

## Practicum I Objectives and Performance Evaluation

Performance Evaluation for: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

**Instructions:** Please evaluate student performance relative to the objectives in the left-hand column. Definitions for levels of assistance are on the back page. Students and clinical instructors should each complete the evaluation at the midpoint and final points in the experience and have a brief discussion.

- At midterm, complete only the “Midterm Summary” section at the end of this form.
- For the final evaluation, please complete individual objectives sections as well as the “Final Summary” at the end of this form.

Objectives	Final Evaluation
<p><b>1. PROFESSIONAL BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>• Arrives on time</li> <li>• Wears professional attire consistent with the expectations of the setting</li> <li>• Prepares for the learning experience</li> <li>• Adheres to legal and ethical standards of care</li> <li>• Adheres to policies and procedures of the practice setting</li> <li>• Demonstrates respect for others and a demeanor that expresses flexibility and teamwork</li> <li>• Demonstrates an understanding of own professional level in all patient care decisions and in interactions with others</li> <li>• Maintains boundaries between professional/personal relationships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently meets expectations</li> <li><input type="checkbox"/> Progressing but not consistently meeting expectations</li> <li><input type="checkbox"/> Does not meet expectations</li> </ul> <p><b>Comments:</b></p>
<p><b>2. COMMUNICATION</b></p> <p><b>Verbal:</b></p> <p>A. Communicates effectively with patients, family members, peers, CI, and other healthcare team members <i>with guidance</i>, as evidenced by:</p> <ul style="list-style-type: none"> <li>• Initiating interactions in an appropriate manner: <ul style="list-style-type: none"> <li>-Introduces self</li> <li>-Clearly explains purpose of interaction</li> </ul> </li> <li>• Using terminology appropriate to the level of the listener</li> <li>• Presenting information clearly and accurately</li> <li>• Utilizing active listening skills</li> <li>• Altering communication according to response of listener</li> <li>• Offering feedback in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently meets expectations</li> <li><input type="checkbox"/> Progressing but not consistently meeting expectations</li> <li><input type="checkbox"/> Does not meet expectations</li> </ul> <p><b>Comments:</b></p>

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<p>B. Performs a patient history, <i>with supervision</i></p> <ul style="list-style-type: none"> <li>• Obtains relevant information: patient understanding of reason for hospitalization/comorbidities; pain level; previous level of function; home environment/social supports; patient goals</li> <li>• Asks questions in a logical manner</li> <li>• Adjusts questioning based on patient response</li> </ul> <p><b>Non-verbal:</b></p> <ul style="list-style-type: none"> <li>• Body language communicates respect for others</li> <li>• Demonstrates evidence of effective listening skills</li> <li>• Responds to non-verbal communication of others, <i>with guidance</i></li> </ul>	
<p><b>3. COMMITMENT TO LEARNING AND SELF-IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Regularly self-assesses performance and identifies learning needs, <i>with guidance</i></li> <li>• Articulates learning needs and questions</li> <li>• Seeks out appropriate resources, including relevant literature, <i>with guidance</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Consistently meets expectations</b></li> <li><input type="checkbox"/> <b>Progressing but not consistently meeting expectations</b></li> <li><input type="checkbox"/> <b>Does not meet expectations</b></li> </ul> <p><b>Comments:</b></p>
<p><b>4. STRESS MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Identifies, <i>with supervision</i>, internal and external sources of own stress</li> <li>• Develops and implements, <i>with supervision</i>, strategies to manage stress and stressful situations</li> <li>• Appropriately seeks assistance for stress management</li> <li>• Maintains professional demeanor in stressful situations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Consistently meets expectations</b></li> <li><input type="checkbox"/> <b>Progressing but not consistently meeting expectations</b></li> <li><input type="checkbox"/> <b>Does not meet expectations</b></li> </ul> <p><b>Comments:</b></p>
<p><b>5. USE OF CONSTRUCTIVE FEEDBACK</b> <i>With guidance,</i></p> <ul style="list-style-type: none"> <li>• Analyzes own performance to identify strengths and weaknesses</li> <li>• Participates in identifying own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Consistently meets expectations</b></li> <li><input type="checkbox"/> <b>Progressing but not consistently meeting expectations</b></li> <li><input type="checkbox"/> <b>Does not meet expectations</b></li> </ul>

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<ul style="list-style-type: none"> <li>Actively seeks out feedback, demonstrating a positive attitude toward professional development</li> <li>Receives constructive feedback from others without getting defensive</li> </ul>	<p><b>Comments:</b></p>
<p><b>6. SAFETY AND MANAGEMENT OF ENVIRONMENT OF CARE</b> <i>With guidance/supervision:</i></p> <ul style="list-style-type: none"> <li>Anticipates need for preparation of the environment of care by obtaining necessary equipment and setting up environment prior to initiating tasks</li> <li>Adheres to proper infection control standards</li> <li>Demonstrates an awareness of own skills and limitations, and requests assistance as appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently meets expectations</li> <li><input type="checkbox"/> Progressing but not consistently meeting expectations</li> <li><input type="checkbox"/> Does not meet expectations</li> </ul> <p><b>Comments:</b></p>
<p><b>7. MEDICAL RECORD REVIEW</b> Collects data from the medical record and other patient care records, as relevant to role, <i>with supervision</i></p> <ul style="list-style-type: none"> <li>Collects relevant data via medical record/referral review, including but not limited to medical diagnoses, precautions, orders, and current medical and functional status</li> <li>Initiates resolution of questions that arise in reviewing patient information</li> <li>Hypothesizes how these issues may impact the patient's function and ability to participate in PT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently meets expectations</li> <li><input type="checkbox"/> Progressing but not consistently meeting expectations</li> <li><input type="checkbox"/> Does not meet expectations</li> </ul> <p><b>Comments:</b></p>
<p><b>8. CRITICAL THINKING</b> <i>With guidance:</i></p> <ul style="list-style-type: none"> <li>Uses observational skills to identify variables that will impact care (e.g. communication, behavior, social, safety concerns, patient preferences)</li> <li>Discusses medical data and the potential or actual impact on patient care</li> <li>Begins to analyze patient functional presentation by discussing relationship between function/activity limitations and potential or actual impairments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently meets expectations</li> <li><input type="checkbox"/> Progressing but not consistently meeting expectations</li> <li><input type="checkbox"/> Does not meet expectations</li> </ul> <p><b>Comments:</b></p>

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<p><b>9. PSYCHOMOTOR SKILLS</b>            Demonstrates safe and effective psychomotor skills, <i>with supervision</i></p> <p><b>A. Vital Signs:</b> Takes the following vital signs with patient at rest, demonstrating effective body mechanics and patient comfort, operating equipment properly (as appropriate), and identifying physical landmarks as appropriate</p> <ul style="list-style-type: none"> <li>• Blood Pressure</li> <li>• Heart Rate</li> <li>• Respiratory Rate</li> </ul> <p><b>B. Functional Mobility and Positioning:</b> Assists patients with bed mobility, transfers, and ambulation on level (stairs as appropriate), with supervision:</p> <ul style="list-style-type: none"> <li>• Prepares environment to maximize safety</li> <li>• Provides appropriate amount of assistance to patient</li> <li>• Provides patient with effective instruction/cues during activity</li> <li>• Demonstrates safe technique, maintaining proper body position, body mechanics, and patient comfort</li> <li>• Positions patient following transitional movements considering both comfort and promotion of skin integrity</li> </ul> <p><b>C. Range of Motion and Muscle Testing:</b> Student will perform one upper extremity and one lower extremity goniometry measurement and one manual muscle test, <i>with supervision</i>:</p> <ul style="list-style-type: none"> <li>• Student will be able to describe the difference between a screening test and a definitive test, and how each might be used in a PT exam</li> <li>• Student will describe technical components of test</li> <li>• Student will implement the test correctly</li> <li>• Student will provide appropriate support of the extremity being tested</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Consistently meets expectations</b></li> <li><input type="checkbox"/> <b>Progressing but not consistently meeting expectations</b></li> <li><input type="checkbox"/> <b>Does not meet expectations</b></li> </ul> <p><b>Comments:</b></p>

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**PERFORMANCE SUMMARY:**

**MIDTERM**

Strengths:

Areas for priority focus:

Additional Comments:

**FINAL**

Strengths:

Areas for priority focus:

Additional Comments:

**[MIDTERM] Clinical Instructor:** \_\_\_\_\_ **Student:** \_\_\_\_\_ **Date Discussed:** \_\_\_\_\_

**[FINAL] Clinical Instructor:** \_\_\_\_\_ **Student:** \_\_\_\_\_ **Date Discussed:** \_\_\_\_\_

## **Practicum I Objectives and Performance Evaluation**

### **Definitions for levels of assistance/supervision:**

**Supervision:** The student needs verbal cueing and/or physical assistance from the clinical instructor. The presence of the clinical instructor in the immediate vicinity is necessary.

**Guidance:** Student needs advice from the clinical instructor to expand knowledge or skills. The presence of the clinical instructor in the immediate vicinity is not necessary.

**Confirmation:** Student confers with the clinical instructor prior to, or following an activity for the purpose of sharing information and/or validating decision-making. The student is capable of functioning safely and independently.

Source: New England Consortium of Academic Coordinators of Clinical Education, Inc. *Student Clinical Performance Evaluation*.