

## CLINICAL PERFORMANCE EVALUATION

Evaluation of students in the ADN program at Northwood Tech is a continuous process that involves assessment of student performance in all aspects of the ADN program. Clinical performance evaluation provides documentation of student progression in the ADN curriculum and is the ongoing assessment of the student through:

1. Demonstration of skill competency
2. Application of problem-solving ability
3. Integration of knowledge, attitudes, and skills

**Clinical course competencies** are progressive and expand over the course of the ADN program. Performance evaluation measures this progression. Review of the clinical performance is the mutual responsibility of the student and instructor with a summation completed at mid-term and the end of course.

All ADN course competencies are based on objectives, guidelines, and competencies from national professional standards, such as the American Nurses Association (ANA) Standards and Code of Ethics, Joint Commission National Patient Safety Goals, National Council Licensing Exam (NCLEX) detailed test plan, NLN Competencies, Quality and Safety Education for Nurses (QSEN), and the Wisconsin Administrative Code, Wisconsin State Nurse Practice Act.

Components of the clinical performance evaluation process are as follows:

1. **Performance Evaluation Form**

The performance evaluation form includes the skill or procedural steps that reflect satisfactory performance of each course competency. The student is rated according to a **grading standard** based as delineated in the course syllabus and performance evaluation rubric. The rating is in whole numbers on a zero (0) to four (4) or five (5) scale. The written evaluation is completed at mid-term and at the completion of each clinical nursing course. This information is shared in a student/instructor conference. Student and instructor are expected to complete evaluation forms with comments to share prior to the scheduled conference. Student and instructor signatures indicate that the information has been shared. These forms are posted within the course materials in the clinical course learning management system (Blackboard).

2. **Weekly Clinical Feedback**

Weekly clinical feedback forms provide a mechanism for the student and instructor to record clinical progress during weekly clinical experiences. This record provides documentation of student progress and deficiencies related to the course competencies.

3. **Instructor/Student Conference**

Regularly scheduled conferences are held at midterm and course completion with

NORTHWOOD TECHNICAL COLLEGE  
ASSOCIATE DEGREE NURSING  
STUDENT POLICIES

individual students to assist in the achievement of course competencies. Additional conferences may be scheduled as student concerns or deficiencies occur.

4. **Improvement Plan Form (HS-26)**

Improvement Plans are used to indicate area(s) of deficiency that place the student at risk of not meeting course competencies. The Improvement Plan includes a summary of the areas of concern, student and instructor recommendations for improvement and criteria to be used for evaluation. The Improvement Plan is signed by both the student and instructor as acknowledgement of the meeting. A copy of the signed Improvement Plan is given to the student at the time of the completion of the conference. The original Improvement Plan is kept in the student's ADN Program file stored in a secure location.

5. **Critical Incident Form**

A critical incident is defined as a student action in a clinical course that potentially could have or actually did compromise a patient's safety. Examples of a critical incident include, but are not limited to, a life-threatening medication error, mobility that is unsafe for a patient, and violations of HIPAA laws. The critical incident and plan to improve is documented on the **Critical Incident Report** (included in this policy) and stored in the student's ADN Program file.

6. **Referrals**

Referrals are made to direct the student to the Academic Support Center for remediation for cognitive skills (grammar, reading, mathematics, spelling, test taking, etc.) or Student Services for counseling. Conferences are scheduled involving the student, instructor, counselor, or Academic Support Center personnel as appropriate. When the remedial activity is concluded, outcomes of the referral process are shared with the instructor. Additionally, documentation of the referral process may be made on the student's clinical evaluation.

