



Once **each month** the **Primary Preceptor** and **student** are required to assess the student's progress using this tool. We would suggest that separate "draft" forms be completed independently by both the preceptor and the student prior to reviewing and discussing the student's progress together. Both will benefit by looking at the previous DATs to make this assessment. Obvious discrepancies in the evaluation between the student and preceptor should facilitate discussion between the two regarding their different perspectives. **One single monthly DAT should be completed at the conference.**

Because the Primary Preceptor may not be the only preceptor working with the student, a review of the Daily DATs by the Primary Preceptor, or a discussion with the other preceptors in the practice may need to occur before completing this form. The preceptor that guides the student on any given day will complete the Daily DAT but we ask that only the Primary Preceptor complete and sign the monthly form.

**The student is responsible for conveying DDATs within seven days of occurrence and MDATs monthly to RCF.**

CRITERIA	CLINICAL COMPETENCIES	UNMET	MET (date met)
<b>1. ASSESSMENT SKILLS</b>	a. Consistently collects a functionally complete database .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Consistently gives a modified, focused and concise report.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Follows up on pertinent data .....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>2. IDENTIFICATION OF PROBLEMS AND NEEDS</b>	a. Lists all potential and actual problems and needs for this client, family and setting .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Provides anticipatory guidance for nursing staff in preparation of clients needs .....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>3. ESTABLISHMENT OF PLANS AND PRIORITIES FOR ACTION</b>	a. With minimal assistance, develops a complete, prioritized plan which is appropriate for the client, family and setting.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Incorporates client and family in care planning .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Appropriately delegates to staff those preparations necessary for situation and setting.....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>4. VERBAL INTERACTION SKILLS</b>	a. Establishes rapport quickly in most situations .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Accurately teaches and counsels clients about plan of care.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Accurately provides anticipatory guidance for clients.....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>5. PSYCHOMOTOR SKILLS</b>	a. Efficiently and consistently performs technical skills .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Accurately interprets own clinical findings .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Consistently combines verbal explanations to client during performance of skills in any setting .....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>6. KNOWLEDGE BASE</b>	a. Consistently provides rationale for a range of management alternatives and priorities .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Discusses evidence based treatment options with clients as appropriate .....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>7. DOCUMENTS</b>	a. Continues to document client data legibly, completely, accurately, and efficiently by completing records in a timely fashion .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Consistently evidences awareness of risk management implications in documentation of care .....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Continues to ensure completion of student records.....	<input type="checkbox"/>	<input type="checkbox"/> _____



CRITERIA	CLINICAL COMPETENCIES	UNMET	MET (date met)
<b>8. SAFETY OF STUDENT PERFORMANCE</b>	a. Demonstrates judgment in consulting with preceptor.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Developing and applying skills in consultation and collaboration with other providers.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Growing in understanding of scope of practice and safe management.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	d. Is growing in ability to anticipate MD consultant's probable management plan and facilitate its implementation.....	<input type="checkbox"/>	<input type="checkbox"/> _____
<b>9. PROFESSIONAL ROLE</b>	a. Proficiently assists client in identifying and prioritizing concerns.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	b. Collaborates with other members of the health care team.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	c. Values contributions of all team members.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	d. Consistently and accurately self-evaluates performance and identify own learning needs.....	<input type="checkbox"/>	<input type="checkbox"/> _____
	e. Consistently demonstrates appropriate transition to role of NP.....	<input type="checkbox"/>	<input type="checkbox"/> _____

Primary Preceptor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_