

NESA BN Programs PRACTICE EVALUATION TOOL



Student:	Course Number:	Course Number:		
Instructor/Preceptor:	Dates of Experien	Dates of Experience:		
	Faculty Advisor:			
Agency/Unit:	This evaluation wa	This evaluation was completed by:		
	Instructor	Student	Preceptor	
Dates Absent:	MIDTERM EVALUA	MIDTERM EVALUATION COMPLETED ON:		
	FINAL EVALUATION	FINAL EVALUATION COMPLETED ON:		

ABOUT THE EVALUATION TOOL

The Practice Evaluation Tool standardizes the evaluation process across the nursing curriculum and enables clear and consistent documentation of the behaviours and attitudes that indicate practice competence. It is divided into five categories that follow the CARNA Nursing Practice Standards, and serves two purposes:

- 1. It is a self-evaluation tool for students to evaluate their own practice performance and achievement of the course outcomes.
- 2. It is a tool for the instructor, preceptor and/or faculty advisor to evaluate students' practice performance and achievement of the course outcomes. To be eligible to pass the practice course, students must achieve the course outcomes (as delineated in the course outline) and demonstrate competent performance according to this Tool.

ASSUMPTIONS

Assumptions underpinning this Tool are that, in practice, student nurses:

- have a desire to become graduate nurses and will, therefore, put forth their best effort to meet the expectations for practice.
- will conduct themselves in a professional, respectful and helpful manner with clients, health team members, peers and instructors, in accordance with the values of the Canadian Nurses Association Code of Ethics for Registered Nurses.
- lack the experiential knowledge essential to understanding and managing unstable practice situations.
- recognize the limitations of their individual experience and knowledge and seek guidance when needed.
- will initially focus efforts on refining technical and time management skills and will be less efficient with these skills than experienced registered nurses.
- require support from colleagues to safely develop the experience necessary for greater independence in practice.
- will develop the ability to individualize assessment and care through experience and reflection on practice experiences.
- will develop an ability to provide nursing care using a caring approach and attitude.

USE OF THE TOOL - STUDENTS

This Tool will guide you through a self-evaluation process in order to give you an indication of your strengths and areas requiring improvement. This reflective process is a requirement of professional practice and, therefore, you should engage in it on a weekly basis. Please be aware that you should expect fluctuations in performance. Narrative documentation should be included to support self-analysis for each category. Self-evaluate based on your competence, not your confidence. You must complete all course assignments and achieve the course outcomes to be eligible for a passing grade in this course.

USE OF THE TOOL - PRECEPTORS. INSTRUCTORS AND FACULTY ADVISORS

Evaluate students on a continual basis. The categories contain descriptors of behaviours which you will score along a competency continuum defined as: UNACCEPTABLE, INCONSISTENT, COMPETENT, and PROFICIENT. Add narrative details to provide evidence for your assessment in the space provided at the end of each category. If student performance is "unacceptable" or "inconsistent" in an area, written narrative is *required*. Students can acknowledge the feedback by initialing in the appropriate column. Incidents of particular significance require the student's initial indicating the student's acknowledgement of the incident. Any student receiving a rating of "unacceptable" or "inconsistent" in any area may require a Practice Enhancement Plan (PEP) to address practice performance issues. *Students who do not fully meet the performance outcomes will receive a failing grade in the course.* Overall practice performance is scored as SATISFACTORY or UNSATISFACTORY. Please provide the student with a copy of the instructor's final evaluation form.

STUDENT ABSENCE FROM PRACTICE

Absence from required practicum hours may result in failure to meet the course outcomes with subsequent failure of the course, consistent with the attendance policy in the current Student Handbook.

policy in the content of	
	FREQUENTLY USED TERMS
	rds used in the Tool to indicate the quality of the student's performance. The following terms refer to the need for guidance
from the instructor or	the frequency with which certain behaviours occur.
Continuous	Repeatedly occurring, needed within a short interval, or on a fairly regular basis.
Collaborative	Working together with others (peers, instructors, members of the health care team) to achieve an identified goal.
	Collaboration implies that each participant contributes according to the limits of his or her ability and knowledge.
Consistent	Compatible or congruent with, in alignment with.
Inconsistent	Incompatible or incongruent with, unpredictable.
Consistently	Occurring at all times, regularly, or in some situations, approximately 80% of the time.
Inconsistently	Occurring irregularly, unpredictably.
Appropriate	Correct, compatible or congruent with known facts, principles, concepts, theories or policies.
Inappropriate	Incorrect, incompatible or incongruent with known facts, principles, concepts, theories or policies.
Stable Situation	A situation in which the client's health status or outcomes can be anticipated, the plan of care is readily established and is
	managed with interventions that have predictable outcomes and minimal risk of harm.
Unstable Situation	A situation in which the client's health status is fluctuating or outcomes uncertain, with atypical responses, the plan of care
	is complex, requiring frequent assessment and modification and is managed with interventions that may have unpredictable outcomes and/or risks.
Caring	Caring is a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and
Carmy	responsibility (Swanson-Kauffman, 1989).
Client	"Client" can refer to individual patients, families, communities, agencies, or aggregates; in community health it may refer to
	the target population, stakeholders, host agency, or beneficiary of the service.
Preparation	Preparation includes, but is not limited to, being knowledgeable of the practice situation prior to arrival on the unit. This
	includes engaging in patient research, participating in communications relevant to the practice area, and demonstrating
	readiness to practice.
Chart	The client chart or other guiding documents, including process documents and weekly summaries in community health.
Implement 'Care'	Actions done to support the client, or to tasks related to practice (as in community health).
Evaluation of Care	The assessment of the effect of care on the patient, or of the effect of actions on the task, project, or population.

Standard 1 – Re	esponsibility and Accountab	oility		
CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(1) Practices Competently (Related to Course	a) Requires continuous cues to manage client assignment and changes in client status/need or practice situation.	a) Requires frequent cues to manage client assignment and changes in client status/need or practice situation.	a) Requires occasional cues to manage client assignments and changes in client status/need or practice situation.	a) Manages client assignment independently and recognizes need for support with changes in client status/need or practice situation
Outcomes)	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	and seeks direction appropriately. MIDTERM FINAL
	b) Does not review skills/theory to develop own competence or use available time and resources to benefit client care outcomes.	b) Requires frequent cues to review skills/theory to develop own competence and use time and resources to benefit client care outcomes.	b) Reviews skills/theory to develop own competence and uses time and resources to benefit client care outcomes with occasional support.	b) Independently reviews skills/theory to develop own competence and uses time and resources to benefit client care outcomes.
	midterm Final c) Medications are not researched, prepared and administered safely, efficiently and competently.	midterm Final c) Medications are inconsistently researched, prepared and administered safely, efficiently and competently.	midterm Final c) Medications are consistently researched, prepared and administered safely, efficiently and competently to benefit patient care	midterm Final c) Medications are researched thoroughly, prepared and administered safely, efficiently, and competently to benefit patient care
	MIDTERM FINAL	MIDTERM FINAL	outcomes. MIDTERM FINAL	outcomes. MIDTERM FINAL
	d) Does not recognize the need to question policies and procedures inconsistent with therapeutic client outcomes, best practices, and safety standards.	d) Requires frequent cues to recognize the need to question policies and procedures inconsistent with therapeutic client outcomes, best practices, and	d) Requires occasional cues to recognize the need to question policies and procedures inconsistent with therapeutic client outcomes, best practices, and	d) Recognizes and questions policies and procedures inconsistent with therapeutic client outcomes, best practices, and safety standards.
	MIDTERM FINAL	safety standards. MIDTERM FINAL	safety standards. MIDTERM FINAL	MIDTERM FINAL
(2) Preparation and Assignments (Related to Course	a) Inadequate preparation. Preparation level negatively influences performance. MIDTERM	a) Demonstrates inconsistent preparation. MIDTERM	a) Demonstrates satisfactory preparation. MIDTERM	a) Demonstrates thorough preparation, incorporating an evidence based approach. MIDTERM
Outcomes)	b) Course assignments not completed or are poorly researched and developed.	b) Course assignments inconsistently researched and developed.	b) Course assignments satisfactorily researched and developed.	b) Course assignments thoroughly researched and developed
	MIDTERM FINAL c) Unable to develop a learning plan	MIDTERM FINAL c) Requires frequent cues to	MIDTERM FINAL c) Develops an individualized	MIDTERM FINAL c) Develops a creative,
	based on teaching/learning principles or to identify appropriate learning strategies and resources. MIDTERM FINAL	develop a learning plan based on teaching/ learning principles and use appropriate resources. MIDTERM FINAL	learning plan based on teaching/ learning principles. MIDTERM FINAL	individualized learning plan based on principles of teaching/learning and own learning needs. MIDTERM FINAL

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(3) Initiative (Related to Course Outcomes)	a) Inattentive in discussions. Does not contribute or contributes only when asked/required. MIDTERM FINAL	a) Contributes to discussions occasionally without prompting. MIDTERM FINAL	a) Contributes to discussions consistently. Responds to contributions from peers. MIDTERM FINAL	a) Actively participates in discussions. Offers new information and suggestions to improve care. MIDTERM FINAL
	b) Does not accept or seek out new learning opportunities for professional growth.	b) Requires frequent cues to seek out new learning opportunities for professional growth, but accepts same when directed.	b) Requests new learning opportunities for professional growth from instructor.	b) Initiates collaboration with instructor and/or health-care team to plan individual learning opportunities for professional growth
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
	c) Does not use time efficiently in the practice setting to benefit patient care or in helping others	c) Requires frequent cues to use available time to the benefit of client care and to help others in the practice setting.	c) Requires occasional cues to use available time to the benefit of client care and to help others in the practice setting.	c) Uses available time to the benefit of client care and to help others in the practice setting.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
(4) Accountability (The Nurse is Accountable at all Times for their own Actions)	a) Denies responsibility for own actions and decisions. (Blames others for errors/ omissions.) MIDTERM FINAL b) Does not follow the Professional	a) Requires continuous cues to accept responsibility for own actions, decisions, errors and omissions MIDTERM FINAL b) Frequent incidents of not	a) Accepts responsibility for own actions, decisions, errors and omissions. Takes action to address same with support. MIDTERM FINAL b) Occasional incidents of not	a) Takes responsibility for own actions, decisions, errors and omissions, and takes appropriate action. MIDTERM FINAL b) Consistently adheres to the
	Code of Conduct as outlined in Course Syllabus/NESA BN Programs Student Handbook. MIDTERM FINAL c) Does not follow current legislation, standards and policies relevant to the practice setting.	adhering to the Professional Code of Conduct as outlined in Course Syllabus/NESA BN Programs Student Handbook. MIDTERM FINAL c) Frequent cues to follow current legislation, standards and policies relevant to the practice setting.	adhering to the Professional Code of Conduct as outlined in Course Syllabus/ NESA BN Programs Student Handbook. MIDTERM FINAL c) Occasional cues to follow current legislation, standards and policies relevant to the practice setting.	Professional Code of Conduct as outlined in the Course Syllabus/NESA BN Programs Student Handbook. MIDTERM FINAL c) Follows current legislation, standards and policies relevant to the practice setting,
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL

Standard I Comments/Supporting Evidence (please indicate date/category)

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Standard I Comments/Supporting Evidence (please indicate date/category) – CONTINUED

Standard 2:	Knowledge Based Pract	ice		
CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(1) Practice Knowledge (Related to Clients and Practice Area)	a) Unable to identify or apply scientific facts, theories, principles and concepts underlying client health and care. MIDTERM FINAL b) Unable to incorporate an	a) Requires frequent cues to identify and apply scientific facts, theories, principles and concepts underlying client health and care. MIDTERM FINAL b) Gives some indications of an	a) Identifies and applies scientific facts, theories, principles and concepts underlying client health and care with support. MIDTERM FINAL b) Provides indications of an	a) Consistently identifies and applies scientific facts, theories, principles and concepts underlying client health and care. MIDTERM FINAL b) Clearly demonstrates evidence
	evidence base for practice. MIDTERM FINAL	evidence base for practice with significant assistance. MIDTERM FINAL	evidence base for practice with minimal assistance. Inclusion of scholarly literature is evident MIDTERM FINAL	based approach for practice. Scholarly literature is used to directly guide practice MIDTERM FINAL
	c) Client assignments or work plan not completed effectively or not on time. MIDTERM FINAL	c) Lapses in logical flow between and among aspects of assignments or work plan. MIDTERM FINAL	c) Logical flow between and among most aspects of assignments or work plan. MIDTERM FINAL	c) Logical flow between and among all aspects of assignments or work plan. MIDTERM FINAL
(2) Assessment Abilities	a) Unable to apply appropriate data collection techniques.	a) Struggles to collect data using appropriate data collection techniques.	a) Collects data using appropriate data collection techniques.	a) Collects data regarding various dimensions of the client (or community) from a variety of sources using appropriate data collection techniques.
	MIDTERM FINAL b) Misses obvious changes in client, community or service status and neglects to update assessment. MIDTERM FINAL c) Unable to analyze data to identify actual or potential health needs, nursing diagnoses, goals, expected health outcomes, appropriate nursing actions or action statements. MIDTERM FINAL	b) Struggles to identify obvious changes in client, community or service status; updates assessment with prompting. MIDTERM FINAL c) Requires frequent cues to analyze data to identify actual or potential health needs, nursing diagnoses, goals, appropriate nursing actions or action statements. MIDTERM FINAL	b) Adapts the assessment to client situation based on identified changes in client, community or service status. MIDTERM FINAL c) Requires occasional cues to analyze data to identify actual or potential health needs, nursing diagnoses, goals, appropriate nursing actions or action statements. MIDTERM FINAL	b) Assessments change and adapt in parallel to identified changes in client, community or service status. MIDTERM FINAL c) Independently analyzes data to identify actual or potential health needs, nursing diagnoses, expected health outcomes, or goals and appropriate nursing actions or action statements. MIDTERM FINAL

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(3) Prioritization Plan of Care	a) Does not prioritize nursing actions. MIDTERM FINAL	a) Requires frequent cues to prioritize nursing actions. MIDTERM FINAL	a) Prioritizes nursing actions with minimal support. MIDTERM FINAL	a) Independently prioritizes nursing actions. MIDTERM FINAL
	b) Unable to develop a plan of care. Plan of care is impractical or incomplete.	b) Requires frequent cues to use evidence based and theoretical knowledge to plan care.	b) Uses evidence based and theoretical knowledge to plan care that is individualized to the client situation.	b) Plans care that is individualized to the client situation and consistently based on evidence and theoretical knowledge.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
	c) Unaware in changes in the chart or service requirement. Unaware of the input of other professionals. MIDTERM	c) Requires frequent cues to be aware of in changes in the chart, service requirement, or work of other professionals. MIDTERM	c) Requires occasional cues to be aware of changes in the chart, service requirement, or work of other professionals. MIDTERM	c) Consistently aware of changes in the chart or service requirement, and aware of changes from the work of other professionals.
(4) Ability to Implement Care	a) Unable to provide nursing interventions that meet client or service needs or priorities as identified.	a) Requires frequent cues to provide nursing interventions that meet client or service needs or priorities.	a) Provides nursing interventions that meet client or service needs or priorities.	a) Consistently provides nursing interventions that meet client or service needs or priorities as identified in the plan of care.
	b) Unable to use appropriate technology and perform care safely.	b) Requires frequent cues to use appropriate technology and perform care safely.	b) Uses appropriate technology and ensures its safe functioning.	MIDTERM FINAL b) Independently uses appropriate technology, ensuring its safe functioning.
	mIDTERM FINAL c) Demonstrates a pattern of incomplete care.	midterm Final c) Occasional incidents of incomplete care.	MIDTERM FINAL c) Completes care as required.	MIDTERM FINAL c) Demonstrates thorough care.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
(5) Organization	a) Implements care or service randomly without any evidence of organization. MIDTERM	a) Requires frequent cues to implement care or service in an organized manner. MIDTERM	a) Implements care or service in an organized manner. MIDTERM	a) Implements care or service efficiently, effectively and in an organized manner. MIDTERM
	b) Unable to complete assigned nursing care or service components within the allotted time frame in stable situations.	b) Requires frequent cues to complete assigned nursing care or service components within the allotted time frame in stable situations.	b) Requires occasional cues to complete assigned nursing care or service components within the allotted time frame in stable situations	b) Consistently completes assigned nursing care or service components within the allotted time frame in stable situations.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
	c) Unable to adapt to changes in client status, community needs, or service requirements.	c) Requires frequent cues to adapt to changes in client status, community needs, or service requirements.	c) Reorganizes care with support to adapt to changes in client status, community needs, or service requirements.	c) Independently reorganizes care to adapt to changes in client status, community needs, or service requirements.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(6) Evaluation	a) Assessment of client response to care and effectiveness of nursing interventions or collaborative actions is random and incomplete.	a) Requires frequent cues to assess client response to care and effectiveness of nursing interventions or collaborative actions.	a) Assesses client response to care and effectiveness of nursing interventions or collaborative actions.	a) Thoroughly and consistently assesses client's response to care and effectiveness of nursing interventions or collaborative actions.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
	b) Does not include the client in evaluating the effectiveness of nursing interventions or service.	b) Requires frequent cues to include the client in evaluating the effectiveness of nursing interventions or service.	b) Includes the client in evaluating the effectiveness of nursing interventions or service with minimal support.	b) Independently includes the client in evaluating the effectiveness of nursing interventions or service.
	MIDTERM FINAL c) Unable to modify plan of care using evaluation findings.	MIDTERM FINAL c) Requires frequent cues to modify plan of care according to evaluation	MIDTERM FINAL c) Modifies plan of care according to evaluation findings with minimal	MIDTERM FINAL c) Independently modifies plan of care according to evaluation
	MIDTERM FINAL	findings. MIDTERM FINAL	support. MIDTERM FINAL	findings. MIDTERM FINAL
(7) Nursing Judgment/ Decision Making	a) Does not seek assistance when needed to make accurate nursing judgments/decisions.	a) Frequently fails to seek assistance when needed to make accurate nursing judgments/decisions.	a) Seeks assistance as necessary to make accurate nursing judgments/decisions.	a) Validates nursing judgments/decisions with instructor and/or health team members as necessary.
Scolololi Making	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
	b) Unable to make sound, logical or accurate judgments/decisions when following or in the absence of agency procedures, policies or protocols.	b) Requires frequent cues to make sound, logical or accurate judgments/decisions when following or in the absence of agency procedures, policies or protocols.	b) Makes sound, logical and accurate professional judgments/decisions; requires occasional supportive and directive cues in the absence of agency	b) Makes sound, logical and accurate professional judgments/decisions when following or in the absence of agency procedures, policies or protocols.
	MIDTERM	MIDTERM FINAL	procedures, policies or protocols. MIDTERM FINAL	MIDTERM FINAL
	c) Does not use available resources appropriately (equipment, supplies, technological, financial and human resources).	c) Requires frequent cues to use available resources appropriately to provide safe care.	c) Uses available resources appropriately to provide safe care.	c) Independently selects and uses appropriate resources to provide effective and efficient care consistent with client or service needs and priorities.
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
	a) Requires continuous cues to	a) Requires frequent cues to	a) Requires occasional cues to	a) Performs restricted
(8) Technical/	perform restricted activities/skills	perform restricted activities/skills	perform restricted activities/skills	activities/skills with increasing
Psychomotor Skill	safely and competently within scope	safely and competently within scope	competently within scope of	dexterity safely and competently
Performance	of practice.	of practice.	practice with minimal support.	within scope of practice.
(Restricted	MIDTERM	MIDTERM	MIDTERM	MIDTERM
Activities under the	FINAL	FINAL	FINAL	FINAL
HPA Registered	b) Does not consider client comfort	b) Requires frequent cues to	b) Requires occasional cues to	b) Consistently considers client
Nurses Profession	and safety when performing skills.	consider client comfort and safety	consider client comfort and safety	comfort and safety when performing
Regulation)		when performing skills.	when performing skills.	skills.
,	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	FINAL	FINAL	FINAL	FINAL

Standard II Comments/Supporting Evidence (please indicate date/category)

Standard II Comments/Supporting Evidence (please indicate date/category) – CONTINUED	

(1) Client Diversity a) Does not consider client diversity when giving care and/or providing service, or requires continuous directive cues. MIDTERM FINAL b) Does not provide culturally safe, client-centered care; does not consider client negards to informed decision-making MIDTERM FINAL b) Requires frequent cues to client-centered care; does not consider client in regards to informed decisions making MIDTERM FINAL b) Does not identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Does not identify issues of advocacy or advocate on behalf of client. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify ethical dilemmas/issues in client care and practice. MIDTERM FINAL b) Requires frequent cues to identify issues of advocacy and advocate on behalf of the client. MIDTERM FINAL b) Requires frequent cues to identify effects of own values, assumptions and behaviours on interactions with others. MIDTERM FINAL b) Does not identify personal value conflicts. MIDTERM FINAL b) Does not identify personal value conflicts. MIDTERM FINAL b) Requires frequent cues to identify personal value conflicts. MIDTERM FINAL b) Requires frequent cues to identify personal value conflicts. MIDTERM FINAL b) Requires frequent cues to identify personal value conflicts. MIDTERM FINAL b) Requires frequent cues to identify personal value conflicts.	icient (P)
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CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
	a) Does not ensure client	a) Requires frequent cues to ensure	a) Ensures client dignity/privacy and	a) Consistently ensures client
(4) Client Dignity	dignity/privacy or confidentiality.	client dignity/privacy or	confidentiality.	dignity/ privacy and confidentiality.
and Confidentiality		confidentiality.		
	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	FINAL	FINAL	FINAL	FINAL
	b) Fails to include client in decision-	b) Requires frequent cues to	b) Includes client in informed	b) Decision-making is client
	making regarding care.	include client in decision-making	decision-making regarding care.	centered in addressing client
		regarding care.		concerns and wishes.
	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	FINAL	FINAL	FINAL	FINAL
	a) Fails to follow ethical guidelines	a) Requires frequent cues to follow	a) Requires occasional cues to	a) Understands and follows ethical
(5) Ethical	when engaged in the research	ethical guidelines when engaged in	follow ethical guidelines when	guidelines when engaged in the
Guidelines followed	process/activities	the research process/activities.	engaged in the research	research process/activities.
when Engaged in		·	process/activities.	·
any Aspect of the	MIDTERM	MIDTERM	MIDTERM	MIDTERM
Research Process	FINAL	FINAL	FINAL	FINAL

Standard III Comments/Supporting Evidence (please indicate date/category)

Standard III Comments/Supporting Evidence (please indicate date/category) – CONTINUED				

(1) Client, Family, Agency or Community Teaching and Disseminating Agency or Community Teaching and Disseminating Disseminating	CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
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Agency or Community Teaching and Disseminating Disseminating Disseminatin	(1) Client, Family,	, ,	,		learning needs; initiates strategies
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b) Falls to consider or uses appropriate teaching strategies and resources. Disseminating Dissemination		MIDTERM	MIDTERM		MIDTERM
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	CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
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Agency, Family or Significant Others Significant Others			• • • • •	appropriate professional boundaries.	
Significant Others Discusses on own needs rather than client/family needs; ineffective communication with clients experiencing cognitive/perceptual problems. MIDTERM FINAL c) Does not use basic therapeutic communication techniques. One size the trapeutic communication techniques. One size the trapeutic communication techniques One size the trapeutic communication with clients with cognitive/perceptual problems. One size the trapeutic communication with clients with cognitive/perceptual problems. One size the trapeutic communication with clients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients with cients with cients with cients with cients with cognitive/perceptual problems. One size the trapeutic communication with clients with cients and more interactions on client/family needs rather than own client/family needs rather than own client/family needs rather than own clients with cients with cients with cients with cients wi					
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CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(7) Documentation	a) Does not complete documentation before leaving the practice area.	Requires frequent reminding to complete documentation before	a) Completes documentation before leaving the practice area.	a) Completes documentation in a timely manner, consistent with needs
		leaving the practice area.		of client or requirements of practice
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	area. MIDTERM FINAL
	b) Documentation is superficial and	b) Documentation lacks holism, detail		b) Documentation is inclusive and
	lacks substance; is not individualized	or problem-focus.	terms of being holistic, efficient, and	holistic, efficient and problem-
	to client.		problem-focused.	focused.
	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	c) Does not identify or apply the	FINAL c) Requires frequent cues to identify	c) Identifies and applies the	c) Consistently identifies and applies
	principles of documentation and/or	and apply the principles and/or legal	principles and/or the legal guidelines	the principles and/or the legal
	the legal guidelines of	guidelines of documentation.	of documentation.	guidelines of documentation.
	documentation.	g		g
	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL	MIDTERM FINAL
	d) Consistently fails to document highly significant/critical information.	d) Requires frequent cues to document highly significant/critical	d) Documents highly significant/critical information in a	d) Independently documents highly significant/critical information in a
		information.	timely manner.	timely manner.
	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	FINAL	FINAL	FINAL	FINAL

Standard IV Comments/Supporting Evidence (please indicate date/category)

Standard IV Comments/Supporting Evidence (please indicate date/category) – CONTINUED				

Unacceptable (U) Denies/is unaware of strengths	Inconsistent (I)				
Denice/ie unewere of etranethe	iliconsistent (i)	Competent (C)	Proficient (P)		
d limitations and the need for provement to cope/manage xiety. MIDTERM FINAL Does not accept constructive edback – refutes or refuses to	a) Requires frequent cues to recognize own strengths and develop strategies to overcome limitations to cope/manage anxiety. MIDTERM FINAL b) Inconsistently accepts constructive feedback to overcome limitations	a) Requires occasional cues to recognize own strengths and develop strategies to overcome limitations to cope/manage anxiety. MIDTERM FINAL b) Accepts constructive feedback and implements appropriate strategies to overcome limitations	a) Recognizes own strengths and limitations and uses strategies to overcome limitations to cope/manage anxiety effectively. MIDTERM FINAL b) Accepts constructive feedback and independently develops strategies to overcome limitations.		
ercome limitations. MIDTERM FINAL Fails to practice within own level competence. MIDTERM	MIDTERM FINAL c) Inconsistently practices within own level of competence. MIDTERM	with support. MIDTERM FINAL c) Requires occasional cues to practice within own level of competence. MIDTERM FINAL c) Consistently practices with level of competence. MIDTERM MIDTERM MIDTERM			
Does not reflect on own practice. MIDTERM FINAL Fails to follow program/agency licies and apply CARNA policies, andards and guidelines in own actice experiences. MIDTERM FINAL Fails to identify incidences of professional conduct in self and ners and report them to the propriate person, agency or ofessional body.	a) Inconsistent reflection and insights of own practice and personal competence. MIDTERM FINAL b) Requires frequent cues to follow program/agency policies and apply CARNA policies, standards and guidelines in own practice experiences MIDTERM FINAL c) Requires frequent cues to identify incidences of unprofessional conduct in self and others and report them to the appropriate person, agency or professional body.	a) Requires occasional cues to reflect and provide insights of own practice and personal competence. MIDTERM FINAL b) Requires occasional cues to follow program/agency policies and apply CARNA policies, standards and guidelines in own practice experiences MIDTERM FINAL c) Requires occasional cues to identify incidences of unprofessional conduct in self and others and report them to the appropriate person, agency or professional body.	a) Consistently demonstrates insightful reflection of own practice and personal competence. MIDTERM FINAL b) Consistently follows program/agency policies and applies CARNA policies, standards and guidelines in own practice experiences MIDTERM FINAL c) Consistently identifies incidences of unprofessional conduct in self and others and reports them to the appropriate person, agency or professional body.		
px Dece FC Eliginal Fprep	MIDTERM FINAL Does not accept constructive dback – refutes or refuses to ept and utilize feedback to ercome limitations. MIDTERM FINAL Fails to practice within own level competence. MIDTERM FINAL Does not reflect on own practice. MIDTERM FINAL Fails to follow program/agency icies and apply CARNA policies, and ards and guidelines in own ctice experiences. MIDTERM FINAL Fails to identify incidences of professional conduct in self and ers and report them to the propriate person, agency or	develop strategies to overcome limitations to cope/manage anxiety. MIDTERM FINAL Does not accept constructive dback – refutes or refuses to sept and utilize feedback to sercome limitations. MIDTERM FINAL Fails to practice within own level competence. MIDTERM FINAL Does not reflect on own practice. MIDTERM FINAL Does not reflect on own practice. MIDTERM FINAL Does not reflect on own practice. MIDTERM FINAL Fails to follow program/agency cries and apply CARNA policies, ndards and guidelines in own citice experiences. MIDTERM FINAL Fails to identify incidences of propriate person, agency or fessional body. MIDTERM MIDTERM FINAL C) Inconsistent reflection and insights of own practice and personal competence. MIDTERM FINAL b) Requires frequent cues to follow program/agency policies and apply CARNA policies, standards and guidelines in own practice experiences MIDTERM FINAL C) Requires frequent cues to identify incidences of unprofessional conduct in self and cronduct in self and others and report them to the appropriate person, agency or professional body. MIDTERM MIDTERM FINAL C) Requires frequent cues to identify incidences of unprofessional conduct in self and others and report them to the appropriate person, agency or professional body. MIDTERM MI	develop strategies to overcome limitations to cope/manage anxiety. MIDTERM FINAL b) Inconsistently accepts constructive feedback to overcome limitations. MIDTERM FINAL b) Inconsistently accepts constructive feedback to overcome limitations. MIDTERM FINAL constructive feedback to overcome limitations. MIDTERM FINAL competence. MIDTERM FINA		

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
	a) Fails to assess own fitness to	a) Inconsistently assesses own	a) Consistently assesses own	a) Independently assesses own
(3) Fitness to	practice.	fitness to practice. fitness to practice. fitness to practice.		fitness to practice.
Practice and	MIDTERM	MIDTERM	MIDTERM	MIDTERM
Protection of the	FINAL	FINAL	FINAL	FINAL
Public	b) Fails to take necessary steps to	b) Requires frequent cues to take	b) Requires occasional cues to take	b) Independently recognizes own
	maintain own health and well-being.	necessary steps to maintain own	necessary steps to maintain own	health and takes steps to maintain
		health and well-being	health and well-being.	own health and well-being.
	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	FINAL	FINAL		FINAL
	c) Unable to identify effects of own	c) Inconsistently identifies effects of	c) Consistently identifies effects of	c) Independently identifies effects of
	fitness to practice on client	own fitness to practice on client	fitness to practice on client	own fitness to practice on client
	outcomes.	outcomes.	outcomes.	outcomes.
	MIDTERM	MIDTERM	MIDTERM	MIDTERM
	FINAL	FINAL	FINAL	FINAL

Standard V Comments/Supporting Evidence (please indicate date/category)

Standard V Comments/Supporting Evidence (please indicate date/category) – CONTINUED					

MIDTERM 1 (PAGE 1 of 2)	MIDTERM 2 (PAGE 1 of 2)			
General/Summative Comments:	General/Summative Comments:			
Comments continue onto next page: Y N	Comments continue onto next page: Y N			
Improvements Expected by Course End:	Improvements Expected by Course End:			
Course Outcomes Reviewed: PEP Required	Course Outcomes Reviewed: PEP Required			
Overall Practice Performance: SATISFACTORY	Overall Practice Performance: SATISFACTORY			
UNSATISFACTORY	UNSATISFACTORY			
Student Comments re: Evaluation Process:	Student Comments re: Evaluation Process:			
Practice Instructor/Preceptor	Practice Instructor/Preceptor			
Student	Student			
Faculty Advisor	Faculty Advisor			
Date Reviewed with Student	Date Reviewed with Student			

Student's signature indicates that s/he has read the above evaluation and been given an opportunity to express comments on its contents.

MIDTERM 1 (PAGE 2 OF 2)	MIDTERM 2 (PAGE 2 OF 2)
General/Summative Comments (Continued):	General/Summative Comments (Continued):

Student's signature indicates that s/he has read the above evaluation and been given an opportunity to express comments on its contents.

	FINAL EVAL	.UATION (PAGE	1 of 2)			
General/Summative Comments:							
Comments continue onto next page: Y	Ν						
Student Comments re: Evaluation Process:							
Student Comments re: Evaluation Process:							
			B.4 - 4		N1/A		
Practice Instructor/Preceptor		PEP Requirements:	Met	Unmet	N/A		
Tradice mendeten receptor							
Otodont		Course Outcomes:	Met	Unmet			
Student							
		Overall Practice Perfo	rmance:	SATISFA	CTORY	UNSATIS	FACTORY
Faculty Advisor	_						
		Practice Hours Complet	ed:	1			
Date Reviewed with Student	_		Comple	eted Requ	uired	Instructor	Student
			by stud	dent for this	course	Initials	Initials

	FINAL EVALUATION (PAGE 2 OF 2)	
General/Summative Comments (Continued):		

Student's signature indicates that s/he has read the above evaluation and been given an opportunity to express comments on its contents.