

**CASE WESTERN RESERVE UNIVERSITY
FRANCES PAYNE BOLTON SCHOOL OF NURSING
CLINICAL PERFORMANCE EVALUATION**

COURSE NUMBER _____

MIDTERM OR FINAL _____

APN PROGRAM _____

STUDENT _____

History				
Shows exceptional insight in establishing data base on every client assigned	Systematically establishes or updates a complete and relevant data base for thorough client evaluation every time	Establishes and updates data base with some consistency most of the time	Data base is incomplete but relevant and accurate	Data is inappropriate, confabulated, lacks relevance
Time management is excellent, data is complete and thorough.	Appropriate time utilization. Shows ability to focus client and acquire necessary data	Gathers appropriate data within general time constraints of a student at	Data gathering takes excessive amounts of time and is not consistently complete.	Time management is absent with no consistent pattern and erratic data collection
Exceeds expectation of integration of developmental/ social/ economic/ and environmental factors	Integrates developmental/ social / economic / environmental factors	Identifies developmental/social/ economic/ environmental factors most of the time with beginning level of integration	Lacks consistency in identifying or integrating developmental/social/ economic/ environmental factors	Unable to integrate developmental/social/ economic/ environmental factors
Physical exam				
High level of skill in use of dx techniques and technical skills necessary for excellent care	Demonstrates the skillful use of dx techniques and technical skills necessary for safe and competent care.	Demonstrates the use of diagnostic techniques and technical skills necessary for safe and competent care, but lacks consistency and polish	Uncertain use of diagnostic techniques and technical skills, but care is safe and shows novice competence	Diagnostic skills are poor and care is not consistently safe and does not display competence
Excellent organization, exam is complete and thorough without unnecessary techniques	Organized, Complete and Thorough.	Exam is complete and thorough with beginning level of organization and some unnecessary techniques although accurate	Exam is not always complete and thorough lacks organization and may demonstrate a lack of accurate choice of techniques	Exam techniques are done incorrectly, critical techniques are omitted, organization is not observed
Excellent use of time.	Appropriate use of time.	Inconsistent use of time	Not always aware of time	Inappropriate and sporadic use of time
Surpasses	Consistently Performs	Meets performance standard	Does not meet standard adequately	Performance is unsafe or completely inadequate

Decision Making

Decision Making				
Excellent diagnostic skill reflecting advanced ability to interpret data	Makes accurate diagnosis of normalcy and deviations based on correct interpretation of data.	Able to identify deviations from normal and reflects beginning level of interpretation of data	Inconsistent ability to identify deviations from normal and demonstrates naive interpretation of data	Misses obvious deviations from normal or unclear about rationale for exam skills, unable to explain what data is being sought
Problem/needs list is complete and reflects advanced interpretation of data base.	Formulates complete problem / needs list based on correct interpretation of data base.	Adequate problem/needs list based on correct interpretation of data base.	Incomplete problem/needs list based on correct interpretation of the data base	Incorrect interpretation of data base with incomplete or inaccurate problem/needs list
Seeks out literature and resources beyond the necessary information	Knows where to go and how to find necessary information	Needs encouragement and direction to find necessary information	Dependent on others for necessary information	Unable to identify when necessary information is needed. Doesn't follow through with direction to find necessary information
Clinical Management				
Develops comprehensive plan of care based on problem/needs list, supported by rationale/research and includes judgment of priorities, client preference and alternative methods.	Plan of care is based on problem/needs list, supported by rationale/research and reflects consideration of priorities and client preference	Plan of care is based on problem/needs list and rationale reflects input of preceptor, research and collaboration with client	Plan of care is highly influenced by preceptor and lacks comprehensive research based rationale.	Plan of care is inaccurate or incomplete and may reflect unsafe recommendations. Rationale is misdirected.
Creative and advanced ability to competently implement or direct implementation of the plan of care	Implements or directs implementation of the plan of care with competence.	Implements or directs implementation of the plan of care with support of preceptor.	Unable to be decisive in implementation of plan of care without significant guidance.	Defers to preceptor for implementation of plan of care. More observer than participant. Approach to implementation is unsafe or non therapeutic.
Teaching demonstrates expertise and reflects insight into cultural needs of the client	Provides appropriate client / family teaching.	Usually provides client/family teaching	Rarely includes client/family teaching	Omits teaching, Inappropriate or inaccurate when teaching
Independently able to identify appropriate treatment choice	Knows effect and side effects of medication / nonpharmacologic therapeutics.	Depends on leadership of preceptor for choice of therapeutic, but knows when knowledge is inadequate and where to go for information.	Weak understanding of effects and side effects of medications/nonpharmacologic therapeutics and not always certain of information necessary	Dangerous lack of understanding of effects/side effects of medications, unclear of where to go for information

Plans and clearly articulates plan for appropriate follow-up.	Plans for appropriate follow-up.	Usually appropriately plans for follow-up	Often unclear about reasonable plan for follow up. Plans for followup too soon or not soon enough.	Shows no rationale for choice of plan for followup, appears to be random.
Surpasses	Consistently Performs	Meets performance standard	Does not meet standard adequately	Performance is unsafe or completely inadequate
Reporting-Verbal/Written				
Records are comprehensive and appropriate with advanced choice of pertinent data and clearly stated rationale	Records are comprehensive and appropriate with clear rationale.	Records are accurate and appropriate.	Records are inadequate and rationale for plan is unclear, but plan is appropriate.	Records are inadequate and/or inappropriate.
Consistently and excellently completes records in a timely fashion.	Records in a timely fashion	Usually records in timely fashion	Requires excessive amount of time to complete records.	Records are left incomplete.
Oral presentation is well organized, clear, and concise with pertinent data and clear rationale.	Oral presentation is clear and concise.	Oral presentation is usually clear and concise.	Oral presentation may ramble with difficulty selecting most salient data.	Oral presentation is inadequate with inappropriate or inadequate data.
Surpasses	Consistently Performs	Meets performance standard	Does not meet standard adequately	Performance is unsafe or completely inadequate
Role				
Evaluation of care given shows excellent insight and advanced skill at determining completeness and effectiveness.	Realistically and accurately evaluates the completeness and effectiveness of care given.	Evaluation of the completeness and effectiveness of care given is usually realistic and accurate.	Inconsistently able to realistically evaluate the completeness and effectiveness of care.	Unable to realistically evaluate the completeness and effectiveness of care.
Excellent communication skills with attention to needs of both clients and family.	Communicates effectively with clients and families.	Communication is adequate, but occasionally excludes considerations of client or family.	Communication with clients and families is sporadic in effectiveness.	Communication reflects student's agenda rather than needs of client or family.
Excellent sensitivity to the needs and issues of the client and family and well developed skills in providing emotional support.	Sensitive to the needs and issues of client and family and provides emotional support.	Usually sensitive to needs and issues of patient and family and developing skills to provide emotional support.	Sporadic in sensitivity to needs and issues of client and family with minimal ability to provide emotional support.	Insensitive to needs and issues of client and/or family and inadequate provision of emotional support.
Actively participates as a member of the health care team.	Functions effectively as a member of the health care team.	Able to participate as a member of the health care team with encouragement.	Confusion regarding role on the health care team compromises effectiveness.	Membership on health care team is inappropriate.
Mature relationship with all members of team.	Relates well to members of team.	Relates well to most members of the team.	Difficulty with team relationships.	Unable to relate with team members.

Seeks and accepts guidance and critique from others.	Accepts guidance and critique from others.	Displays some resistance to guidance and critique from others.	Resists guidance and critique from others.	Rejects or ignores guidance and critique from others.
Student is proactive in identifying learning needs and appropriately seeks to meet those needs.	Student evaluates and seeks to meet own learning needs.	Student needs assistance to evaluate and meet own learning needs, but follows through.	Student needs assistance to evaluate and meet own learning needs, and inconsistently follows through.	Student is unaware of learning needs and rejects assistance in evaluating and meeting those needs.
OVERALL RATING				
Student surpasses expected performance at this point in the program.	Students performance consistently meets and may exceed the expected performance at this point in the program.	Student meets the performance standard at this point in the program.	Student does not meet the standard adequately at this point in the program.	Student's performance is unsafe or completely inadequate at this point in the program.

STRENGTHS:**AREAS FOR IMPROVEMENT:****ADDITIONAL COMMENTS**

NUMBER OF PRECEPTED CLINICAL HOURS _____

Preceptor Signature _____

Student Signature _____

Preceptor Name Printed _____

Date Reviewed with Student _____