APN Practicum II 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 5169  NURS 5419  NURS 5439

COMPETENCY-BASED CLINICAL EVALUATION TOOL

S = Meets expectations for this level of student
NI = Needs Improvement (it is anticipated that students are likely to need improvement for criteria in grey boxes)
NA/O = not applicable/not observed

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>S</th>
<th>NI</th>
<th>NA/O</th>
<th>Preceptor Comments</th>
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<tbody>
<tr>
<td><strong>Scientific Foundation Competencies</strong></td>
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<tr>
<td>Compares patient data with clinical guidelines and evidence-</td>
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<td>based standards to improve care.</td>
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<td>Uses advanced pathophysiology, pharmacology, physiology,</td>
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<td>genetics, communication skills, etc to provide patient care.</td>
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<td>Integrates relevant science from multiple disciplines to</td>
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<td>enhance patient health care.</td>
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<td>Develops plans of care based on integration of research,</td>
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<td>theory, and practice knowledge.</td>
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<td><strong>Leadership Competencies</strong></td>
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<td>Provides evidence-based recommendations to initiate and</td>
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<td>change patient health care plans.</td>
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<td>Demonstrates collaboration between and among patients, other health care team members, and relevant health care systems.</td>
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<td>Demonstrates critical and reflective thinking in health care advocacy for patients.</td>
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<td>Communicates practice knowledge effectively both orally and in writing.</td>
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<td><strong>Quality Competencies</strong></td>
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<td>Uses best available evidence to continuously improve quality of clinical practice.</td>
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<td>Evaluates the relationships among access, cost, quality, safety and health care systems, and their influence on health care.</td>
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<td><strong>Practice Inquiry Competencies</strong></td>
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<td>Seeks, shares, and applies new knowledge for practice.</td>
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<td>Collaborates with preceptor and health care team members to answer clinical questions and develop plans of care.</td>
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<td>Evaluates patient outcomes related to implemented clinical guidelines and evidence-based standards of care.</td>
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<td><strong>Technology and Information Literacy Competencies</strong></td>
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<td>Uses technology to access clinical information, e.g., patient data, clinical and educational resources.</td>
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<tr>
<td>Effectively assesses understanding of and communicates technical and scientific health information to patients and families.</td>
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<td>Uses technology systems that capture data on variables for the evaluation of nursing care, e.g., Centers for Medicare &amp; Medicaid Services Physician Quality Reporting System (CMS PQRS).</td>
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<td><strong>Policy Competencies</strong></td>
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<td>Demonstrates an understanding of the interdependence of policy and practice.</td>
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<td>Analyzes and advocates for ethical policies that promote access, equity, quality, and cost effectiveness at the patient and practice level.</td>
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<th>Health Delivery System Competencies</th>
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<td>Applies knowledge of organizational practices and complex systems to improve health care delivery.</td>
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<td>Effects health care change using broad based skills including negotiating, consensus-building, and partnering with patients, preceptor, and health care team members.</td>
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<td>Minimizes risk to patients and providers at the individual and systems level, e.g., medical-legal, quality &amp; safety indicators, standards of care.</td>
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<td>Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</td>
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<td>Collaborates in planning for transitions across the continuum of care.</td>
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<td>Integrates ethical principles in decision making.</td>
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<td>Evaluates the ethical consequences of decisions.</td>
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<td>Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</td>
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<th>Practice Competencies</th>
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<td>In collaboration with preceptor, manages previously diagnosed and undiagnosed patients:</td>
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<td>f) 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.</td>
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<td>g) Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</td>
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<td>h) Employs screening and diagnostic strategies in the development of diagnoses.</td>
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<td>i) Prescribes medications within scope of practice.</td>
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<td>j) Manages the health/illness status of patients and families over time.</td>
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<td>Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making:</td>
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<td>e) Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</td>
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<td>f) Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.</td>
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<td>g) Incorporates the patient’s cultural and spiritual preferences, values, and beliefs into health care.</td>
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<td>h) Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care.</td>
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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_________