



**Skyline College Respiratory Therapy Program  
Daily Evaluation Rubric - Summary**

<b>Evaluation Question</b>	<b>Excellent 5</b>	<b>Above Average 4</b>	<b>Average 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>
<b>#1: Student was prepared with specific objectives for the day</b>	Self-motivated: Enthusiastically takes initiative to incorporate their own objectives into the day's tasks.	Came prepared with objectives, met the objectives w/ positive attitude.	Prepared with objectives & worked towards meeting them.	Objectives unfocused, unspecific: Student needed reminder to write them before arrival.	No objectives; unable to articulate them, no changes from previous objectives.
<b>#2: Student understands theory and concepts relating to tasks performed. (i.e.,ventilator theory, ABG interpretation, disease management)</b>	Can articulate treatment rationale; excellent understanding of concepts & care plan; recommends treatment changes.	Needs minimal prompting to express complex concepts, quickly grasps their clinical application.	Reasonable theoretical knowledge; needs some prompting, but strives to understand.	Has gaps or has limited understanding; needs repeat review of same concepts	Minimal understanding; deemed unsafe to practice patient care. Defensive / confrontational.
<b>#3: Student is able to carry out tasks/procedures with minimal intervention</b>	Works independently: Competent, confident, accurate. Motivated to manage time & workload changes.	Mostly confident; initiates/completes tasks; good organizational/time management skills.	Follows instructions, able to complete on time.	Tentative, confused, low confidence; incomplete documentation.	Not safe to leave alone; incomplete tasks; acts outside of RT Student scope of practice.
<b>#4: Student listens and responds appropriately to criticism</b>	Proactive, provides self-criticism & makes their own improvement plan	Positive, objective, willing to integrate feedback into learning.	Accepts criticism/direction; needs help formulating improvement plan.	Defensive, can't understand feedback; makes excuses or withdraws.	Refuses to accept feedback; confrontational, argumentative, hostile.
<b>#5: Student communicates with staff and patients effectively</b>	Immediately perceives patient changes & reports these to healthcare team. Respectful/pleasant; thorough report.	Reports changes to preceptor; strives to communicate w/ team; respectful, good report.	Reports basic info, courteous; can communicate effectively when coached.	Unclear/omits/unorganized info; no comm. of patient needs; unable to dialogue w/ preceptor	No tact, unprofessional language, condescends, disrespectful, acts w/o communication to team.

Daily Evaluation Rubric *Summary*. See Daily Evaluation Rubric (detailed) for detailed explanations of categories.  
Revised: 1/15/2010

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<b>The student was prepared with specific objectives for the day</b>	<ul style="list-style-type: none"> <li>• Student prepared with specific self-identified objectives and successfully meets them with enthusiasm.</li> <li>• Objectives appropriately modified daily to challenge student and facilitate progress over the course of the rotation.</li> <li>• Student takes the initiative to complete the objectives.</li> <li>• Student is eager to incorporate objectives based on identified assignment and workload of the day</li> </ul>	<ul style="list-style-type: none"> <li>• Student prepared with applicable and attainable objectives for the day</li> <li>• Meets all objectives set for the day with a positive attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Student prepared with applicable and attainable objectives and works to meet them.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives lack focus and specificity, are redundant and/or stagnant.</li> <li>• Student needs reminders to write out objectives prior to starting the daily rotation.</li> </ul>	<ul style="list-style-type: none"> <li>• No identified objectives</li> <li>• Objectives identified. Student unable to articulate to preceptor</li> <li>• Documents objectives at onset of clinical day</li> <li>• Daily student objectives remain unchanged.</li> <li>• Copies others objectives</li> <li>• Student unprepared to engage at onset of shift.</li> </ul>



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<p><b>The student understands theory and concepts relating to tasks performed. (i.e. ventilation theory, blood gas interpretation, disease management)</b></p>	<ul style="list-style-type: none"> <li>• Able to articulate theory rationale for respiratory treatment plan to the healthcare team (i.e. RCP, physician, nurse)</li> <li>• Excellent understanding of concepts related to applied respiratory care modalities.</li> <li>• Able to interpret patient assessment and relevant data, understand care plan for disease state, and recommend appropriate changes to effectively improve patient outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to express understanding of complex concepts as experienced in the hospital setting.</li> <li>• Needs minimal prompting to recognize theory and concepts and is able to then quickly apply appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable knowledge in applied theoretical areas.</li> <li>• Strives to tie theory with practice effectively in the hospital setting.</li> <li>• Needs some prompting to recognize theory and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited and/or gaps of knowledge in theory and concepts. which provide for significant difficulty in applying concepts to tasks performed.</li> <li>• Needs repeated review of theory and concepts relating to tasks performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has minimal understanding of many theories concepts which deems them unsafe to practice patient care.</li> <li>• Defensive and confrontational when asked to explain theory and concepts as related to patients and tasks performed.</li> </ul>

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<b>The student is able to carry out tasks/procedures with minimal intervention.</b>	<ul style="list-style-type: none"> <li>• Student able to work independently with minimal supervision and demonstrates confidence and accuracy relative to tasks.</li> <li>• Highly motivated to complete assignment effectively and take on additional tasks.</li> <li>• Excellent grasp of changing patient conditions.</li> <li>• Excellent organizational and time management skills displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates acceptable organizational skills and time management towards completing assignments.</li> <li>• Mostly confident and able to initiate and complete assignment with minimal assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows preceptor instruction and able to complete assignments on schedule.</li> <li>• Able to carry out tasks with minimal intervention, some assistance and/or slowly.</li> </ul>	<ul style="list-style-type: none"> <li>• Tentative ability to take on the assignment.</li> <li>• Demonstrates confused about procedures and tasks assigned.</li> <li>• Incomplete documentation of procedures.</li> <li>• Demonstrates little confidence to carry out assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to allow student to work in any independent capacity.</li> <li>• Repeatedly fails to complete assignment.</li> <li>• Lacks motivation and focus.</li> <li>• Practices outside of Respiratory Therapy Student scope of practice.</li> </ul>



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<b>The student listens and responds appropriately to criticism.</b>	<ul style="list-style-type: none"> <li>• Positive acceptance of criticism verbalizing a plan for improvement.</li> <li>• Proactively provides self criticism and able to formulate and carry out solutions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive acceptance of criticism and demonstrates a</li> <li>• Willingness to integrate feedback into the learning process.</li> <li>• Demonstrates objectively to feedback and seeks to formulate a solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts criticism in a positive way and needs preceptor assistance to formulate solutions.</li> <li>• Demonstrates a positive attitude and accepts direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is defensive and/or conveys negativity.</li> <li>• Lacks ability to understand and learn from feedback.</li> <li>• Makes excuses, hesitant to make change.</li> <li>• Unable to productively discuss feedback and/or withdraws and ceases to engage in dialogue.</li> </ul>	<p>Refuses to accept constructive feedback criticism from preceptor. Confrontational, argumentative, and/or hostile.</p>

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<b>The student communicates with staff and patients effectively.</b>	<ul style="list-style-type: none"> <li>• Immediately perceives and reports any change in patient condition to healthcare team (RCP, MD, RN) in a timely manner.</li> <li>• Pleasant and capable of responding and communicating with changing conditions when dealing with patients, family members and the healthcare team.</li> </ul> <p>Able to report and make recommendations and facilitate changes to patient care plans.</p> <ul style="list-style-type: none"> <li>• Respectful of others opinions, explanations.</li> <li>• Reports thoroughly on patient prior to leaving for the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports any change in a patient's condition to preceptor in a timely manner.</li> <li>• Strives to communicate with healthcare effectively. Present and communicates during patient care rounds.</li> <li>• Pleasant and respectful demeanor when dealing with patients, family members and staff.</li> <li>• Reports thoroughly on patient prior to leaving for the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports basic appropriate information relevant to patient in a clear, organized manner.</li> <li>• Courteous to patients, family members, and members of the healthcare team.</li> <li>• Able to communicate effectively with encouragement and coaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not communicate patient's needs.</li> <li>• Provides little to no communication with patients, family members, and members of the healthcare team</li> <li>• Omission of important information about patients during report and/or when communicating with the healthcare team.</li> <li>• 4) Poor dialog with preceptors and other members of the healthcare team (ie; yes and no responses only).</li> <li>• 5) Unable to convey thoughts which are clear and organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not engage in tactful communication with healthcare team, patient, and /or family members.</li> <li>• Unable to provide clear, concise, and/or appropriate information at report.</li> <li>• Uses unprofessional language</li> <li>• Conveys condescension, disrespect, and/or negative non-verbal responses.</li> <li>• Acting without acceptable communication and/or or appropriate supervision.</li> </ul>