



Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Site: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

**MSN/FNP Preceptor/Faculty Evaluation of Clinical Performance**

Graduate students are expected to assume responsibility for their professional growth through clinical experiences. Clinical practicum experiences are negotiated in order to meet the student's learning objectives while facilitating application or nursing theory to practice. Students will be evaluated on their self-directed achievement. Students will be evaluated on their self-directed achievement of the following criteria mid-way through the clinical experience and again at the conclusion of the clinical experience:

1. Considerable guidance needed
  2. Moderate guidance needed
  3. Self-directed, minimal guidance needed
- N/A = Not applicable to this clinical situation or unable to evaluate

**ATTITUDES, INTERPERSONAL SKILLS**

	1	2	3	N/A
Communicates effectively with patients and families; is courteous and demonstrates empathy				
Interacts effectively with office staff and other health care professionals				
Accepts instructions well				
Asks for help when needed				
Demonstrates desire to improve clinical performance				
Demonstrates self-direction, motivation				

**ASSESSMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
Performs an appropriate, focused history				
Elicits an age/condition appropriate health history				
Collects history in an organized and timely manner				
Verbally presents a case in a well-organized and orderly manner				
Provides anticipatory guidance in appropriate situations				
Correlates pathophysiology with assessment data for common disorders				

**PHYSICAL EXAMINATION**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
Performs an appropriate physical exam				
Demonstrates appropriate utilization of equipment				
Differentiates normal from abnormal findings for most conditions				

**DIAGNOSIS**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
Formulates differential diagnoses with preceptor assistance				
Selects correct common diagnostic tests with minimal assistance				
Interprets test findings with preceptor assistance				

**MANAGEMENT**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>N/A</b>
Formulates decisions with preceptor guidance				
Initiates obvious interventions with preceptor support				
Recognizes indicators for pharmaceutical management				

Includes patient in decision-making process				
Seeks preceptor guidance in new situations				
Schedules appropriate follow-up				
Makes appropriate referrals based on correctly stated rationale, protocols and preceptor consultation				

**TEACHING**

	1	2	3	N/A
Identifies teaching/learning needs of patient/family				
Provides basic individualized teaching information				
Seeks preceptor guidance for complex issues				
Identifies a wide variety of available resources for counseling/referral				

**MONITORING AND EVALUATING THE QUALITY OF CARE**

	1	2	3	N/A
Bases own practice on professional and legal standards				
Recognizes standards of practice				
Provides self-evaluation of own practice				
Presents a professional, competent image				
Seeks opportunities to increase knowledge-base and clinical competencies				

**Date of Preceptorship:** From: \_\_\_\_\_ To: \_\_\_\_\_

**Total Hours:** \_\_\_\_\_

Student Strengths	Areas for Development/improvement

Additional Comments: (Comments in this area are greatly appreciated)

Preceptor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_