|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student’s Name: Clinical Faculty Name and Signature: Date:**  **Directions:** Studentsshould rate their skill level for each of the course objectives. ***Beginning students (NGR 6509L; NGR6508L) are most likely to have novice and advance beginner skills with progression to at least competent by the end of the semester. Competent and proficient skills are expected during the final clinical courses (NGR6505L.)*** Rarely w­­ill students get to the expert level**.** Students should review each of the course objectives and contribute a *reflection/clinical example* for each of the 6 C’s as well as clinical *goals* at midterm and end of term. Clinical faculty are expected to discuss the ratings and reflections and help students with goal setting. Clinical faculty are required to sign this form.  **Rating Skill Level\***   |  |  |  | | --- | --- | --- | |  | **Skill Level** | **Definition** | | **N** | Novice | Observes tasks only. Limited skills, knowledge, attitudes, and behaviors that define the content of the learning domains | | **AB** | Advance Beginner | Needs direct supervision. Developing skills, knowledge, attitudes, and behaviors that define the content of the learning domains | | **C** | Competent | Needs supervision periodically. Developed skills, knowledge, attitudes, and behaviors that define the content of the learning domains | | **P** | Proficient | Able to perform without direct supervision. Advanced skills, knowledge, attitudes and behaviors that define the content of the learning domains | | **E** | Expert | Able to supervise others. Authority for skills, knowledge, attitudes and behaviors that define the content of the learning domains | |  | N/A | Not applicable or unable to observe during site visit |   \*Learning domains align with course objectives that include Core Competencies for Professional Nursing Education from the American Association of Colleges of Nursing, 2021 <https://www.aacnnursing.org/AACN-Essentials>. Knowledge, skills and attitudes are derived from the Quality, Safety, Education in Nursing <https://qsen.org/>. Rating scale adapted from Benner’s Expert to Novice <https://nursing-theory.org/theories-and-models/from-novice-to-expert.php> | | |
| **Course Objectives** Learning objectives are organized using Roach’s 6 Cs (competency, compassion, comportment, confidence, conscience and commitment). Roach, S. (2002). *Caring, the human come of being: A blueprint for the health professional*, 2nd ed. Ontario: CHC Press | **Midterm**  **Progress**  N, AB, C, P, E, NA | **Final** |
| **Becoming Competent**: | | |
| 1) Integrate foundational knowledge from nursing and related disciplines to assess, diagnose, and treat complex mental disorders in the practice setting. (Essential I)\* |  |  |
|  |  |  |
| 2) Synthesize and evaluate selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences in practice to enhance the health and well-being of individuals across the lifespan. (Essential I, VIII)\* |  |  |
|  |  |  |
| 3) Incorporate person-centered, population focused and culturally tailored strategies in the delivery of clinical prevention and health promotion interventions in the mental health setting. (Essential VIII)\* |  |  |
|  |  |  |
| 4) Apply research findings, clinical guidelines from national organizations, and evidence- based practice to improve the health and well-being of individuals in the mental health setting. (Essential IV)\* |  |  |
|  |  |  |
| 5) Utilize informatics and health technologies in the mental health setting to evaluate, integrate, coordinate, and improve healthcare for populations with mental disorders. families. (Essential V) \* |  |  |
|  |  |  |
| 6) Evaluate a more comprehensive understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development as a clinician in the mental health setting. (Essential IX) \* |  |  |
|  |  |  |
| **Midterm: Student’s Reflections on Becoming Competent**  Provide a brief clinical example of 3-5 sentences of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Becoming Competent**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
|  |  |  |
| **Becoming Compassionate**: | | |
| 7) Integrate appropriate nursing theories and complex patterns of knowing in the design of compassionate care in the mental health setting. (Essential IX)\* |  |  |
|  |  |  |
| 8) Evaluate and revise caring strategies in the mental health setting which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)\* |  |  |
|  |  |  |
| **Midterm: Student’s Reflections on Becoming Compassionate**  Provide a brief clinical example of 3-5 sentences of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Becoming Compassionate**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming competent | | |
| **Demonstrating Comportment:** | | |
|  |  |  |
| 9) Evaluate and revise effective communication strategies in the mental health setting that foster inter-professional partnerships to improve health outcomes for persons with mental disorders. (Essential VII) \* |  |  |
|  |  |  |
| 10) Actively engage in the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for mental disorders in the mental health setting. (Essential II)\* |  |  |
|  |  |  |
| **Midterm: Student’s Reflections on Demonstrating Comportment**  Provide a brief clinical example of 3-5 sentences of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Demonstrating Comportment**  Provide a brief reflection on your growth during the semester in meeting the course objectives of demonstrating comportment | | |
| **Becoming Confident:** | | |
|  |  |  |
| 11) Synthesize and evaluate knowledge of self as a caring person in relation to others within the advanced practice mental health setting. (Essential IX)\* |  |  |
|  |  |  |
| 12) Demonstrate clinical confidence, through critical thinking by applying advanced nursing knowledge in the mental health setting. (Essential I)\* |  |  |
|  |  |  |
| **Midterm: Student’s Reflections on Becoming Confident**  Provide a brief clinical example of 3-5 sentences of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Becoming Confident**  Provide a brief reflection on your growth during the semester in meeting the course objectives of becoming confident | | |
| **Attending to Conscience:** | | |
|  |  |  |
| 13) Utilize health policy to impact the care of the individuals in diverse advance practice nursing situations. (Essential VI)\* |  |  |
|  |  |  |
| 14) Engage and evaluate measures to improve care in the mental health setting through advocacy at local, state and national levels. (Essential VI)\* |  |  |
|  |  |  |
| 15) Evaluate morally sensitive issues occurring in practice that affect advanced practice. (Essential VI) \* |  |  |
|  |  |  |
| **Midterm: Student’s Reflections on Attending to Conscience**  Provide a brief clinical example of 3-5 sentences of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Attending to Conscience**  Provide a brief reflection on your growth during the semester in meeting the course objectives of attending to conscience | | |
| **Affirming Commitment**: | | |
|  |  |  |
| 16) Evaluate the role and scope of practice of the psychiatric mental health nurse practitioner in providing safe, ethical, efficient, cost effective, quality care in the mental health setting. (Essential II, III) \* |  |  |
|  |  |  |
| 17) Consistently integrate anticipatory guidance in the clinical setting based on an understanding of developmental theory and current evidence. (Essential I, IV) \* |  |  |
|  |  |  |
| 18) Actively engage in national organizations improving health of individuals in the mental health setting. (Essential III, VI) \* |  |  |
|  |  |  |
| **Midterm: Student’s Reflections on Affirming Commitment**  Provide a brief clinical example of 3-5 sentences of how you are meeting the objectives of becoming competent. Provide 1-2 goals to work towards. | | |
| **Final: Student’s Reflections on Affirming Commitment**  Provide a brief reflection on your growth during the semester in meeting the course objectives of affirming commitment. | | |

**Midterm:** Faculty review and assessment of self-evaluation, reflections and goal setting with student. Clinical faculty recommendations to help student achieve goals.

|  |
| --- |
|  |

**Final:** Faculty review and assessment of self-evaluation, reflections and goal setting with student. Clinical faculty recommendations to help student achieve goals.

|  |
| --- |
|  |

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: € Fall € Spring € Summer Year: \_\_\_\_\_\_\_\_\_\_

Clinical Faculty’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_