

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

**Student: Sarah Kopp**

**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

## **PERFORMANCE CODE**

### **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.

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
<b>Competencies:</b>	NA	S	S	NA	S	NA				
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. <b>(noticing)</b>	NA	S	S	NA	S	NA				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>	NA	NA	NA	NA	S	NA				
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. <b>(responding)</b>	NA	S	NA	NA	S	NA				
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>	NA	S	S	NA	S	NA				
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>	NA	S	S	NA	S	NA				
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>	NA	NA	NA	NA	S	NA				
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>					S					
Faculty Initials	LM	LM	BL	LM	CB	BL				
Clinical Location		Hospice	Sandusky Artisans	NA	1S 55, male	No Clinical				

\* End-of-Program Student Learning Outcomes

**Comments:**

**Week 5(1a,e,f,g): Sarah, great job identifying and discussing your patient’s social determinants of health in your CDG and Nursing Care Map. You also did an excellent job facilitating nursing therapy group this week. Your “Beach ball coping” activity was engaging and a great way for your patients talk about their thoughts and feelings. Great job completing your geriatric assessment, please see the grading rubric below. CB**

<b>Objective</b>										
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	<b>Final</b>
<b>Competencies:</b>	NA	NA	NA	NA	S	NA				
a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. <b>(noticing)</b>	NA	NA	NA	NA	S	NA				
b. Identify patient’s subjective and objective findings including labs, diagnostic tests, and risk factors. <b>(noticing, recognizing)</b>	NA	NA	NA	NA	S	NA				
c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. <b>(noticing, interpreting)</b>	NA	S	S	NA	S	NA				
d. Formulate a prioritized nursing care map utilizing clinical judgment skills. <b>(noticing, interpreting, responding, reflecting)</b>	NA	NA	NA	NA	S	NA				
e. Apply the principles of asepsis and standard precautions. <b>(responding)</b>	NA	S	S	NA	S	NA				
f. Practice use of standardized EBP tools that support safety and quality. <b>(noticing, responding)</b>	NA	S	NA	NA	S	NA				
Faculty Initials	LM	LM	BL	LM	CB	BL				

**Comments:**

**Week 5(2d,f): Sarah, great job formulating a prioritized nursing care map for your patient this week utilizing your clinical judgement skills. Please see the Nursing Care Map Rubric at the end of this document for my feedback. You also did a great job discussing your EBP article titled “The effect of mental health on sleep quality of front-line medical staff during the COVID-19 outbreak in China: A cross-sectional study” during debriefing. Keep up the great work! CB**

\* 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. <b>(responding)</b>	NA	S	S	NA	S	NA				
b. Demonstrate professional and appropriate communication with the treatment team by using the SBAR format for handoff communication during transition of care. <b>(responding)</b>	NA	NA	NA	NA	S NA	NA				
c. Identify barriers to effective communication. <b>(noticing, interpreting)</b>	NA	S	S	NA	S	NA				
d. Construct effective therapeutic responses. <b>(responding)</b>	NA	S	S	NA	S	NA				
e. Construct a satisfactory patient-nurse therapeutic communication. <b>(Nursing Process Study) (responding, reflecting)</b>					NA					
f. Posts respectfully and appropriately in clinical discussion groups. <b>(responding, reflecting)</b>	NA	S	S	NA	S NI	NA				
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. <b>(responding)</b>	NA	S	S	NA	S	NA				
h. Teach patient/family based on readiness to learn and patient needs. <b>(responding, reflecting)</b>	NA	NA	NA	NA	S	NA				
Faculty Initials	LM	LM	BL	LM	CB	BL				

### Comments:

**Week 2 (3f)- Sarah, you did a great job on your reflection responses for the Hospice clinical experience. You provided substantive responses to each question. You have satisfactorily met the requirements for this clinical. Great job! LM**

**Week 3-3(f) Sarah, you did an excellent job with your CDG for your Sandusky Artisans clinical experience this week. Your responses were very thorough and reflected much thought. I am glad you enjoyed your experience. Keep up all your great work! BL**

\* End-of-Program Student Learning Outcomes

**Week 5(3a,c,d,f):** Sarah, you did a great job with therapeutically communicating with your patients this week. You received an NI for your CDG post because you did not provide an in-text citation for Day 1 or Day 2 CDG requirements. CB

\* 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. <b>(responding)</b>	NA	NA	NA	NA	<del>NA</del> S	NA				
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. <b>(responding, reflecting)</b>	NA	NA	NA	NA	S	NA				
c. Identify the major classification of psychotropic medications. <b>(interpreting)</b>	NA	NA	NA	NA	S	NA				
d. Identify common barriers to maintaining medication compliance. <b>(reflecting)</b>	NA	NA	NA	NA	S	NA				
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. <b>(responding, reflecting)</b>	NA	NA	NA	NA	S	NA				
Faculty Initials	LM	LM	BL	LM	CB	BL				

### Comments:

**Week 5(4b,e): Great job demonstrating knowledge of frequently prescribed medications utilized in treating mental illness through one-on-one discussion with your instructor during clinical. CB**

\* 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. <b>(noticing, interpreting)</b>	NA	NA	NA	NA	S	NA				
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>	NA	NA	<del>NA</del> S	NA	S	NA				
c. Attend Erie County Health Department Detox Unit observing the care of a patient with mental illness-substance abuse. <b>(Community Agency Observation-Detox Unit)</b>	NA	NA	NA	NA	NA	NA				
d. Attend Narcotics/Alcoholics Anonymous meeting. <b>(Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)</b>	NA	NA	S	NA	NA	NA				
Faculty Initials	LM	LM	BL	LM	CB	BL				

### Comments:

Week 5(5c): Alternative Clinical Assignment satisfactorily completed. Great job with documentation and guided reflection questions. You provided great assessments for the patient experiencing withdrawal from alcohol and recognized signs and symptoms for implementation of the CIWA scale. FB

\* 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
<b>Competencies:</b>	NA	NA	NA	NA	S	NA				
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>	NA	NA	NA	NA	S	NA				
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. <b>(responding)</b>	NA	NA	NA	NA	S	NA				
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>	NA	NA	NA	NA	S	NA				
Faculty Initials	LM	LM	BL	LM	CB	BL				

### Comments:

**Week 5(6b): Excellent job documenting the Nursing Therapy Group this week. CB**

\* 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. <b>(reflecting)</b>	NA	S	S	NA	S	NA				
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care. <b>(responding)</b>	NA	S	NA	NA	S	NA				
c. Illustrate active engagement in self-reflection and debriefing. <b>(reflecting)</b>	NA	S	S	NA	S	NA				
d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE” – attitude, commitment, and enthusiasm during all clinical interactions. <b>(responding)</b>	NA	S	S	NA	S	NA				
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. <b>(responding)</b>	NA	S	S	NA	S	NA				
f. Comply with the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.” <b>(responding)</b>	NA	S	S	NA	S	NA				
Faculty Initials	LM	LM	BL	LM	CB	BL				

### Comments:

7a. Week 2: I feel that an area of strength for my Hospice clinical was therapeutic communication with an Alzheimer’s patient. Although the patient could not remember much, he remembered one of his favorite songs, then I played it for him, and he enjoyed it very much. I also fed him and talked to him throughout the day to keep him company. **It’s great that you had this positive experience with the patient! LM**

7a Week 3: I feel that an area of strength for my Sandusky Artisans clinical would be listening to the individuals that attended and what they are recovering from, along with their coping skills. **Great job! BL**

7a Week 5: I feel that an area of strength for my clinical this week would include engaging with patients and starting and continuing conversation as they open up to me. **You did a great job with the patients this week, and they enjoyed your time and conversations. CB**

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric

Course Objective: <b>Synthesize concepts related to psycho-pathology, health assessment data, evidence based practice, and the nursing process using clinical judgement skills to plan and care for patients with mental illness.</b>		<b>Student Name: Sarah Kopp</b>				
		<b>Date: July 7, 2022-July 8, 2022</b>				
<b>Top Nursing Priority: Risk for suicide</b>						
		3 Points >75% Complete	2 Points 50-75% Complete	1 Point <50% Complete	0 Points 0% Complete	Comments
Noticing	Identify all abnormal assessment findings, <b>subjective and objective</b>	3				Excellent job including all abnormal subjective and objective assessment findings for your patient.
	Identify all abnormal lab finds/diagnostic tests	3				
	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
	Highlight the top <b>mental health</b> nursing priority	3				
	Identify all potential complications	3				Great job!
	Highlight potential complications relevant to top <b>mental health</b> nursing priority	3				
	Identify signs and symptoms to monitor for each complication				0	No signs and symptoms were listed for the potential complications
Respondi	List all nursing interventions relevant to top <b>mental health</b> nursing priority	3				I would also add in an assessment of warning signs for your patient
	Interventions are prioritized			1		The interventions listed for your patient are not prioritized

	All interventions include a frequency	3				
	All interventions are individualized and realistic			1		All of your interventions would not be done at 0900 each day, some would be continuously
	An appropriate rationale is included for each intervention		2			No rationale was listed for the medications that you would administer
Reflecting	List the reassessment findings for the top <b>mental health</b> nursing priority	3				
	Reflection includes one of the following statements: <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> Discuss pertinent <b>Social Determinants of Health</b> for your patient	3				
48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory		Total Points Earned: 40 Comments: Satisfactory Nursing Care Map. Excellent job! Faculty Initials: CB				

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

<b>vSim Evaluation</b>  Performance Codes:  <b>S:</b> Satisfactory  <b>U:</b> Unsatisfactory	Linda Waterfall (Anxiety/Cultural Scenario) (*1,2,3,4,5)	Sharon Cole (Bipolar Scenario) (*1,2,3,4,5)	Live Simulation (Alcohol Substance Use) (*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)
	<b>Date:</b> <b>6/16/2022</b>	<b>Date:</b> <b>6/30/2022</b>	<b>Date:</b> <b>7/6-7/2022</b>	<b>Date:</b> <b>7/8/2022</b>	<b>Date:</b> <b>7/14/2022</b>	<b>Date:</b> <b>7/28/2022</b>
	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	
Evaluation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	
Faculty Initials	<b>LM</b>	<b>LM</b>	<b>BL</b>	<b>CB</b>	<b>BL</b>	
<b>Remediation:</b> <b>Date/Evaluation/Initials</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	

\* Course Objectives

Firelands Regional Medical Center School of Nursing  
Psychiatric Nursing-2022

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: M. Fick, D. Green, K. Howard, S. Kopp OBSERVATION DATE/TIME: 07/06/2022

SCENARIO #: 1

CLINICAL JUDGMENT	OBSERVATION NOTES
<p><b>COMPONENTS NOTICING:</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E     <b>A</b>     D     B</li> <li>• Recognizing Deviations from   Expected Patterns:           E     <b>A</b>     D     B</li> <li>• Information Seeking:         E     A     <b>D</b>     B</li> </ul>	<p>Notices the patient is agitated</p> <p>Notices the patient has abrasions</p> <p>Notices the patient is disheveled</p> <p>Notices the patient is seeing bugs</p> <p>Notices the patient has abrasions</p> <p>Notices the patient is disheveled</p> <p>Notices the patient is restless and agitated</p>
<p><b>INTERPRETING:</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:             E     <b>A</b>     D     B</li> <li>• Making Sense of Data:        <b>E</b>     A     D     B</li> </ul>	<p>Interprets CIWA score as 2</p> <p>Interprets patient's history of alcohol abuse as a risk factor for withdrawal symptoms</p> <p>Interprets the patient is having visual hallucinations</p> <p>Interprets a need for the patient to be given medication for symptoms</p> <p>Interprets CIWA score as 29</p> <p>Interprets correct dose of medication</p>
<p><b>RESPONDING:</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:     <b>E</b>     A     D     B</li> <li>• Clear Communication:        E     <b>A</b>     D     B</li> <li>• Well-Planned Intervention/   Flexibility:                   E     <b>A</b>     D     B</li> <li>• Being Skillful:                E     <b>A</b>     D     B</li> </ul>	<p>Introduces self to patient and identifies patient</p> <p>Obtains vital signs</p> <p>Performs a brief mental status evaluation</p> <p>Performs CAGE Assessment</p> <p>Performs CIWA Scale</p> <p>Remains calm with patient</p> <p>Attempts to utilize therapeutic communication with the patient</p> <p>Medication nurse verifies patient verbally and with scanner</p>

	<p>Administers ordered morning medication</p> <p>Attempts to educate patient about alcohol abuse</p> <p>Introduces self to patient</p> <p>Obtains vital signs</p> <p>Performs a brief mental status evaluation</p> <p>Performs CIWA Scale</p> <p>Remains calm and confident with patient</p> <p>Performs CAGE Assessment</p> <p>Attempts to utilize therapeutic communication with the patient</p> <p>Medication nurse verifies patient verbally and with scanner</p> <p>Administers Lorazepam 4 mg PO</p> <p>Educates the patient about AA, provides handout</p>
<p><b>REFLECTING:</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:    <b>E</b>    A    D    B</li> <li>• Commitment to Improvement:   <b>E</b>    A    D    B</li> </ul>	<p>Identified strengths and areas of improvement for performance.</p> <p>Reflected on the importance of providing education to the patient about substance abuse and community resources available.</p> <p>Reflected on the importance of providing education when it is appropriate.</p> <p>Reflected on the importance of therapeutic communication.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p>	<p><i>Lasater Clinical Judgement Rubric: Information provided relates to the Clinical Judgement Rubric based on comments listed above from student performance. Refer to Lasater’s Clinical Judgement Rubric for more detailed information.</i></p> <p><b>Noticing:</b> Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Makes limited efforts to seek additional information from the patient and family; often seems not to know what information to seek and/or pursues unrelated information.</p> <p><b>Interpreting:</b> Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. Even when facing complex, conflicting, or confusing data, is able to (a) note and make sense of patterns in the patient’s data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of success.</p>

	<p><b>Responding:</b> Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p><b>Reflecting:</b> Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p>
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E = exemplary, A = accomplished, D = developing, B = Beginning  
Based off of Lasater's Clinical Judgment Rubric

Geriatric Assessment Rubric  
2022

Student Name:  Sarah Kopp

Date:  07/05/2022

**Clinical Assessment Rubric**

**Mental/Physical Health Status Assessment**

	Points Possible	Points Received
Physical Assessment	4	4
Geriatric Depression Scale (short form) Assessment	4	4
Short Portable mental status questionnaire	4	2
Geriatric Health Questionnaire	2	2
Time and change test	4	4
Cognitive Assessment (Clock Drawing)	4	2
Falls Risk Assessment (Get Up and Go)	4	4
Brief Pain inventory (Short form)	2	2
Nutrition Assessment (Determine Your Nutritional Health)	4	4
Instrumental ADL/ Index of Independence in ADL	4	4
Medication Assessment	4	2
Points	40	34

**Education Assessment**

	Points Possible	Points Received
Learning Needs Identified and Prioritized (3)	10	10
Priorities pertinent to learning needs (3)	5	3
Nursing interventions related to learning needs (5)	10	10

Points	25	23
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**Education Plan**

	Points Possible	Points Received
Education Prioritization and Barriers to Education	5	5
Teaching Content and Methods used for Education	10	0
Evaluation of Education Plan	10	10
Education Resources attached	10	10
Points	35	25

Total Points: 82/100

Sarah, great job with your Geriatric Assessment. You have been graded as satisfactory. Points deducted for the following:

1. Short portable mental status questionnaire not scored
  2. Cognitive assessment not fully complete
  3. Medication list requirements not met
  4. Medical diagnosis listed as a nursing priority
  5. Outline format was not used to explain your teaching content; lack of detail related to specific education provided to the patient
- BL

**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: