TEXAS STATE UNIVERSITY

ST DAVID’S SCHOOL OF NURSING

**NURS 5183 Psychoeducation Practicum**

**CLINICAL PRECEPTOR EVALUATION**

Student: Site: Term:

Date: Preceptor Evaluator:

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|  | **Clinical Behaviors and Performance Quality** |
| 1 – Deficient | Practices in an unsafe manner and is unable to identify components for safe care. |
| 2 – Beginner | Practices in a questionably safe manner, requiring repeated prompting and direction from preceptor. |
| 3 – Advanced Beginner | Practices in a safe manner but may require frequent prompting and minimal direction from preceptor. |
| 4 – Competent | Practices in a safe, accurate and competent manner with minimal prompting and reinforcement from preceptor. |
| 5 – Proficient | Practices in a safe, accurate, proficient and self-directed manner, while independently seeking preceptor validation. |

**Instructions:**

* Using the descriptions above, please evaluate your student’s performance from 1-5 in each of the areas below.
* Utilize the comments box to highlight areas of strengths and weaknesses.

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| I. Assessment | | |
| Subjective Data-History |  | Comments |
| 1. Participates in obtaining psychiatric and/or pertinent medical history for comprehensive, episodic, or acute visits for patients across the lifespan for this course. *(includes psychiatric evaluations and mental status screenings)* | 1 2 3 4 5 |  |
| 1. Demonstrates therapeutic interviewing skills. | 1 2 3 4 5 |  |
| 1. Utilizes pertinent factors in history to identify differential diagnoses. | 1 2 3 4 5 |  |
| 1. Asks about physiologic, psychological, and socio-economic factors in history. | 1 2 3 4 5 |  |
| 1. Therapeutically elicits conflict, abuse, sexuality, and other difficult content in history with assistance. | 1 2 3 4 5 |  |
| Objective Data-Physical Exam |  |  |
| 1. Performs comprehensive or focused examination of patients in an organized and timely manner as applicable to psychiatric mental health settings. | 1 2 3 4 5 |  |
| 1. Participates in appropriate developmental, behavioral, and/or mental health screenings according to evidence-based guidelines. | 1 2 3 4 5 |  |
| 1. Correctly uses assessment techniques and equipment for physical exam as applicable to psychiatric-mental health setting. | 1 2 3 4 5 |  |
| Health Promotion & Risk |  |  |
| 1. Identifies health and psychosocial risks based on family life cycle. | 1 2 3 4 5 |  |
| 1. Identifies self-care modalities for patient and family as applicable. | 1 2 3 4 5 |  |
| 1. Identifies the impact of mental illness/injury on the patient/family as a whole. | 1 2 3 4 5 |  |
| Differential Diagnosis |  |  |
| 1. Lists differential based on history, exam, and psychiatric evaluation. | 1 2 3 4 5 |  |
| II. Management | | |
| Clinical Reasoning |  | Comments |
| 1. Uses data from evidence and best available resources to assist clinical decisions. | 1 2 3 4 5 |  |
| 1. Promotes quality of life while minimizing complications and risks. | 1 2 3 4 5 |  |
| 1. Identifies pathophysiological or psychosocial connections related to mental illness of patients. | 1 2 3 4 5 |  |
| Diagnostic Strategies & Interpretation |  |  |
| 1. Selects accurate (primary) diagnoses. | 1 2 3 4 5 |  |
| 1. Participates in ordering appropriate tests, procedures, or screenings while maintaining fiscal responsibility as applicable to setting. | 1 2 3 4 5 |  |
| Patient Care Management |  |  |
| 1. Participates in the management mental illnesses and exacerbations in across the lifespan using evidence based practices, including applying psychotherapy and **psychoeducation** principles and interventions. | 1 2 3 4 5 |  |
| 1. Understands concepts of reporting abuse/neglect, involuntary hospitalization, end of life considerations, and residential treatment as applicable in setting. | 1 2 3 4 5 |  |
| 1. In crisis or emergent situations, follows practice/facility guidelines to assess risk and intervene safely. | 1 2 3 4 5 |  |
| 1. Discusses patient medications with preceptor as related to the process of psychotherapy and counseling. (Student cannot submit RX orders or sign) | 1 2 3 4 5 |  |
| 1. Makes appropriate recommendations for non-pharmacological therapies including CAM therapies.\* | 1 2 3 4 5 |  |
| 1. Adapts interventions and **psychoeducation** to meet the complex needs of a diverse patient population. | 1 2 3 4 5 |  |
| 1. Designates follow up, consults, referrals in a timely manner with assistance. | 1 2 3 4 5 |  |
| Documentation & Presentation |  |  |
| 1. Participates in accurate documentation using SOAP or designated format for practice setting; develops and/or updates patient problem list and plan. Identifies accurate billing/coding procedures. | 1 2 3 4 5 |  |
| 1. Oral presentation is organized and accurate. | 1 2 3 4 5 |  |
| Patient & Family Relationship | 1 2 3 4 5 |  |
| 1. Integrates patient preferences such as spirituality, cultural, and ethical beliefs into the healthcare plan. | 1 2 3 4 5 |  |
| 1. Establishes a relationship with the patient/family characterized by mutual respect, empathy, and cultural considerations. | 1 2 3 4 5 |  |
| 1. Collaborates with patient/family as a full partner in decision making for patient centered care. | 1 2 3 4 5 |  |
| 1. Assesses patient’s decision-making abilities, support systems, and consults/refers when appropriate. | 1 2 3 4 5 |  |
| Evaluation |  |  |
| 1. Evaluates impact of life transitions and mental health status of patient outcomes. | 1 2 3 4 5 |  |
| Patient Education | 1 2 3 4 5 |  |
| 1. Effectively provides relevant and accurate psychoeducation, coaching, and/or psychotherapy to patients across the lifespan as applicable to setting. | 1 2 3 4 5 |  |
| 1. Utilizes appropriate patient education materials and teaching skills to address language and cultural considerations of patients. | 1 2 3 4 5 |  |
| III. Leadership & Role | | |
| Accountability & Professionalism |  | Comments |
| 1. Demonstrates accountability for learning and professional behaviors. | 1 2 3 4 5 |  |
| 1. Seeks out learning opportunities. | 1 2 3 4 5 |  |
| 1. Arrives prepared and in appropriate clinical attire. | 1 2 3 4 5 |  |
| 1. Models behaviors of self-efficacy, ethics, and advocacy—i.e. punctuality, confidentiality, respect, and communication. | 1 2 3 4 5 |  |
| 1. Integrates ethical principles in decision making.\* | 1 2 3 4 5 |  |
| 1. Accepts feedback from faculty/preceptor(s) and knows own limitations.\* | 1 2 3 4 5 |  |
| Role & Healthcare Systems |  |  |
| 1. Communicates NP Role and practice knowledge effectively and accurately. | 1 2 3 4 5 |  |
| 1. Discusses roles of interprofessional healthcare team in delivery of pscychiatric and specialty services to provide a continuum of patient care. | 1 2 3 4 5 |  |
| 1. Uses knowledge of family and psychiatric based theories to individualize care. | 1 2 3 4 5 |  |
| 1. Promotes patient centered care that includes confidentiality, privacy, comfort, cultural inclusion, support, and dignity. | 1 2 3 4 5 |  |
| 1. Advocates for improved access, quality, and/or cost-effective care. | 1 2 3 4 5 |  |
| 1. Collaborates with interprofessional healthcare team to optimize healthcare and practice outcomes and continuity of care for patients. | 1 2 3 4 5 |  |

Comments/Recommendations:

# Student Signature Date

**Preceptor Signature** Date