prepares individuals and significant others for diagnostic or surgical procedures.		
(3)	J. Identifies or initiates nursing referrals through appropriate channels.		

Semester Behavior is Critical	ANA Standards and Expected Student Behaviors	Interim Evaluation Grade	Final Evaluation Grade
(3)	K. Makes decisions based on knowledge of facts and sound judgment.		
(3)	L. Demonstrates utilization of available healthcare technologies.		
(4)	M. Organizes nursing care efficiently.		
Standard 6. Evaluation: The student “evaluates progress towards attainment of goals and outcomes”.			
(2)	A. Identifies factors that facilitate or inhibit the outcome of nursing care.		
(2)	B. Revises plan of care based on evaluation.		
Standard 7. Ethics: The student “practices ethically”.			
(1)	A. Conducts self in an ethical manner.		
(1)	B. Applies legal implications of nursing practice.		
(1)	C. Maintains confidentiality regarding patient information.		
(1)	D. Maintains non-judgmental attitude		
Standard 8. Culturally Congruent Practice: The student “practices in a manner that is congruent with cultural diversity and inclusion principles”.			
(1)	A. Treats all patients with respect, equity and empathy.		
(1)	B. Applies knowledge of diverse cultures when providing patient care.		
(1)	C. Respects patient’s healthcare decisions.		
Standard 9. Communication: The student “communicates effectively in all areas of practice”.			
(1)	A. Applies effective communication techniques with peers, patients, family members, and health team members.		
(4)	B. Communicates correct, pertinent information in a concise manner.		
Standard 10. Collaboration: The student “collaborates with the healthcare consumer and other key 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 health care team.		
(1)	C. Treats patients, family members, fellow students, faculty, and members of the health care team with respect, trust, and dignity.		
(2)	D. Engages in teamwork with other members of the health care team, including fellow students.		
Standard 11. Leadership: The student “leads within the professional practice setting and the profession”.			
(4)	A. Identifies the role of the nurse leader.		
(4)	B. Delegates effectively and safely.		
(4)	C. Develops communication and conflict resolution skills.		
Standard 12. Education: The student “seeks knowledge and competence that reflects current nursing 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.		
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.		
Standard 14. Quality of Practice: The student “contributes to quality nursing practice”.			
(1)	A. Is a reliable and conscientious caregiver.		

Semester Behavior is Critical	ANA Standards and Expected Student Behaviors	Interim Evaluation Grade	Final Evaluation 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’s own and others’ nursing practice”.			
(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 diversity during the provision of care.		
(1)	F. Accepts constructive criticism well and utilizes suggestions for improvement.		
(1)	G. Complies with all rules and regulations of the University, the course syllabus, and the clinical agency.		
Standard 16. Resource Utilization: The student “utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and financially responsible”.			
(2)	A. Provides patient care utilizing other personnel in regards to their 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 environmentally safe and 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 Comments:

Instructor Comments:

Student Signature: _____ **Date:** _____

Instructors Signature: _____ **Date:** _____

FINAL CLINICAL EVALUATION

Student Comments:

Instructor Comments:

Student Signature: _____ **Date:** _____

Instructors Signature: _____ **Date:** _____