

**UMass Boston CNHS Post-Master's FNP Certificate Program  
CLINICAL EVALUATION TOOL**

Domains and Core Competencies of Nurse Practitioner Practice\*

Student Name: \_\_\_\_\_ Print Agency Name/Stamp: \_\_\_\_\_

Faculty Signature Midterm \_\_\_\_\_ Faculty Signature Final \_\_\_\_\_

MT-Midterm Date: \_\_\_\_\_ Midterm Student Signature: \_\_\_\_\_ Midterm Preceptor Signature \_\_\_\_\_

Fin-Final Date \_\_\_\_\_ Final Student Signature: \_\_\_\_\_ Final Preceptor Signature \_\_\_\_\_

Please print name of preceptor, student, and/or setting if signature not legible.

**Score Criteria: 0 = Unsatisfactory; 1 = Novice; 2 = Advanced Beginner; 3 = Competent; 4 = Proficient; 5 = Expert; n/o = not observed.**

**It is expected that Post-Master's students are advanced level with a minimum of 3=Competent expected at the end of this clinical experience.**

Please use criteria 4 and 5 for *exceptional performance and advanced level students (see end note\*\*\*)*

**End of semester expectation is Competent to Proficient across all categories for advanced level students**

MT-S	MT-P	Fin-S	Fin-P	Student and preceptor evaluates the NP student's ability. Place values from 1-5 in the columns to the left: 0 = Unsatisfactory; 1 = Novice; 2 = Advanced Beginner; 3 = Competent; 4 = Proficient; 5 = Expert; n/o = not observed. Comments may follow each objective or n/o = not observed. See guidelines below.	Comments
<b>Domain 1: Management of Client Health / Illness Status</b>					
<b>Health Promotion/Health Protection, and Disease Prevention Activities</b>					
				Appropriate to health condition, age, developmental stage, family history and ethnicity	
				Includes screening, anticipatory guidance, counseling, and promotion of healthy environments for children and families	
				Determines patient/family health risks; analyzes subjective and objective data	
<b>Management of Patient Illness</b>					
				History-taking skills are comprehensive, problem focused & accurate	
				Physical examination skills are comprehensive, problem focused & accurate	
				Develops appropriate differential diagnoses based on subjective and objective data	
<b>Management Plan</b>					
				Demonstrates critical thinking and diagnostic reasoning skills	
				Selects appropriate diagnostics	
				Selects appropriate patient education	
				Makes appropriate consultations & referrals	
				Performs appropriate follow-up care	
				Recognizes emergent, acute situations	
				Selects appropriate therapeutics	

\*\*\*0: Absent or Poorly Developed Skills; 1: Novice: concentration on facts, principles, concepts and adherence to rules for obtaining assessment data

2. Advanced Beginner: is able obtain and describe assessment data and reference guidelines for practice related to a differential diagnosis 3. Competent: beginning ability to prioritize assessment data and management guidelines to form a plan of care; 4. Proficient: is able to assess, diagnose, and manage patients in a comprehensive manner including health promotion, prevention, and disease management. 5. Expert: reflects independent safe management of complex poorly differentiated patients including skills reflected by the proficient student. \* This model reflects achievement of skills from the simple to the complex and Benner's novice to expert model of skill acquisition.

MT S	MT P	Fin S	Fin P	Student and preceptor evaluates the NP student's ability. Place values from 1-5 in the columns to the left: <b>0 = Unsatisfactory; 1 = Novice; 2 = Advanced Beginner; 3 = Competent; 4 = Proficient; 5 = Expert; n/o = not observed.</b> Comments may follow each objective or n/o = not observed. See guidelines above.	Comments
<b>Domain 2: The Nurse Practitioner - Patient Relationship</b>					
				Addresses the impact of illness on patients and families	
				Individualizes care for patients / families	
				Works to empower patients by promoting joint decision-making and appropriate self-care management	
<b>Domain 3: The Teaching-Coaching Function</b>					
				Times education / counseling appropriately	
				Individualizes teaching to readiness, motivation	
				Demonstrates socio-cultural sensitivity	
				Delivers health education / counseling accurately	
				Demonstrates motivational interviewing skills	
				Evaluates effectiveness of teaching	
<b>Domain 4: Professional Role</b>					
				Uses scientific foundations, evidence-based standards and practice guidelines to plan care	
				Able to set priorities in clinical practice	
				Advocates for clients	
				Maintains confidentiality, privacy	
<b>Domain 5: Managing and Negotiating Health Care Delivery Systems</b>					
<b>Verbal Skills</b>					
				Delivers organized oral case presentations	
				Works effectively with peers, staff	
				Learns from corrections from colleagues	
				Communicates schedule and plans for clinical with preceptor	
<b>Written Communication Skills, Record-keeping</b>					
				Written documentation demonstrates appropriate descriptors	
				Is Logical	
				Is Accurate	
				Is Comprehensive	
<b>Domain 6: Monitoring and Ensuring the Quality of Health Care Practice</b>					
				Identifies own strengths and weaknesses	
				Accountable for own actions	
				Practices according to ethical principles	
				Demonstrates collaboration in practice	
				Accountable for learning, is self-directed; references texts /articles to assure safe care	

*Thank you for your time, effort, and support!*

Adapted from the National Organization of Nurse Practitioner Faculty (NONPF): *Domains and core competencies Reviewed MMM 1.10.11*