**TEXAS STATE UNIVERSITY**  
**ST DAVIDS SCHOOL OF NURSING**  
**NURS 5330 Pediatric & Adolescent Primary Care — SUMMATIVE CLINICAL FACULTY EVALUATION**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Site:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Faculty Evaluator:</td>
<td></td>
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</table>

**Input the score that corresponds to the student’s performance for each objective below:**

Dependent /Deficient-0  Marginal /Novice-1  Assisted/Developing-2  Supervised /Competent-3  Independent/ Accomplished-4  

N/A-No opportunity to perform

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard Procedure</th>
<th>Performance Quality</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - Competent</td>
<td>SAFÉ/ACCURATE</td>
<td>Efficient, coordinated, confident. Reasonable use of time. Competently skilled.</td>
<td>Supervised, with occasional physical or verbal direction</td>
</tr>
<tr>
<td>2 - Developing</td>
<td>SAFÉ BUT NOT ALWAYS ACCURATE</td>
<td>Partial demonstration of skills. Inefficient or uncoordinated. Inefficient use of time.</td>
<td>Assisted, frequent verbal and/or physical direction</td>
</tr>
<tr>
<td>1 - Beginning/Novice</td>
<td>QUESTIONABLE SAFÉ and/or QUESTIONABLE ACCURACY</td>
<td>Unskilled and inefficient. Markedly lacks time management.</td>
<td>Marginal, requires continuous verbal and/or physical direction</td>
</tr>
<tr>
<td>0 - Deficient</td>
<td>UNSAFE/INACCURATE</td>
<td>Unable to demonstrate procedures. Lacks confidence, coordination, and/or efficiency. Potential harm to self or patient.</td>
<td>Dependent, continuous verbal and/or physical direction</td>
</tr>
<tr>
<td>N/A – Not Applicable</td>
<td>No Opportunity to Perform/Meet Objective</td>
<td></td>
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**1. Assessment**

**Subjective Data-History**

1. Obtains accurate, complete, and timely history for comprehensive, episodic, or acute visits for patients in the Pediatric/Adolescent population focus areas for this course. 0 1 2 3 4 N/A

2. Demonstrates therapeutic interviewing skills. 0 1 2 3 4 N/A

3. Utilizes pertinent positives and negatives in history to arrive at priority differential diagnoses. 0 1 2 3 4 N/A

4. Elicits physiologic, psychological, and socio-economic factors in history. 0 1 2 3 4 N/A

**Objective Data-Physical Exam**

5. Performs and modifies comprehensive or focused physical examination patients of patients in Pediatric/Adolescent population focus areas in an organized and timely manner. 0 1 2 3 4 N/A

6. Participates in appropriate developmental, behavioral, and/or mental health screenings according to evidence-based guidelines. 0 1 2 3 4 N/A

7. Correctly uses assessment techniques and equipment for physical exam. 0 1 2 3 4 N/A

**Health Promotion & Risk**

8. Considers health and psychosocial risks when implementing treatment plan. 0 1 2 3 4 N/A

9. Promotes self-care, including for those with disabilities. 0 1 2 3 4 N/A

10. Identifies potential impact of acute or chronic illness/injury on the patient/family as a whole. 0 1 2 3 4 N/A

11. Practices minimizing risk to patients and providers at the individual and systems levels. 0 1 2 3 4 N/A

**Differential Diagnoses**

12. Formulates differential based on history and physical exam. 0 1 2 3 4 N/A

**ASSESSMENT SCORE TOTAL:**
# II. Management

## Clinical Reasoning

1. Utilizes data from evidence and best available resources to assist clinical decisions.  
2. Develops clinical decisions promoting functionality and quality of life while minimizing complications and risks.  
3. Recognizes pathophysiological or psychosocial connections to support diagnoses formulated.

## Diagnostic Strategies & Interpretation

4. Selects accurate diagnoses.  
5. Orders appropriate tests, procedures, or screenings while maintaining fiscal responsibility.  
6. Interprets tests, procedures, or screenings accurately.

## Patient Care Management

7. Manages health and illness including acute and chronic physical and/or mental illnesses, exacerbations, and common injuries in Pediatric/Adolescent populations.  
8. Safely prescribes medications using understanding of pharmacodynamics and pharmacokinetics for patients for Pediatric/Adolescent populations.*

## Documentation & Presentation

13. Documents or dictates accurately using SOAP or designated format for practice setting; develops and/or updates patient problem list and plan; utilizes accurate billing and coding procedures.  
14. Oral presentation is organized and accurate.

## Patient & Family Relationship

15. Integrates patient preferences such as spirituality, cultural, and ethical beliefs into the healthcare plan.  
16. Establishes a relationship with the patient/family characterized by mutual respect, empathy, and cultural considerations.  
17. Collaborates with patient/family as a full partner in decision making for patient centered care.

## Evaluation

19. Uses informatics to capture data for evaluation of patient outcomes and nursing practice.

## Patient Education

20. Provides relevant and accurate health education to patients in Pediatric/Adolescent population areas.  
21. Utilizes appropriate patient education materials to address language and cultural considerations of patients.  
22. Considers patients’ health literacy and readiness to learn to guide appropriate education.

**MANAGEMENT SCORE TOTAL:***
## III. Leadership & Role

### Accountability & Professionalism

1. Demonstrates accountability for learning and professional behaviors
   a. Seeks out learning opportunities.
   b. Arrives prepared and in appropriate clinical attire.

2. Models behaviors of self-efficacy, ethics, and advocacy—i.e. punctuality, confidentiality, respect, and communication.

3. Integrates ethical principles in decision making.*

4. Accepts feedback from faculty/preceptor(s) and knows own limitations.*

### Role & Healthcare Systems

5. Communicates NP Role and practice knowledge effectively and accurately.

6. Discusses roles of interprofessional healthcare members in delivery of specialty services to provide a continuum of patient care.

7. Uses knowledge of family theories to individualize care.

8. Promotes patient centered care that includes confidentiality, privacy, comfort, support, and dignity.

9. Integrates informatics to improve health outcomes.

10. Advocates for improved access, quality, and/or cost-effective care.

11. Seeks research that can improve practice and outcomes.

12. Collaborates with interprofessional healthcare members to optimize healthcare and practice outcomes and continuity of care for patients.

### Leadership & Role Score Total:

**Comments/Recommendations:**
Students must achieve an average of “Competent” to earn Credit on this Evaluation as demonstrated by the scores below for each of the 3 areas of achievement.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Minimal competency score for Final Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. ASSESSMENT</td>
<td>36 / 48</td>
</tr>
<tr>
<td>II. MANAGEMENT</td>
<td>66 / 88</td>
</tr>
<tr>
<td>III. LEADERSHIP &amp; ROLE</td>
<td>36 / 48</td>
</tr>
</tbody>
</table>

Total Points Achieved/Total Points Possible (Not including any N/As)

I. Assessment ________ / _________
II. Management ________ / _________
III. Leadership & Role ________ / _________

Total: Pass / Fail

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 at a competent (3) level can result in course failure.

Student Signature

Date

Faculty Signature

Date