

PMHNP PRAC 6645 Clinical Skills
Self-Assessment Form

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Name of the institution: Walden University

Course number and name: ***PRAC 6645: Psychotherapy with Multiple Modalities***
Practicum

PMHNP PRAC 6645 Clinical Skills

Self-Assessment Form

Desired Clinical Skills for Students to Achieve	Confident (Can complete independently)	Mostly confident (Can complete with supervision)	Beginning (Have performed with supervision or need supervision to feel confident)	New (Have never performed or does not apply)
Comprehensive psychiatric evaluation skills in:				
Recognizing clinical signs and symptoms of psychiatric illness across the lifespan		Mostly		
Differentiating between pathophysiological and psychopathological conditions			Beginning	
Performing and interpreting a comprehensive and/or interval history and physical examination (including laboratory and diagnostic studies)		Mostly		
Performing and interpreting a mental status examination		Mostly		
Performing and interpreting a psychosocial assessment and family psychiatric history			Beginning	

Performing and interpreting a functional assessment (activities of daily living, occupational, social, leisure, educational).	Confident			
Diagnostic reasoning skill in:				
Developing and prioritizing a differential diagnoses list			Beginning	
Formulating diagnoses according to DSM 5 based on assessment data			Beginning	
Differentiating between normal/abnormal age-related physiological and psychological symptoms/changes		Mostly		
Pharmacotherapeutic skills in:				
Selecting appropriate evidence-based clinical practice guidelines for medication plan (e.g., risk/benefit, patient preference, developmental considerations, financial, the process of informed consent, symptom management)		Mostly		

Evaluating patient response and modifying plan as necessary			Beginning	
Documenting (e.g., adverse reaction, the patient response, changes to the plan of care)			Beginning	
Psychotherapeutic Treatment Planning:				
Recognizes concepts of therapeutic modalities across the lifespan			Beginning	
Selecting appropriate evidence-based clinical practice guidelines for the psychotherapeutic plan (e.g., risk/benefit, patient preference, developmental considerations, financial, the process of informed consent, symptom management, modality appropriate for the situation)		Mostly		
Applies age-appropriate psychotherapeutic counseling techniques with individuals, families, and/or groups			Beginning	
Develop an age-appropriate			Beginning	

individualized plan of care				
Provide psychoeducation to individuals, families, and/or groups			Beginning	
Promote health and disease prevention techniques		Mostly		
Self-Assessment skills:				
Develop SMART goals for practicum experiences		Mostly		
Evaluating outcomes of practicum goals and modifying the plan as necessary				New
Documenting and reflecting on learning experiences		Mostly		
Professional skills:				
Maintains professional boundaries and therapeutic relationships with clients and staff	Confident			
Collaborate with multi-disciplinary teams to improve clinical practice in mental health settings	Confident			
Identifies ethical and legal dilemmas with possible resolutions		Mostly		

Demonstrates non-judgmental practice approach and empathy	Confident			
Practices within the scope of practice		Mostly		
Selecting and implementing appropriate screening instrument(s), interpreting results, and making recommendations and referrals:				
Demonstrates selecting the correct screening instrument appropriate for the clinical situation			Beginning	
Implements the screening instrument efficiently and effectively with the clients			Beginning	
Interprets results for screening instruments accurately		Mostly		
Develops an appropriate plan of care based upon screening instruments response			Beginning	
Identifies the need to refer to another specialty provider when applicable		Mostly		
Accurately documents recommendations for psychiatric consultations when applicable			Beginning	

Summary of strengths:

These discussed herein are some of my strengths as a nurse and as a person. As a nurse and professional nurse manager, one of the strengths I have developed over time is the proficiency to guide other people in the field on the best way to do things and provide quality care based on evidence to the patients. I have developed a great interest in helping my peers attain success in their work. Secondly, I have developed effective problem-solving skills and it is for this reason that I am a great problem solver today. I am also a good team player and I work with other nurses in my specialty to ensure that our workload is alleviated (Cook et al., 2017). I ensure that my peers and staff welfare is taken into consideration and I am always ready to help my staff overcome their professional and personal hurdles. It is always my happiness and interest to see patients discharged as soon as possible after receiving quality care from my team.

I am also a good goal setter and it is because of this that I have always achieved my professional, academic, and personal goals. I am also a good organizer and planner. I write all my tasks in my diary, prioritize tasks that are more urgent or demanding, and execute them as scheduled keeping in mind that my job requires flexibility because of emergencies. I also understand that as a nurse, I have to be trustworthy and patient to correlate well with patients, physicians, and other nurses. It is because of this that I have developed different skills over time. I am highly approachable, open, honest, and observant presently. I respect other people and I highly appreciate or value their differences of opinion or perspectives.

Growth opportunities:

I have soft spot for other people and I spend most of my time helping and solving other people's problems. It is for this reason that I have to stretch myself to complete my task. I know helping others is not bad but I have the opportunity to improve on my time management so that I can balance my work life. I have also learned how to remain focused by becoming more self-aware of my abilities as a professional nurse and as a person (Treichler et al., 2020). I have to work hard to improve my communication and collaboration skills to be a better nurse in the future. I have to realize that everything I do has some impacts and understanding the impacts will help me manage my time effectively.

Now, write three to four (3–4) possible goals and objectives for this practicum experience. Ensure that they follow the SMART Strategy, as described in the Learning Resources.

1. **Goal:** My first goal within the eleven weeks of my practicum is to learn how to communicate with my patients within the first four weeks using psychotherapy techniques.
 - a. **Objective:** Learn how to document patient history and information.
 - b. **Objective:** Be able to listen to my preceptor, instructor, and questions while asking questions in the process.
 - c. **Objective:** Learn communication skills to improve on my current skills and enhance my communication with others.

2. **Goal:** My second goal is to learn within the next seven weeks how to effectively document patient disclosure during therapy.
 - a. **Objective:** Demonstrate high-level evidence-based practices when documenting disclosure
 - b. **Objective:** Use systematic approaches to gather data and generate solutions.
 - c. **Objective:** Enhance my abilities to analyze gathered data and proper confidence in presenting concerns and solutions without the use of medications or combinations of both and document suitably.

3. **Goal:** My third goal is to improve my abilities and knowledge of utilizing pharmacotherapeutic techniques within the next five weeks.
 - a. **Objective:** Do more research to understand evidence-based clinical practices suitable for psychotherapeutic plan development.
 - b. **Objective:** Develop knowledge of medication and personal patient history including illicit, recreational, and allergies.
 - c. **Objective:** Develop skills and knowledge to understand how patients perceive therapeutic treatments.

4. **Goal:** My fourth goal during the eleven weeks practicum is to develop my confidence in using appropriate differential psychotherapeutic diagnoses.
- a. **Objective:** Increase my listening and my patient analysis skills and knowledge.
 - b. **Objective:** Become familiar with and understand different diagnostic tools presented in the DSM-5 guidelines.
 - c. **Objective:** Increase my knowledge to communicate with clients, analyze their problems as presented, and identify why the chosen diagnosis option is the best based on the presented situation.

Signature:



Date:

11/29/2021.

Course/Section:

PRAE 6645.

References

- Cook, S. C., Schwartz, A. C., & Kaslow, N. J. (2017). Evidence-based psychotherapy: Advantages and challenges. *Neurotherapeutics*, 14(3), 537-545.
- Treichler, E. B., Crawford, J. N., Higdon, A., & Backhaus, A. L. (2020). Diversity and social justice training at the postdoctoral level: A scoping study and pilot of a self-assessment. *Training and Education in Professional Psychology*, 14(2), 126.