

Doctor of Nursing Practice Program

FACULTY EVALUATION OF STUDENT'S CLINICAL PERFORMANCE

Nurse Practitioner

Course Number _____

Student _____

Clinical Agency/Preceptor _____

Semester _____

Faculty _____

Site Visit Date/If Applicable: _____

Midterm _____ Final _____

Practicum Grade: Pass _____ Fail _____

DIRECTIONS:

The student will be evaluated on his/her level of performance for each of the competency domains and performance behaviors listed. Please circle the letter that most accurately reflects the student's level of clinical performance. Ratings reflect common traits exhibited quality of the performance, and the amount of guidance needed by the student to perform the behavior.

For the final evaluation in course _____, all of the Scale Labels must be at the level of "Assisted" (A). The student must have an overall "Satisfactory" for each competency domain in order to pass the course. Failure or "Unsatisfactory" in any competency domain constitutes a course failure. Occasionally a behavior cannot be observed in the clinical setting. Please check the "not observed" column and comment on the last page of the evaluation.

The competency domains are identified by Roman numerals. Performance behaviors are listed below each domain.

KEY: SATISFACTORY (PASS)			
<i>Scale Label</i>	<i>Common Traits</i>	<i>Quality of Performance</i>	<i>Guidance Needed</i>
Superior Performance for this course:			
Independent (I)	Safe and accurate on a consistent basis	Efficient, coordinated, confident. Works within an expedient time period	Without supporting cues
Exceeds Expected Level for this course:			
Supervised (S)	Safe and accurate on a consistent basis	Coordinated, confident Occasionally inefficient. Works within a reasonable time period	Occasional supportive guidance needed
Expected Level for this course:			
Assisted (A)	Safe and accurate on a consistent basis	Skillful in parts of behavior, but inefficient and uncoordinated with others. Works within a delayed time period	Some supportive cues needed.

KEY: UNSATISFACTORY (FAIL)			
<i>Scale Label</i>	<i>Common Traits</i>	<i>Quality of Performance</i>	<i>Guidance Needed</i>
Superior Performance for this course:			
Marginal (M)	Safe but not alone. Performs at risk. Not always accurate	Unskilled, inefficient, considerable use of wasted energy. Works within a prolonged time period.	Continuous verbal and frequent physical cues
Exceeds Expected Level for this course:			
Dependent (D)	Consistently unable to demonstrate behaviors with safety and/or accuracy. Unsafe.	Unable to demonstrate procedures/behaviors. Lacks confidence, coordination, efficiency.	Continuous verbal and physical cues. Unable to work without close guidance.

Rating Scale adapted from:

K. Bondy. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education*,22(9), 376-382

NONPF (2011; 2012) Core Nurse Practitioner Competence retrieved from NONPF.org.

Integrated Competencies for NP (NONPF, 2011)	Dependent (D)	Marginal (M)	Assisted (A)	Satisfactory (S)	Independent (I)	Comments
1. Practices independently by assessing, diagnosing, treating, and managing undifferentiated patients	D	M	A	S	I	
2. Assumes full accountability for actions as a licensed independent practitioner	D	M	A	S	I	
Competency Area: Scientific Foundation						
1. Critically analyzes data and evidence for improving advanced nursing practice.	D	M	A	S	I	
2. Integrates knowledge from the humanities and sciences within the context of nursing science.	D	M	A	S	I	
3. Translates research and other forms of knowledge to improve practice processes and outcomes.	D	M	A	S	I	
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.	D	M	A	S	I	
Competency Area: Leadership						
1. Assumes complex and advanced leadership roles to initiate and guide change.	D	M	A	S	I	
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.	D	M	A	S	I	
3. Demonstrates leadership that uses critical and reflective thinking	D	M	A	S	I	
4. Advocates for improved access, quality and cost effective health care.	D	M	A	S	I	
5. Advances practice through the development and implementation of innovations incorporating principles of change	D	M	A	S	I	
6. Communicates practice knowledge effectively both orally and in writing.	D	M	A	S	I	
Competency Area: Quality						
1. Uses best available evidence to continuously improve quality of clinical practice.	D	M	A	S	I	
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	D	M	A	S	I	
3. Evaluates how organizational structure, care processes,	D	M	A	S	I	

financing, marketing and policy decisions impact the quality of health care.						
4. Applies skills in peer review to promote a culture of excellence.	D	M	A	S	I	
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality	D	M	A	S	I	
Competency Area: Practice Inquiry						
1. Provides leadership in the translation of new knowledge into practice.	D	M	A	S	I	
2. Generates knowledge from clinical practice to improve practice and patient outcomes	D	M	A	S	I	
3. Applies clinical investigative skills to improve health outcomes.	D	M	A	S	I	
4. Leads practice inquiry, individually or in partnership with others.	D	M	A	S	I	
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.	D	M	A	S	I	
Competency Area: Technology & Information Literacy						
1. Integrates appropriate technologies for knowledge management to improve health care.	D	M	A	S	I	
2. Translates technical and scientific health information appropriate for users' need	D	M	A	S	I	
2a) Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.	D	M	A	S	I	
2b) Coaches the patient and caregiver for positive behavioral change	D	M	A	S	I	
3. Demonstrates information literacy skills in complex decision making.	D	M	A	S	I	
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.	D	M	A	S	I	
5. Uses technology systems that capture data on variables for the evaluation of nursing care.	D	M	A	S	I	
Competency Area: Policy						
1. Demonstrates an understanding of the interdependence of policy and practice.	D	M	A	S	I	
2. Advocates for ethical policies	D	M	A	S	I	

that promote access, equity, quality, and cost.						
3. Analyzes ethical, legal, and social factors influencing policy development.	D	M	A	S	I	
4. Contributes in the development of health policy.	D	M	A	S	I	
5. Analyzes the implications of health policy across disciplines.	D	M	A	S	I	
6. Evaluates the impact of globalization on health care policy development.	D	M	A	S	I	
Competency Area: Health Delivery System						
1. Applies knowledge of organizational practices and complex systems to improve health care delivery.	D	M	A	S	I	
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.	D	M	A	S	I	
3. Minimizes risk to patients and providers at the individual and systems level.	D	M	A	S	I	
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.	D	M	A	S	I	
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.	D	M	A	S	I	
6. Analyzes organizational structure, functions and resources to improve the delivery of care.	D	M	A	S	I	
Competency Area: Ethics						
1. Integrates ethical principles in decision making.	D	M	A	S	I	
2. Evaluates the ethical consequences of decisions.	D	M	A	S	I	
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	D	M	A	S	I	
Competencies Area: Independent Practice	D	M	A	S	I	
1. Functions as a licensed independent practitioner.						
2. Demonstrate the highest level of accountability for professional practice.	D	M	A	S	I	
3. Practices independently managing previously diagnosed and undiagnosed patients.	D	M	A	S	I	

3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.	D	M	A	S	I	
3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.	D	M	A	S	I	
3c) Employs screening and diagnostic strategies in the development of diagnoses.	D	M	A	S	I	
3d). Prescribes medications within scope of practice.	D	M	A	S	I	
3e). Manages the health/illness status of patients and families over time.	D	M	A	S	I	
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.	D	M	A	S	I	
4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.	D	M	A	S	I	
4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.	D	M	A	S	I	
4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.	D	M	A	S	I	
4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.	D	M	A	S	I	

OVERALL COMMENTS:

Adjusts schedule according to unanticipated needs of preceptor/practice site.

Yes

No

Works well with staff in clinical setting.

Yes

No

COMMENTS:

SUMMARY AND RECOMMENDATIONS:

Background Theoretical Knowledge Deficits:

Strategies for Improvement:

Clinical Skills Deficits:

Strategies for Improvement:

Please comment on any competencies not observed due to the nature of this setting:

Faculty Signature _____

Date _____

STUDENT SELF-EVALUATION COMMENTS:

Hours Completed: _____

Student Signature _____

Date _____