

Practicum Experience Plan

Introduction

During the establishment of my goals and objectives for this course, the development of a practicum experience plan is essential. This is because by developing this plan, I am committing to an organized tool that will help in framing my practicum experience in the clinical setting (Zook et al., 2018). I have various aims that I hope to focus on achieving in terms of my practical experience as an advanced practice nurse. Achieving these aims involves laying down specific objectives that will need to be fulfilled (Dohrn et al., 2017). The purpose of this paper is to develop a practicum experience plan that focuses on psychiatric assessment and diagnostic reasoning comprising of my objectives, planned activities, assessment, and achievement of the defined outcomes.

Complete each section below.

Part 1: Quarter/Term/Year and Contact Information

Section A

Quarter/Term/Year: Fall/wks-1-thru-11/ 2021

Master of Science in Nursing

Student Contact Information

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Part 2: Individualized Practicum Learning Objectives

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Refer to the instructions in Week 2 to create individualized practicum learning objectives that meet the requirements for this course. These objectives should be aligned specifically to your Practicum experience. Your objectives should address your self-assessment of the skills found in the “PMHNP Clinical Skills Self-Assessment Form” you completed in Week1.

As you develop your individualized practicum learning objective, be sure to write them using the SMART format. Use the resources found in Week 2 to guide your development. Once you review your resources, continue, and complete the following. **Note:** Please make sure each of your objectives are connected to your self-assessment. Also, consider that you will need to demonstrate how you are advancing your knowledge in the clinical specialty.

Objective 1: < To enhance my assessment technique on mental status of patients >

Planned Activities: To conduct an assessment of not less than 85 patients with mental health problems within the period of the practicum for the purposes of improving my knowledge on the effective assessment techniques of such patients.

Mode of Assessment: Focused assessment is the mode of assessment for this objective. This mode is important in providing details to specific body system related to the problems of the patient.

PRAC Course Outcome(s) Addressed:

- To interpret mental status of an individual based on an assessment performed.
- To identify professional boundaries in the workplace and acknowledge the required therapeutic relationship with patients.

Objective 2: To effectively assess a patient's response towards the provided care and using that information to conduct decisions on ways of effectively modifying the care.

Planned Activities: I will closely monitor at least 10 patients under care and carry out an interview aimed at obtaining their thoughts about the care. Thereafter, I will develop specific and appropriate care plans based on the information the patients provided. These activities will enable me to achieve this objective (LeCuyer et al., 2019).

Mode of Assessment: Observation and the use of DSM V are the main modes of assessment for this objective (Waldrop & McGuiness, 2017). Any other resources that will be provided will also be utilized.

PRAC Course Outcome(s) Addressed:

- Develop plans that improves patients' care
- Accurate modify care for specific patients.

- Analyze the patients views to come up with adequate information of care programs

Objective 3: To determine effective practices guiding medication plans for patients in a clinical setting.

Planned Activities: The planned activities involve consulting other clinicians regarding the most effective evidence-based practices that should be implemented in the workplace (McGuinness et al., 2019). Other activities include retrieving information about the available practices and evaluating them for the purposes of implementation of the selected practices.

Mode of Assessment: Observation of the evidence-based practices applied as well as their uses and utilization of the DSM V are the modes of assessment for this objective.

PRAC Course Outcome(s) Addressed:

- Use evidence-based practices in improving care
- Develop a list of appropriate evidence-based practices
- Incorporate DSM V in clinical care

Conclusion

As seen above, the developed practicum experience plan will serve as a significant first step in terms of an introduction to the practical skills and experience that I aim to gain from this course. The practicum experience plan contains the activities that will help me in synthesizing, integrating, and applying practical skills, knowledge, and trained learning through this course. These skills will enable me to attain professional experience in a professional health care environment in terms of psychiatric assessment and diagnostic reasoning.

Part 4 - Signatures

Student Signature (electronic): Oluyemisi Awe

Date: 09/12/2021

Practicum Faculty Signature (electronic):**

Date:

** Faculty signature signifies approval of Practicum Experience Plan (PEP)

Submit your Practicum Experience Plan **on or before Day 7 of Week 2** for faculty review and approval.

Once approved, you will receive a copy of the PEP for your records. You must share an approved copy with your Preceptor. The Preceptor is not required to sign this form.

References

- Dohrn, J., Desjardins, K., Honig, J., Hahn-Schroeder, H., Ferng, Y. H., & Larson, E. (2018). Transforming nursing curricula for a global community. *Journal of professional nursing, 34*(6), 449-453.
- LeCuyer, E., DeSocio, J., Brody, M., & Schlick, R. (2019). From objectives to competencies: operationalizing the NONPF PMHNP competencies for use in a graduate curriculum. *Archives of Psychiatric Nursing, 23*(3), 185-199.
- McGuinness, T. M., Richardson, J. W., Nicholson, W. C., Carpenter, J., Cleveland, C., Rodney, K. Z., & Harper, D. C. (2019). Psychiatric nurse practitioner residents improve quality and mental health outcomes for veterans through measurement-based care. *The Journal for Healthcare Quality (JHQ), 41*(2), 118-124.
- Waldrop, J., & McGuinness, T. M. (2017). Measurement-based care in psychiatry. *Journal of psychosocial nursing and mental health services, 55*(11), 30-35.
- Zook, S. S., Hulton, L. J., Dudding, C. C., Stewart, A. L., & Graham, A. C. (2018). Scaffolding interprofessional education: Unfolding case studies, virtual world simulations, and patient-centered care. *Nurse educator, 43*(2), 87-91.