EVALUATION OF CLINICAL PERFORMANCE TOOL
Psychiatric Nursing- 2022
Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student:

Hailey Giles

Final Grade: Satisfactory/Unsatisfactory

Semester: Summer Session

Date of Completion:

Faculty: Fran Brennan MSN, RN, Monica Dunbar MSN, RN,
Lora Malfara MSN, RN, Brittany Lombardi MSN, RN
Teaching Assistants: Chandra Barnes BSN, RN, Devon Cutnaw BSN, RN

Faculty eSignature:

DIRECTIONS FOR USE:
Each week the students evaluate themselves based on the competencies using the performance code on page 2. The performance code includes the terms **Satisfactory (S), Needs Improvement (NI), Unsatisfactory (U), and Not Available (NA).** The faculty member will initial if in agreement with the student's evaluation. If there is a discrepancy in the performance code evaluation between the student and the faculty member, a note is written on the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a "S, NI, or U". If the student does not self-rate, then it is an automatic "U". A student who submits the clinical evaluation tool late will be rated as "U" in the appropriate competency(s) for that clinical week. Whenever a student receives a "U" in a competency, the following week it must be addressed with a comment as to why it is no longer a "U". If the student does not state why the "U" is corrected, then it will be another "U" until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. If the final performance code is unsatisfactory in any one of the competencies, a grade of unsatisfactory is given. If a pattern of unsatisfactory performance occurs after performing the competency satisfactorily, this also constitutes a grade of unsatisfactory. An unsatisfactory as a final score in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.

METHODS OF EVALUATION:
Clinical Patient Profile
Meditech Documentation
Evaluation of Clinical Performance Tool
Onsite Clinical Debriefing
Online Discussion Rubric
Nursing Process Recording Rubric
Geriatric Assessment Rubric
Lasater Clinical Judgment Rubric
Virtual Simulation scenarios
Participation in adjunctive therapies (N.A./A.A.; Erie County Detox Unit, Hospice inpatient care)
EBP Presentations Rubric
Hospice Reflection Journal
Observation of Clinical Performance
Clinical Nursing Therapy Group
Nursing Care Map Rubric

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)

Initials	Faculty Name
FB	Frances Brennan, MSN, RN
MD	Monica Dunbar MSN, RN
BL	Brittany Lombardi MSN, RN
LM	Lora Malfara MSN, RN
CB	Chandra Barnes BSN, RN
DC	Devon Cutnaw BSN, RN

* End-of-Program Student Learning Outcomes

SATISFACTORY CLINICAL PERFORMANCE

Satisfactory (S): Safe, accurate each time, efficient, coordinated, confident, focuses on the patient, some expenditure of excess energy, within a reasonable time period, appropriate affective behavior, occasional supporting cues, minimal faculty feedback needed related to written clinical work.

UNSATISFACTORY CLINICAL PERFORMANCE

Needs Improvement (NI): Safe, accurate each time, skillful in parts of behavior, focuses more on the skill and self rather than the patient, inefficient, uncoordinated, anxious, worried, and flustered at times, expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues, faculty feedback required in several areas of clinical written work.

Unsatisfactory (U): Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

OTHER

Not Available (NA): The clinical experience which would meet the competency was not available.

* End-of-Program Student Learning Outcomes

Objective

	1. Apply the principles of psychiatric theory in the care of adolescent to geriatric patients with a mental illness diagnosis. (1, 2, 3, 5, 6, 7, 8)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	**Final**
Competencies: a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. **(noticing)**	n/a	s								
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. **(interpreting)**	n/a	s								
c. Provide culturally and spiritually competent care within the scope of nursing that meets the needs of assigned patients from diverse cultural, racial and ethnic backgrounds. **(responding)**	n/a	s								
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care **(noticing)**	n/a	s								
e. Recognize social determinants of health and the relationship to mental health. **(reflecting)**	n/a	s								
f. Develop and implement an appropriate nursing therapy group activity. **(responding)**	n/a	~~S~~ NA								
g. Develop a geriatric physical/mental health assessment and education plan. **(Geriatric Assessment)** **(responding)**										
Faculty Initials	BL	BL								
Clinical Location		AA/NA 1 South								

* End-of-Program Student Learning Outcomes

Comments:

Week 2-1(e) Hailey, great job identifying and discussing your patient's social determinants of health in both your CDG and Nursing Care Map. BL

Objective

2. Synthesize concepts related to psychopathology, health assessment data, evidenced based practice and the nursing process using clinical judgment skills to plan and care for patients with mental illness. (1, 2, 3, 4, 5, 6, 7, 8)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	Final
Competencies: a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. **(noticing)**	n/a	s								
b. Identify patient's subjective and objective findings including labs, diagnostic tests, and risk factors. **(noticing, recognizing)**	n/a	s								
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. **(noticing, interpreting)**	n/a	s								
d. Formulate a prioritized nursing care map utilizing clinical judgment skills. **(noticing, interpreting, responding, reflecting)**	n/a	s								
e. Apply the principles of asepsis and standard precautions. **(responding)**	n/a	s								
f. Practice use of standardized EBP tools that support safety and quality. **(noticing, responding)**	n/a	s								
Faculty Initials	BL	BL								

Comments:

Week 2-2(d) Excellent job formulating a prioritized Nursing Care Map for your patient this week utilizing your clinical judgment skills. Please see the Nursing Care Map Rubric at the end of this document for my feedback. BL

* End-of-Program Student Learning Outcomes

Objective

3. Refine basic verbal and nonverbal therapeutic communication skills when interacting with patients, families, and members of the health care team. (1, 2, 3, 5, 7, 8)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	Final
a. Illustrate professionally appropriate and therapeutic communication skills in interactions with patients, and families. **(responding)**	n/a	s								
b. Demonstrate professional and appropriate communication with the treatment team by using the SBAR format for handoff communication during transition of care. **(responding)**	n/a	~~S~~ NA								
c. Identify barriers to effective communication. **(noticing, interpreting)**	n/a	s								
d. Construct effective therapeutic responses. **(responding)**	n/a	s								
e. Construct a satisfactory patient-nurse therapeutic communication. (**Nursing Process Study**) **(responding, reflecting)**										
f. Posts respectfully and appropriately in clinical discussion groups. **(responding, reflecting)**	n/a	~~S~~ NI								
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. **(responding)**	n/a	s								
h. Teach patient/family based on readiness to learn and patient needs. **(responding, reflecting)**	n/a	s								
Faculty Initials	BL	BL								

Comments:

Week 2-3(a,d,f) Hailey, you did an excellent job actively listening and therapeutically communicating with all the patients this week. You also did an excellent job with all of your CDG posts, including your Nursing Care Map. Unfortunately, I did have to change competency 3(f) to an "NI" because you did not include an in-text citation or a reference in your Nursing Care Map. Remember, all CDGs need both an in-text citation and reference in order to be graded as satisfactory. Please let me know if you have any questions. BL

* End-of-Program Student Learning Outcomes

Objective

4. Demonstrate knowledge of frequently prescribed medications utilized in treating mental illness. (1, 4, 5, 6, 7)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	Final
a. Discuss the safe administration of medication while observing the six rights of medication administration. **(responding)**	n/a	s								
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. **(responding, reflecting)**	n/a	s								
c. Identify the major classification of psychotropic medications. **(interpreting)**	n/a	s								
d. Identify common barriers to maintaining medication compliance. **(reflecting)**	n/a	s								
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. **(responding, reflecting)**	n/a	s								
Faculty Initials	BL	BL								

Comments:

Week 2-4(a-e) Excellent job demonstrating knowledge of frequently prescribed medications utilized in treating mental illness through one-on-one discussion with your instructor during clinical. BL

* End-of-Program Student Learning Outcomes

Objective

5. Develop an awareness of community Mental Health resources and services. (5, 6, 7, 8)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	**Final**
a. Identify the need for the community resources-detox unit available to patients with a mental illness. **(noticing, interpreting)**	n/a	~~S~~ NA								
b. Discuss recommendations for referrals to appropriate community resources and agencies. **(reflecting)**	n/a	s								
c. Attend Erie County Health Department Detox Unit observing the care of a patient with mental illness-substance abuse. **(Community Agency Observation-Detox Unit)**	n/a	n/a								
d. Attend Narcotics/ Alcoholics Anonymous meeting. **(Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)**	n/a	s								
Faculty Initials	BL	BL								

Comments:

Week 2-5(d) Excellent job with your CDG for your NA/AA clinical experience. Your responses were very detailed and reflected much thought. I am glad you enjoyed this experience and learned a lot. BL

* End-of-Program Student Learning Outcomes

Objective

	6. Demonstrate satisfactory proficiency when using informatics and techniques in the assessment of patients with a mental illness diagnosis. (1, 2, 3, 4, 6, 8)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	**Final**
Competencies: a. Demonstrate competence in navigating the electronic health record. **(responding)**	n/a	s								
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. **(responding)**	n/a	~~S~~ NA								
c. Demonstrate the use of technology to identify mental health resources. **(responding)**	n/a	s								
Faculty Initials	BL	BL								

Comments:

Week 2-6(a) Great job this week navigating Meditech to research information in your patient's electronic health record and medication record. BL

* End-of-Program Student Learning Outcomes

Objective

7. Evaluate self-participation in patient care experiences with the focus on safety, ethical, legal, and professional responsibilities. (7)*

Weeks of Course:	1	2	3	4	5	6	7	8	9//Make Up	Final
a. Identify your strengths for care delivery of the patient with mental illness. **(reflecting)**	n/a	s								
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care. **(responding)**	n/a	s								
c. Illustrate active engagement in self-reflection and debriefing. (**reflecting**)	n/a	s								
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. **(responding)**	n/a	s								
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. **(responding)**	n/a	~~S~~ NI								
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." **(responding)**	n/a	s								
Faculty Initials	BL	BL								

Comments:

Week 2: My strength of care this week was being a listening ear to the patients and making them feel comfortable enough to open up to me. Great job, Hailey! BL

Week 2-7(e) This competency was changed to an "NI" as it relates to responsibility. Unfortunately, your CDG for Day 1 in 1 South was not submitted by the appropriate due date and time. Going forward, please be sure to submit your assignments on time and double check the due dates and times. If you have any questions, please do not hesitate to ask. BL

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

Course Objective: Synthesize concepts related to psycho-pathology, health assessment data, evidence based practice, and the nursing process using clinical judgment skills to plan and care for patients with mental illness.		**Student Name:** Hailey Giles **Date:** 06/16-06/17/2022				

Top Nursing Priority: Social isolation/Impaired social interaction

		3 Points >75% Complete	2 Points 50-75% Complete	1 Point <50% Complete	0 Points 0% Complete	Comments
Noticing	Identify all abnormal assessment findings, <mark>subjective and objective</mark>	3				Excellent job including all abnormal subjective and objective assessment findings for your patient.
	Identify all abnormal lab finds/diagnostic tests	3				Great job including the patient's Vitamin D level. Research has shown that individuals with low Vitamin D tend to be at higher risk for depression.
	Identify all risk factors	3				
	Highlight all related/relevant data in the noticing boxes	3				
Interpreting	List all nursing priorities	3				Great job listing all your nursing priorities! You may also consider including ineffective coping as well.
	Highlight the top <mark>mental health</mark> nursing priority	3				Social isolation/Impaired social interaction
	Identify all potential complications	3				
	Highlight potential complications relevant to top <mark>mental health</mark> nursing priority	3				
	Identify signs and symptoms to monitor for each complication				0	Remember to identify signs and symptoms to monitor for each complication. This would include new symptoms that you would monitor for to ensure early detection of a developing complication.
Responding	List all nursing interventions relevant to top <mark>mental health</mark> nursing priority	3				
	Interventions are prioritized	3				
	All interventions include a frequency		2			Remember to include a frequency for all of your nursing interventions.
	All interventions are individualized and realistic	3				
	An appropriate rationale is included for each intervention		2			Remember to include rationales for all of your nursing interventions.

Reflecting	List the reassessment findings for the top <mark>mental health</mark> nursing priority			1		There is reassessment data missing. Remember to include all reassessment data related to subjective and objective findings, as well as labs and diagnostic tests.
	Reflection includes one of the following statements: • Continue plan of care • Modify plan of care • Terminate plan of care <mark>Discuss pertinent Social Determinants of Health for your patient</mark>			1		You would also want to include the patient's lack of income because he is unemployed. It would also be important to note that the patient may have decreased literacy when it comes to healthcare. This may affect his ability to be compliant with a medication regimen. Lastly, you would want to include the fact that the patient does not have much of a support system at home either.

48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory	Total Points Earned: 39/48 Comments: Satisfactory Nursing Care Map. Great job! Please review feedback for areas in need of improvement in the future. Faculty Initials: BL

Firelands Regional Medical Center School of Nursing
Psychiatric Nursing 2022
Simulation Evaluations

vSim Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	Linda Waterfall (Anxiety/Cultural Scenario) (*1,2,3,4,5)	Sharon Cole (Bipolar Scenario) (*1,2,3,4,5)	Sandra Littlefield (Borderline Personality Disorder Scenario) (*1,2,3,4,5)	George Palo (Alzheimer's Disorder) (*1,2,3,4,5)	Randy Adams (PTSD Scenario) (*1,2,3,4,5)
	Date: 6/16/2022	**Date: 6/30/2022**	**Date: 7/8/2022**	**Date: 7/14/2022**	**Date: 7/28/2022**
Evaluation	S				
Faculty Initials	BL				
Remediation: Date/Evaluation/Initials	NA				

* Course Objectives

EVALUATION OF CLINICAL PERFORMANCE TOOL
Psychiatric Nursing

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

I was given the opportunity to review my final clinical ratings in each course competency. I was given the opportunity to ask questions about my clinical performance. I have the following comments to make about my clinical performance/final clinical evaluation:

Student eSignature & Date: