

APN Practicum III Evaluation

University of Connecticut

School of Nursing

MS Program: AGACNP, AGPCNP, FNP

Clinical Evaluation Tool

Evaluation  Self,  Mid-Semester OR  Final

Student Name \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Agency Name \_\_\_\_\_

Course #:  NURS 5179 NURS 5429 NURS 5449

**COMPETENCY-BASED CLINICAL EVALUATION TOOL**

**S = Meets expectations for this level of student**

**NI = Needs Improvement**

**NA/O = not applicable/not observed**

Criteria for Evaluation	S	NI	NA/O	Preceptor Comments
<b>Scientific Foundation Competencies</b>				
Compares patient data with clinical guidelines and evidence-based standards to improve care.				
Uses advanced pathophysiology, pharmacology, physiology, genetics, communication skills, etc to provide patient care.				
Integrates relevant science from multiple disciplines to enhance patient health care.				
Develops plans of care based on integration of research, theory, and practice knowledge.				
<b>Leadership Competencies</b>				
Provides evidence-based recommendations to initiate and change patient health care plans.				

<b>Criteria for Evaluation</b>	<b>S</b>	<b>NI</b>	<b>NA/O</b>	<b>Preceptor Comments</b>
Demonstrates collaboration between and among patients, other health care team members, and relevant health care systems.				
Demonstrates critical and reflective thinking in health care advocacy for patients.				
Communicates practice knowledge effectively both orally and in writing.				
<b>Quality Competencies</b>				
Uses best available evidence to continuously improve quality of clinical practice.				
Evaluates the relationships among access, cost, quality, safety and health care systems, and their influence on health care.				
<b>Practice Inquiry Competencies</b>				
Seeks, shares, and applies new knowledge for practice.				
Collaborates with preceptor and health care team members to answer clinical questions and develop plans of care.				
Evaluates patient outcomes related to implemented clinical guidelines and evidence-based standards of care.				
<b>Technology and Information Literacy Competencies</b>				
Uses technology to access clinical information, e.g., patient data, clinical and educational resources.				
Effectively assesses understanding of and communicates technical and scientific health information to patients and families.				
Uses technology systems that capture data on variables for the evaluation of nursing care, e.g., Centers for Medicare & Medicaid Services Physician Quality Reporting System (CMS PQRS).				
<b>Policy Competencies</b>				

<b>Criteria for Evaluation</b>	<b>S</b>	<b>NI</b>	<b>NA/O</b>	<b>Preceptor Comments</b>
Demonstrates an understanding of the interdependence of policy and practice.				
Analyzes and advocates for ethical policies that promote access, equity, quality, and cost effectiveness at the patient and practice level.				
<b>Health Delivery System Competencies</b>				
Applies knowledge of organizational practices and complex systems to improve health care delivery.				
Effects health care change using broad based skills including negotiating, consensus-building, and partnering with patients, preceptor, and health care team members.				
Minimizes risk to patients and providers at the individual and systems level, e.g., medical-legal, quality & safety indicators, standards of care.				
Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.				
Collaborates in planning for transitions across the continuum of care.				
<b>Ethics Competencies</b>				
Integrates ethical principles in decision making.				
Evaluates the ethical consequences of decisions.				
Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.				
<b>Practice Competencies</b>				
In collaboration with preceptor, manages previously diagnosed and undiagnosed patients:				
k) Provides the full spectrum of health care services during individual encounters to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care.				
l) Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.				

<b>Criteria for Evaluation</b>	<b>S</b>	<b>NI</b>	<b>NA/O</b>	<b>Preceptor Comments</b>
m) Employs screening and diagnostic strategies in the development of diagnoses.				
n) Prescribes medications within scope of practice.				
o) Manages the health/illness status of patients and families over time.				
Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making:				
i) Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.				
j) Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.				
k) Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.				
l) Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.				
Demonstrates highest accountability for ethical professional practice.				

**Please indicate below:**

1. Strengths of student:
2. Weaknesses of student:
3. General Comments about student's performance:
4. Recommendations to address identified weaknesses:

**Total Semester Hours** \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Preceptor Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_