TEXAS STATE UNIVERSITY

ST DAVID’S SCHOOL OF NURSING

**NURS 5287 Chronic Mental Health Self-Management Across the Lifespan Practicum**

**PRECEPTOR CLINICAL EVALUATION**

Student: Site: Term:

Date: Faculty 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. |

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| I. Assessment | | |
| Subjective Data-History |  | Comments |
| 1. Obtains accurate, complete, and timely 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 positives and negatives in history to arrive at priority differential diagnoses. | 1 2 3 4 5 |  |
| 1. Elicits 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. |  |  |
| Objective Data-Physical Exam |  |  |
| 1. Performs and modifies comprehensive or focused physical examination of patients in an organized and timely manner as applicable to psychiatric mental health settings. | 1 2 3 4 5 |  |
| 1. Conducts 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. Addresses health and psychosocial risks when implementing treatment plan. | 1 2 3 4 5 |  |
| 1. Promotes self-care for patient and family as applicable. | 1 2 3 4 5 |  |
| 1. Articulates the impact of acute or chronic mental illness/injury on the patient/family as a whole. | 1 2 3 4 5 |  |
| 1. Practices minimizing risk to patients and providers at the individual and systems levels. | 1 2 3 4 5 |  |
| Differential Diagnosis |  |  |
| 1. Prioritizes differential based on history, exam, and psychiatric evaluation. | 1 2 3 4 5 |  |
| ASSESSMENT SCORE TOTAL: |  |  |
| II. Management | | |
| Clinical Reasoning |  | Comments |
| 1. Appraises data from evidence and best available resources to assist clinical decisions. | 1 2 3 4 5 |  |
| 1. Executes clinical decisions promoting functionality and quality of life while minimizing complications and risks. | 1 2 3 4 5 |  |
| 1. Synthesizes pathophysiological or psychosocial connections to support diagnoses formulated. | 1 2 3 4 5 |  |
| Diagnostic Strategies & Interpretation |  |  |
| 1. Selects and prioritizes accurate diagnoses. | 1 2 3 4 5 |  |
| 1. Orders appropriate tests, procedures, or screenings while maintaining fiscal responsibility. | 1 2 3 4 5 |  |
| 1. Interprets tests, procedures, or screenings accurately. | 1 2 3 4 5 |  |
| Patient Care Management |  |  |
| 1. Manages health and illness including acute and chronic psychiatric or mental illnesses and exacerbations in assigned populations using evidence based practices. | 1 2 3 4 5 |  |
| 1. In crisis or emergent situations, follows practice/facility guidelines to assess risk and intervene appropriately and safely including use of restraints or seclusion if necessary. |  |  |
| 1. Safely prescribes medications demonstrating understanding of psychopharmacologic pharmacodynamics and pharmacokinetics for patients across the lifespan using best practice guidelines.\* | 1 2 3 4 5 |  |
| 1. Participates in prescribing or making appropriate recommendations for non-pharmacological therapies including CAM therapies.\* | 1 2 3 4 5 |  |
| 1. Adapts interventions 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. | 1 2 3 4 5 |  |
| Documentation & Presentation |  |  |
| 1. Documents or dictates timely and accurately using SOAP or designated format for practice setting; develops and/or updates patient problem list and plan. Uses accurate billing/coding procedures. | 1 2 3 4 5 |  |
| 1. Oral presentation is organized, succinct, 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 |  |
| 1. Uses informatics or EMR as applicable to capture data for evaluation of patient outcomes and nursing practice. | 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 |  |
| 1. Analyzes patients’ health literacy and readiness to learn to guide appropriate education. Evaluates patient and/or family comprehension of the education provided. | 1 2 3 4 5 |  |
| MANAGEMENT SCORE TOTAL: |  |  |
| 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. Integrates informatics for knowledge management to improve health outcomes. | 1 2 3 4 5 |  |
| 1. Advocates for improved access, quality, and/or cost-effective care. | 1 2 3 4 5 |  |
| 1. Translates research and knowledge to improve practice, policies, and outcomes through use of evidence based practice in providing 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 |  |
| 1. Generates or uses knowledge from clinical practice to improve practice and patient outcomes. | 1 2 3 4 5 |  |
| LEADERSHIP & ROLE SCORE TOTAL: |  |  |

Comments/Recommendations:

# Student Signature Date

**Preceptor Signature** Date