**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Preceptor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Credentials:\_\_\_\_\_\_\_Site Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Visit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sequence of Visit: 1st 2nd 3rd (circle) Student’s Current Hours at this Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Patient Population: \_\_\_\_\_Adult\_\_\_\_\_Family\_\_\_\_\_Pediatrics\_\_\_\_\_Women’s Health\_\_\_\_\_OB\_\_\_\_\_Psych Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** During the site visit, clinical facultyshould rate the skill level that is observed for the student***. Beginning students (NGRL 6509L, NGR 6508L) are most likely to have novice and advance beginner (AB) skills with progression to at least competent (C) by the end of the semester. Progression is expected during the semester***. **Competent and proficient skills are expected during the final clinical course (NGR 6505L)**. It is not expected that students will get to the expert level. Clinical faculty are expected to discuss the ratings and help students with goal setting.

**Novice to Expert Rating Skill Level Definitions\***

|  |  |  |
| --- | --- | --- |
|  | **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/>. Adapted from Benner’s Expert to Novice information <https://nursing-theory.org/theories-and-models/from-novice-to-expert.php>

Please place a check mark √ Novice to Expert Rating Scale**:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Rating Scale**  *Frame work includes Roach’s 6 Cs* | **N** | **AB** | **C** | **P** | **E** | **N/A** | **Comments/Observations** |
| **Demonstrating Comportment** | | | | | | | |
| Presentation of self (to patients, staff, colleagues, preceptor, and faculty). Exemplifies  NP role, professional competence, team spirit. Employs a holistic, caring approach. |  |  |  |  |  |  |  |
| **Becoming Competent** | | | | | | | |
| Holistic interviewing skills (organization, content, quality, thoroughness, & accuracy).  Builds a caring, healing relationship and identifies what matters most to the person. |  |  |  |  |  |  |  |
| Demonstrates skill in psychiatric interviewing (confidence in conducting, with modification to elicit patient cooperation). |  |  |  |  |  |  |  |
| Utilizes a person-centered approach to obtaining a psychiatric evaluation including PS, HPI  (severity, timing, quality, duration, context, modifying factors, associated signs and symptoms)  PPH, MH, FH, SH, ROS, including mental status exam and formulates appropriate psychiatric diagnosis based on interview. |  |  |  |  |  |  |  |
| Reviews records adequately and correctly interprets lab data, diagnostics, and tracking of health measurement tools. |  |  |  |  |  |  |  |
| **Rating Scale** | **N** | **AB** | **C** | **P** | **E** | **N/A** | **Comments/Observations** |
| **Becoming Competent (continued)** |  |  |  |  |  |  |  |
| Documentation in the medical record (appropriate, accurate, organized, and concise.) |  |  |  |  |  |  |  |
| Diagnostic acumen (DSM-5) (reflective of critical thinking, considers appropriate differential diagnoses, comorbid conditions, and knowledge of conditions.) |  |  |  |  |  |  |  |
| Engages in shared-decision making to develop a psychiatric/mental health treatment plan (holistic, appropriate, comprehensive, evidence-based, considers cost & patient  resources and preferences, lifestyle changes, cultural factors, disease prevention, health promotion and self-care.) |  |  |  |  |  |  |  |
| Knowledge of psychotherapy, therapeutic, and alternative treatments. Considers national and evidence-based guidelines for management. Uses technology to enhance safety |  |  |  |  |  |  |  |
| Knowledge of pharmacologic, complementary and alternative treatments. Proper prescribing, considers national and evidence-based guidelines for management. Uses technology to enhance safety and quality. Verifies medication list with patient. |  |  |  |  |  |  |  |
| Has clinical resources available at clinical site and seeks learning opportunities. |  |  |  |  |  |  |  |
| Provides health teaching/counseling/guidance that engage the patient in self-care management, and holistic healing. Summarizes the visit for the patient. Provides written instructions if indicated that are adequate and appropriate for needs. |  |  |  |  |  |  |  |
| Presents pertinent information to preceptor in a systematic format and offers a  diagnosis & plan, includes differential diagnoses for unconfirmed problems. |  |  |  |  |  |  |  |
| Recognizes patients that need emergent care or referral. Makes appropriate referrals  and coordinates care. Has knowledge of community and interprofessional resources. Follow up and evaluation is appropriate. Work flow is organized and timely. |  |  |  |  |  |  |  |
| **Becoming Compassionate** | | | | | | | |
| Encounter reflects caring philosophy, person-centered care and person-centered language. Uses advanced holistic communication skills with patient, family, preceptor, faculty, & & staff. Discusses what matters most to the patient and sets an agenda for the visit. |  |  |  |  |  |  |  |
| **Becoming Confident** | | | | | | | |
| Accepts constructive feedback from preceptor and faculty, demonstrates resilience,  self-reflection, self-development, and sets clinical goals for improvement. |  |  |  |  |  |  |  |
| **Attending to Conscience** | | | | | | | |
| Actions and plan reflect holistic, ethical decision making that includes principles of wholeness, diversity, equity, inclusion, & unity. |  |  |  |  |  |  |  |
| Advocates for personal values and ethical beliefs (moral courage). |  |  |  |  |  |  |  |
| **Attending to Commitment** | | | | | | | |
| Identifies personal learning needs through self-reflection, has personal resources on site,  and a committed follow up plan to increase knowledge and skills. |  |  |  |  |  |  |  |

**Student’s Strengths:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Goals and Recommendations for Improvement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Progression in Competencies \_\_\_\_\_\_\_\_\_\_Yes\_\_\_\_\_\_\_\_\_ No\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Achievement of Competencies \_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_\_\_ No**

**Name of Clinical Faculty Performing Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**