TEXAS STATE UNIVERSITY

ST DAVID’S SCHOOL OF NURSING

**NURS 5210-5102 Advanced Health Assessment—SUMMATIVE CLINICAL FACULTY EVALUATION**

Student: Site: Term:

Date: Faculty Evaluator:

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| --- | --- |
|  | **Clinical Behaviors and Performance Quality** |
| 1 – Deficient  | Practices in an unsafe manner and is unable to identify components for safe care. |
| 2 – Beginner  | Practices in a questionably safe manner, requiring repeated prompting and direction from preceptor. |
| 3 – Advanced Beginner | Practices in a safe manner but may require frequent prompting and minimal direction from preceptor. |
| 4 – Competent  | Practices in a safe, accurate and competent manner with minimal prompting and reinforcement from preceptor. |
| 5 – Proficient  | Practices in a safe, accurate, proficient and self-directed manner, while independently seeking preceptor validation.  |

**Instructions:**

* Using the descriptions above, please evaluate your student’s performance from 1-5 in each of the areas below.
* Utilize the comments box to highlight areas of strengths and weaknesses.
* To score, add up the number of points received and divide by the total number of possible points.
	+ Students must achieve an average of “competent” (80%) to earn credit on this evaluation.

For grading purposes, the total points achieved will be entered into the gradebook.

* For this summative evaluation, any student not receiving a 3 or above on an item with an “ \* ” is required to meet with faculty. These items are designated safety objectives, failure to pass these criteria at an “advanced beginner” (3) level can result in course failure.

**Scoring: Total Points Achieved/Total Points Possible**

Total­­­­: \_\_\_\_\_ /­­­\_\_110\_\_ = \_\_\_\_\_%

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| --- |
| **I. Assessment** |
| Subjective Data-History |  | Comments |
| 1. Obtains accurate history for comprehensive, episodic, or acute visits for patients throughout the lifespan in a timely manner.
 | 1 2 3 4 5 |  |
| 1. Demonstrates therapeutic interviewing skills.
 | 1 2 3 4 5 |  |
| 1. Differentiates between normal, variations of normal, and abnormal findings.
 | 1 2 3 4 5 |  |
| Objective Data-Physical Exam |  |  |
| 1. Performs comprehensive or focused physical examination patients of all ages appropriate to presenting complaint.
 | 1 2 3 4 5 |  |
| 1. Identifies appropriate preventive health screenings.
 | 1 2 3 4 5 |  |
| 1. Correctly uses assessment techniques and equipment for physical exam.
 | 1 2 3 4 5 |  |
| Health Promotion & Risk |  |  |
| 1. Identifies health and psychosocial risks when implementing treatment plan.
 | 1 2 3 4 5 |  |
| Differential Diagnosis |  |  |
| 1. Identifies probable differential diagnoses based upon history and physical exam.
 | 1 2 3 4 5 |  |
| ASSESSMENT SCORE TOTAL: |  |  |
| **II. Management** |
| Clinical Reasoning |  | Comments |
| 1. Utilizes data from best available resources and texts to assist in performing history and exams.
 | 1 2 3 4 5 |  |
| 1. Identifies connections between pathophysiology or psychosocial findings and diagnoses.
 | 1 2 3 4 5 |  |
| Documentation & Presentation |  |  |
| 1. Participates in documentation of history, exam, health promotion or health risks using SOAP or designated format for practice setting.
 | 1 2 3 4 5 |  |
| 1. Oral presentation of history and exam findings is organized and accurate.
 | 1 2 3 4 5 |  |
| Patient & Family Relationship | 1 2 3 4 5 |  |
| 1. Works to establish a relationship with the patient/family characterized by mutual respect, empathy, and cultural considerations.
 | 1 2 3 4 5 |  |
| Patient Education | 1 2 3 4 5 |  |
| 1. Participates in providing relevant and accurate health education to patients across the lifespan.
 | 1 2 3 4 5 |  |
| 1. Considers language and cultural considerations of patients when participating in patient education.
 | 1 2 3 4 5 |  |
| MANAGEMENT SCORE TOTAL: |  |  |
| **III. Leadership & Role** |
| Accountability & Professionalism |  | Comments |
| 1. Demonstrates accountability for own learning and professional behaviors
	1. Seeks out learning opportunities.
	2. Arrives prepared and in appropriate clinical attire.
 | 1 2 3 4 5 |  |
| 1. Demonstrates behaviors of self-efficacy, ethics, and advocacy—i.e. punctuality, confidentiality, respect, and communication.
 | 1 2 3 4 5 |  |
| 1. Accepts feedback from faculty/preceptor(s) and knows own limitations.\*
 | 1 2 3 4 5 |  |
| Role & Healthcare Systems |  |  |
| 1. Communicates NP Role and practice accurately.
 | 1 2 3 4 5 |  |
| 1. Identifies roles of interprofessional healthcare members in delivery of specialty services to provide a continuum of patient care.
 | 1 2 3 4 5 |  |
| 1. Participates in patient centered care that includes confidentiality, privacy, comfort, support, and dignity.
 | 1 2 3 4 5 |  |
| 1. Uses informatics for knowledge to improve own practice and healthcare outcomes.
 | 1 2 3 4 5 |  |
| LEADERSHIP & ROLE SCORE TOTAL: |  |  |

Comments/Recommendations:

# Student Signature Date

Faculty Signature Date