**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course: \_\_\_\_\_\_\_\_\_\_\_\_Semester/Year:\_\_\_\_\_\_\_\_\_Clinical Faculty:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Preceptor:\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Site Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Phone:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Patient Population: \_\_\_\_\_Adult\_\_\_\_Gero\_\_\_\_\_Family\_\_\_\_\_Pediatrics\_\_\_\_\_WH\_\_\_\_\_OB\_\_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLINICAL COMPETENCIES** **MIDTERM or FINAL (circle one)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(Place a check mark √ in the box for Midterm and Final)**  **U=Unsatisfactory S=Satisfactory**  **NI=Needs Improvement**  **N/A=Not applicable or no opportunity to observe** | **U** | **NI** | **S** | **N/A p** | **Areas where improvement is needed/comments** |
| Presentation of self (to patients, staff, & colleagues). Exemplifies  NP role, professional comportment, team spirit, caring approach. |  |  |  |  |  |
| Interviewing skills (organization, content, quality, rapport  with patient, thoroughness in gathering information). |  |  |  |  |  |
| History includes CC, HPI (analysis of symptoms-pertinent positives  and negatives), PMH, FH, SH, cultural considerations and ROS. |  |  |  |  |  |
| Reviews records adequately and correctly interprets lab data,  diagnostics, referrals, and tracking of health maintenance. |  |  |  |  |  |
| Physical examination skills (correctly performed, systematic,  & appropriate for chief complaint). |  |  |  |  |  |
| Documentation in the medical record (appropriate, organized  and concise). |  |  |  |  |  |
| Diagnostic acumen (reflective of critical thinking, considers  appropriate differentials, and knowledge of conditions). |  |  |  |  |  |
| Management plan (appropriate, comprehensive, considers  cost & patient preferences and resources, emphasizes lifestyle). |  |  |  |  |  |
| Knowledge of pharmacologic treatments/proper prescribing,  considers national guidelines for management. |  |  |  |  |  |
| Has clinical resources available at clinical site. Seeks  new learning opportunities. Reviews current research. |  |  |  |  |  |
| Provides health teaching/counseling/guidance (adequate and  appropriate for needs). Considers holistic measures. |  |  |  |  |  |
| Presents pertinent information to preceptor in a systematic  format and offers a diagnosis and plan. |  |  |  |  |  |
| Makes appropriate referrals and collaborates with preceptor.  Evaluates plan and provides for appropriate follow-up. |  |  |  |  |  |

**Student’s Strengths:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Progression in Competencies at Midterm\_\_\_\_\_\_\_\_\_\_Yes\_\_\_\_\_\_\_\_\_No Final Achievement of Competencies\_\_\_\_\_\_\_\_\_\_Yes\_\_\_\_\_\_\_\_\_No**