

Aultman College of Nursing and Health Sciences
Nursing 250: Nursing Management IV
Preceptor Evaluation

Student Name: _____ **Week** _____

Directions to Evaluator

Directions: The three criteria (Standard Procedure, Performance Quality, Assistance) are observed simultaneously and are taken together to determine the level of a student’s performance on a given behavior. The behavior is evaluated at the lowest level of achievement in any of the three areas.

Rating Scale	
5: Independent	(a) Standard Procedure: Safe and accurate each time (b) Performance Quality: Proficient, coordinated, confident. Expedient use of time (c) Assistance: Without Directive cues
4: Supervised	(a) Standard Procedure: Safe and accurate each time (b) Performance Quality: Proficient, coordinated, confident within a reasonable time period (c) Assistance: With Supportive cues , minimal Directive cues.
3: Assisted	(a) Standard Procedure: Mostly safe and accurate (b) Performance Quality: Skillful in parts of behavior. Inefficient or uncoordinated. Delayed time frame (c) Assistance: Frequent verbal and occasional physical directive cures in addition to Supportive cues
2: Marginal	(a) Standard Procedure: Not safe alone, not always accurate (b) Performance Quality: Unskilled and inefficient. Prolonged time period (c) Assistance: Continuous verbal and frequent physical cues
1: Dependent	(a) Standard Procedure: Unsafe, inaccurate (b) Performance Quality: Unable to demonstrate procedures. Lacks confidence, coordination and efficiency (c) Assistance: continuous verbal and/or physical cues

Definitions:

Directive Cues: Directive cues, can be verbal or physical, indicate either what to do or say next or correct an ongoing activity.

Supportive Cues: Cues such as “that’s right”, “keep going” and the like are supportive, but do not change what the student does or say above to meet the requirements for satisfactory evaluation of this clinical experience.

Scoring Guide												
Criteria		Preceptor		Student								
Competency 1: Adhere to Professional Behaviors - The student is able to:												
1.	follow clinical agency policies and procedures	1	2	3	4	5	1	2	3	4	5	N/A
2.	prepare for clinical experiences and submit paperwork using the course guidelines *	1	2	3	4	5 ^s	1	2	3	4	5 ^s	N/A
3.	assist peers and/or nursing staff as time allows	1	2	3	4	5	1	2	3	4	5	N/A
4.	seek instructor for clarification *	1	2	3	4	5 ^s	1	2	3	4	5 ^s	N/A
5.	perform only skills in which you are trained	1	2	3	4	5	1	2	3	4	5	N/A
6.	utilize educational resources to deliver care	1	2	3	4	5	1	2	3	4	5	N/A
7.	complete required self-evaluations at midterm and final	1	2	3	4	5	1	2	3	4	5	N/A
8.	seek learning opportunities	1	2	3	4	5	1	2	3	4	5	N/A
9.	adhere to Aultman College of Nursing dress code *	S		U			S		U			N/A
Competency 2: Establish Effective Communication - The student is able to:												
10.	initiate therapeutic relationship by introducing self and purpose	1	2	3	4	5	1	2	3	4	5	N/A
11.	address client by preferred name	1	2	3	4	5	1	2	3	4	5	N/A
12.	explain to the client events of the day in layman's terms	1	2	3	4	5	1	2	3	4	5	N/A
13.	close the therapeutic relationship by informing client when you are leaving the unit	1	2	3	4	5	1	2	3	4	5	N/A
14.	utilize SBAR format to communicate with appropriate staff when arriving on the unit	1	2	3	4	5	1	2	3	4	5	N/A
15.	utilize SBAR format to communicate with appropriate staff when leaving the unit	1	2	3	4	5	1	2	3	4	5	N/A
16.	report deviations from normal assessment and/or condition change to instructor and appropriate healthcare provider	1	2	3	4	5	1	2	3	4	5	N/A
17.	Record client information according to unit policy	1	2	3	4	5 ^s	1	2	3	4	5 ^s	N/A
Competency 3: Apply the Nursing Process - The student is able to:												
18.	review documented data with faculty*	1	2	3	4	5 ^s	1	2	3	4	5 ^s	N/A
19.	complete holistic assessment of the client	1	2	3	4	5	1	2	3	4	5	N/A

	including labs and diagnostics			
20.	recognize deviations from normal assessment	1 2 3 4 5	1 2 3 4 5	N/A
Scoring Guide				
	Criteria	Preceptor	Student	
21.	classify client actual/potential health problems	1 2 3 4 5	1 2 3 4 5	N/A
22.	write a three part nursing diagnosis with appropriate measurable goal	1 2 3 4 5	1 2 3 4 5	N/A
23.	write the client-centered goal that is appropriately time-limited for the client situation	1 2 3 4 5	1 2 3 4 5	N/A
24.	include interdisciplinary interventions that are evidence-based and appropriate for the client's identified need	1 2 3 4 5	1 2 3 4 5	N/A
25.	discuss rationale for planned interventions	1 2 3 4 5	1 2 3 4 5	N/A
26.	implement safe evidence-based nursing interventions	1 2 3 4 5	1 2 3 4 5	N/A
27.	initiate appropriate teaching interventions	1 2 3 4 5	1 2 3 4 5	N/A
28.	evaluate effectiveness of nursing interventions	1 2 3 4 5	1 2 3 4 5	N/A
Competency 4: Provides nursing care regardless of race, culture, religion, age or health status in a variety of settings - The student is able to:				
29.	delivers culturally sensitive care	1 2 3 4 5	1 2 3 4 5	N/A
30.	administer medications utilizing appropriate equipment	1 2 3 4 5	1 2 3 4 5	N/A
31.	accurately complete math calculations provided	1 2 3 4 5	1 2 3 4 5	N/A
32.	apply drug profile to specific client situation	1 2 3 4 5	1 2 3 4 5	N/A
33.	follow the three checks during medication administration	1 2 3 4 5	1 2 3 4 5	N/A
34.	utilize the six rights of medication administration	1 2 3 4 5	1 2 3 4 5	N/A
35.	check all medications with clinical instructor/RN prior to administration *	1 2 3 4 5 ^s	1 2 3 4 5 ^s	N/A
36.	assist with answering call lights	1 2 3 4 5	1 2 3 4 5	N/A
37.	maintain privacy during care delivery	1 2 3 4 5	1 2 3 4 5	N/A
38.	leave client care area neat and clean	1 2 3 4 5	1 2 3 4 5	N/A
39.	complete client safety checks per unit policy *	1 2 3 4 5 ^s	1 2 3 4 5 ^s	N/A
40.	utilize aseptic techniques (including hand hygiene) *	1 2 3 4 5 ^s	1 2 3 4 5 ^s	N/A
41.	demonstrate proper body mechanics	1 2 3 4 5	1 2 3 4 5	N/A
42.	provide appropriate nutrition to client	1 2 3 4 5	1 2 3 4 5	N/A
43.	comply with institution specific safety policies	1 2 3 4 5	1 2 3 4 5	N/A
Competency 5: Analyze Priorities - The student is able to:				

44.	process requirements in care delivery for a multi-client assignment using clinical judgment **	1 2 3 4 ^s 5	1 2 3 4 ^s 5	N/A
45.	participate in the interdependence between disciplines required for the delivery of care	1 2 3 4 5	1 2 3 4 5	N/A
46.	discuss delegation of care specific to the client situation	1 2 3 4 5	1 2 3 4 5	N/A

Nursing Student: Please list below any procedures or special experiences that you participated in and any comments related to this:

RN Preceptor: Please constructively list strengths and weaknesses of the student in the patient care management role.

Day 1

RN Preceptor Signature and Date/Time (Start to End): _____

Day 2

RN Preceptor Signature and Date/Time (Start to End): _____

Student Signature and Date: _____

Clinical Instructor Signature and Date: _____

Thank-you for your help in assisting with student learning and for evaluating the student experience and performance. Please have the student read, sign and forward to the Nursing Clinical Instructor.