

BSN (Pre-Licensure) Progression Tool for Clinical Evaluation

This tool is designed for use by all clinical courses within the Department of Nursing to evaluate a student's clinical performance. The tool is based on course objectives, which reflect concepts, sub-concepts, and program objectives that are derived from the program philosophy.

The BSN (pre-licensure) program is divided into three levels.

- **Level 1** students build on general education coursework and acquire beginning knowledge and skills for nursing practice. Students begin the nursing curriculum in the summer by studying Health Assessment Across the Lifespan (NUR 3121: Didactic and NUR 3123: Lab/Clinical). In the first fall semester, they take Fundamentals of Nursing Practice (NUR 3300: Didactic and NUR 3302: Clinical). These courses emphasize assessment, development of basic nursing skills, and care of clients with common health problems. Students also take Pathophysiology in Nursing (NUR 3115), Pharmacology I (NUR 3040) and Socialization to Professional Nursing (NUR 3400) which introduce disease states and disorders, principles related to the nurse's role in medication administration, and the role of the professional nurse, respectively.
- **Level 2** students progress in third and fourth semesters, building on knowledge gained in Level 1 coursework. In Level 2, students study Adult Health I (NUR 3100: Didactic and NUR 3110: Clinical) followed by Adult Health II (NUR 3102: Didactic and NUR 3112: Clinical). These courses address concepts and competencies related to care of adults with chronic health problems. In Nursing Care of Women, Children and Childbearing families (NUR 4124: Didactic and NUR 4127: Clinical), students develop an understanding of care for women during pregnancy and delivery, newborns, and children across the wellness/illness spectrum. In Mental Health and Nursing Care of Communities (NUR 4124: Didactic and NUR 4127: Clinical) students participate in group process, address care for individuals experiencing emotional and behavioral alterations, and participate in primary, secondary, tertiary levels of health intervention. Level 2 coursework also includes an Introduction to Nursing Research (NUR 4200) and continued study of medication administration and patient teaching through Pharmacology II (NUR 3050).
- **Level 3** coursework occurs in the final semester and allows students to strengthen knowledge and skills with an emphasis on advanced nursing care. In Adult Health III (NUR 4110: Didactic and NUR 4112: Clinical), students hone skills of clinical judgement, priority setting, and problem-solving as they care for individuals with multi-system alterations in acute care settings. During the Professional Nursing Capstone (NUR 4130: Clinical), students prepare for transition to graduate nurses as they engage in teamwork, interprofessional collaboration, and healthcare delivery for groups of patients. In Leadership and

Management in Nursing (NUR 4128), they study group dynamics, conflict, leadership styles, and management of costs/resources. Through participation in Nursing Research Application (NUR 4210), students practice analysis and critique of studies and conduct a literature review reflecting evidence based practice for an assigned nursing issue or problem. Their Professional Nursing Synthesis course (NUR 4145) allows time for review, test taking strategies, case study analysis, and study of modules that offer further preparation for the NCLEX.

This tool is refined for use in each clinical course within the specific level and the following key is used in scoring the student's progression (See individual course's clinical evaluation):

*	Critical Indicators	Essential for successful fulfillment of objectives.
2	Satisfactory	Performance required minimal assistance from the instructor. Demonstrates proficiency in psychomotor skills. Consistently meets course objectives.
1	Needs Improvement	Performance needs strengthening. Demonstrates limited growth toward course objectives. Improvement is expected by next evaluation.
0	Unsatisfactory	Performance is unacceptable or fails to show expected progress. Practice may be unsafe. requires close supervision. May demonstrate psychomotor skill deficits. Does not meet course objectives.

SUCCESSFUL FULFILLMENT OF OBJECTIVES is evident when the student attains 77% or higher at each evaluation period. This does not reflect an average of percentages from one evaluation period to the next. Scores are not totaled or averaged at the end of the semester as the student is expected to show consistent progression throughout the semester. The calculation to determine percentage is done in the following manner:


Calculation method for percentage score:

- 1) Add all points accumulated for the ten major components. This total number is recorded at the end of the form.
- 2) Total possible points is 20.
- 3) Divide the student's total points by 20 to get the percentage achieved.

FAILURE TO MEET OBJECTIVES is evident when the student attains *less than 77% or receives a zero (unsatisfactory) for a critical indicator*. Student and instructor will devise a learning improvement plan. During subsequent evaluations, progress is reviewed. If the student falls below 77% at the final evaluation period, the student fails to meet objectives for clinical performance for the semester which results in failure of the course. A student who receives an unsatisfactory for any one of the “critical indicators” (designated by an asterisk) will not be allowed to pass the clinical portion of the course and therefore fails the course. If the student’s performance places the patient’s safety in jeopardy, the student may be immediately dismissed from the program (see Student Nursing Handbook).

Developed April 2022

Clinical Progression Tool

Level 1	Level 2	Level 3
<u>KNOWLEDGE</u>		
<ol style="list-style-type: none"> 1. Define physiology-pathophysiology of patient's identified condition <ol style="list-style-type: none"> a. verbal b. written 2. Discusses medications <ol style="list-style-type: none"> a. MOA b. Side effects c. Dosages d. Interactions e. Nursing implications 3. Identifies rationale for nursing interventions of patients with common health problems* 4. Identify aspects of holistic patient centered care that impacts health 	<ol style="list-style-type: none"> 1. Applies knowledge of physiology-pathophysiology to patient's identified condition 2. Demonstrates knowledge regarding pharmacokinetics and nursing implications in medication administration 3. Identifies rationale for nursing interventions of patients, families, groups, and communities* 4. Applies holistic, patient-centered care principles that impacts the health of patients, families, group, and communities 	<ol style="list-style-type: none"> 1. Predict pathophysiological responses of patients with multi-system alterations using an accumulated knowledge base 2.  3. Identifies rationale for nursing interventions of patients with multi-system alterations* 4. Applies holistic, patient centered care principles that impacts the health of patients with multisystem alterations

ASSESSMENT

- 1. Attains a complete health history from assigned patient (subjective data): ***
 - a. Chief complaint
 - b. Present medical history
 - c. Past medical history
 - d. Family/genetic history
 - e. Psychosocial/spiritual/cultural
 - f. Nutritional history
 - g. Developmental status
 - h. Educational/communication status
 - i. Capacity to assume responsibility for self-care

- 2. Collects appropriate objective data on patients with common health problems: ***
 - a. Vital signs
 - b. Pertinent chart, EMR, and diagnostic data

- 3. Performs physical assessment using correct technique including inspection, palpation, auscultation, percussion***

1.



- 2. Collects appropriate objective data on patients, families, groups, and communities***
 - a. Differentiates individual lab/diagnostic data or population health data

- 3. Uses assessment skills to determine patient's individualized health needs***




1.







- 2. Collect appropriate objective data on patients with multi-system alterations***
 - a. Analyzes lab and diagnostic findings to identify priorities

- 3. Utilizes assessment skills to determine priority needs of patients with multi-system alterations***



PLANNING

<ol style="list-style-type: none"> 1. Identifies priority nursing diagnoses/problems based on comparison of patient status with expected norms 2. Develops measurable patient-centered goals congruent with nursing diagnoses/problems 3. Recognizes the significance of evidence-based practice in the development of a plan of care 4. Identifies individualized interventions for patients with common health problems <ol style="list-style-type: none"> a. Ongoing assessment b. Therapeutic interventions c. Teaching needs d. Discharge planning 5. Include patient and support persons in development of a plan of care to enhance independence 	<ol style="list-style-type: none"> 1. Determines priority problems based on assessment findings of patients, families, groups, and communities 2. Develops long and short term measurable, patient centered goals congruent with nursing problems 3. Apply evidence-based best practices in the development of a plan of care 4. Formulates interventions to meet health care needs of patients, families, groups, and communities <ol style="list-style-type: none"> a. Ongoing assessment b. Therapeutic interventions c. Teaching needs d. Discharge planning 5. Assists patients, families, groups, and communities in assuming responsibility for optimizing self-care 	<ol style="list-style-type: none"> 1. Prioritizes nursing problems for patients with multi-system alterations 2.  3.  4. Formulates interventions for patients with multi-system health care needs: <ol style="list-style-type: none"> a. Ongoing assessment b. Therapeutic interventions c. Teaching needs d. Discharge planning 5. 
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<p>6. Identifies components of clinical judgment*</p> <ul style="list-style-type: none"> a. Recognize cues b. Analyze cues c. Prioritize hypotheses d. Generate solutions e. Take actions f. Evaluate outcomes <p>7. Validates projected plan of care with instructor prior to implementation*</p>	<p>6. Utilizes clinical judgment in various practice settings*</p> <p>7. </p>	<p>6. Utilizes clinical judgment in management of care for individuals with multisystem alterations*</p> <p>7. </p>
<p><u>IMPLEMENTATION</u></p>		
<p>1. Implements nursing interventions based on holistic plan of care</p> <ul style="list-style-type: none"> a. Ongoing assessment b. Therapeutic interventions and teaching needs c. Nursing measures that promote health through lifestyle modification and prevention strategies <ul style="list-style-type: none"> i. Nutrition ii. Physical activity iii. Stress management iv. Sleep/rest v. Support d. Revised plan of care based on 	<p>1. </p>	<p>1. </p>

<p style="text-align: center;">patient and family needs</p> <p>2. Demonstrate caring behaviors</p> <p>3. Actively participates in lab, simulation, and clinical learning experiences</p> <p>4. Demonstrates increasing proficiency in skills performance</p> <p>5. Organizes care in a timely manner</p> <p>6. Maintains patient safety in all situations*</p> <p style="padding-left: 20px;">a. Adhere to The Joint Commission National Patient Safety Goals</p> <p style="padding-left: 40px;">i. Identify patients correctly</p> <p style="padding-left: 40px;">ii. Improve staff communication</p> <p style="padding-left: 40px;">iii. Use medications safely</p> <p style="padding-left: 40px;">iv. Use alarms safely</p> <p style="padding-left: 40px;">v. Prevent infection</p> <p style="padding-left: 40px;">vi. Identify patient safety risks</p> <p style="padding-left: 40px;">vii. Prevent mistakes in</p>	<p>2.</p> <p>→</p> <p>3.</p> <p>→</p> <p>4. Actively seeks skills/learning experiences</p> <p>5.</p> <p>→</p> <p>6.</p> <p>→</p>	<p>2.</p> <p>→</p> <p>3. Demonstrates proficiency in skills performance</p> <p>4.</p> <p>→</p> <p>5.</p> <p>→</p> <p>6.</p> <p>→</p>
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<p style="text-align: center;">surgery</p> <p>b. Adhere to Appalachian State University Department of Nursing Technical and Safety Standards</p>		
<u>EVALUATION</u>		
<ol style="list-style-type: none"> 1. Identify outcomes based on established goals 2. Evaluates effectiveness of nursing intervention 3. Reviews plan of care based on ongoing assessment data 	<ol style="list-style-type: none"> 1. Evaluates outcomes based on established goals 2. _____→ 3. _____→ 	<ol style="list-style-type: none"> 1. _____→ 2. _____→ 3. _____→
<u>LEADERSHIP: COORDINATION OF CARE, NEGOTIATION, DELEGATION, SUPERVISION</u>		
<ol style="list-style-type: none"> 1. Identifies roles and responsibilities of professional nurse 2. Coordinates basic care for patients with common health problems* 	<ol style="list-style-type: none"> 1. Analyzes nursing roles in care of individuals, families, groups, and communities 2. Coordinates care for patients, families, groups, and communities* 	<ol style="list-style-type: none"> 1. Incorporates nursing roles in care of individuals with multi-system alterations 2. Manages care for individuals and teams with multisystem alterations*

<ul style="list-style-type: none"> 3. Recognizes resource management strategies 4. Observes supervision and delegation skills in delivery of nursing care 5. Recognizes impact of patient acuity/staff availability when considering health care delivery 6. Observes various leadership styles in clinical setting 7. Recognizes methods of conflict management 	<ul style="list-style-type: none"> 3. Considers cost benefits and quality improvement strategies in providing and evaluating care 4.  5.  6. Differentiates leadership styles in clinical settings 7. Implements methods of conflict management 	<ul style="list-style-type: none"> 3. Applies cost management and quality improvement strategies in provision of care 4. Develops supervision and delegation skills in delivery of nursing care 5. Evaluates patient acuity/staff availability when considering health care delivery 6. Utilizes appropriate leadership styles in clinical setting 7. Practices effective conflict management
<u>COMMUNICATION</u>		
<ul style="list-style-type: none"> 1. Demonstrates beginning therapeutic communication skills to meet needs of patients, families, groups, and communities* <ul style="list-style-type: none"> a. Eye contact b. Active listening c. Appropriate touch d. Appropriate questions 	<ul style="list-style-type: none"> 1. Adapts communication skills to meet needs of patients, families, groups, and communities* 	<ul style="list-style-type: none"> 1. Adapts communication skills to meet needs of individuals and families with multisystem alterations*

<ol style="list-style-type: none"> 2. Demonstrates respect for patient's dignity, privacy, and individuality* 3. Establishes rapport and trust in the nursing role 4. Encourages patient's expressions of feelings and concerns 5. Demonstrates beginning communication skills with health care team members 6. Evaluates effectiveness of one's own communication with patients, families, and/or health team members 7. Initiates use of appropriate assertive communication skills in health care delivery 	<ol style="list-style-type: none"> 2. _____→ 3. _____→ 4. _____→ 5. Demonstrates effective communication skills with health care team members 6. _____→ 7. Applies appropriate assertiveness when interacting with patients and health team members 	<ol style="list-style-type: none"> 2. _____→ 3. _____→ 4. _____→ 5. _____→ 6. _____→ 7. _____→
<u>COLLABORATION</u>		
<ol style="list-style-type: none"> 1. Works cooperatively with clinical faculty, peers, and members of the health team 2. Reports to clinical faculty assessment findings and changes in patient condition in a timely 	<ol style="list-style-type: none"> 1. _____→ 2. Reports to clinical faculty deviation from baseline in patient conditions in a timely manner* 	<ol style="list-style-type: none"> 1. Analyzes effects of one's own behavior in an attempt to become an effective health team member 2. Collaborates with interdisciplinary team to coordinate care of patient's

<p>manner*</p> <p>3. Recognizes available community resources for health care delivery</p> <p>4. Presents patient information in organized, comprehensive, and concise manner</p> <p> a. Use of evidence-based communication tool</p>	<p>3. Utilizes available community resources for assigned patient, family, group, or community</p> <p>4. _____→</p>	<p>changing needs*</p> <p>3. _____→</p> <p>4. _____→</p>
<p><u>INFORMATICS</u></p>		
<p>1. Communicates data and knowledge to care team</p> <p>2. Navigate technology to manage and integrate health information</p> <p>3. Document clear and concise responses to care</p> <p>4. Protect confidentiality of health records data and information in an ethical manner*</p>	<p>1. _____→</p> <p>2. _____→</p> <p>3. _____→</p> <p>4. _____→</p>	<p>1. _____→</p> <p>2. _____→</p> <p>3. _____→</p> <p>4. _____→</p>

PROFESSIONAL IDENTITY, RESPONSIBILITY, AND PERSONAL GROWTH

<p>1. Adapts to change/stressful situations</p> <p>2. Recognizes impact of legal/ethical issues on delivery of care</p> <p>3. Exhibits professional conduct according to ANA Code of Ethics for Nurses*</p> <p>4. Serves as an advocate for patients, families, groups, and communities</p> <p>5. Participates in pre-professional organization, school-related activities and community events</p> <p>6. Discusses social, political, and economic issues that affect health care delivery</p> <p>7. Explores components of nursing philosophy</p>	<p>1. _____→</p> <p>2. Identifies legal/ethical issues affecting delivery of care</p> <p>3. _____→</p> <p>4. _____→</p> <p>5. _____→</p> <p>6. _____→</p> <p>7. Establishes goals for professional/personal development</p>	<p>1. Applies principles of stress management to meet needs of self, patient, family, and/or health team members</p> <p>2. Assists patients and families in identifying resources for resolving legal/ethical issues</p> <p>3. _____→</p> <p>4. _____→</p> <p>5. Begins active involvement within professional organizations</p> <p>6. Participates in activities related to social, political, and economic issues that affect health care delivery</p> <p>7. Incorporates philosophy of nursing and professional/personal goals into practice</p>
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<p>8. Exhibits professional conduct according to Nurse Practice Act*</p>	<p>8. _____→</p>	<p>8. _____→</p>
<p>9. Demonstrates consistent punctuality/attendance*</p>	<p>9. _____→</p>	<p>9. _____→</p>
<p>10. Completes assignments within expected time frame</p>	<p>10. _____→</p>	<p>10. _____→</p>
<p>11. Maintains professional behavior and appearance according to Appalachian State University BSN handbook</p>	<p>11. _____→</p>	<p>11. _____→</p>
<p>12. Evaluates self-behavior constructively*</p>	<p>12. _____→</p>	<p>12. _____→</p>
<p>13. Demonstrates initiative by actively seeking new experiences</p>	<p>13. _____→</p>	<p>13. _____→</p>
<p>14. Participates in clinical conference</p>	<p>14. Leads clinical conferences and group presentations</p>	<p>14. _____→</p>
<p>15. Accepts individual responsibility and accountability for nursing interventions, outcomes, and other actions</p>	<p>15. _____→</p>	<p>15. _____→</p>