Preceptor:		**Clinical Site:**	
Student:		**Date:**	

Nursing 631 Preceptor Evaluation of Student All the below competencies are evaluated based on preceptor-student interactions (asking questions, providing input, inquiring, etc.), patient/professional interactions observed by preceptor and documentation including review by preceptor. All competencies are based on students working with the population focus of their education and course. In Nursing 631 students may be working with individuals of all ages across the lifespan. You will notice the word nursing utilized throughout the questions as the student is working towards their Doctorate in Nursing Practice. If you are not a nurse practitioner, the student will be applying these competencies to your role in the healthcare sector which is similar to the students aspiring nurse practitioner role. You will rate the student based on if you feel they meet the competency with satisfaction by the end of the semester. You will also have the option to check not applicable if the student was not exposed to a competency. Answer choices: Satisfactory – Unsatisfactory – Not Applicable.	Satisfactory/ Unsatisfactory/ N/A	**Additional Comments:** Please add comments as needed throughout the evaluation.
Examine the scope of psychiatric advanced practice nursing in professional and legal arenas and integrate an evolving understanding of nursing and healthcare into one's nursing practice. If working with a psychiatrist, physician assistant or other health care professional the student will examine the preceptor's role considering similarities and differences to the nursing role.		
The student communicates professionally with preceptors, patients and instructors.		
The student discusses and considers the processes involved in providing healthcare to patients related to organizational structure, care processes, financing, marketing and policy decisions.		
The student discusses and analyzes how organizational practices and systems influence healthcare delivery.		

Conduct comprehensive and systematic psychiatric assessments of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.		
The student orally presents patients to preceptors, colleagues and instructors providing succinct and relevant information within a reasonable time frame.		
The student takes the lead, often in collaboration with preceptor, in conducting new patient evaluations.		
The student takes the lead, often in collaboration with preceptor, in conducting follow up patient interviews.		
The student completes accurate and clear documentation in the clinical setting focusing on assessment, diagnosis and treatment. If unable to utilize the EHR, the student documents on paper or computer to be reviewed by preceptor and instructor.		
Select and apply assessment strategies to interpret the mental health treatment needs of individuals and families across the lifespan based on an understanding of biological, psychosocial, and developmental theories.		
The student considers biological, psychosocial and developmental factors or theories when assessing individuals and families.		
The student integrates knowledge from science, ethics and policy to inform the highest level of nursing practice when assessing individuals and families.		
The student utilizes evidence-based interview techniques within the clinical setting.		
The student utilizes the evidence, including the DSM 5, to begin to generate differential diagnoses of patients across the lifespan.		
Develop, apply, and evaluate therapeutic advanced nursing strategies for the psychiatric treatment needs of individuals and families across the life span based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.		
The student considers biological, psychosocial and developmental factors or theories when exploring the treatment of individuals and families.		
The student considers the integration of knowledge from science, ethics and policy to inform the highest level of nursing practice in the treatment of individuals and families.		
The student critically appraises literature/evidence to inform nursing practice and in specifically considering treatments such as pharmacology, psychotherapy, medical interventions and CAM in the treatment of patients (individual, family or group).		

The student explores and discusses the process of developing, designing, implementing and evaluating therapeutic interventions, based on science.		
The student analyzes, discusses and applies (when applicable) clinical guidelines to inform practice.		
Demonstrate the effective use of <u>therapeutic communication</u> strategies and sustain therapeutic relationships and partnerships with patients and other professionals to facilitate optimal care and patient outcomes.		
The student discusses therapeutic communication techniques with preceptors to acquire new skills, refine current approach and apply to individual patients.		
The student utilizes therapeutic communication techniques when assessing and treating (when applicable) patients (individual, family or group).		
Apply <u>legal and ethical</u> principles to the development, implementation, and evaluation of advanced nursing strategies.		
The student discusses, considers and explores implementation of advocacy for social justice, equity and ethics in healthcare.		
The student discusses, considers and explores ethical, legal and social factors that influence policy development with a focus on understanding access, equity, quality and cost of healthcare.		
The student discusses ethical dilemmas found in patient care, health care organizations and research with preceptors, professionals and instructors.		
The student applies ethical principles to inform patient care.		
The student discusses policies and the influence policy has on practice.		
Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.		
The student discusses and utilizes scientific data including epidemiology, biostatistics and environment when considering individual, aggregate and population health.		
The student explores the electronic health record or other documentation modality within the clinical setting.		
The student explores the appropriateness of technology as a tool to manage and improve health care.		
The student utilizes the electronic health record (EHR) or other documentation modality when in the clinical setting. If unable to utilize the EHR, the student engages with the preceptor on the use of the agencies documentation modality.		

The student observes, explores and provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.		
Demonstrate the highest level of <u>professionalism</u> within the clinical setting.		
Communicates effectively and professionally with patients and families, all members of the healthcare team, and faculty.		
The student practices reliability by attending clinical on pre-determined dates as scheduled with preceptor. If an absence from clinical is necessary, the student notifies the preceptor and clinical faculty in a timely manner.		
The student arrives prepared for the clinical day following the agency's dress code. If the agency does not have a dress code the student follows MSU's dress code.		
The student arrives prepared for the clinical day wearing the MSU or agency name tag.		
The student arrives prepared for the clinical day bringing pertinent resources to be utilized throughout the clinical day including the DSM 5 and pharmacology guides.		
The student arrives prepared for the clinical day bringing the necessary resources to complete documentation (paper/pen, computer or tablet, etc.).		
The student follows all HIPAA regulations within the clinical setting.		

Provide a narrative summary of your evaluation of time spent with the student. Your feedback is extremely helpful for the student's progress. Please include strengths and areas that may need further refinement but are still met as satisfactory for this clinical rotation.

Narrative:

Additional Comments:

Preceptor Signature:

Date:

Student Signature:

Date: