



INAYA

INAYA MEDICAL COLLEGES
كليات العناية الطبية الأهلية

INAYA MEDICAL COLLEGES
RESPIRATORY THERAPY PROGRAM
STUDENT CLINICAL HANDBOOK

RTS 485: RESPIRATORY THERAPY CLINICAL PRACTICE III



RESPIRATORY THERAPY

INAYA MEDICAL COLLEGES
كليات العناية الطبية الأهلية

REVISED JANUARY 2019

I. STUDENT INFORMATION:

Student Name: (Print) _____ ID No: _____
Clinical Instructor Name: _____ Clinical Site: _____
Clinical Course: _____ Course Code: _____
Semester: _____ Academic Year: _____
Date of 1st Day in Clinic: _____ Date of last Day in Clinic: _____
Program Clinical Instructor Name: _____

II. INTRODUCTION:

The clinical staff of Respiratory Therapy Program, Inaya Medical College welcomes you to your clinical rotation in respiratory therapy. The information contained within this clinical handbook is intended to aid you through your clinical practice sessions. Some of the material contained within is directly related while other information is added for reference purposes. In addition, you may expect frequent updating of your clinical syllabus throughout the year. You are responsible for the content of this syllabus.

During your clinical rotation, you have the chance to apply what you have learned in the classroom and practiced in the laboratory. During this first rotation, your time will be spent primarily practicing and building basic proficiency of Respiratory Therapy modalities in Neonatal and Pediatric Critical Care areas. However, as you progress throughout year rotation, you will be to perform more and more tasks independently under direct supervision of your preceptor or clinical instructor.

It is important to remember that you will be working with and treating people. If you are to be successful in your clinical work you will have to exhibit a professional, empathetic and dedicated attitude towards the care you provide to patients under your responsibility, as well as, the respiratory therapy, nursing and medical staff.

At all times you must remember that you are a guest of the clinical facility and should, therefore, conduct yourself accordingly. You are a representative of the Inaya Medical College Respiratory Therapy Program at all times. People will judge you and other students by your actions. Clinical rotations are the beginning of your professional life

The clinical faculty and staff are always prepared to help you resolve any problems you may experience. We are interested in you and your success!

III. STATEMENT:

1. The prerequisites for the clinical practicum are:
 - ✓
RTS: 473 Neonatal, Pediatric Respiratory Therapy
 - ✓
RTS: 476 RT Clinical/Practice II.

2. The included clinical time sheet and attendance, daily log, student evaluation, instructor evaluation, affective evaluation, and clinical competencies are to be completed as outlined in IMC RTS PROGRAM CLINICAL POLICIES AND PROCEDURES provided to all clinical affiliates.

IV. STUDENTS' OBJECTIVES & LEARNING OUTCOMES

Objectives:

1. Apply the theoretical knowledge gained in classroom into the clinical practice through observation and safe application of respiratory care diagnostic and therapeutic modalities.
2. Develop and demonstrate professional attitude, conduct, and communication skills with health care professionals, respiratory therapy staff, other personal and patients in the clinical settings.
3. Recognize boundaries and limitations of role and seek assistance when necessary.
4. Understand how the hospital organizational system works and function effectively within it.
5. Receive and give duties handover report.
6. Organize time well to complete all tasks assigned by prioritizing activities, allocating time and preparing and following a treatment schedule by demonstrating good time-management.
7. Locate, understand, interpret and evaluate written information found in the patient's medical record, equipment manuals, policy/procedure manuals, and departmental schedules.
8. Organize and maintain information, communicating information in written form via entries into the patient's medical record (appropriate documentation).
9. Use computers to process patient information and maintain clinical records.
10. Demonstrate a consistent habit of reviewing the patient's chart for information gathering prior to participating in or performing procedures.
11. Identify required infection control measures and demonstrate appropriate steps required in compliance with the clinical site policy and procedure.
12. Perform with assistant and/or under supervision of the clinical preceptor patient assessments and physical examination recognizing normal and abnormal findings.
13. Identifying patient who is under stress and emergency situation.
14. Complete all required Neonatal and Pediatric Critical Care therapeutic and diagnostic respiratory therapy procedures required in RTS 485 Respiratory Therapy Clinical Practice III to the level of the RT competencies outlined in this handbook.

Learning Outcomes:

Upon completion of this clinical rotation the student will be able to:

1. Apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within clinical environment and hospital organization associated with the particular occupation and organization policies and procedures.
2. Perform with assistant and/or under supervision all Neonatal and Pediatric Critical Care therapeutic and diagnostic respiratory therapy procedures required in RTS 485 Respiratory Therapy Clinical Practice III to the level of the related RT competencies outlined in this handbook
3. Demonstrate legal and ethical behavior, safety practices, interpersonal and team work skills, communicating in the applicable language of the occupation and the clinical site (ENGLISH).

V. GRADING & TESTING POLICY

1. The total grade of 100% is divided into two parts:
 - a. Clinical Performance 60%
 - b. Final Clinical Exam 40%
2. Clinical Performance is assessed based on point system that accumulate during the progress of the enrolled clinical rotation.
3. Clinical Performance assessment for Clinical RT Practice III (RTS 485) include the following:

| Area of Assessment | Description | Max. Points |
|---|---|-------------|
| Complete Clinical Day | Student fulfil all requirements of clinical day as outlined in the complete clinical day policy. | 120 |
| Clinical Competencies | Minimum of 8 required competencies, 20 pints each, evaluator to follow the clinical evaluation policy. | 200 |
| Patient Assessment Form (SOAP) Assignments | Six (6) SOAP assignments Submitted During Final Exam for the course. Late Assignments will NOT be accepted. | 50 |
| Case Presentation | One clinical case presentation is required due during practical exam week | 100 |
| Patient data collection/reporting Assignments | Three (3) SBARs Submitted During Final Exam for the course. Late Assignments will NOT be accepted. | 60 |
| Physician Interaction | As per clinical evaluation policy | 70 |
| Affective Evaluation | Tow affective evaluation is required, evaluator to follow clinical evaluation policy. | 120 |
| Daily Student evaluation | Evaluator to fill the daily student evaluation in and to follow clinical evaluation policy. | 100 |
| Instructor and clinical site evaluation | Three clinical instructor evaluation and one clinical site evaluation by the student is required to be filled by the student as per clinical evaluation policy. | 50 |
| Total | | 870 |

4. Calculating Clinical Performance score out of 60% as following:

$$\text{Total Student Points} / \text{Maximum Possible Points} \times 60 = \text{Student Score}$$
 Example if student enrolled in Clinical Rotation for RTS 485 accumulate 550 points score will be as following: $550/870 \times 60 = 37.9$ so student score will be 37.9 out of 60 for clinical performance
5. Clinical Performance to be complete at or before last day of clinics.
6. Final Clinical Exam to cover only subjects and tasks included in the required competencies for the current enrolled clinical policy and related AARC Clinical Practice Guidelines.
7. Final Clinical Exam to be conducted during the Finals Week or Practical Exams Week as schedule allows.
8. Final Clinical Exam questions to include Multiple Choice Questions, Short Answer Questions and/or Case Study Questions.

9. Final Clinical Exam maybe substituted by professional clinical case report or project upon the discussion of the course instructor and approval of program director is required.
10. Total student's score out of 100 then will correspond to a letter grade as following in compliance with the college grading policy:

Grading Scale of Inaya Medical College

| Score | Grade | Course Grade |
|-------------------|-------|----------------|
| 95 - 100 | A+ | Excellent Plus |
| 90 - less than 95 | A | Excellent |
| 85 - less than 90 | B+ | Very Good Plus |
| 80 - less than 85 | B | Very Good |
| 75 - less than 80 | C+ | Good Plus |
| 70 - less than 75 | C | Good |
| 65 - less than 70 | D+ | Pass Plus |
| 60 - less than 65 | D | Pass |
| Less than 60 | F | Fail |
| | IC | Incomplete |
| | DN | Deprived |
| | W | Withdrawn |

VI. ATTENDANCE POLICIES

The students have to have comprehensive understanding of the attendance policy outlined in IMC RTS PROGRAM CLINICAL POLICIES AND PROCEDURES.

- **Students must call or email the clinical site and the Clinical Faculty at IMC to report that he/she will be late or absent from the scheduled clinical education rotation at least 30 minutes before the beginning of the shift.**
- **The student must also notify the therapist preceptor or assigned clinical instructor at the facility prior to leaving at the end of each clinical day. If the preceptor is not notified, the student will not be allowed to make up their clinical time.**
- **All clinical time shall be recorded daily in the student's clinical log and signed by the supervising therapist.**
- **Tardiness in excess of three per semester may result in the dismissal from the clinical affiliate or an incomplete grade for the course.**
- **Students are not allowed to leave the clinical site for lunch or personal reasons. Disciplinary action and possible termination from the program may be warranted.**

The following are basic definitions of terms describing different types of absence and relative terms:

Released Absence: an absence for documentable illness or injury, documentable dependent illness, leave for a death in the immediate family, declared bad weather days, school-related injuries, and school-related absences in which the appropriate procedure was followed for notification of the affiliate clinical instructor, program clinical instructor and the associate director of clinical education or designee prior to the beginning of the clinical shift.

Unexcused Absence: absence for any other reason other than those described above as a "released" absence and/or any "released" absence for which the appropriate procedure was not followed for notification prior to the beginning of the clinical shift.

Unauthorized Absence: (no call/no show) Failure of the student to provide any notification before he/she fails to report to clinic on his/her scheduled clinical day.

Tardy: Tardiness is when any student reports to the lecture, lab, or clinical facility later than 10 minutes from the assigned time.

Occurrence: An occurrence results from an episode or incident of absenteeism which may include one day or consecutive days off which are related to the same event or illness.

VII. EQUIPMENT/SUPPLIES

The following equipment/supplies will be required of all Respiratory Therapy students:

1. A watch with second hand or digital watch with stop watch capabilities or display mode for seconds
2. Respiratory Therapy Practice/Clinical Practicum Syllabus.
3. Black ink pen for charting purposes and a notepad for observational notes.
4. Pocket Calculator.
5. Stethoscope if required by the clinical site.
6. Clinical Practitioners Pocket Guide to Respiratory Care by Dana Oates (not required but recommended)
7. AARC Clinical Practice Guidelines (if needed or requested by clinical instructor)

VIII. GENERAL CODE OF CONDUCT

1. Students are expected to show initiative in seeking learning opportunities.
2. Comments or criticisms regarding hospital policy, procedure, or personnel are to be discussed in confidence with the associate director for clinical education and/or program clinical faculty.
3. The student is expected to respect the rights of the patient. Any behavior against this respect leads to removal from the clinical setting that day. This will be treated as an unexcused absence.
4. Each student in each clinical affiliate is expected to adhere to special hospital or departmental policies regarding the behavior and activity of students.
5. Students should not use hospital telephones in clinical areas for personal use.
6. Students are expected to conduct themselves in a professional manner at all times.
7. Unprofessional conduct lead to dismissal from the clinical site and may result in dismissal from the program (for example, including but not limited to: unauthorized use of legal or illegal pharmaceuticals, smoking, verbal abuse, and negligence)
8. Food and drink are permitted in designated areas only.
9. Use of tobacco, in any form, is not permitted in the clinical affiliate. Students who use tobacco will not carry these materials into their clinical affiliates.
 10. Use of personal communication devices, (such as pagers, cellular phones and personal digital assistants) in any clinical affiliate while in patient care areas, including hallways and elevators, is strictly prohibited. Personal wireless ear pieces and Bluetooth devices should not be worn or used in patient care areas.
11. Students and faculty engaged in clinical activities in the Respiratory Therapy Program are guests in the clinical affiliates of the Program.
12. **Students found in violation of this conduct code are subject to immediate disciplinary action. Students are expected to display maturity and professional manner while in the clinical affiliate. Students may be dismissed from the Clinical Affiliate for any of the following reasons:**
 - 12.1 Failure to comply with affiliate policy or program policy.
 - 12.2 Disrespect displayed toward program faculty, staff, clinical faculty/preceptors, fellow students, patients, and/or visitors.
 - 12.3 Use of inappropriate language (verbal, non-verbal, or written).
 - 12.3.1 He/she will not be permitted to reenter the Clinical Practicum until a counseling session has been held with the clinical faculty and associate director for clinical education.
 - 12.3.2 A formal clinical contract may be initiated.
 - 12.3.3 Dismissal and subsequent absences due to dismissal constitute an unexcused absence from

clinical and will be treated according to the Attendance Policy, Makeup Policy, and grading effects as outlined in each clinical course syllabus.



IX. DRESS CODE

RT program students should adhere to IMC RTS PROGRAM CLINICAL POLICIES AND PROCEDURES regarding the dress code as following:

The clinical uniform consists of the following:

1. Dress code is to comply with Islamic requirements & clinical affiliate sites regulations.
2. Clean white (knee length) lab coat that is free of wrinkles. (Lab jackets are unacceptable.)
3. Scrub suit uniform of good fit (not too tight and not too baggy) and color blue (unless clinical affiliate site have a specific scrub color requirements) will be worn for all affiliated clinical sites.
4. All scrubs should fit properly and be clean, neat and without missing buttons, loose hems, rips or tears.
5. Clothing should not appear too tight, to baggy, faded, or in need of repair.
6. A solid white (male & female) or black (female) crew neck or V-neck undershirt is permitted under scrub tops. Colored t-shirts or polo neck are not appropriate.
7. Undershirts should be only minimally visible at the neckline and should not extend past the scrub top hem.
8. Female are to cover head and face (if they chose to) both covers should neat and not loose with attention to safety or infection-control issue.
9. Shoes must be all white or black leather or imitation leather with enclosed heel and toe. All white or black athletic shoes are acceptable
10. Shoes should be clean, polished and in good condition. Socks are required at all times.
11. College student ID and clinical site ID (if provided) badge must always be worn on the outer-most layer of clothing and above the waist. Remove your badge when outside the campus or your assigned clinical affiliate.

The personal appearance and hygiene in clinical activities:

1. The hair style chosen must be neat and well groomed.
2. Unless hair is cut short enough to remain close to the head and off the collar, it must be pulled away from the face and secured in such a manner that no strands fall downward onto the shoulders or into the face.
3. Mustaches, beards, goatees and other styles of facial hair are acceptable as long as they are neatly trimmed and do not present an unpolished appearance.
4. If makeup is worn, it should be applied in a smooth, blended manner. Over use of makeup is not acceptable.
5. Fingernails should not exceed one-fourth of an inch beyond the tip of the finger. Artificial nails and tips are not allowed. Nail polish if worn should be clear, as colored polish may obscure the area underneath the tip of nail, reducing the likelihood of careful cleaning.
6. Jewelry should not be worn if it interferes with equipment or job function or is an infection-control issue. Wedding rings may be worn.
7. Eyeglasses that prevent your eyes from being seen hamper interpersonal communication are not allowed unless a documented medical exception is obtained. Sunglasses are not allowed at all times inside clinical sites.
8. Students must maintain good personal hygiene, including but not limited to good oral hygiene.
9. Students are asked to use an antiperspirant or deodorant. The use of heavily scented products is not permitted.
10. Students should not smell of offensive odors, including cigarette smoke.
11. Colognes, after-shave, perfumes, etc. should not be worn in the clinical setting. It is strongly recommended that other personal care products such as antiperspirant and hairspray be unscented.

Failure to comply will result in:

1. Students not in compliance with the Dress Code will be dismissed from clinical until discrepancies have been corrected.
2. Dismissal exceeds 30 mins, it constitutes an unexcused absence and will be treated as outlined in the clinical attendance policy.

X. SAFETY TRAINING & INJURY DURING CLINICAL ROTATION

Safety Training:

Before starting your clinical rotations your clinical instructor will arrange safety training, which complies with each clinical affiliate's safety policy. You are required to attend this training, failure to attend will delay the start of your clinical rotation.

Injury during Clinical Rotations:

Injuries such as a: needle stick, falling, exposure to bodily fluids, small cuts, exposure to contaminated fluids, etc. WILL BE HANDLED IN COMPLIANCE WITH IMC RTS PROGRAM CLINICAL POLICIES AND PROCEDURES as following:

1. A student who is injured in the clinical setting should immediately notify program clinical faculty/instructor align with your clinical affiliate's injury policy.
2. Associate director for clinical education and Program Director should be informed.
3. A written summary of the incident and care rendered will be submitted as a hard copy placed in the student's permanent file.
4. The associate director for clinical education and Program Director may excuse any clinical time missed and made the discussion if make-up is needed.
- 5.

XI. TOPICS CONCENTRATION IN GENERAL CARE AREAS

The student will have an understanding of what is expected during clinical rotation; have an appreciation for duties and responsibilities of a Respiratory Care Practitioner; understanding methods of data collection. Instructor will sign objectives only after meeting criteria stated. All procedures must adhere to departmental policy and procedures.

TOPICS CONCENTRATION: (RT Clinical/Practice III Peds/Neo ICU)

1. Patient Data

- ✓ Vital Signs
- ✓ Chest Assessment
- ✓ Patient Assessment
- ✓ X-Ray Interpretation

2. Oxygen Therapy

- ✓ Nasal CPAP
- ✓ Oxygen Hood
- ✓ Nasal Cannula
- ✓ Pulse Oximetry
- ✓ Transcutaneous Monitoring

3. Aerosol Drug Administration

- ✓ Metered Dose Inhaler via Manual Resuscitator
- ✓ Small Volume Nebulizer via Blowby
- ✓ In-Line Metered Dose Inhaler
- ✓ In-Line Small Volume Nebulizer
- ✓ Ultrasonic Nebulizer
- ☐ Aerosol Trach Collar
- ✓ Tracheal HME with Oxygen Adaptor

4. Bronchial Hygiene

- ✓ Chest Physiotherapy

5. Resuscitation

- ✓ Manual Ventilation via Endotracheal Tube
- ✓ Setup and Ventilation via Mask
- ✓ Pediatric CPR Airway and Ventilation
- ✓ Pediatric CPR Compressions
- ✓ Newborn Assessment / Resuscitation
- ✓ Neonatal CPR
- ✓ Infant Apnea Monitoring

6. Suction Procedures

- ✓ Bulb Suctioning
- ✓ Endotracheal Suctioning
- ✓ Nasotracheal Suctioning
- ✓ In-Line Suctioning

7. Endotracheal Tube / Tracheostomy Care

- ✓ Securing Artificial Airway
- ✓ Tracheostomy Care
- ✓ Cuff Management
- ✓ Intubation
- ✓ Extubation

8. Ventilatory Care

- ✓ Ventilator Setup
- ✓ Routine Ventilator Check
- ✓ Ventilator Parameter Change
- ✓ Ventilator Circuit Change
- ✓ Surfactant Replacement Therapy
- ✓ Weaning from Mechanical Ventilation
- ✓ HFOV

9. Patient Transports

- ✓ Manual Ventilation during Transport
- ✓ Transport Ventilation Setup

10. Noninvasive Positive Pressure Ventilation

- ✓ Noninvasive Ventilator Setup
- ✓ Noninvasive Ventilator Check

11. ICU Performance Level

- ✓ Pediatric ICU
- ✓ Neonatal ICU

12. Arterial Blood Gasses

- ✓ Capillary Blood Gas Sampling

13. Equipment:

- ✓ Manual Resuscitation Bag
- ✓ Blood Gas Analyzers

- ✓ Lung Hyperinflation Equipment
- ✓ CPT Equipment
- ✓ Bubble CPAP setup
- ✓ Nasal CPAP
- ✓ Neonatal Mechanical Ventilators
- ✓ HFOV

X.A Case Presentations:

Students are required to present one case per semester, the case must be chosen from the same area that the student is assigned at. For example, if a student's clinical area is Neonatal and Pediatric ICU, the presented case has to be on one of the cases that the student has handle, with emphasis on the mechanical ventilator's indications, settings, modifications, management, and weaning. **Failure to present at least one case presentation will result in failure for the entire course.**

X.B SOAPs and SBARs

SOAP and SBAR:

One of the most frequently used method of documenting patient assessment is the Subjective, Objective, Assessment, and Plan charting (SOAP) method. Another format is Situation, Background, Assessment and Recommendation (SBAR) method.

Students are required to submit 6 SOAPs and 3 SBARs notes during their clinical rotation. **Students may not COPY from each other or from patient chart. These notes need to be done by the student. Failure to comply with this may lead to failure of the entire course.**

Please refer to Albert J. Heuer and Craig L. Scanlan. Wilkins' Clinical Assessment in Respiratory Care, 8th Edition (Page 448-455)

XII. CLINICAL COMPETENCIES LIST

The clinical competencies for this clinical rotation is limited to Adult critical care Therapies only. The clinical evaluation policy, outlined in IMC clinical policies & procedure manual, should be applied for the completion of the clinical competencies.

RTS 485 RESPIRATORY THERAPY CLINICAL PRACTICE III

COMPETENCY LIST

| # | Competency | Status | Min. Number Task performed | Completion Date | Comment |
|------------------------------------|--|-----------|----------------------------|-----------------|---------|
| Patient Data | | | | | |
| 1 | Vital Signs | Essential | 3 Performed Unassisted | | |
| 2 | Chest Assessment | Essential | 3 Performed Unassisted | | |
| 3 | Patient Assessment | Essential | 3 Performed Unassisted | | |
| 4 | X-Ray Interpretation | Essential | 3 Performed Unassisted | | |
| Oxygen Therapy | | | | | |
| 5 | Nasal CPAP | Essential | 3 Performed Unassisted | | |
| 6 | Oxygen Hood | Elective | 3 Performed Unassisted | | |
| 7 | Nasal Cannula | Essential | 3 Performed Unassisted | | |
| 8 | Pulse Oximetry | Essential | 3 Performed Unassisted | | |
| 9 | Transcutaneous Monitoring | Elective | 3 Performed Unassisted | | |
| Aerosol Drug Administration | | | | | |
| 10 | Metered Dose Inhaler via Manual Resuscitator | Elective | 3 Performed Unassisted | | |
| 11 | Small Volume Nebulizer via Blowby | Essential | 3 Performed Unassisted | | |
| 12 | In-Line Metered Dose Inhaler | Essential | 3 Performed Unassisted | | |
| 13 | In-Line Small Volume Nebulizer | Essential | 3 Performed Unassisted | | |
| 14 | Aerosol Trach Collar | Essential | 3 Performed Unassisted | | |
| 15 | Tracheal HME with Oxygen Adaptor | Elective | 3 Performed Unassisted | | |
| 16 | Ultrasonic Nebulizer | Elective | 3 Performed Unassisted | | |
| Respiratory Support | | | | | |
| 17 | Chest Physiotherapy | Essential | 3 Performed Unassisted | | |
| 18 | Bulb Suctioning | Essential | 3 Performed Unassisted | | |
| 19 | Endotracheal Suctioning | Essential | 3 Performed Unassisted | | |
| 20 | Nasotracheal Suctioning | Essential | 3 Performed Unassisted | | |
| 21 | In-Line Suctioning | Essential | 3 Performed Unassisted | | |
| Resuscitation | | | | | |
| 22 | Manual Ventilation via Endotracheal Tube | Essential | 3 Performed Unassisted | | |
| 23 | Setup and Ventilation via Mask | Essential | 3 Performed Unassisted | | |
| 24 | Pediatric CPR Airway and Ventilation | Essential | 3 Performed Unassisted | | |
| 25 | Pediatric CPR Compressions | Essential | 3 Performed Unassisted | | |
| 26 | Newborn Assessment / Resuscitation | Essential | 3 Performed Unassisted | | |
| 27 | Neonatal CPR | Essential | 3 Performed Unassisted | | |
| 28 | Infant Apnea Monitoring | Elective | 3 Performed Unassisted | | |

| Endotracheal Tube / Tracheostomy Care | | | | | |
|---|-------------------------------------|-----------|------------------------|--|--|
| 29 | Securing Artificial Airway | Essential | 3 Performed Unassisted | | |
| 30 | Tracheostomy Care | Essential | 3 Performed Unassisted | | |
| 31 | Cuff Management | Essential | 3 Performed Unassisted | | |
| 32 | Intubation | Essential | 3 Performed Unassisted | | |
| 33 | Extubation | Essential | 3 Performed Unassisted | | |
| Ventilatory Care | | | | | |
| 34 | Ventilator Setup | Essential | 3 Performed Unassisted | | |
| 35 | Routine Ventilator Check | Essential | 3 Performed Unassisted | | |
| 36 | Ventilator Parameter Change | Essential | 3 Performed Unassisted | | |
| 37 | Ventilator Circuit Change | Essential | 3 Performed Unassisted | | |
| 38 | Surfactant Replacement Therapy | Essential | 3 Performed Unassisted | | |
| 39 | Weaning from Mechanical Ventilation | Essential | 3 Performed Unassisted | | |
| 40 | HFOV | Essential | 3 Performed Unassisted | | |
| Arterial Blood Gasses | | | | | |
| 41 | Capillary Blood Gas Sampling | Essential | 3 Performed Unassisted | | |
| Noninvasive Positive Pressure Ventilation | | | | | |
| 42 | Noninvasive Ventilator Setup | Elective | 3 Performed Unassisted | | |
| 43 | Noninvasive Ventilator Check | Elective | 3 Performed Unassisted | | |
| Patient Transports | | | | | |
| 44 | Manual Ventilation during Transport | Essential | 3 Performed Unassisted | | |
| 45 | Transport Ventilation Setup | Essential | 3 Performed Unassisted | | |

XIII. CLINICAL PERFORMANCE MONITORING, EVALUATION, & ATTENDANCE FORMS

The clinical performance monitoring, evaluation, and attendance forms are:

1. Clinical Time Sheet
2. Daily Log
3. Daily Student Evaluation
4. Clinical Instructor/Preceptor Evaluation
5. Student Affective Evaluation
6. Clinical Site Evaluation

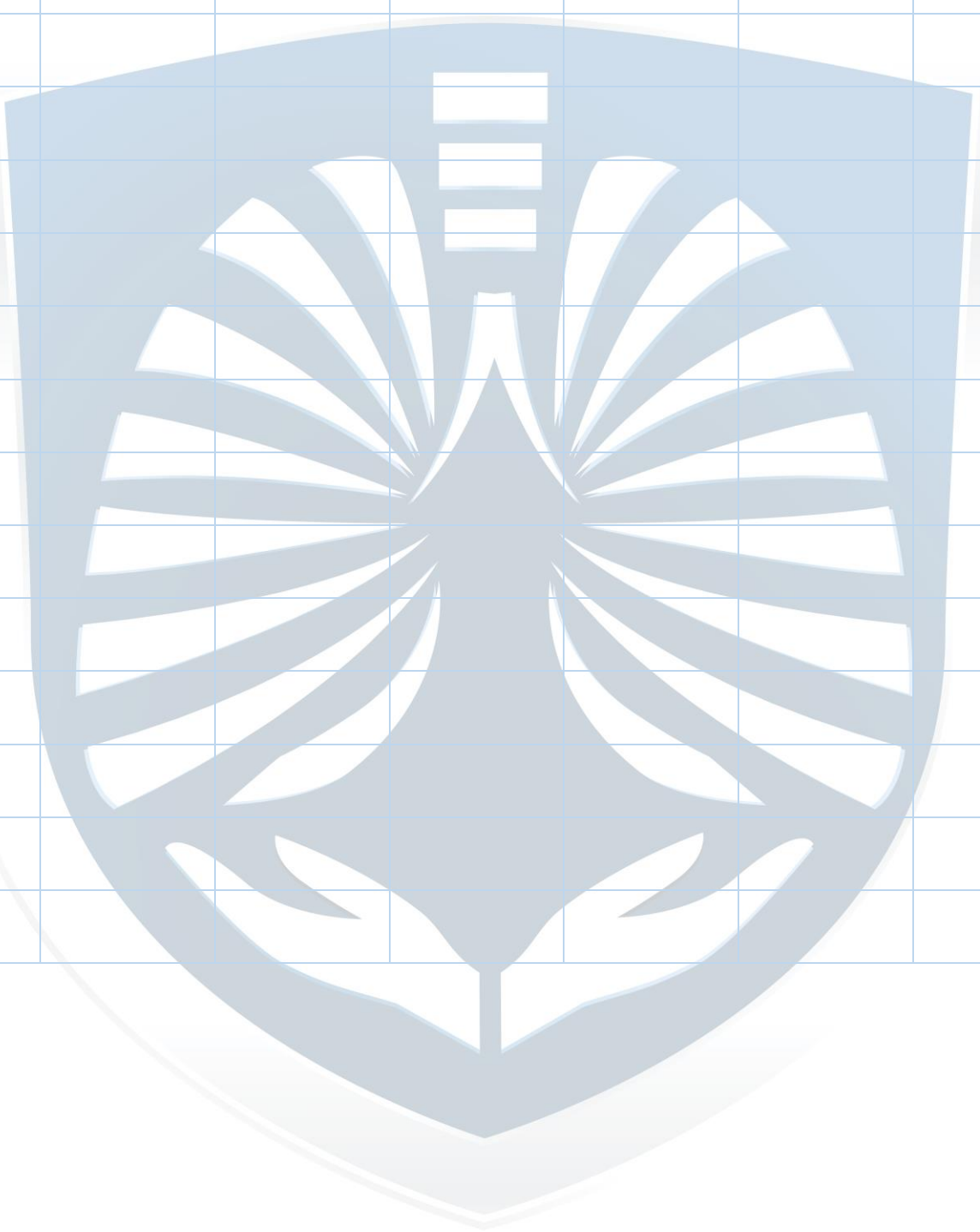
Note:

- a. The mentioned above forms are to be completed as outline in the attendance policy described in IMC RTS PROGRAM CLINICAL POLICIES AND PROCEDURES.

Clinical Time Sheet

Student Name: _____ Student Number: _____

| Day | Date | Clinical Site | Time In | Time Out | Clinical Preceptor | Comments |
|-----|------|---------------|---------|----------|--------------------|----------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |



Based on the evaluation form above, give you student daily evaluation summery by completing the following:

CLINICAL DAILY EVALUATION format

| | | | | | |
|---|---|--|---|--|---------------|
| Student: _____ Clinical Preceptor: _____ | | | | | |
| Date: _____ Clinical Site: _____ Area: _____ | | | | | |
| Dependability: | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| Never Absent; Always arrives on time and Prepared | Regularly arrives on time and prepared | Rarely absent but informs appropriate personnel; Is seldom late or unprepared, but notifies appropriate personnel. | Is periodically late or unprepared. | Absent repeatedly and neglects to inform appropriate personnel; Is frequently late and unprepared. | Not Observed. |
| Professionalism | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| Always exhibits concern for the dignity and welfare of patients and team members; prevents conflict of interest; always takes measures to deal with conflict effectively. | Consistently displays concern for dignity and welfare of patients and team members; prevents conflict of interest; seeks assistance when conflict arises. | Generally, displays concern for dignity and welfare of patients and team members; avoids conflict of interest; and recognizes conflicts as they arise. | Sometimes neglectful of patients or team member's dignity or welfare; occasionally fails to recognize conflict of interest; needs direction in avoiding conflict. | Is negligent or inconsiderate of patients or team members' dignity or welfare; or demonstrates conflict of interest; or provokes conflict. | Not Observed. |
| Knowledge | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| Demonstrates a superior understanding of the concepts, facts, and theories specific to the situation. | Demonstrates a complete and thorough understanding of the concepts, facts, and theories specific to the situation. | Demonstrates a general knowledge of the concepts, facts, and theories specific to the situation. | Demonstrates an incomplete understanding of the concepts, facts, and theories specific to the situation. | Demonstrates no understanding of the concepts, facts, and theories specific to the situation. | Not Observed. |
| Psychomotor / Hands On Ability | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| Can perform the skill with confidence, without error and greatly exceeding standards. Seldom requires assistance. | Can perform the skill with confidence and above the expected standards. Requires minimal assistance. | Carries out the skill without significant error and meets the accepted standards most of the time. Requires occasional assistance | Makes non-critical errors when performing the skill and barely meets the expected standards. Requires frequent prompting or assistance. | Cannot perform the skill or is in danger of harming the patient. Needs constant assistance. | Not Observed. |
| Organization | | | | | |
| 5 | 4 | 3 | 2 | 1 | NA |
| Plans ahead, always works efficiently and manages time wisely. | Completes assigned tasks in a timely fashion, and seldom needs direction. | Completes assigned tasks, needs occasional direction. | Inconsistent in completing tasks and needs help in prioritizing work. | Rarely completes assigned tasks, wastes time and needs constant assist. and direction. | Not Observed. |
| Preceptor Overall Comments: | | | | | |
| _____ | | | | | |
| _____ | | | | | |
| _____ | | | | | |
| Clinical Preceptor Signature: _____ | | | | | |
| Students Comment: | | | | | |
| _____ | | | | | |
| _____ | | | | | |
| Student Signature: _____ | | | | | |

Student Daily Evaluation Summary

| | | | | | | | | |
|-----------------------------|--|------------------------------------|---|---|-----|-----|-----|-----|
| Date: | Evaluation Summary | Preceptor Overall Comments: | | | | | | |
| Student Name: | Dependability | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">NA</td> </tr> </table> | 5 | 4 | 3 | 2 | 1 | NA | |
| 5 | 4 | 3 | 2 | 1 | NA | | | |
| Preceptor Name: | Professionalism | | | | | | | |
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| Area | Psychomotor / Hands On Ability | | | | | | | |
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| | Organization | | | | | | | |
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| | | | | | | | | |
|-----------------------------|--|------------------------------------|---|---|-----|-----|-----|-----|
| Date: | Evaluation Summary | Preceptor Overall Comments: | | | | | | |
| Student Name: | Dependability | | | | | | | |
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| 5 | 4 | 3 | 2 | 1 | NA | | | |
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| 5 | 4 | 3 | 2 | 1 | N/A | | | |
| Clinical Site: | Knowledge | Student Comment: | | | | | | |
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| Area | Psychomotor / Hands On Ability | | | | | | | |
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| | | | | | | | | |
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| Date: | Evaluation Summary | | | | | | Preceptor Overall Comments: | |
| Student Name: | Dependability | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | NA | | |
| Preceptor Name: | Professionalism | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |
| Clinical Site: | Knowledge | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |
| Area | Psychomotor / Hands On Ability | | | | | | | Student Comment: |
| Preceptor Signature: | 5 | 4 | 3 | 2 | 1 | N/A | | |
| | Organization | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |

| | | | | | | | | |
|-----------------------------|---------------------------------------|---|---|---|---|-----|------------------------------------|-------------------------|
| Date: | Evaluation Summary | | | | | | Preceptor Overall Comments: | |
| Student Name: | Dependability | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | NA | | |
| Preceptor Name: | Professionalism | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |
| Clinical Site: | Knowledge | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |
| Area | Psychomotor / Hands On Ability | | | | | | | Student Comment: |
| Preceptor Signature: | 5 | 4 | 3 | 2 | 1 | N/A | | |
| | Organization | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |

| | | | | | | | | |
|-----------------------------|---------------------------------------|---|---|---|---|-----|------------------------------------|-------------------------|
| Date: | Evaluation Summary | | | | | | Preceptor Overall Comments: | |
| Student Name: | Dependability | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | NA | | |
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| Preceptor Signature: | 5 | 4 | 3 | 2 | 1 | N/A | | |
| | Organization | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |

| | | | | | | | | |
|-----------------------------|---------------------------------------|---|---|---|---|-----|------------------------------------|-------------------------|
| Date: | Evaluation Summary | | | | | | Preceptor Overall Comments: | |
| Student Name: | Dependability | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | NA | | |
| Preceptor Name: | Professionalism | | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | | |
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| | | | | | | | |
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| | 5 | 4 | 3 | 2 | 1 | NA | |
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| | 5 | 4 | 3 | 2 | 1 | N/A | |
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| Preceptor Signature: | 5 | 4 | 3 | 2 | 1 | N/A | |
| | Organization | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | N/A | |

| Clinical Instructor Evaluation | | | | | | |
|---|--|----------------|---|---|---|---|
| Student Name (optional) | | Date: | | | | |
| Clinical Instructor Name: | | Clinical Site: | | | | |
| Area: | | | | | | |
| Likert scale: 5 - Strongly Agree; 4 - Agree; 3 - Neutral/Acceptable; 2 - Disagree; 1 - Strongly Disagree. | | | | | | |
| | Coordination of Clinical Experience | 5 | 4 | 3 | 2 | 1 |
| 1 | Preceptor was readily available when needed. | | | | | |
| 2 | Preceptor provided adequate orientation to assigned clinical areas and procedures. | | | | | |
| 3 | Preceptor provided adequate instructions and arranged clinical experiences sufficient for me to complete my assigned objectives. | | | | | |
| 4 | Preceptor guided the learning experience in a way that was helpful to me. | | | | | |
| Comments: | | | | | | |
| | Preceptor Knowledge and Skills | 5 | 4 | 3 | 2 | 1 |
| 5 | Preceptor was sufficiently knowledgeable to provide student instruction. | | | | | |
| 6 | Preceptor demonstrated appropriate medical asepsis and safety methods in the health care setting | | | | | |
| 7 | Preceptor provided adequate demonstration of clinical procedures. | | | | | |
| 8 | Preceptor was able to explain difficult concepts and to help me apply lecture and laboratory information in clinical practice | | | | | |
| Comments: | | | | | | |
| | Supervision and Performance Evaluation | 5 | 4 | 3 | 2 | 1 |
| 9 | Clinical Instructors are consistent and fair in their evaluation of student performance. | | | | | |
| 10 | Preceptor provided timely and appropriate supervision of my clinical activities. | | | | | |
| 11 | Preceptor provided constructive review and positive reinforcement of my clinical performance | | | | | |
| 12 | Preceptor helped me to develop my problem solving capabilities. | | | | | |
| 13 | Preceptor enforced clinical policies and procedures. | | | | | |
| Comments: | | | | | | |
| | Preceptor Behavior | 5 | 4 | 3 | 2 | 1 |
| 14 | Preceptor was a competent clinician and a role model for professionalism. | | | | | |
| 15 | Preceptor was enthusiastic and encouraged my active participation. | | | | | |
| 16 | Preceptor interacted with me in an appropriate and non-threatening manner. | | | | | |
| 17 | Preceptor exhibited compassion in dealing with patients. | | | | | |
| 18 | Preceptor helped student develop effective communication skills with physicians and other members of the health care team. | | | | | |
| Comments: | | | | | | |
| 19 | What are this Preceptors strengths? | | | | | |
| 20 | In what areas does this Preceptor need to improve? | | | | | |
| 21 | Overall Rating | 5 | 4 | 3 | 2 | 1 |
| | In general I would recommend this person as a clinical educator. | | | | | |

Clinical Instructor Evaluation

Student Name (optional)

Date:

Clinical Instructor Name:

Clinical Site:

Area:

Likert scale: 5 - Strongly Agree; 4 - Agree; 3 - Neutral/Acceptable; 2 - Disagree; 1 - Strongly Disagree.

| Coordination of Clinical Experience | | 5 | 4 | 3 | 2 | 1 |
|-------------------------------------|--|---|---|---|---|---|
| 1 | Preceptor was readily available when needed. | | | | | |
| 2 | Preceptor provided adequate orientation to assigned clinical areas and procedures. | | | | | |
| 3 | Preceptor provided adequate instructions and arranged clinical experiences sufficient for me to complete my assigned objectives. | | | | | |
| 4 | Preceptor guided the learning experience in a way that was helpful to me. | | | | | |

Comments:

| Preceptor Knowledge and Skills | | 5 | 4 | 3 | 2 | 1 |
|--------------------------------|---|---|---|---|---|---|
| 5 | Preceptor was sufficiently knowledgeable to provide student instruction. | | | | | |
| 6 | Preceptor demonstrated appropriate medical asepsis and safety methods in the health care setting | | | | | |
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Comments:

| Supervision and Performance Evaluation | | 5 | 4 | 3 | 2 | 1 |
|--|--|---|---|---|---|---|
| 9 | Clinical Instructors are consistent and fair in their evaluation of student performance. | | | | | |
| 10 | Preceptor provided timely and appropriate supervision of my clinical activities. | | | | | |
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Comments:

| Preceptor Behavior | | 5 | 4 | 3 | 2 | 1 |
|--------------------|--|---|---|---|---|---|
| 14 | Preceptor was a competent clinician and a role model for professionalism. | | | | | |
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Comments:

| | | | | | | |
|----|-------------------------------------|--|--|--|--|--|
| 19 | What are this Preceptors strengths? | | | | | |
|----|-------------------------------------|--|--|--|--|--|

| | | | | | | |
|----|--|--|--|--|--|--|
| 20 | In what areas does this Preceptor need to improve? | | | | | |
|----|--|--|--|--|--|--|

| 21 | Overall Rating | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| | In general I would recommend this person as a clinical educator. | | | | | |

Clinical Instructor Evaluation

Student Name (optional)

Date:

Clinical Instructor Name:

Clinical Site:

Area:

Likert scale: 5 - Strongly Agree; 4 - Agree; 3 - Neutral/Acceptable; 2 - Disagree; 1 - Strongly Disagree.

| | Coordination of Clinical Experience | 5 | 4 | 3 | 2 | 1 |
|---|--|---|---|---|---|---|
| 1 | Preceptor was readily available when needed. | | | | | |
| 2 | Preceptor provided adequate orientation to assigned clinical areas and procedures. | | | | | |
| 3 | Preceptor provided adequate instructions and arranged clinical experiences sufficient for me to complete my assigned objectives. | | | | | |
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Comments:

| | Preceptor Knowledge and Skills | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 5 | Preceptor was sufficiently knowledgeable to provide student instruction. | | | | | |
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Comments:

| | Supervision and Performance Evaluation | 5 | 4 | 3 | 2 | 1 |
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| 18 | Preceptor helped student develop effective communication skills with physicians and other members of the health care team. | | | | | |

Comments:

19 | What are this Preceptors strengths?

20 | In what areas does this Preceptor need to improve?

| 21 | Overall Rating | 5 | 4 | 3 | 2 | 1 |
|--|-----------------------|---|---|---|---|---|
| In general I would recommend this person as a clinical educator. | | | | | | |

CLINICAL AFFECTIVE EVALUATION

Affective Evaluations are intended to be completed twice 1st at week 4 or 5 and 2nd at the last week of the clinical rotation

| | | |
|----------------------|----------------|-------|
| Student Name: | St ID Number: | Date: |
| Clinical Instructor: | Clinical Site: | Area: |

Likert scale: 5 - exceptional, 4 - above average, 3 - acceptable, 2 - below average and 1 - unacceptable.

Appearance

| | 5 | 4 | 3 | 2 | 1 | NA |
|--|---|---|---|---|---|----|
|--|---|---|---|---|---|----|

1 Professional appearance (cleanliness, grooming and proper attire).

| | | | | | |
|--|--|---|--|-----------------------------------|--------------|
| Always exceptionally neat and well groomed. Always wears appropriate attire. | Appearance is consistently appropriate and wears appropriate attire. | Is usually neat and well groomed. Usually wears appropriate attire. | Appearance is occasionally less than appropriate | Appearance is rarely appropriate. | Not Observed |
|--|--|---|--|-----------------------------------|--------------|

Dependability / Reliability

2 Attendance

| | | | | | |
|--------------|--|---|--|--|--------------|
| Never Absent | | Rarely absent but informs appropriate personnel | | Absent repeatedly and neglects to inform appropriate personnel | Not Observed |
|--------------|--|---|--|--|--------------|

3 Arrives to work prepared and on time.

| | | | | | |
|-------------------------------------|--|--|------------------------------------|-----------------------------------|--------------|
| Always arrives on time and prepared | Regularly arrives on time and prepared | Is seldom late or unprepared, but notifies appropriate | Is periodically late or unprepared | Is frequently late and unprepared | Not Observed |
|-------------------------------------|--|--|------------------------------------|-----------------------------------|--------------|

4 Dependable / reliable (Completes assignments with minimal direction, trustworthy, credible, responsible)

| | | | | | |
|---|--|--|---|--|--------------|
| Is always dependable and skillfully completes tasks | Is very dependable and completes tasks | Is dependable and accomplishes tasks with minor assistance | Somewhat dependable and is inconsistent in completing tasks | Is rarely dependable and has difficulty completing tasks | Not Observed |
|---|--|--|---|--|--------------|

Interpersonal Relations / Communications

5 Functions effectively as a member of the healthcare team

| | | | | | |
|--|---|---|---|--|--------------|
| Excellent team worker, effectively consults, integrates and shares information with team members | Very good team worker, relates well to team members and usually consults and shares information | Good team worker, consults and shares information with team members when encouraged | Poor team worker, rarely consults or shares information with team members | Not a team player, doesn't know when to consult or share information with team members | Not Observed |
|--|---|---|---|--|--------------|

6 Contributes to a positive environment within the department (likable, friendly, helpful, loyal)

| | | | | | |
|--|---|--|--|---|--------------|
| Exceptionally friendly, helpful, loyal and always speaks with good purpose | Consistently friendly, helpful, loyal and usually relates well with personnel | Usually friendly, relates well with other personnel the majority of the time | Sometimes moody or unfriendly, does not always speak with good purpose | Unable to get along with others or makes no attempt, sometimes creates friction | Not Observed |
|--|---|--|--|---|--------------|

7 Accepts supervision and works effectively with supervisory personnel (accepts constructive criticism and guidance)

| | | | | | |
|---|--|---|---|--|--------------|
| Always seeks constructive feedback, accepts guidance, and changes behavior for personal improvement | Consistently shows a willingness to accept suggestions, shows improvement in behavior the majority of the time | Usually accepts guidance or direction, frequently improves behavior | Sometimes willing to accept direction, rarely modifies behavior | Rarely accepts guidance or direction, is defensive or argumentative and unwilling to change behavior | Not Observed |
|---|--|---|---|--|--------------|

8 Appropriately interacts with patients (courteous, thoughtful, empathetic, displays patience, and non-judgmental).

| | | | | | |
|--|--|--|--|---|--------------|
| Always demonstrates respect, sensitivity and consideration for others, consistently anticipates and attends to patient's and family's needs for comfort and help | Consistently shows concern and support of others, usually anticipates and attends to the patient's and family's needs for comfort and help | Usually concerned for and supportive of others, reasonably aware of and attentive to patient's and family's needs for comfort and help | Seldom shows concern or interest in others, inconsistent in attending to patient's and family's needs for comfort and help | Selfish, sometimes inconsiderate or rude, unaware of patient's needs or insensitive to patient's or family's feelings | Not Observed |
|--|--|--|--|---|--------------|

9 Conducts himself/herself in an ethical and professional manner (displays integrity, sincere and applies discretion).

| | | | | | |
|--|--|--|---|--|--------------|
| Always exhibits concern for the dignity and welfare of patients and team members; prevents conflict of interest; always takes measures to deal with conflict effectively | Consistently displays concern for dignity and welfare of patients and team members; prevents conflict of interest; seeks assistance when conflict arises | Generally displays concern for dignity and welfare of patients and team members; avoids conflict of interest; and recognizes conflicts as they arise | Sometimes neglectful of patients or team members dignity or welfare; occasionally fails to recognize conflict of interest; needs direction in avoiding conflict | Is negligent or inconsiderate of patients or team members dignity or welfare; or demonstrates conflict of interest; or provokes conflict | Not Observed |
|--|--|--|---|--|--------------|

10 Communicates effectively within the healthcare setting (communicates appropriate information, applies confidentiality, uses appropriate medical terminology).

| | | | | | |
|--|--|--|--|--|--------------|
| Always communicates in a concise manner; relating appropriate and complete information; always maintains confidentiality | Consistently communicates important information; regularly ensures confidentiality | Usually communicates in a thorough manner; ensures confidentiality | Needs some prompting in gathering and accurately communicating information; at times is negligent in maintaining confidentiality | Has difficulty collecting and communicating appropriate information; fails to maintain confidentiality | Not Observed |
|--|--|--|--|--|--------------|

Quality of Work

11 Efficient planning and management of time (prioritizes work, adapts to changing workload and completes assignments on time).

| | | | | | |
|---|--|--|--|---|--------------|
| Plans ahead, always works efficiently and manages time wisely | Completes assigned tasks in a timely fashion, and seldom needs direction | Completes assigned tasks, needs occasional direction | Inconsistent in completing tasks and needs help in prioritizing work | Rarely completes assigned tasks, wastes time and needs constant assist. and direction | Not Observed |
|---|--|--|--|---|--------------|

12 Is self-directed and responsible for his/her actions.

| | | | | | |
|---|--|---|--|---|--------------|
| Is self-directed and manages work responsibly | Needs minimal amount of supervision and accepts responsibility | Needs normal amount of supervision and usually accepts responsibility | Requires frequent direction and has difficulty assuming responsibility | Requires constant supervision and dodges responsibility | Not Observed |
|---|--|---|--|---|--------------|

13 Confident in abilities, exercises good judgement and maintains composure in stressful situations.

| 5 | 4 | 3 | 2 | 1 | NA |
|---|---|--|--|--|--------------|
| Self confident, always seeks assistance when appropriate, respects professional boundaries and remains calm in stressful situations | Respects limitations, recognizes professional boundaries, usually seeks assistance when necessary, usually remains calm in stressful situations | Recognizes limitations the majority of the time, occasionally seeks assistance when necessary, acts appropriately in stressful | Not always aware of limitations or professional boundaries, occasionally fails to seek assistance which jeopardizes patient care | Doesn't know when to seek assistance, oversteps professional boundaries and makes inappropriate decisions that are harmful to patient care | Not Observed |

14 Participates in educational activities that enhance clinical performance.

| | | | | | |
|---|---|---|---|--|--------------|
| Readily initiates learning activities and participates willingly in learning activities | Sometimes initiates learning activities and participates willingly in learning activities | Participates willingly in learning activities | Participates willingly in learning activities when prompted | Participates only with encouragement from Instructor or Supervisor | Not Observed |
|---|---|---|---|--|--------------|

Please write any additional summative comments for this student here:

| | | |
|-----------------------------|--|----------------------|
| Overall Comment Box: | | |
| | | Instructor Signature |
| | | |
| | | |

CLINICAL AFFECTIVE EVALUATION

Affective Evaluations are intended to be completed twice 1st at week 4 or 5 and 2nd at the last week of the clinical rotation

| | | |
|----------------------|----------------|-------|
| Student Name: | St ID Number: | Date: |
| Clinical Instructor: | Clinical Site: | Area: |

Likert scale: 5 - exceptional, 4 - above average, 3 - acceptable, 2 - below average and 1 - unacceptable.

Appearance

| | 5 | 4 | 3 | 2 | 1 | NA |
|---|--|--|---|--|-----------------------------------|--------------|
| 1 Professional appearance (cleanliness, grooming and proper attire). | Always exceptionally neat and well groomed. Always wears appropriate attire. | Appearance is consistently appropriate and wears appropriate attire. | Is usually neat and well groomed. Usually wears appropriate attire. | Appearance is occasionally less than appropriate | Appearance is rarely appropriate. | Not Observed |

Dependability / Reliability

| | | | | | | |
|---|---|--|--|---|--|--------------|
| 2 Attendance | Never Absent | | Rarely absent but informs appropriate personnel | | Absent repeatedly and neglects to inform appropriate personnel | Not Observed |
| 3 Arrives to work prepared and on time. | Always arrives on time and prepared | Regularly arrives on time and prepared | Is seldom late or unprepared, but notifies appropriate | Is periodically late or unprepared | Is frequently late and unprepared | Not Observed |
| 4 Dependable / reliable (Completes assignments with minimal direction, trustworthy, credible, responsible) | Is always dependable and skillfully completes tasks | Is very dependable and completes tasks | Is dependable and accomplishes tasks with minor assistance | Somewhat dependable and is inconsistent in completing tasks | Is rarely dependable and has difficulty completing tasks | Not Observed |

Interpersonal Relations / Communications

| | | | | | | |
|---|--|--|--|---|--|--------------|
| 5 Functions effectively as a member of the healthcare team | Excellent team worker, effectively consults, integrates and shares information with team members | Very good team worker, relates well to team members and usually consults and shares information | Good team worker, consults and shares information with team members when encouraged | Poor team worker, rarely consults or shares information with team members | Not a team player, doesn't know when to consult or share information with team members | Not Observed |
| 6 Contributes to a positive environment within the department (likable, friendly, helpful, loyal) | Exceptionally friendly, helpful, loyal and always speaks with good purpose | Consistently friendly, helpful, loyal and usually relates well with personnel | Usually friendly, relates well with other personnel the majority of the time | Sometimes moody or unfriendly, does not always speak with good purpose | Unable to get along with others or makes no attempt, sometimes creates friction | Not Observed |
| 7 Accepts supervision and works effectively with supervisory personnel (accepts constructive criticism and guidance) | Always seeks constructive feedback, accepts guidance, and changes behavior for personal improvement | Consistently shows a willingness to accept suggestions, shows improvement in behavior the majority of the time | Usually accepts guidance or direction, frequently improves behavior | Sometimes willing to accept direction, rarely modifies behavior | Rarely accepts guidance or direction, is defensive or argumentative and unwilling to change behavior | Not Observed |
| 8 Appropriately interacts with patients (courteous, thoughtful, empathetic, displays patience, and non-judgmental). | Always demonstrates respect, sensitivity and consideration for others, consistently anticipates and attends to patient's and family's needs for comfort and help | Consistently shows concern and support of others, usually anticipates and attends to the patient's and family's needs for comfort and help | Usually concerned for and supportive of others, reasonably aware of and attentive to patient's and family's needs for comfort and help | Seldom shows concern or interest in others, inconsistent in attending to patient's and family's needs for comfort and help | Selfish, sometimes inconsiderate or rude, unaware of patient's needs or insensitive to patient's or family's feelings | Not Observed |
| 9 Conducts himself/herself in an ethical and professional manner (displays integrity, sincere and applies discretion). | Always exhibits concern for the dignity and welfare of patients and team members; prevents conflict of interest; always takes measures to deal with conflict effectively | Consistently displays concern for dignity and welfare of patients and team members; prevents conflict of interest; seeks assistance when conflict arises | Generally displays concern for dignity and welfare of patients and team members; avoids conflict of interest; and recognizes conflicts as they arise | Sometimes neglectful of patients or team members dignity or welfare; occasionally fails to recognize conflict of interest; needs direction in avoiding conflict | Is negligent or inconsiderate of patients or team members dignity or welfare; or demonstrates conflict of interest; or provokes conflict | Not Observed |
| 10 Communicates effectively within the healthcare setting (communicates appropriate information, applies confidentiality, uses appropriate medical terminology). | Always communicates in a concise manner; relating appropriate and complete information; always maintains confidentiality | Consistently communicates important information; regularly ensures confidentiality | Usually communicates in a thorough manner; ensures confidentiality | Needs some prompting in gathering and accurately communicating information; at times is negligent in maintaining confidentiality | Has difficulty collecting and communicating appropriate information; fails to maintain confidentiality | Not Observed |

Quality of Work

| | | | | | | |
|--|--|--|---|---|---|--------------------|
| 11 Efficient planning and management of time (prioritizes work, adapts to changing workload and completes assignments on time). | Plans ahead, always works efficiently and manages time wisely | Completes assigned tasks in a timely fashion, and seldom needs direction | Completes assigned tasks, needs occasional direction | Inconsistent in completing tasks and needs help in prioritizing work | Rarely completes assigned tasks, wastes time and needs constant assist. and direction | Not Observed |
| 12 Is self-directed and responsible for his/her actions. | Is self-directed and manages work responsibly | Needs minimal amount of supervision and accepts responsibility | Needs normal amount of supervision and usually accepts responsibility | Requires frequent direction and has difficulty assuming responsibility | Requires constant supervision and dodges responsibility | Not Observed |
| 13 Confident in abilities, exercises good judgement and maintains composure in stressful situations. | 5 Self confident, always seeks assistance when appropriate, respects professional boundaries and remains calm in stressful situations | 4 Respects limitations, recognizes professional boundaries, usually seeks assistance when necessary, usually remains calm in stressful situations | 3 Recognizes limitations the majority of the time, occasionally seeks assistance when necessary, acts appropriately in stressful | 2 Not always aware of limitations or professional boundaries, occasionally fails to seek assistance which jeopardizes patient care | 1 Doesn't know when to seek assistance, oversteps professional boundaries and makes inappropriate decisions that are harmful to patient care | NA Not Observed |
| 14 Participates in educational activities that enhance clinical performance. | Readily initiates learning activities and participates willingly in learning activities | Sometimes initiates learning activities and participates willingly in learning activities | Participates willingly in learning activities | Participates willingly in learning activities when prompted | Participates only with encouragement from Instructor or Supervisor | Not Observed |

Please write any additional summative comments for this student here:

| | |
|----------------------|----------------------|
| Overall Comment Box: | |
| | Instructor Signature |

Clinical Site Evaluation

| | |
|----------------------------------|-------------------|
| Student | |
| Clinical Instructor Name: | Signature: |
| Date | |
| Clinical Site | |
| Area | |

Likert scale: 5 - Strongly Agree; 4 - Agree; 3 - Neutral/Acceptable; 2 - Disagree; 1 - Strongly Disagree.

| Preparation | 5 | 4 | 3 | 2 | 1 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 Sufficient classroom and laboratory instruction were provided to adequately prepare me for this rotation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 The facility provided adequate orientation to all assigned clinical areas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 Facility employees were helpful in explaining policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments: | | | | | |
| | | | | | |
| Facilities | 5 | 4 | 3 | 2 | 1 |
| 4 The facility afforded students the same privileges as staff with regards to: parking, place for personal belongings, place for meetings, reading or study space, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 The facility personnel (RC Department, Nursing, Physicians, etc.) were cooperative, open and willing to help students pursue their clinical education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 The facility provided a satisfactory amount and variety of modern equipment and supplies necessary to administer quality care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7 The ancillary departments (e.g. OR, Cath Lab, Radiology, Medical Records, Laboratory) were adequate in scope and accessibility to support student learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8 Library facilities were available; and reference materials were of sufficient number and scope to facilitate learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments: | | | | | |
| | | | | | |
| Experiences | 5 | 4 | 3 | 2 | 1 |
| 9 The clinical experience was sufficient in length and provided an adequate number and variety of procedures to enable students to complete their clinical objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10 Patient care followed published guidelines and National Standards of Care (e.g. does not provide concurrent therapy, follows Asthma and COPD treatment guidelines.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11 The facility provided adequate opportunities for physician/student interaction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12 There was adequate staff to support student instruction and students were not left unattended nor expected to replace full time staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13 Clinical Instructors and Preceptors were knowledgeable and provided sound guidance and medical input to facilitate quality patient care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14 I would recommend this clinical affiliate for future rotations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments: | | | | | |
| | | | | | |

