

NURS 147A NURSING PRACTICUM
PSYCHIATRIC/MENTAL HEALTH NURSING
CLINICAL EVALUATION CRITERIA

SAN JOSE STATE UNIVERSITY
School of Nursing

NURS 147A - Nursing Practicum IVA - 2 Units
Psychiatric/Mental Health Nursing

CLINICAL EVALUATION CRITERIA
Based on Scope and Standards of Psychiatric-Mental Health
Nursing Practice (APNA, ISPN, ANA, 2007)

STUDENT SELF-EVALUATION

STUDENT'S NAME: _____

PeopleSoft #: _____

PLACEMENT: _____

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|--|----|-------------------|-------|---------------------|-------|-----------------------------|-------|
| | | MID- TERM | FINAL | MID- TERM | FINAL | MIDTERM | FINAL |
| STANDARD I. ASSESSMENT* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE COLLECTS COMPREHENSIVE HEALTH DATA THAT IS PERTINENT TO THE PATIENT'S HEALTH OR SITUATION. | | | | | | | |
| Collects data in a systematic and ongoing process. | | | | | | | |
| Involves the patient, family, other healthcare providers, and others in the patient's environment, as appropriate, in holistic data collection. | | | | | | | |
| Demonstrates effective clinical interviewing skills that facilitate development of a therapeutic alliance. | | | | | | | |

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| Prioritizes data collection activities based on the patient's immediate condition or anticipated needs of the patient or situation. | | | | | | | |
| Uses appropriate evidence-based assessment techniques and instruments in collecting pertinent data. | | | | | | | |
| Uses analytical models and problem-solving techniques. | | | | | | | |
| Ensures that appropriate consents, as determined by regulations and policies, are obtained to protect patient confidentiality and support the patient's rights in the process of data gathering. | | | | | | | |
| Synthesizes available data, information, and knowledge relevant to the situation to identify patterns and variances. | | | | | | | |
| Uses therapeutic principles to understand and make inferences about the patient's emotions, thoughts and behaviors. | | | | | | | |
| Documents relevant data in a retrievable format. | | | | | | | |
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| STANDARD 2. DIAGNOSIS* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE ANALYZES THE ASSESSMENT DATA TO DETERMINE DIAGNOSES OR PROBLEMS, INCLUDING LEVEL OF RISK. | | | | | | | |
| Identifies actual or potential risks to the patient's health and safety or barriers to mental and physical health which may include but are not limited to interpersonal, systematic, or environmental circumstances. | | | | | | | |
| Derives the diagnosis or problems from the assessment data. | | | | | | | |

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| Validates the diagnosis or problems with the patient, significant others, and other healthcare clinicians when possible and appropriate. | | | | | | | |
| Develops diagnoses or problem statements that are congruent with available and accepted classification systems. | | | | | | | |
| Documents diagnoses or problems in a manner that facilitates the determination of the expected outcomes and plan. | | | | | | | |
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| STANDARD 3. OUTCOME IDENTIFICATION | | | | | | | |
| THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE IDENTIFIES EXPECTED OUTCOMES FOR A PLAN INDIVIDUALIZED TO THE PATIENT OR TO THE SITUATION. | | | | | | | |
| Derives culturally appropriate expected outcomes from the diagnosis | | | | | | | |
| Involves the patient, family, and other healthcare providers in formulating expected outcomes when possible and appropriate. | | | | | | | |
| Considers associated risks, benefits, costs, current scientific evidence, and clinical expertise when formulating expected outcomes. | | | | | | | |
| Defines expected outcomes in terms of the patient, patient values, ethical consideration, environment, or situation with consideration of associated risks, benefits, costs, and current scientific evidence. | | | | | | | |
| Develops expected outcomes that provide direction for continuity of care. | | | | | | | |

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| Documents expected outcomes that provide direction for continuity of care. | | | | | | | |
| Documents expected outcomes as measurable goals. | | | | | | | |
| Includes a time estimate for attainment of expected outcomes. | | | | | | | |
| Modifies expected outcomes based on changes in the status of the patient or evaluation of the situation. | | | | | | | |
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| STANDARD 4. PLANNING* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE DEVELOPS A PLAN THAT PRESCRIBES STRATEGIES AND ALTERNATIVES TO ATTAIN EXPECTED OUTCOMES. | | | | | | | |
| Develops an individualized plan considering patient characteristics or the situation. | | | | | | | |
| Develops the plan in collaboration with the patient, family, and other healthcare providers when appropriate. | | | | | | | |
| Considers the economic impact of the plan. | | | | | | | |
| Prioritizes elements of the plan based on the assessment of the patient's level of risk for potential harm to self or others and safety needs. | | | | | | | |
| Establishes the plan priorities with the patient, family, and others as appropriate. | | | | | | | |

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| Includes strategies in the plan that address each of the identified diagnoses or issues, which may include strategies for promotion and restoration of health and prevention of illness, injury, and disease. | | | | | | | |
| Assists patients in securing treatment or services in the least restrictive environment. | | | | | | | |
| Includes an implementation pathway or timeline in the plan. | | | | | | | |
| Provides for continuity in the plan. | | | | | | | |
| Utilizes the plan to provide direction to other members of the healthcare team. | | | | | | | |
| Documents the plan using standardized language or recognized terminology | | | | | | | |
| Defines the plan to reflect current statues, rules, and regulations, and standards. | | | | | | | |
| Utilizes current available research in planning care. | | | | | | | |
| Modifies the plan based on ongoing assessment of the patient's response and other outcome indicators. | | | | | | | |
| STANDARD 5. IMPLEMENTATION* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE IMPLEMENTS THE IDENTIFIED PLAN. | | | | | | | |
| Implements the plan in a safe and timely manner. | | | | | | | |
| Documents implementation and any modifications, including changes or omissions, of the identified plan. | | | | | | | |
| Utilizes evidence-based interventions and treatments specific to the | | | | | | | |

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| diagnosis or problem. | | | | | | | |
| Provides age-appropriate care in a culturally and ethnically sensitive manner. | | | | | | | |
| Utilizes community resources and systems to implement the plan. | | | | | | | |
| Collaborates with nursing colleagues and others to implement the plan. | | | | | | | |
| Manages psychiatric emergencies by determining the level of risk and initiating and coordinating effective emergency care. | | | | | | | |
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| STANDARD 5A. COORDINATION OF CARE THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE | | | | | | | |
| Coordinates implementation of the plan | | | | | | | |
| Documents the coordination of care. | | | | | | | |
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| STANDARD 5B. HEALTH TEACHING AND HEALTH PROMOTION THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE EMPLOYS STRATEGIES TO PROMOTE HEALTH AND A SAFE ENVIRONMENT. | | | | | | | |
| Uses health promotion and health teaching methods appropriate to the situation, patient's developmental level, learning needs, readiness, ability to learn, language preference, and culture. | | | | | | | |
| Provides health teaching related to the patient's needs and situation that may include, but is not limited to, mental health problems and psychiatric disorders, treatment regiment, coping skills, relapse | | | | | | | |

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| prevention, self-care activities, resources, conflict management, problem-solving skills, stress management and relaxation techniques and crisis management. | | | | | | | |
| Integrates current knowledge and research regarding psychotherapeutic educational strategies and content. | | | | | | | |
| Engages consumer alliances and advocacy groups as appropriate, in health teaching and health promotion activities. | | | | | | | |
| Identifies community resources to assist consumers in using prevention and mental healthcare services appropriately. | | | | | | | |
| Seeks opportunities for feedback and evaluation of the effectiveness of strategies utilized. | | | | | | | |
| Provides anticipatory guidance to individuals and families to promote mental health and to prevent or reduce the risk of psychiatric disorders. | | | | | | | |
| STANDARD 5C. MILIEU THERAPY THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE PROVIDES, STRUCTURES, AND MAINTAINS A SAFE AND THERAPEUTIC ENVIRONMENT IN COLLABORATION WITH PATIENTS, FAMILIES AND HEALTH CARE CLINICIANS. | | | | | | | |
| Orients the patient and family to the care environment, including the physical environment, the roles of different healthcare providers, how to be involved in the treatment and care delivery processes, schedules of events pertinent to their care and treatment, and expectations regarding behaviors. | | | | | | | |
| Orients the patient to their rights and responsibilities particular to the treatment or care environment. | | | | | | | |
| Conducts ongoing assessments of the patient in relationship to the environment to guide nursing interventions in maintaining a safe | | | | | | | |

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| environment and patient safety. | | | | | | | |
| Selects specific activities that meet the patient's physical and mental health needs for meaningful participation in the milieu and promoting personal growth. | | | | | | | |
| Ensures that the patient is treated in the least restrictive environment necessary to maintain the safety of the patient and others. | | | | | | | |
| Informs the patient in a culturally competent manner about the need for the limits and conditions necessary to remove the restrictions. | | | | | | | |
| Provides support and validation to patients when discussion their illness experience, and seeks to prevent complications of illness. | | | | | | | |
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| STANDARD 5D. PHARMACOLOGICAL, BIOLOGICAL, AND INTEGRATIVE THERAPIES* | | | | | | | |
| THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE INCORPORATES KNOWLEDGE OF PHARMACOLOGICAL, BIOLOGICAL, ANAD COMPLEMENTARY INTERVENTIONS WITH APPLIED CLINICAL SKILLS TO RESTORE THE PATIENT'S HEALTH AND PREVENT FURTHER DISABILITY. | | | | | | | |
| Applies current research findings to guide nursing actions related to pharmacology, other biological therapies, and integrative therapies. | | | | | | | |
| Assesses patient's response to biological interventions based on current knowledge of pharmacological agents' intended actions, interactive effects, potential untoward effects, and therapeutic doses. | | | | | | | |
| Includes health teaching for medication management to support patients in managing their own medications and adhering to prescribed regimen. | | | | | | | |

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| Provides health teaching about mechanism of action, intended effects, potential adverse effects of the proposed prescription, was to cope with transitional side effects, and other treatment options, including no treatment. | | | | | | | |
| Directs interventions toward alleviating untoward effects of biological interventions. | | | | | | | |
| Communicates observations about the patient's response to biological interventions to other health clinicians. | | | | | | | |
| NOTE STANDARDS 5E; 5F & 5G are advanced practice roles. | | | | | | | |
| STANDARD 6. EVALUATION THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE EVALUATES PROGRESS TOWARD ATTAINMENT OF EXPECTED OUTCOMES. | | | | | | | |
| Conducts a systematic, ongoing, and criterion-based evaluation of the outcomes in relation to the structures and processes prescribed by the plan and indicated timeline. | | | | | | | |
| Involves the patient, family or significant others, and other health care clinicians in the evaluation process. | | | | | | | |
| Documents results of the evaluation. | | | | | | | |
| Evaluates the effectiveness of the planned strategies in relation to patient responses and the attainment of the expected outcomes. | | | | | | | |
| Uses ongoing assessment data to revise the diagnoses, plan implementation, and outcomes as needed. | | | | | | | |
| Disseminates the results to the patient and others involved in the care or situation, as appropriate, in accordance with state and federal laws and regulations. | | | | | | | |

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| STANDARDS OF <u>PROFESSIONAL PERFORMANCE</u> | | | | | | | |
| STANDARD 7. QUALITY OF PRACTICE* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE SYSTEMATICALLY ENHANCES THE QUALITY AND EFFECTIVENESS OF NURSING PRACTICE. | | | | | | | |
| Demonstrates quality by documenting the application of the nursing process in a responsible, accountable, and ethical manner. | | | | | | | |
| Uses the results of the quality improvement activities to initiate changes in nursing practice and sin the healthcare delivery system. | | | | | | | |
| Uses creativity and innovation in nursing practice to improve care delivery. | | | | | | | |
| Incorporates new knowledge to initiate changes in nursing practice if desired outcomes are not achieved. | | | | | | | |
| Participates in quality improvement activities. Such activities may include: <ul style="list-style-type: none"> Identifying aspects of practice important for quality monitoring. Using indicators developed to monitor quality and effectiveness of nursing practice. Collecting data to monitor quality and effectiveness of nursing practice. Analyzing quality data to identify opportunities for improving nursing practice. Formulating recommendations to improve nursing practice or | | | | | | | |

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| <p>outcomes.</p> <ul style="list-style-type: none"> Implementing activities to enhance the quality of nursing practice. Developing, implanting, and evaluating policies, procedure, and guidelines to improve the quality of practice. Participating on interdisciplinary teams to evaluate clinical care or health services. Participating in efforts to minimize costs and unnecessary duplication. Analyzing factors related to safety, satisfaction, effectiveness, and cost-benefit options. Implementing processes to remove or decrease barriers within organizational systems. | | | | | | | |
| STANDARD 8. EDUCATION | | | | | | | |
| THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE ATTAINS KNOWLEDGE AND COMPETENCY THAT REFLECT CURRENT NURSING PRACTICE. | | | | | | | |
| Participates in ongoing educational activities related to appropriate knowledge bases and professional issues. | | | | | | | |
| Demonstrates a commitment to lifelong learning through self-reflection and inquiry to identify learning needs. | | | | | | | |
| Seeks experiences that reflect current practice in order to maintain skills and competence in clinical practice or role performance. | | | | | | | |
| Acquires knowledge and skills appropriate to the specialty area, practice | | | | | | | |

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| setting, role or situation. | | | | | | | |
| Maintains professional records that provide evidence of competency and lifelong learning. | | | | | | | |
| Seeks experiences and formal and independent learning activities to maintain and develop clinical and professional skills and knowledge. | | | | | | | |
| STANDARD 9. PROFESSIONAL PRACTICE EVALUATION PERFORMANCE* THE PSYCHIATRIC-MENTAL HEALTH REGISTRED NURSE EVALUATES ONE'S OWN PRACTICE IN RELATION TO THE PROFESSIONAL PRACTICE STANDARDS AND GUIDELINES, RELEVANT STATUTES, RULES, AND REGULATIONS. | | | | | | | |
| Applies knowledge of current practice standards, guidelines, statutes, rules and regulations. | | | | | | | |
| Engages in self-evaluation of practice on a regular basis, identifying areas of strength as well as areas in which professional development would be beneficial | | | | | | | |
| Obtains informal feedback regarding practice from patients, peers, professional colleagues, and others. | | | | | | | |
| Participates in systematic peer review as appropriate. | | | | | | | |
| Takes action to achieve goals identified during the evaluation process. | | | | | | | |
| Provides rationale for practice, beliefs, decisions, and actions as part of the informal and formal evaluation processes. | | | | | | | |
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| STANDARD 10. COLLEGIALLY* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE INTERACTS WITH AND CONTRIBUTES TO THE PROFESSIONAL DEVELOPMENT OF PEERS, COLLEAGUES. | | | | | | | |
| Shares knowledge and skills with peers and colleagues as evidence by such activities as patient care conferences or presentations at formal or informal meetings. | | | | | | | |
| Provides peers with feedback regarding their practice and role performance. | | | | | | | |
| Interacts with peers and colleagues to enhance one's own professional nursing practice and role performance. | | | | | | | |
| Maintains compassionate and caring relationships with peers and colleagues. | | | | | | | |
| Contributes to an environment that is conducive to the education of healthcare professionals. | | | | | | | |
| Contributes to supportive and healthy work environment. | | | | | | | |
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| STANDARD 11. COLLABORATION THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE COLLABORATES WITH PATIENTS, FAMILY, AND OTHERS IN THE CONDUCT OF NURSING PRACTICE. | | | | | | | |
| Communicates with patient, family, and healthcare providers regarding patient care and the nurse's role in the provision of that care. | | | | | | | |
| Collaborates in creating a documented plan focused on outcomes and decisions related to care and delivery of services that indicates | | | | | | | |

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| communication with patients, families, and others. | | | | | | | |
| Partners with others to effect change and generate positive outcomes through knowledge of the patient or situation. | | | | | | | |
| Documents referrals, including provisions for continuity of care. | | | | | | | |
| Collaborates with other healthcare providers for care beyond the nurse's scope of practice. | | | | | | | |
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| STANDARD 12. ETHICS* | | | | | | | |
| THE PSYCHIATRIC-MENTAL HEALTH REGISTRERED NURSE INTEGRATES ETHICAL PROVISIONS IN ALL AREAS OF PRACTICE. | | | | | | | |
| Uses the <i>Code of Ethics for Nurses with Interpretative Statements (ANA, 2001)</i> to guide practice. | | | | | | | |
| Delivers care in a manner that preserves and protects patient autonomy, dignity, and rights. | | | | | | | |
| Is aware of and avoids using the power inherent in the therapeutic relationship to influence the patient in ways not related to the treatment goals. | | | | | | | |
| Maintains patient confidentiality within legal and regulatory parameters. | | | | | | | |
| Serves as a patient advocate protecting patients' rights and assisting patients in developing skills for self advocacy. | | | | | | | |
| Maintains a therapeutic and professional patient-nurse relationship with appropriate professional role boundaries. | | | | | | | |

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| Demonstrates a commitment to practicing self-care, managing stress, and connecting with self and others. | | | | | | | |
| Contributes to resolving ethical issues of patients, colleagues, or systems as evidenced in such activities as participating on ethics committees. | | | | | | | |
| Reports illegal, incompetent, or impaired practices. | | | | | | | |
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| STANDARD 13. RESEARCH THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE INTEGRATES RESEARCH FINDINGS INTO PRACTICE. | | | | | | | |
| Utilizes the best available evidence, including research findings, to guide practice decisions. | | | | | | | |
| Actively participates in research activities at various levels appropriate to the nurse's level of education and position. Such activities may include: | | | | | | | |
| • Identifying clinical problems specific to psychiatric-mental health nursing research (patient care and nursing practice). | | | | | | | |
| • Participating in data collection (surveys, pilot projects, formal studies). | | | | | | | |
| • Sharing research activities and findings with peers and others. | | | | | | | |
| • Conducting research. | | | | | | | |

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| <ul style="list-style-type: none"> Critically analyzing and interpreting research for application to practice. | | | | | | | |
| <ul style="list-style-type: none"> Using research findings in the development of policies, procedures, and standards of practice in patient care. | | | | | | | |
| <ul style="list-style-type: none"> Incorporating research as a basis for learning. | | | | | | | |
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| STANDARD 14. RESOURCE UTILIZATION* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE CONSIDERS FACTORS RELATED TO SAFETY, EFFECTIVENESS, COST, AND IMPACT ON PRACTICE IN THE PLANNING AND DELIVERY OF NURSING SERVICES. | | | | | | | |
| Evaluates factors such as safety, effectiveness, availability, cost-benefit, efficiencies, and impact on practice when choosing practice options that would result in the same expected outcome. | | | | | | | |
| Assists the patient and family in identifying and securing appropriate and available services to address health-related needs. | | | | | | | |
| Assigns or delegates tasks, based on the needs and condition of the patient, potential for harm, stability of the patient's condition, complexity of the task, and predictability of the outcome. | | | | | | | |
| Assists the patient and family, in becoming informed about the options, costs, risks, and benefits of treatment and care. | | | | | | | |

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| STANDARD 15. LEADERSHIP* THE PSYCHIATRIC-MENTAL HEALTH REGISTERED NURSE PROVIDES LEADERSHIP IN THE PROFESSIONAL PRACTICE SETTING AND THE PROFESSION. | | | | | | | |
| Engages in teamwork as a team player and team builder. | | | | | | | |
| Works to create and maintain healthy work environments in local, regional, national, or international communities. | | | | | | | |
| Displays the ability to define a clear vision with associated goals and a plan to implement and measure progress. | | | | | | | |
| Demonstrates a commitment to continuous lifelong learning for self and others. | | | | | | | |
| Teaches others to succeed by mentoring and other strategies. | | | | | | | |
| Exhibits creativity and flexibility through times of change. | | | | | | | |
| Demonstrates energy, excitement, and a passion for quality of work. | | | | | | | |
| Uses mistakes by self and others as opportunities for learning so that appropriate risk-taking is encouraged. | | | | | | | |
| Inspires loyalty by valuing people as the most precious asset in an organization. | | | | | | | |
| Directs the coordination of care across settings and among care-givers, including oversight of licensed and unlicensed personnel in any assigned or delegated tasks. | | | | | | | |

NURS 147A NURSING PRACTICUM
PSYCHIATRIC/MENTAL HEALTH NURSING
CLINICAL EVALUATION CRITERIA

| MEASUREMENT CRITERIA | NA | SATIS- FACTORY | | UNSATIS- FACTORY | | RECOMMENDATION/ COMMENTS | |
|--|----|-------------------|-------|---------------------|-------|-----------------------------|-------|
| | | MID- TERM | FINAL | MID- TERM | FINAL | MIDTERM | FINAL |
| Serves in key roles in the work setting by participating on committees, councils and administrative teams. | | | | | | | |
| Promotes advancement of the profession through participation in professional organizations. | | | | | | | |
| COURSE COMPLETION OUTCOMES | | | | | | | |
| *1. Completes Assignments within designated time frames. | | | | | | | |
| *2. Formulates personal learning objectives that are congruent with course objectives. | | | | | | | |
| *3. Identifies need for change and initiates change in self based upon feedback from others. | | | | | | | |
| *4. Assumes responsibility for behaviors, decisions, and interactions. | | | | | | | |
| *5. Follows course guidelines regarding absences. | | | | | | | |
| *6. Utilizes World Wide Web to obtain information to improve patient care. | | | | | | | |
| | | | | | | | |

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*Critical Behaviors

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MID-TERM

FACULTY MEMBER'S SIGNATURE:

DATE:

STUDENT'S SIGNATURE:

STUDENT'S COMMENTS:

FACULTY COMMENTS:

FINAL EVALUATION

FACULTY MEMBER'S SIGNATURE:

DATE:

STUDENT'S SIGNATURE:

STUDENT'S COMMENTS:

FACULTY COMMENTS: