

Clinical Performance Evaluation Tool

Nurse-Midwifery and Women's Health Specialty Tracks

Student: _____

Primary Preceptor / Site: _____

Semester / Year: _____

Final Total Clinical Hours for Semester: _____

Before using this form, please carefully review the '*Levels of Student Performance in Clinical Practice*' outlined on the next page. These are the performance criteria levels that should be used during evaluations. The student should first complete a realistic self-evaluation of her/his most recent clinical performance and then give the form to the preceptor so her/his component can be completed. Both students and preceptors are also encouraged to write narrative comments on the space provided at the end of this form.

IMPORTANT NOTE TO PRECEPTORS: The faculty at The Ohio State University appreciate your thoughtful feedback regarding student clinical performance. When completing your evaluation, *please be careful to not 'inflate' the level of student performance beyond where the student is truly performing.* When inflated feedback is given by one preceptor, students seemingly regress with subsequent preceptors. Your feedback influences future clinical placements. Thank you for the important role you are playing in preparing your future colleagues.

Levels of Student Performance in Clinical Practice

The five levels of clinical performance are described below. Read the standards for each level of competency in order to determine the student performance level.

1. STILL LEARNING

- Performs in an unsafe manner; unable to demonstrate behavior.
- Requires continuous verbal and physical directive cues.
- Performs in an unskilled manner; lacks organization.
- Appears frozen, unable to move, non-productive.
- Unable to identify principles or apply them.
- Attempts activity or behavior yet is unable to complete.
- Focuses entirely on task or own behavior.

2. NEEDING DIRECTION & ASSISTANCE

- Performs safely under supervision, not always accurate.
- Requires continuous verbal and frequent physical cues.
- Demonstrates lack of skill; uncoordinated in majority of behavior.
- Performs tasks with considerable delay; activities are disrupted or omitted.
- Wastes energy due to incompetence.
- Identifies fragments of principles; applies principles inappropriately.
- Focuses entirely on task or own behavior.

3. ASSISTED WITH MINIMAL DIRECTION

- Performs safely and accurately each time observed.
- Requires frequent verbal cues and occasional physical directive cues.
- Demonstrates partial lack of skill and/or dexterity in part of activity; awkward.
- Takes longer time on complete task; occasionally late.
- Appears to waste energy due to poor planning.
- Identifies principles, but needs direction to identify application.
- Focuses primarily on task or own behavior, not on client.

4. SUPERVISED WITH MINIMAL ASSISTANCE

- Performs safely and accurately each time observed.
- Requires supportive or directive cues occasionally during performance of task.
- Demonstrates coordination but uses some unnecessary energy to complete behavior/activity.
- Spends reasonable time on task.
- Appears generally relaxed and confident, occasional anxiety may be noticeable.
- Applies theoretical knowledge accurately with occasional cues.
- Focuses on client initially; as complexity increases, focuses on task.

5. INDEPENDENT

- Performs behavior safely and accurately each time observed without directive cues from preceptor.
- Spends minimal time on task.
- Appears relaxed and confident during performance of task.
- Applies theoretical knowledge accurately each time.
- Focuses on client while giving care.
- Demonstrates dexterity.

Adapted from K. Krichbaum, University of Minnesota School of Nursing, from K. Bondy (1983). Criterion-referenced definitions for rating scales in clinical evaluation. Journal of Nursing Education, 22(9), 376-82. Used with permission.

Using the 'Level of Student Performance in Clinical Practice' Key, the STUDENT and CLINICAL PRECEPTOR should evaluate each objective.

	KEY:	N/A = No Opportunity 1 = Still Learning 2 = Needing Direction & Assistance 3 = Assisted with Minimal Direction 4 = Supervised with Minimal Assistance 5 = Independent
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CLINICAL OBJECTIVES	CLINICAL SESSION	1	2	3	4	5	6	7	8
	NUMBER OF HOURS								

I. Student obtains evaluates and records pertinent data for complete assessment of the woman.

Student Preceptor									

II. Student interprets data to accurately anticipate, identify or diagnose problems for appropriate counseling, treatment, referral or consultation.

Student Preceptor									

III. Student develops a comprehensive management plan based on findings and valid rationale.

Student Preceptor									

IV. Student directs/implements the management plan

Student Preceptor									

V. Student evaluates the effectiveness and completeness of the management plan and adjusts it as indicated.

Student Preceptor									

VI. Student displays awareness of record as a tool for facilitating continuity of care and a legal document requiring application of risk management principles.

Student Preceptor									

VII. Student interacts as professional with preceptor and other members of the health care team.

Student Preceptor									

COMMENTS AND PLANS

Following each clinical session the preceptor and student should discuss and rate student's level of achievement. A plan for the next session should be agreed upon, and include both student's learning goals and the amount of support and direction student desires from the clinical faculty member. A session is typically considered two or three days of clinical experience sufficient to provide the preceptor an opportunity to evaluate the progress of the student.

***Session #1 includes orientation to preceptor and clinical site**

*SESSION #1:

# 1	Dates:	Total Hours for session #1:
	<hr/>	
	Student's comments:	
	<hr/>	
	<hr/>	
	Initial:	I have shared my clinical goals and professional goals with my preceptor.
	<hr/>	
	Preceptor's comments:	
	<hr/>	
	<hr/>	
	Preceptor's signature:	
	<hr/>	

SESSION #2:

# 2	Dates:	Total Hours for session #2:
	<hr/>	
	Student's comments:	
	<hr/>	
	<hr/>	
	<hr/>	
	Preceptor's comments:	
	<hr/>	
	<hr/>	
	Preceptor's signature:	
	<hr/>	

SESSION #3:

3 Dates: _____ Total Hours for session #3: _____

Student's comments: _____

Preceptor's comments: _____

Preceptor's signature: _____

SESSION #4:

4 Dates: _____ Total Hours for session #4: _____

Student's comments: _____

Preceptor's comments: _____

Preceptor's signature: _____

SESSION #5:

5 Dates: _____ Total Hours for session #5: _____

Student's comments: _____

Preceptor's comments: _____

Preceptor's signature: _____

SESSION #6:

6 Dates: _____ Total Hours for session #6: _____

Student's comments: _____

Preceptor's comments: _____

Preceptor's signature: _____

SESSION #7:

7 Dates: _____ Total Hours for session #7: _____

Student's comments: _____

Preceptor's comments: _____

Preceptor's signature: _____

SESSION #8:

8 Dates: _____ Total Hours for session #8: _____

Student's comments: _____

Preceptor's comments: _____

Preceptor's signature: _____

Documentation of additional clinical hours

Use this form to document precepted hours accrued with someone other than your primary preceptor. The substitute/ secondary preceptor or your primary preceptor must sign and initial confirming the hours in clinical.

Date	Name of secondary preceptor	Hours in Clinical
Signature and Comments		

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Signature and Comments		

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Signature and Comments		

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Signature and Comments		

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Signature and Comments		

Documentation of Inter-professional Educational Experiences (IPEE)

Inter-professional Educational Experience: IPEE are scheduled observation experiences that can be sought out by you with approval from the course head or scheduled with the help of a faculty member. Three IPEE are required prior to graduation. More information about IPEE can be found in the syllabus.

The preceptor / facilitator for your IPEE must “sign-off” that you attended the IPEE.

Date	Location and Type of IPEE	Hours in Clinical
Signature of preceptor / facilitator and comments		

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Signature of preceptor / facilitator and comments		