

Family Nurse Practitioner Area of Study

CLINICAL EVALUATION FORM GUIDELINES

Communication

- ***Culturally sensitive***: The student incorporates the individual's health beliefs and practices during the delivery of health care. Consideration is given to the individual's life events, i.e., aging, adolescence. The role of family and tradition is considered from the initial interaction and throughout the process of assessment, management and outcome evaluation.
- ***Respectful***: The student demonstrates respectfulness by being courteous, attentive and polite in all interactions.
- ***Empathetic***: The student will show appropriate concern, compassion and understanding of the individual's situation and/or perception of a problem.
- ***Appropriate language use***: Verbal — The student communicates utilizing clear, non-technical language with terminology that is non-judgmental. The verbal communication is reinforced with written materials when appropriate. The student utilizes appropriate and timely interview techniques, i.e., open-ended questions, direct questions, leading questions. Non-verbal — The student considers appropriate cultural variation using respectful, non-judgmental mannerisms and appropriate interpersonal distance while interacting with an individual.

Professionalism

- ***Demonstrates leadership***: The student demonstrates leadership through his or her ability to envision a goal, to partner with patient and/or family to reach a desired goal, to motivate others, to work alone when necessary and to effectively problem solve difficult or complex situations.
- ***Incorporates nursing paradigm***: The student utilizes a theoretical framework for interpreting and processing information that reflects the nursing paradigm of person-environment-health.
- ***Ethical***: The student incorporates the body of moral principles used to govern the conduct of the members of the profession into his or her nursing practice.
- ***Appropriate attitude***: The student possesses a positive state of mind in regard to self, others and circumstance. This is reflected personally in his or her self-concept, demeanor/conduct, appearance/grooming and through communication. It is also reflected outwardly in interactions and with others.

- ***Flexible***: The student demonstrates the ability to be responsive to the needs of others (i.e., an individual, the organization, the community, etc.) and the ability to adapt to change accordingly.
- ***Self regulates learning***: The student has the ability to self-reflect, critique strengths and weaknesses and to formulate a plan of action for positive change.

Data Collection: Health History

- ***Pertinent***: The student identifies the most pertinent issues to be addressed in the health history based on the presenting complaint(s) and factors that have the potential to impact the individual's overall health status (age, gender, ethnicity, etc.) while being cognizant of managing time. The student will maintain a focus on the most critical history components and will determine the degree of detail necessary in order to best serve the health care needs of the individual.
- ***Thorough***: The student systematically obtains a comprehensive health data base in an organized yet flexible manner. The data that has been determined to be pertinent is addressed in a complete and accurate manner.
- ***Incorporates preventive care***: The student integrates history components related to health maintenance and health promotion in accordance with community, state, and national standards. Preventive screening is performed within the context of the client's age, environment, and cultural background. Components of preventive care related to health maintenance and health promotion include, but are not limited to, immunizations, safety, nutrition, exercise, habits, lifestyle, risk factors, and patient specific screening procedures. The screening relates to the chief complaint and the specific needs of the individual providing anticipatory guidance related to acute and chronic illness, i.e., foot care for diabetic, body mechanics for low back pain patient.

Data Collection: Physical Examination

- ***Pertinent***: The student focuses the examination techniques to the pertinent body systems required to make an appropriate assessment.
- ***Thorough***: The examination is comprehensive and is based on integrating knowledge of the presenting complaint, health history, physiologic and behavioral factors, and their relationships. Relevant components of the examination are performed completely.
- ***Systematic***: The student knows and demonstrates the organizational principles of performing a thorough physical assessment based on the presenting complaint, pertinent associated body systems, and age. The approach is organized and logical.
- ***Utilizes appropriate technique***: The student demonstrates competency with the psychomotor skills required to perform both general and specific physical examination techniques. Examination techniques are performed correctly and safely.

Data Collection: Diagnostic Studies

- ***Appropriate***: The student identifies appropriate diagnostic studies based on data from the personal and family history, physical findings, community health and illness patterns, and statistical prevalence of various health and illness conditions. Additionally, the choice is influenced by national, community, and institutional standards.
- ***Cost effective***: The student assesses the cost-benefit and/or risk benefit ratio associated with the diagnostic testing and integrates this into the selection process.
- ***Accurate interpretation***: The student evaluates the data and correlates it with the patient history and physical exam findings. The student consistently offers reasonable and logical interpretation of the data and communicates these findings in a reasonable and logical manner.

Data Organization

- ***Collection***: The student utilizes a consistent and deliberate approach to organizing the collection of data. While maintaining a level of flexibility, the student is thorough, systematic, and complete. Sensitivity to the individual is maintained throughout the process.
- ***Recording***: The student records data in a manner that is organized, systematic, concise, retrievable, reliable, accurate and complete. Pertinent positives and negatives are clearly documented. The recorded data reflects an understanding of the patient situation and/or disease/wellness process. Principles of organizing and recording a patient data base are appropriately adapted to comply with a particular clinic facility's format.
- ***Presentation to others***: The student synthesizes data collected from the history and physical examination process and formulates a concise presentation to his/her preceptor. The presentation encompasses pertinent history and examination findings, an assessment and plan. An appropriate problem based format is utilized. The presentation is focused and appropriate to the situation. The student articulates with proper terminology, maintains composure, asks questions, and is accepting of comments and questions from preceptor, faculty, and colleagues.

Diagnostic Reasoning: Hypothesis Testing

- ***Formulates hypothesis:*** The student formulates a set of possible hypotheses which are initially based on limited data, i.e., age, gender, ethnic background, chief complaint. This process is followed by a more deliberate consideration of alternative hypotheses and collection of additional data. Accurate hypotheses formulation is dependent on pertinent, thorough data collection from patient, family and/or others, knowledge of pathophysiology and principles of epidemiology.
- ***Refines hypothesis:*** The student considers whether data confirms or does not confirm a hypothesis or is noncontributory.
- ***Selects a likely diagnosis:*** The student determines the most likely diagnosis via a process of ruling in or ruling out each hypothesis in favor of the alternative most supported by evidence. The diagnostic decision reflects a process of weighing and combining evidence.

Decision Making: The Management Plan

- ***Appropriate for diagnosis(es):*** The student provides care consistent with recommendations for appropriate care of individuals with a particular diagnosis(es). Appropriate care is influenced by community standard, recognized practice guidelines and current scientific literature. Health maintenance, health promotion and disease prevention are incorporated into care as well as acute and chronic illness treatment.
- ***Collaborative:*** The student works with others in devising an appropriate management plan. Collaboration occurs with the patient, his/her family and the community. Additionally, the student appropriately seeks and participates in multidisciplinary dialogue.
- ***Holistic:*** The student integrates the philosophy of person-environment relationship into the management plan, reflecting an approach that incorporates the interrelatedness of mind-body-spirit. Complementary as well as traditional medical therapies are considered.
- ***Outcome based:*** The student identifies and incorporates into the management plan the actual and potential health related changes that can be expected as a result of care. This process reflects a collaborative effort with patient, family and others in establishing, evaluating and reevaluating management outcomes.
- ***Economical:*** The student utilizes basic principles of health care economics when making care decisions, which includes the recognition of the scarcity of resources, the competitive demand for those resources and the balance between benefits gained to resources expended.