# MSN-FNP Formative Evaluation - Site Visit

**Student:** __________________________ 

**Date of Clinical:** __________________________ 

**Score:** __________________________ 

**Clinical Site:** __________________________ 

**Faculty:** __________________________ 

**Preceptor:** __________________________ 

<table>
<thead>
<tr>
<th>Scoring</th>
<th>No opportunity to perform-N/A</th>
<th>Beginner/Novice-1</th>
<th>Developing-2</th>
<th>Competent-3</th>
<th>Accomplished-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Score:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

## Assessment

1. Obtains accurate history for comprehensive, episodic, or acute visits for patients in a timely manner  
   - N/A 0 1 2 3 4
2. Performs comprehensive and/or focused physical examination of patients with appropriate techniques  
   - N/A 0 1 2 3 4
3. Differentials and/or diagnoses are accurate  
   - N/A 0 1 2 3 4
4. Promotes self-care and health promotion for patients  
   - N/A 0 1 2 3 4

## Patient Management

5. Participates in patient management of health and illness including relevant patient education  
   - N/A 0 1 2 3 4
6. Oral presentation is brief and contains pertinent, accurate information  
   - N/A 0 1 2 3 4
7. Participates in prescribing or making appropriate recommendations for non-pharmacological therapies including CAM  
   - N/A 0 1 2 3 4
8. Safely performs procedure/skills according to national standards, evidence-based practice and protocols with guidance of preceptor*  
   - N/A 0 1 2 3 4
9. Accurately interprets results of the procedure/skill/diagnostics (as applicable based on level of FNP course)  
   - N/A 0 1 2 3 4

## Leadership & Professional Role

10. Accepts constructive and positive feedback from preceptor  
    - N/A 0 1 2 3 4
11. Aware of own limitations, request guidance as needed*  
    - N/A 0 1 2 3 4
12. Seeks out own learning opportunities  
    - N/A 0 1 2 3 4
13. Exhibits professionalism, dresses appropriately for clinical setting, uses non-judgmental approach, and establishes rapport with patient/families  
    - N/A 0 1 2 3 4
14. Uses appropriate evidence-based references/texts or resources for clinical decision making  
    - N/A 0 1 2 3 4

**Recommendations/Comments:**

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**Faculty Signature:** __________________________ 

**Date:** __________________________
Scoring Interpretation

Because a site visit is a formative evaluation, interpretation of “passing” should be based on progression of student in the course (ideally site visits completed after completion of at least 50% of their hours), the site itself, and progress towards learning course objectives.

For this Evaluation tool, specific for a site visit, the passing score is set at a minimum of 28 Points = Developing Stage

Any student not receiving a 2 or above on an item with an “*” is required to meet with faculty. These items are designated safety objectives.

Total Performance Score Equivalent for Grade Earned Tracs:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade Equivalent</th>
<th>Points for Tracs Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>49-56</td>
<td>100 Points</td>
<td></td>
</tr>
<tr>
<td>41-48</td>
<td>95 Points</td>
<td></td>
</tr>
<tr>
<td>33-40</td>
<td>95 Points</td>
<td></td>
</tr>
<tr>
<td>28-32</td>
<td>80 Points</td>
<td></td>
</tr>
<tr>
<td>21-27</td>
<td>70 Points</td>
<td></td>
</tr>
<tr>
<td>10-20</td>
<td>60 Points</td>
<td></td>
</tr>
<tr>
<td>&lt;10</td>
<td>0 Points</td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of competency is delineated below:

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

<table>
<thead>
<tr>
<th>Performance Quality</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficient, coordinated, confident. Reasonable use of time. Competently skilled.</td>
<td>Supervised, with occasional physical or verbal direction</td>
</tr>
<tr>
<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>Unskilled and inefficient. Markedly lacks time management.</td>
<td>Marginal, requires continuous verbal and/or physical direction</td>
</tr>
<tr>
<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>
</tbody>
</table>

N/A – Not Applicable

No Opportunity to Perform/Meet Objective