Quint Leveled Clinical Competency Tool
Choose one descriptor from each row that best describes the student's behavior in clinical/simulation.

Student ID: **School Name:**   **Quarter or Semester: 1 2 3 4 5 6**

	4	3	2	1
A. Focused Observation & Information Seeking	Focuses subjective and objective observations and can anticipate most important client needs	Focuses subjective and objective observations using a variety of data and can identify most important current client needs	Collects a variety of subjective and objective data, but is unable to identify the most important data or client needs	Collects minimal subjective and objective data, does not understand relevancy
	Regularly identifies pertinent and subtle information important to client assessment	Usually identifies pertinent information for assessment of the client	Focuses only on the most obvious data for the assessment of the client	Data gathering is unorganized at times
	Uses all pertinent data to develop accurate assessments	Increasingly able to identify relevant data for developing assessments	Collects obvious information, may miss data relevant to assessment	Does not gather all data pertinent for assessment
	Seeks out all objective and subjective information from client and families that supports the entire plan of care	Seeks out subjective/objective information from the client and families that supports most of the plan of care	Makes limited efforts to seek objective and/or subjective information from the client and/or families to support the plan of care	Gathers minimal objective and/ or subjective information to support plan of care

Circle Current Level:	4	3	2	1
B. Recognizing Deviations from Expected Patterns	Recognizes obvious and subtle patterns and deviations in data from expected patterns in data and uses these to continually assess the client	Recognizes obvious patterns and deviations in data from expected patterns in data and generally uses these to assess the client.	Recognizes obvious patterns and deviations in data from expected patterns and uses these to assess the client less than half of the time	Recognizes individual data and misses most patterns / deviations from expectations
	Continually adjusts patient care as needed based upon client health deviations that are noted during simple to complex assessments	Makes adjustments based on client health deviations noted during moderately complex assessments	Makes some adjustments based on obvious client health deviations in simple situations	Misses opportunities to refine the assessment in simple situations

NOTES:

Circle Current Level:	4	3	2	1
C. Prioritizing Data	Effectively prioritizes the most relevant data for the development of diagnosis(s) in complex scenarios	Prioritizes important relevant data for the development of simple to moderately complex diagnoses	Able to prioritize pertinent data for the development of a basic diagnosis in simple situations	Unable to identify which data is essential to formulate a diagnosis in simple situations
	Able to prioritize and reprioritize client care in time to prevent complications (or additional ones if one exists) and to support expected outcomes in complex care situations	Prioritizes client care within a sufficient time frame for routine and moderately complex care situations	Prioritizes client care in a sufficient time frame for routine types of care in simple situations	Is slow to prioritize client needs using data gathered in simple situations
Circle Current Level:	4	3	2	1
	Develops appropriate and comprehensive interventions with rationales based on client data in complex situations	Develops appropriate but not comprehensive interventions with rationales based upon client data in increasingly complex situations	Is able to develop and explain the basis of interventions in routine situations	Has difficulty deciding among various data to develop appropriate interventions in routine situations
D. Making sense of data	Able to analyze complex client data to develop evidence based interventions in complex and/or urgent situations	Able to interpret client data patterns and compare them to evidence based assessment parameters in moderately complex situations	Able to compare client data patterns with evidence based assessment parameters in familiar / routine patient care situations	Unable to compare client data patterns with evidence based assessment parameters in routine situations
	Develops individualized, evidence based interventions based upon client data in complex situations	Sorts data to develop appropriate interventions in increasingly complex situations	Sorts data to develop appropriate interventions for routine client care	Needs assistance to sort out data and develop interventions for routine client care

NOTES:

Circle Current Level:	4	3	2	1
E. Response Demeanor	Responds confidently and supportively with clients and families in simple to complex situations. Provides information or instructions to clients, family and team members most of the time.	Demonstrates confidence in increasingly complex situations. Provides information and instructions to clients, family and team members some of the time	Responds confidently when working with clients, families and team members while providing routine patient care.	Responds confidently when working with clients, families and team members in very simple situations

NOTES:

Circle Current Level:	4	3	2	1
F. Clear Communication	Consistently clear and complete in verbal communications with clients and others in all situations	Verbal communication with clients and others is clear and complete in increasingly complex situations	Basic verbal communication with clients and others is clear and complete in simple situations	Verbal communications with clients and others are either unclear or incomplete in simple situations
	Consistently clear in written communication with clients and others in complex situations	Clear in written communication with clients and others in increasingly complex situations	Clear in written communication when in simple situations	Written communication is either unclear or incomplete in simple situations
	Communications include the client, family and team members when giving directives and explanations during simple to complex client care situations	Communications include the client, family and team members when giving directives and explanations in increasingly complex client care situations	Communications include the client, family and team members when giving directives and explanations in routine client care situations	Has difficulty providing explanations or directions to clients or families in simple situations

NOTES:

Circle Current Level:	4	3	2	1
G. Effective Interventions	Interventions are individualized, evidence based, and appropriate for basic and advanced client care	Interventions are individualized, evidence based and appropriate for increasingly complex client care	Interventions are usually individualized, evidence based and appropriate for basic client care	Interventions are not necessarily appropriate or effective
	Monitors client progress closely and modifies care plans and/ or interventions as indicated	Monitors progress regularly but does not always adjust nursing care plans and/ or interventions as needed	Monitors progress, but is unable to make adjustments to care plans and/ or interventions based on the client's response	Care plans and/ interventions are vague, confusing, or incomplete
	Uses evidence based data from several sources to plan and implement complex nursing interventions in complex situations	Uses evidence based data from several sources to plan and implement basic nursing interventions in increasingly complex situations	Uses several sources of data to plan and implement basic nursing interventions in simple situations	Uses obvious data to plan and implement basic nursing interventions

NOTES:

Circle Current Level:	4	3	2	1
H. Nursing Skills	Competent in the performance of general nursing skills	Displays proficiency and competence in performing most nursing skills	Able to perform selected basic nursing skills with minimal coaching	Requires coaching to safely perform nursing skills
	Applies principles from basic and advanced theory to nursing skill performance	Applies principles from basic theory when performing nursing skills	Shows a beginning understanding of how to apply principles from basic theory to the performance of nursing skills	Lacks understanding of theoretical concepts associated with nursing skills
	All skills performed within reasonable time frame	Performs most (but not all) skills within a reasonable time frame	Skills performance is time consuming at times	Skills performance is excessively time consuming

NOTES:

Circle Current Level:	4	3	2	1
I. Nursing Evaluation	Consistently evaluates subjective and objective data related to client progress in independently	Usually evaluates subjective and objective data related to client progress independently	Evaluates subjective and objective data related to client progress with some guidance	Requires modeling of evaluation of subjective and objective data for client care
	Evaluates nursing care in simple and complex situations and adjusts nursing care for multiple clients based upon appropriate evaluations	Evaluates nursing care in complex situations and makes some but not all adjustments as need for 1 – 2 clients	Evaluates client care for a single patient but may not follow-up consistently for all components of the care plan	Unable to fully evaluate care for an uncomplicated client

NOTES:

Circle Current Level:	4	3	2	1
J. Self Reflection and Improvement	Accurately and consistently performs self critique and uses that information to improve performance	Reflects upon and evaluates own experiences without prompting	Independently performs basic self reflection	Requires modeling of behavior to perform self reflection
	Independently identifies own strengths and weaknesses in clinical performance and develops measures to improve own performance	Independently identifies own strengths and weaknesses in clinical performance	Able to critique own clinical performance with some guidance	Not able to evaluate own clinical performance

NOTES: