**CLINICAL MIDPOINT EVALUATION**

Facility \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The midpoint evaluation is a helpful benchmark for preceptors and students. Please use this evaluation to provide additional formal feedback to the student on what is going well and how they can continue toward competence by the end of the inpatient rotation.

***Rating Scale***

***1:*** *Demonstrates minimal skills and has limited knowledge and/or critical thinking ability related to topic or concept. More learning experience is needed to meet basic knowledge to start developing the skills for entry-level practice.*

***2-3:*** *Needs Improvement: Demonstrates skills below expectation for other students at this level of training. More learning experience is needed to demonstrate competency and critical thinking. Has mastered some aspects of the competencies or skills, but more improvement and/or development are needed to attain the level of what is expected for entry-level practice.*

***4-5:*** *Competent: Demonstrates competency in all aspects of this competency, skill, or concept. Completed all requirements satisfactorily. Skills, knowledge, and critical thinking are still developing but appropriate for what is expected at this training level and for entry-level dietetics practice.*

***6-7:*** *Advanced Competent: Demonstrating skills, knowledge, and critical thinking at a level above what is expected at current training and above that expected for entry-level dietetics practice.*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL CRITERIA** | **Needs Improvement** | | | **Competent** | | **Advanced Competent** | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **PROFESSIONAL SKILLS** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Appropriate dress and grooming | Comments: | | | | | | |
| Attitude towards learning and willingness to work as part of the team |
| Appropriate interactions with preceptors, clients, patients, and staff |
| **RESPONSIBILITY** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Punctual and prepared with appropriate tools | Comments: | | | | | | |
| Able to set and accomplish goals and follows through with assigned tasks and responsibilities |
| Follows through with assigned responsibilities |
| Able to evaluate own strengths and weaknesses and accepts and applies feedback |
| Sets priorities and handles increasing workload |
| Uses proper channels of communication and demonstrates active listening |
| Consults with preceptor and acts within level of competence |
| Reviews work for errors |
| **PROBLEM SOLVING & CRITICAL THINKING** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Appropriately takes initiative in critical thinking and problem solving | Comments: | | | | | | |
| Accurately and thoroughly interprets evidence, statements, and data collected from medical record, patients and healthcare staff. |
| Asks relevant questions. |
| Analyses and evaluates key information, and alternative points of view clearly and precisely |
| Incorporate critical-thinking skills in overall practice. |
| Thoughtfully addresses and evaluates major alternative points of view. |
| **TIME MANAGEMENT & RESOURCE UTILIZATION** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Sets priorities and handles increasing work load | Comments: | | | | | | |
| Utilizes reference materials; current techniques |
| Appropriately uses information technology to retrieve, store, and disseminate information or data |
| Able to justify/support decisions with appropriate evidence or data |
| Consults with preceptor/instructor; acts within level of competence |
| Conducts projects/tasks using appropriate research methods, ethical procedures and data analysis. |
| **COMMUNICATION** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Uses proper channels of communication | Comments: | | | | | | |
| Demonstrates active listening |
| Appropriate written and oral communication with patients/clients, staff and colleagues. |
| Completes documentation that follows professional guidelines required by practice setting  Maintains confidentiality |
| Shows cultural sensitivity in interactions with patients/clients, colleagues, and staff. |
| Active participation in team conferences |
| Utilizes current research in formal presentations to professionals and during interactions with patients/clients |
| **NCP: ASSESSMENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Completes screening procedures | Comments: | | | | | | |
| Identifies patient/client nutrition, personal, medical, family, social histories |
| Accurately calculates and assesses food and nutrient intake |
| Records and analyzes medications, supplements |
| Assesses patient/client knowledge, beliefs, attitudes, behaviors towards nutrition related concepts. Evaluates patient/client level of understanding, motivation |
| Includes anthropometric measurements and correctly interprets measurements. |
| Interprets biochemical data, and includes pertinent medical tests and procedures |
| Nutrition focused physical assessment conducted and incorporated into assessment and/or interview with patients/clients |
| Utilizes evidence-based comparative standards and references to assess nutrient needs and growth |
| **NCP: DIAGNOSIS** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Formulates appropriate nutrition diagnosis based on identifying the most accurate nutrition problem, associated etiology, and pertinent signs and symptoms | Comments: | | | | | | |
| **NCP: INTERVENTION** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Develops nutrition prescription based on evidence-based standards and appropriate for practice setting (nutrient needs, enteral/parenteral nutrition) | Comments: | | | | | | |
| Implement conversion of one form of nutrition support to another. Implement changes in feeding from ECF or home |
| Selects and/or develops appropriate, accurate, and complete instructional materials based on setting and patient/client knowledge and understanding, age, culture, and literacy level. |
| Utlizes appropriate counseling methods based on setting and patient/client knowledge and understanding, age, culture, and literacy level |
| Establishes, coordinates, implements plan for follow up care based on practice setting |
| Appropriate involvement and coordination with health care professionals for nutrition interventions |
| **NCP: MONITORING & EVALUATION** | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Monitor patient/client intake of food, enteral, and parenteral nutrition. Evaluate and make appropriate changes | Comments: | | | | | | |
| Monitor and evaluate patient/client knowledge, beliefs, attitude, behaviors towards nutrition related concepts |
| Monitor and evaluate changes in anthropometric and biochemical measurements |
| Monitor and evaluate changes in nutrition focused physical findings |
| Participates in coding/billing of dietetics/nutrition services |
| Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability. |
| **Student Overall Performance** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |

**Strengths:**

**Areas for further work:**

**What would you like to see in the coming weeks and by the end of this rotation?**

**Signatures:**

**Preceptor:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_