FAMILY NURSE PRACTITIONER CLINICAL PRACTICUM
PRECEPTOR AND FACULTY EVALUATION OF STUDENT’S CLINICAL PERFORMANCE

Student’s name: __________________________ Course number: __________________________ Date: __________________________

Preceptor’s name: _________________________ How many days/weeks did you work with the student?: __________________________

Instructions:

1. Select the descriptors listed on the following page which best characterize this student’s performance in each area of evaluation.

2. In addition, you may have observed a number of other personal characteristics and skills which help comprise this student’s current level of clinical performance. Please expand on these additional areas of evaluation, citing specific example (positive or negative) whenever possible.

3. Assign a composite rating below representing your overall impression of this student with “5” representing the highest possible rating and “1” representing the lowest possible rating.

Professionalism (ethical behavior, integrity, attitude, motivation, dependability, desire to learn, and insight into own learning needs. Please cite specific examples):

________________________________________________________________________

________________________________________________________________________

Human understanding (compassion, empathy, interpersonal relations and communication skills, including acceptance of constructive evaluation. Please cite specific examples):

________________________________________________________________________

________________________________________________________________________

Proficiency in number of patients seen (proficiency expected to increase with progression through the program):

________________________________________________________________________

________________________________________________________________________

Additional comments (justification for scores of 5 or 1)

________________________________________________________________________

Assessment of written documentation in charts: 5 4 3 2 1
<table>
<thead>
<tr>
<th>History</th>
<th>Physical Exam</th>
<th>Use of Knowledge/ Judgement</th>
<th>Client Relationships</th>
<th>Professional Relationships</th>
<th>Oral Presentation of Clinical Data</th>
<th>Developement of Comprehensive Management Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Consistently complete and precise in obtaining historical data. Pursues significant findings in an organized fashion.</td>
<td>Consistently complete and precise in obtaining physical exam data. Pursues significant findings in an organized fashion.</td>
<td>Adept in using a broad base of basic science information and relating it to the patient’s problems, even in difficult cases.</td>
<td>Consistently responds to both verbal and nonverbal communication from clients in meeting their physical and psychosocial needs.</td>
<td>Independent and self-directed in identifying learning needs and utilizing appropriate resources to meet these needs.</td>
<td>Presentations to preceptor are organized and succinct. Description of problems reflect ability to synthesize and apply pathophysiology to complex patient problems.</td>
<td>Consistently synthesizes patient information, considering subjective and objective data, into a comprehensive management plan including further diagnostic tests, therapeutics, preventative care, patient education, use of resources, referral and follow-up.</td>
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<td>4. Complete, pertinent and accurate historical data gathered.</td>
<td>Complete pertinent and accurate physical exam data gathered.</td>
<td>Possesses excellent knowledge of pathophysiology which enables understanding of the relationship among patient problems.</td>
<td>Consistently identifies clients verbal and nonverbal communication and usually responds.</td>
<td>Consistently integrates feedback into clinical practice. Actively seeks faculty/preceptor guidance in meeting comprehensive learning needs.</td>
<td>Usually communicates understanding of illness to preceptor and provides explanations without help. Descriptions of patient problems reflect ability to synthesize and apply pathophysiology to some complicated and most simple problems.</td>
<td>Usually synthesizes patient information in making assessment; requires minimal assistance in developing comprehensive management plan. Able to prioritize short- and long-term client needs.</td>
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<td>3. Accurate and pertinent historical data gathered; some omissions. Exam techniques correct</td>
<td>Accurate and pertinent physical exam data gathered; some omissions. Exam techniques correct</td>
<td>Synthesizes basic science and clinical information appropriately to identify major problems.</td>
<td>Aware of both verbal and nonverbal client communication in evaluating physical and psychosocial needs.</td>
<td>Accepts and begins to incorporate feedback into clinical practice. Communicates with preceptor/faculty in identifying learning needs</td>
<td>Sometimes able to communicate and explain problems without help. Descriptions reflect ability to synthesize and apply pathophysiology to simple problems.</td>
<td>Sometimes able to synthesize patient information in making assessment of comprehensive management plan, but requires prompting of preceptor.</td>
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<td>2. Historical exam data gathered, but often not pertinent, or incomplete.</td>
<td>Physical exam data gathered, but often not pertinent, incomplete, or with incorrect exam technique.</td>
<td>Has difficulty relating basic science principles and clinical information to patients problems.</td>
<td>Rarely identifies both verbal and non-verbal client communication to evaluate client needs.</td>
<td>Uncooperative, fails to accept criticism. Inappropriate relationships established with faculty and preceptors.</td>
<td>Rarely able to communicate clearly and explain patient problems without help. Descriptions reflect inability to synthesize and</td>
<td>Rarely synthesizes patient information into assessment and management plan without intervention of preceptor.</td>
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</tbody>
</table>

| 1. Unable to obtain accurate historical exam data | Unable to obtain accurate physical exam data. Incorrect exam techniques | Unable to apply basic science knowledge. | Not able to identify verbal and non-verbal client communication. Appears insensitive. | Obstructive, antagonistic. | Unable to communicate and explain patient problems. | Unable to synthesize patient information. |

**STUDENT’S STRENGTHS**

**AREAS STUDENT NEEDS IMPROVEMENT**

**EVALUATOR’S SIGNATURE**

**STUDENT’S SIGNATURE**