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## **Guidelines for Quarterly Evaluations**

The PEP process for CPM certification requires a successful preceptor/apprenticeship relationship. When entering into a preceptor/student partnership, each party is expected to act in a professional, responsible, and respectful manner towards the other. For the most beneficial relationship, NARM strongly urges each person to maintain an open line of communication with the other. Periodic assessments should be included as a part of regular communications.

The average apprenticeship which includes didactic and clinical training lasts 3-5 years. It is acceptable, even preferable, for students to study under more than one preceptor. Some preceptor/student relationships develop into long-term working relationships; others may be very brief. However long a relationship may last, periodic assessments can prove to be very beneficial for both parties. NARM recommends using the following guidelines and Quarterly Evaluation Report as tools for periodic assessment.

### **Recommendations:**

At the beginning of the preceptor/student relationship, each party should establish goals, such as educational goals and expectations for rate of progress.

A plan should be made for meeting outside of clinical time to discuss didactic study and evaluate clinical and skills experience.

The preceptor and student should strive to meet at least once per quarter for evaluations, to discuss progress, expectations of both parties, and to set new goals. While a "quarter" may typically be defined as once every three months, short-term apprenticeships may benefit from more regular meetings; for example, for a 4-month apprenticeship, evaluation meetings could be scheduled at least once per month.

### **Completing the Quarterly Evaluation Form:**

The following form is recommended by NARM; it is not required as a part of the CPM application process. NARM encourages utilization of this form by both students and their preceptors, particularly those students who plan to apply through the PEP-Entry Level process.

The Quarterly Evaluation Form should be completed by the NARM Registered Preceptor and student together. Begin by reviewing the discussion questions. Add any preferred topics of discussion for the next evaluation.

Complete the time period, clinical numbers, and note how many of each clinical may be used on NARM application forms. Both preceptor and student should sign the form.

### **Submission of Quarterly Evaluations:**

The Quarterly Evaluation Form is intended for use by the preceptor and student. Once an evaluation is completed, both student and preceptor should keep a copy for their records. Submission of Quarterly Evaluation Forms is encouraged but not required as a part of the CPM application process. If the preceptor and/or student choose to submit the evaluations to NARM, they will be kept on file as supplemental materials. Quarterly Evaluation Forms may be submitted to:

NARM by email ([applications@narm.org](mailto:applications@narm.org)), fax (888-842-4784), or standard mail:

NARM Applications Department  
P.O. Box 420  
Summertown, TN 38483

Please be advised that forms mailed to other NARM offices will be returned.

## NARM Quarterly Evaluation Form

Preceptor's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Time period covered by evaluation: \_\_\_\_\_

### Discussion Questions:

*Notes may be taken on a separate sheet of paper.*

1. Have clear goals been outlined, such as educational goals and expected rate of progress?
2. Do the preceptor and student meet outside of clinical time to discuss progress, evaluation of performance and knowledge? Has the meeting time allowed for adequate discussion?
3. Is the student provided with an opportunity to progress in increasing levels of skills and responsibilities? If not, what are the possible impediments?
4. Is the student demonstrating adequate self-study skills, including application of new knowledge in a clinical setting?
5. Is the student progressing through the Assistant Under Supervision clinicals in increasing levels of responsibility? Will the student be prepared to move into a primary role upon meeting the minimum requirements, or should they continue to train in an assistant role?
6. Are expectations being met for both preceptor and student? If not, what are the areas requiring more focus?

Additional topics of discussion: \_\_\_\_\_

| Clinical Experience                     | Number Attended | Number Initialed on CPM Application |
|-----------------------------------------|-----------------|-------------------------------------|
| Observed Births                         |                 |                                     |
| Births as an Assistant                  |                 |                                     |
| Initial Prenatals as an Assistant       |                 |                                     |
| Prenatals as an Assistant               |                 |                                     |
| Newborn Exams as an Assistant           |                 |                                     |
| Postpartum Exams as an Assistant        |                 |                                     |
| Births as a Primary                     |                 |                                     |
| Continuity of Care Births as a Primary  |                 |                                     |
| Primary Births with at least 1 Prenatal |                 |                                     |
| Initial Prenatals as a Primary          |                 |                                     |
| Prenatals as a Primary                  |                 |                                     |
| Newborn Exams as a Primary              |                 |                                     |
| Postpartum Exams as a Primary           |                 |                                     |

\_\_\_\_\_  
Preceptor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date