

Preceptor Feedback Form

- MNUR 806 Health and Illness Across the Lifespan I
- MNUR 807 Health and Illness Across the Lifespan II
- MNUR 808 Health and Illness Across the Lifespan II
- MNUR 810 Transition to Advanced Practice Nursing II

Student Name: _____

Student ID: _____

Preceptor Name: _____

Semester Date: _____

Total Practice Education Experience Hours completed to date:

Check One

- Midterm Evaluation
- Final Evaluation

Instructions

- The student and the preceptor will complete a copy of this form for the midterm evaluation and the final evaluation.
- The student will submit the completed form in the appropriate course dropbox.

Preceptor Information

- Student should present to the practice education experience prepared for the practice environment.
- Student should seek out learning experiences.
- Student should independently complete health history and physical exam.
- Student will consult the preceptor for all patients and identify if they have not received the theory on the presenting patient complaint.
- Preceptor should on occasion observe student providing management plan to patient, to provide feedback.

MNUR 806, MNUR 807, MNUR 808, MNUR 810 Preceptor Feedback Form

Updated: September 2022

- Student level of responsibility should progress according to the Practice Education Experience Performance Indicator document.
- Student must use point of care resources appropriately.
- Student will maintain patient safety.
- Any near misses, misses or critical incidents will be reported to the Clinical Faculty. Educational institutional and clinical agency processes will be followed for reporting.
- Clinical Faculty will arrange midterm (and final as needed) assessment meetings with preceptor. The student will ensure appropriate documentation is submitted to the course dropbox.

Performance Indicators Achieved by the End of Practice Education Experience

- Preceptor will rate the student achievement of each of the performance indicator by selecting the most appropriate response using the scale provided.

Practice Education Experience Performance Indicator	Evaluation Period	Consistently/ Exceeding Expectations	Usually/ Meeting Expectations	Occasionally/ Progressing Towards Expectations	Rarely/ Not Meeting Expectations
1. Sees required patients per day <ul style="list-style-type: none"> • <i>Must be face to face visits</i> • <i>MNUR 806, 807 808 6-8 patients per 8-hour day</i> • <i>MNUR 810 10-12 patients per 8-hour day</i> 	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Consult the preceptor for all patients and identify if they have not received the theory on the presenting patient complaint.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Competent at history taking and physical exams.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Education Experience Performance Indicator	Evaluation Period	Consistently/ Exceeding Expectations	Usually/ Meeting Expectations	Occasionally/ Progressing Towards Expectations	Rarely/ Not Meeting Expectations
4. Competent at articulating a differential diagnosis based on the presenting complaint.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Competent at identifying red flags.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Competent at researching and applying point of care resources.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Competent at ordering and interpreting diagnostic tests.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Competent at management plan development:					
a. choosing appropriate pharmacological and non-pharmacological options;	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. patient education;	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. referrals;	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. follow-up.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Competent at writing a SOAP note.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Practice Education Experience Evaluation

- Preceptor will rate the student achievement of each of the practice education experience performance indicators by selecting the most appropriate response using the scale provided. The evaluation criteria are defined as follow:

Evaluation Criteria

Below: Substantial assistance and supervision (prompting, cueing) to perform adequately.

Developing: Performs adequately with moderate assistance and supervision.

Competent: Student performs competently, recognizing personal/professional boundaries and accessing assistance as needed.

Independent: Working beyond their immediate practice situation and impacting the health system at large.

Practice Education Experience Performance Indicator	Evaluation Period	Below	Developing	Competent	Independent
A. Direct Patient Care					
1. Reviews information relevant to the patient encounter.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses appropriate communication strategies (written & verbal) to create a safe therapeutic environment for patient care.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Performs a complete or focused health history including physical, psychosocial, emotional, ethnic, cultural, and spiritual dimensions of health as well as the determinants of health.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Education Experience Performance Indicator	Evaluation Period	Below	Developing	Competent	Independent
A. Direct Patient Care					
4. Prioritizes patient care concerns and systematically collects relevant data.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Performs a complete or focused physical examination based on subjective and objective data and interprets normal from abnormal findings identifies red flags and prioritizes interventions.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Safely performs invasive/non-invasive procedures.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Optimizes diagnostic accuracy by using appropriate cognitive processes and healthy skepticism throughout the phases of diagnostic reasoning.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Orders appropriate tests to screen, confirm or rule out diagnostic hypotheses considering patient context and/or system resources.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Selects appropriate therapeutic interventions based on the patient's diagnosis and life context according to agreed management plan.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Education Experience Performance Indicator	Evaluation Period	Below	Developing	Competent	Independent
A. Direct Patient Care					
10. Safely prescribes and/or dispenses drugs in accordance with provincial, territorial, and/or federal standards and legislative requirements	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Consults with and/or refers patients to other health-care providers at any point in the care continuum when the patient's condition management is not within the preceptor's scope of practice or knowledge.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Collaboratively with the patient develops self-care strategies relevant to life-context or health/illness concerns that enables patients to participate in decision-making.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Support of Systems					
1. Recognize how colonization and social constructs affect the Indigenous patient populations.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognize how social constructs affects the visible minority, LGBTQI2SA+ and other vulnerable populations.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Practices in accordance with legislation, professional and ethical standards, and policies relevant to NP practice.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Evidence Informed Practice & Research					

1. Integrates evidence to develop a management plan that is sensitive to the patient's situation, goals, preferences, health status and outcomes.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integrates evidence to influence practice changes for health care improvement.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice Education Experience Performance Indicator	Evaluation Period	Below	Developing	Competent	Independent
C. Evidence Informed Practice & Research					
3. Seeks out own answers using evidence-based resources.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Educative Practice					
1. Acts as a role model, resource person and educator to create a trusting team environment to advocate for patient care that considers unique life contexts.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Leadership					
1. Collaborates with members of the health-care team to provide and promote interprofessional patient-centered care.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collaborate with members of the health care team to influence continuous quality improvement at the individual and/or organizational levels.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Addresses difficult interactions professionally.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Analyzes and critically questions current policies, resources and practice guidelines when seeking to improve health care services.	Mid-term	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient Condition and Procedure Database reviewed and initialed by preceptor: <input type="checkbox"/> Yes <input type="checkbox"/> No		Number of Practice Education Experience Hours completed to date:			
Preceptor Progress Comments:					
The final evaluation requires submission of a completed evaluation form. As the preceptor I am requesting follow up communication with the Clinical Faculty post completion of practice education experience hours. <input type="checkbox"/> Yes <input type="checkbox"/> No					
I attest that the number of hours on this document reflects time spent in practice education experience and I have discussed this evaluation with my preceptor. Student (print): Student Signature:		I have discussed with the student and completed the form and have made comments as needed. Preceptor (print): Preceptor Signature:			
Date: Click or tap to enter a date.		Date: Click or tap to enter a date.			