

Essentials Aligned Clinical Evaluation Tool

Student: _____ **Preceptor/ Site:** _____ **Semester/Year:** _____

Directions: Use the same form for both the mid-term and final evaluation. Students complete a self-evaluation of clinical competencies using the evaluation tool by initialing the category felt most reflective of the current level of clinical performance. Then student & preceptor collaboratively review the tool and discuss the student’s self-evaluation. The Preceptor should identify their evaluation of student performance by initialing the corresponding box and providing additional comments.

	Critical Deficiencies	Maximum Assistance	Moderate Assistance	Minimal Assistance	Aspirational
<u>Subjective:</u> <i>(Essentials Domain 2: Person-Centered Care)</i>	*Student does not collect adequate or accurate historical data	*Student inconsistently collects adequate or accurate historical data	*Student consistently collects adequate, accurate, and relevant histories in an organized fashion	*Student collects accurate historical data in an efficient, prioritized, and hypothesis-driven fashion	*Student role models how to obtain relevant historical subtleties, including sensitive information that informs the differential diagnosis
Mid-Term					
Final					
<u>Objective:</u> <i>(Essentials Domain 2: Person-Centered Care)</i>	*Student does not integrate physical assessment skills to confirm history	*Student does not integrate physical assessment skills with pertinent systems to confirm history	*Student integrates accurate and thorough physical assessment skills to confirm history	*Student integrates physical assessment targeted at patient’s complaint to confirm history	*Student role models integration of physical assessment skills to confirm history *Student identifies subtle or unusual physical exam findings
Mid-Term					
Final					
<u>Communication of Verbal & Written Clinical Information:</u> <i>(Essentials Domains 2: Person-Centered Care, 6: Interprofessional Partnerships & 8: Informatics & Healthcare Technologies)</i>	Student fails to: *Communicate findings completely, logically and/or in an effective manner *Discuss differential diagnoses with the patient *Communicate in a manner to facilitate partnership approach to quality care	Student inconsistently: *Communicates findings in a complete, logical and effective manner *Discusses limited differential diagnoses with patient *Communicates in a manner to facilitate partnership approach to quality care	Student consistently: *Communicates findings in a complete, logical and effective manner; requires occasional preceptor intervention *Discusses differential diagnoses with patient *Communicates in a manner to facilitate partnership approach to quality care	Student is able to: *Communicate findings completely, logically and/or in an effective manner *Thoroughly discuss diagnoses with patient and assess patient’s understanding *Communicate in a manner to facilitate partnership approach to quality care	Student role models: *Effective communication of clinical information in both verbal & written presentations *Appropriate discussion of diagnosis with patient and effective assessment of patient understanding *Communication in a manner to facilitate partnership approach to quality care
Mid-Term					
Final					
<u>Diagnosis & Medical Decision Making:</u> <i>(Essentials Domains 1: Knowledge for Nursing Practice & 2: Person-Centered Care)</i>	Student fails to: *Develop differential diagnoses using systematic approach *Diagnose actual and/or potential problems *Integrate specialty knowledge into clinical reasoning	Student inconsistently: *Develops limited differential diagnoses using systematic approach *Diagnoses actual and/or potential problems *Integrates specialty knowledge into clinical reasoning	Student consistently: *Develops limited differential diagnoses using systematic approach *Diagnoses actual and/or potential problems *Integrates specialty knowledge into clinical reasoning	Student is able to: *Generate prioritized differential diagnoses and final diagnoses using systematic approach *Diagnose actual and/or potential problems *Integrate specialty knowledge into clinical reasoning	Student role models the: *Effective integration & synthesis of history and physical exam skills to identify prioritized differential diagnoses and accurate diagnoses *Diagnosis of actual and/or potential problems *Integration of specialty knowledge into clinical reasoning
Mid-Term					
Final					

	Critical Deficiencies	Maximum Assistance	Moderate Assistance	Minimal Assistance	Aspirational
Comprehensive Management: <i>(Essentials Domains 2: Person-Centered Care, 4: Scholarship for Nursing Practice & 7: Systems-Based Practice)</i>	Student fails to: *Develop comprehensive management plans *Optimize transitions of care * Utilize diverse sources of evidence to inform practice	Student inconsistently: * Develops comprehensive management plans *Optimizes transitions of care * Utilizes diverse sources of evidence to inform practice	Student consistently: * Develops comprehensive management plans *Optimizes transitions of care * Utilizes diverse sources of evidence to inform practice	Student appropriately & thoroughly: * Develops comprehensive management plans *Optimizes transitions of care * Utilizes diverse sources of evidence to inform practice	Student role models: *Development of comprehensive management plans *Optimized transitions of care * Utilization of diverse evidence sources to inform practice
Mid-Term					
Final					
Professionalism & Person-Centered Care: <i>(Essentials Domains 2: Person-Centered Care, 5: Quality & Safety, 6: Inter-professional Partnerships, 9: Professionalism & 10: Personal, Professional & Leadership Development)</i>	Student fails to: *Demonstrate respectful behavior & attitude towards patient, preceptor & team members *Contribute to a culture of patient and provider safety *Comply with laws, policies & regulations *Present self in a professional & engaged manner *Demonstrate a spirit of inquiry to foster professional maturity	Student inconsistently: *Demonstrates respectful behavior & attitude towards patient, preceptor & team members * Contributes to a culture of patient and provider safety * Complies with laws, policies & regulations *Presents self in a professional & engaged manner * Demonstrates a spirit of inquiry to foster professional maturity	Student consistently: *Demonstrates respectful behavior & attitude towards patient, preceptor & team members * Contributes to a culture of patient and provider safety * Complies with laws, policies & regulations *Presents self in a professional & engaged manner * Demonstrates a spirit of inquiry to foster professional maturity	Student appropriately & thoroughly: *Demonstrates respectful behavior & attitude towards patient, preceptor & team members * Contributes to a culture of patient and provider safety * Complies with laws, policies & regulations *Presents self in a professional & engaged manner * Demonstrates a spirit of inquiry to foster professional maturity	Student role models: *Demonstrates respectful behavior and attitude towards patient, preceptor & team members * Contributes to a culture of patient and provider safety * Complies with laws, policies & regulations *Presents self in a professional & engaged manner * Demonstrates a spirit of inquiry to foster professional maturity
Mid-Term					
Final					

**Note: Any final evaluation that is deemed failing (critical deficiencies or maximum assistance) constitutes a course failure.*

Mid-Term Evaluation	
Student Self-Evaluation of Experience	Preceptor Comments Preceptor Signature / Date: <input type="checkbox"/> Progressing Appropriately <input type="checkbox"/> Requests faculty call
Final Evaluation	
Student Self-Evaluation of Experience	Preceptor Comments Preceptor Signature / Date: <input type="checkbox"/> Progressing Appropriately <input type="checkbox"/> Requests faculty call

Tool adapted from Clark, M. J., Macauley, K., & Butera, C. (2015). Assessing nursing educational domains, competencies, and milestones. *Journal of the Japan Academy of Nursing Education, 5(1),1-7*. This instrument and its validity are currently in pilot phase. This tool also incorporates *The Essentials* (AACN, 2021).