

# Procedural Competency Evaluation

STUDENT:

DATE:

PATIENT AND CAREGIVER TRAINING		PERFORMANCE LEVEL	PERFORMANCE RATING
<b>Evaluator:</b> <input type="checkbox"/> Peer <input type="checkbox"/> Instructor	<b>Setting:</b> <input type="checkbox"/> Lab <input type="checkbox"/> Clinical Simulation		
<b>Equipment Utilized:</b>	<b>Conditions (Describe):</b>		
<b>Performance Level:</b> S or ✓ = Satisfactory, no errors of omission or commission U = Unsatisfactory error of omission or commission NA = Not applicable			
<b>Performance Rating:</b> <b>5 Independent:</b> Near-flawless performance; minimal errors; able to perform without supervision; seeks out new learning; shows initiative; A = 4.7–5.0 average <b>4 Minimally Supervised:</b> Few errors, able to self-correct; seeks guidance when appropriate; B = 3.7–4.65 <b>3 Competent:</b> Minimal required level; no critical errors; able to correct with coaching; meets expectations; safe; C = 3.0–3.65 <b>2 Marginal:</b> Below average; critical errors or problem areas noted; would benefit from remediation; D = 2.0–2.99 <b>1 Dependent:</b> Poor; unacceptable performance; unsafe; gross inaccuracies; potentially harmful; F = < 2.0 <i>Two or more errors of commission or omission of mandatory or essential performance elements will terminate the procedure, and require additional practice and/or remediation and reevaluation. Student is responsible for obtaining additional evaluation forms as needed from the Director of Clinical Education (DCE).</i>			
<b>EQUIPMENT AND PATIENT PREPARATION</b>			
1. Common Performance Elements Steps 1–8 (Refer to Appendix B)			
<b>ASSESSMENT AND IMPLEMENTATION</b>			
2. Common Performance Elements Steps 9 and 10 (Refer to Appendix B)			
3. Assesses the patient and/or family members for limitations to training			
A. Language, literacy, or cultural barriers			
B. Motivation and cooperation			
C. Physical impairment (e.g., hypoxia, decreased sensorium, hearing, vision, energy, age-specific restriction or impairment, pain, medication side effects)			
D. Psychosocial barriers (e.g., anxiety, depression, substance abuse)			
4. Determines gap between current knowledge and educational goals			
5. Interviews patient or caregiver regarding past experience with topic being taught			
6. Observes patient's or caregiver's performance of skills and determines whether they are adequate for self-care			
7. Arranges convenient time for patient, family, caregiver, and practitioner			
8. Arranges location for training conducive to learning			
9. Prepares/obtains lesson plan and instructional materials			
10. Limits interruptions, distractions, and noise			
11. Conducts educational session using terminology appropriate to audience			
12. Monitors patient or caregiver during training session including verbal and nonverbal responses			
13. Evaluates outcomes by appropriate methods including:			
A. Demonstration of skills			
B. Verbal, nonthreatening questioning			
C. Requests patient or caregiver to repeat information in own words			
14. Answers patient or caregiver questions using terminology appropriate to audience			
<b>FOLLOW-UP</b>			
15. Common Performance Elements Steps 11–16 (Refer to Appendix B)			
16. Documents competencies achieved			

**SIGNATURES**

Student:

Evaluator:

Date: