

Graduate Clinical Evaluation

Clinical Performance Assessment Form

Course Title/#: _____ Year: _____ Term: Fall Spring Summer

Student's Name: _____ Date of Visit: _____

Preceptor's Name: _____ Site: _____

Location: _____

Faculty Evaluator: _____

Clinical site is appropriate for rotation: Yes ___ No ___ Discuss Issues with Course Lead _____
 ___ On -Site Visit ___ Phone ___ Virtual ___ Other (specify) _____

In Attendance: ___ Faculty ___ Preceptor ___ Student ___ Other _____

Interaction Level: ___ Appropriate for course level ___ Unsatisfactory

Preceptor Evaluation of Student:

Identify 3 strengths in the student's patient care skills & 3 areas where the student needs continued development.

<u>Strengths</u>	<u>Continued Development</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Signature of Preceptor _____

Signature of Faculty _____

Table 1
Matching Essentials with Clinical Evaluation assessment items

Domains for Assessment	DNP Essentials	MSN Essential
I. Patient management and HP	<u>1, 3, 4, 6, 7, & 8</u>	1, 3, 4, 7, 8, & 9
II. Clinical skills	<u>1, 3, 7, & 8</u>	3, 6, 8 & 9
III. Electronic Resources	<u>3&4</u>	5 & 7
IV. Professionalism	<u>2, 5, & 8</u>	2, 3, 6, & 9

RADFORD UNIVERSITY

School of Nursing

CLINICAL PERFORMANCE ASSESSMENT 1=Considerable guidance needed in meeting competency 2=Moderate guidance needed in meeting competency 3=Minimal guidance needed in meeting competency 4= Consistent and self-directed meeting competency	1	2	3	4	Comments
	<69%	70%	80%	90%	
I. PATIENT MANAGEMENT/HEALTH PROMOTION					
• Demonstrates clinical reasoning and decision making for optimal patient outcomes					
• Applies pathophysiological underpinning of common acute and chronic illnesses					
• Selects appropriate evidence-based guidelines					
• Incorporates pharmacological and non-pharmacological health interventions and considers the social determinants of health (e.g. access, cost...)					
II. CLINICAL SKILLS					
• Utilizes therapeutic communication and interpersonal skills					
• Synthesizes subjective data for diagnostic reasoning					
• Utilizes correct and complete physical/or psychiatric assessment techniques for diagnostic reasoning					
• Formulate appropriate differential diagnosis					
• Ascertains appropriate diagnostic and laboratory tests, and assessment tools					
• Develops therapeutic plan of care in collaboration with patient, family, and interdisciplinary team					
• Documents concisely and completely					
• Identifies CPT E&M codes, ICD-10 and/or DSM-5					
III. ELECTRONIC RESOURCES					
• Utilizes available technology in the clinical setting for documentation and communication Paper Chart ___ EHR ___ Electronic Rx ___ N/A ___					
IV. PROFESSIONALISM					
• Utilizes current scope of practice to establish professional boundaries					
• Advocates for health care access and parity for patients					
• Considers constructive criticism and feedback, engaged in self-reflective professional practice					
• Collaborates/communicates as a member of an interdisciplinary team					
• Respects principles of Diversity, Equity, Inclusion and Belonging, (DEIB) and integrates into practice bio-psycho-social-cultural-spiritual, gender variables that effect health care					

Student Signature: _____

Date: _____

Students Recommendations and Follow-Up:

- Student is demonstrating delivery of care appropriate to course level competencies.
- No specific recommendations made.

Comments:

- Student encouraged to continue utilization of texts/online resources to improve knowledge and competency.

Comments:

- Remediation Action plan is developed to improve knowledge and competence in the delivery of care (attach Action plan form as needed).
- ***Note:*** Required for all scores below 3.

Comments:
