

# Skyline College



## Daily Student Clinical Evaluation

Student Name \_\_\_\_\_  
Date \_\_\_\_\_  
Hospital \_\_\_\_\_  
Area Assigned \_\_\_\_\_  
Name of Assigned Staff \_\_\_\_\_

### Part 1: To be completed by the student:

What objectives do I want to accomplish today? \_\_\_\_\_

\_\_\_\_\_

Activities - Procedures performed today \_\_\_\_\_

\_\_\_\_\_

### Part 2: To be completed by the staff member that assisted the student:

**Note:** The evaluation process helps the instructor and the student identify those areas of strength and weaknesses for each individual. Please add comments as appropriate to expand on each criteria listed.

Did the student arrive on time?                      yes\_\_\_\_\_    no\_\_\_\_\_

Was the students appearance appropriate?                      yes\_\_\_\_\_    no\_\_\_\_\_

**Rating Scale: 5 - Excellent    4 - Above Average    3 - Average    2 - Needs Improvement    1 - Unacceptable**

The student was prepared with specific objectives for the day                      .                      **5   4   3   2   1**

The student understands theory and concepts relating to tasks performed.                      **5   4   3   2   1**  
(i.e. ventilation theory, blood gas interpretation, disease management)

The student is able to carry out tasks/procedures with minimal intervention.                      **5   4   3   2   1**

The student listens and responds appropriately to criticism.                      **5   4   3   2   1**

The student communicates with staff and patients effectively.                      **5   4   3   2   1**

Staff Signature

Student Signature

\_\_\_\_\_

\_\_\_\_\_



**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