

Soft Skills Evaluation Form Psychiatric Mental Health

Overview:

Soft skills are a commonly used term to describe several different but interrelated competencies that include aspects of cognitive, emotional, psychological, interpersonal, and ethical functioning. It is critically important that psychiatric nurse practitioners demonstrate competence within and across these important areas of development. The goal is to determine if there are any demonstrable problems which could interfere with professional competence and then work with students to develop a plan for support, remediation, and success.

1. Interpersonal and Communication Skills: Demonstrates ability to effectively relate to clients, peers, faculty, allied professionals, and the public including individuals from diverse backgrounds and/or with complex medical/psychiatric conditions.

Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Unable to establish minimally effective relationships with patients and families. • Neglects sociocultural context in planning and administration of care • Poor relationships with faculty, peers, preceptors, and other professionals 	<ul style="list-style-type: none"> • Maintains satisfactory relationships with patients and families. • Considers sociocultural context in planning and administration of care • Satisfactory relationships with faculty, peers, preceptors, and other professionals 	<ul style="list-style-type: none"> • Maintains highly effective relationships with patients and families. • Consistently considers sociocultural context in planning and administration of care • Maintains effective, collaborative relationships with faculty, peers, preceptors, and other professionals
1 2 3	1 2 3	1 2 3

2. Professionalism: Demonstrates honesty, good judgment and respect for clients, peers, faculty, allied professionals, and the public including individuals from diverse backgrounds and/or with complex medical/psychiatric conditions.

Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Demonstrates lack of respect or consideration for needs and opinions of others • Avoids responsibility for errors and/or displays dishonest behavior 	<ul style="list-style-type: none"> • Exhibits respectful and considerate attitudes and behavior in regard to patients, families, faculty, peers, preceptors and other professionals • Demonstrates an effort to recognize errors and be honest 	<ul style="list-style-type: none"> • Exhibits consistently respectful and compassionate attitudes and behavior • Accepts responsibility for errors, role models honesty
1 2 3	1 2 3	1 2 3

3. Self-awareness, Self-reflection, and Self-assessment: Demonstrates knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, and the public including individuals from diverse backgrounds and/or with complex medical/psychiatric conditions.

Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Shows little or no evidence of self-assessment or reflection in relation to academic and clinical work • Shows little or no awareness of impact of personal beliefs and values on patients and others 	<ul style="list-style-type: none"> • Demonstrates accurate self-assessment and ability for self-reflection to enhance personal and professional development in most situations relevant to academic and clinical work • Demonstrates awareness of how personal values and beliefs can influence behavior and impact others 	<ul style="list-style-type: none"> • Consistently demonstrates accurate self-assessment and commitment to self-reflection to enhance personal and professional development • Consistently demonstrates awareness of how personal values and beliefs can influence behavior and impact others
1 2 3	1 2 3	1 2 3

4. Openness to Processes of Supervision: Demonstrates an ability and willingness to receive constructive feedback from instructor, preceptor, and peers in a non-defensive way and shows evidence of integrating such feedback to improve performance and development.

Below Expectations			Meets Expectations			Exceeds Expectations		
<ul style="list-style-type: none"> Does not seek feedback and seems unaware of limitations Resists or ignores constructive feedback 			<ul style="list-style-type: none"> Intermittently seeks, accepts, and integrates constructive feedback to improve performance and development 			<ul style="list-style-type: none"> Eagerly seeks, accepts and integrates constructive feedback to improve performance and development 		
1	2	3	1	2	3	1	2	3

5. Resolution of Issues or Problems that Interfere with Professional Development or Functioning in a Satisfactory Manner: Demonstrates successful completion of remediation plans, which may include recommendation for psychotherapy consultation/participation to resolve issues or problems.

Below Expectations			Meets Expectations			Exceeds Expectations			N/A
<ul style="list-style-type: none"> Fails to complete remediation plan designed to resolve issues/problems that interfere with professional development or functioning 			<ul style="list-style-type: none"> Demonstrates ongoing commitment to and progress in completing remediation plan 			<ul style="list-style-type: none"> Successfully completes remediation plan with resolution of issues/problems that previously interfered with professional development or functioning 			<ul style="list-style-type: none">
1	2	3	1	2	3	1	2	3	