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

Student: | Shawnita Miller | **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)
7/9/2022	0.75	Submitted blank reflection journal for Live Sim	7/13/2022

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

<div align="center">

PERFORMANCE CODE

</div>

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	N/A	N/A	N/A	N/A	S	S	N/A	N/A	
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. **(interpreting)**	N/A	N/A	N/A	N/A	N/A	S	S	N/A	N/A	
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	N/A	N/A	N/A	N/A	S	S	N/A	N/A	
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care **(noticing)**	N/A	N/A	N/A	N/A	N/A	S	S	N/A	N/A	
e. Recognize social determinants of health and the relationship to mental health. **(reflecting)**	N/A	N/A	N/A	N/A	N/A	S	S	N/A	N/A	
f. Develop and implement an appropriate nursing therapy group activity. **(responding)**	N/A	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	
g. Develop a geriatric physical/mental health assessment and education plan. (**Geriatric Assessment**) **(responding)**					S			N/A	N/A	
Faculty Initials	LM	LM	BL	LM	DC	MD	LM			
Clinical Location	NO CLINICAL	No Clinical	ERIE DETOX	HOSPICE	Sandusky Artisans	1S	1S	NO Clinical	NO Clinical	

* End-of-Program Student Learning Outcomes

Comments:
Week 6 Objective 1-This week you were able to meet this objective by participating in the 1 South clinical experience. MD

Week 7 (1a-f)- Shawnita, you demonstrated an understanding of the correlation between your patient's mental and physical health and their mental health disorder through conversations with your patient and Meditech research. You also correlated the various therapies your patient was receiving to their mental health disorder. You lead a nursing therapy group session and encouraged active participation from the patients. Great job! LM

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	N/A	N/A	N/A	N/A	S	S	N/A	NA		
b. Identify patient's subjective and objective findings including labs, diagnostic tests, and risk factors. **(noticing, recognizing)**	N/A	N/A	N/A	N/A	N/A	S	S	N/A	NA		
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. **(noticing, interpreting)**	N/A	N/A	N/A	N/A	N/A	S	S	N/A	NA		
d. Formulate a prioritized nursing care map utilizing clinical judgment skills. **(noticing, interpreting, responding, reflecting)**	N/A	N/A	N/A	N/A	N/A	S	S̶ NA	N/A	NA		
e. Apply the principles of asepsis and standard precautions. **(responding)**	N/A	N/A	N/A	N/A	N/A	S	S	NA	NA		
f. Practice use of standardized EBP tools that support safety and quality. **(noticing, responding)**	N/A	N/A	N/A	N/A	N/A	S	S	NA	NA		
Faculty Initials	LM	LM	BL	LM	DC	MD	LM				

Comments:
Week 6 Objective 2-This week you were able to assemble health histories, identify assessment data, and formulate a satisfactory nursing care plan. MD

* End-of-Program Student Learning Outcomes

Week 7 (2a-c)- Shawnita, you appropriately obtained a detailed health history on your patient, identified various assessment findings, and recognized your patient's coping mechanisms throughout the clinical experience. Great job! LM

* 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	N/A	N/A	N/A	N/A	S	S	NA	NA	
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	N/A	N/A	N/A	N/A	S	S	NA	NA	
c. Identify barriers to effective communication. **(noticing, interpreting)**	N/A	N/A	N/A	N/A	N/A	S	S	NA	NA	
d. Construct effective therapeutic responses. **(responding)**	N/A	N/A	N/A	N/A	N/A	S	S	NA	NA	
e. Construct a satisfactory patient-nurse therapeutic communication. **(Nursing Process Study) (responding, reflecting)**					N/A			NA	NA	
f. Posts respectfully and appropriately in clinical discussion groups. **(responding, reflecting)**	N/A	N/A	~~N/A~~ S	S	S	S	S	NA	NA	
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. **(responding)**	N/A	N/A	S	S	S	S	S	NA	NA	
h. Teach patient/family based on readiness to learn and patient needs. **(responding, reflecting)**	N/A	N/A	N/A	N/A	N/A	S	S	NA	NA	
Faculty Initials	LM	LM	BL	LM	DC	MD	LM			

Comments:

Week 3-3(f) Shawnita, great job with your CDG for your Detox clinical experience this week. I am glad you enjoyed your experience on this unit. Keep up all your great work! BL

* End-of-Program Student Learning Outcomes

Week 4 (3f)- Shawnita, 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 6 Objective 3F-Great job meeting satisfactory requirements for your 1 South CDG this week! MD

Week 7 (3a, b, f)- Shawnita, you continually interacted with the patients on the 1-South unit and provided therapeutic communication with each patient interaction. You provided substantive CDG responses for day 3 and day 4 of your clinical experience on the behavioral health unit. Excellent job! LM

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

Comments:

Week 6 Objective 4-Great job discussing medications proficiently. MD

Week 7 (4a-e)- Shawnita, you discussed and understood the various medications your patient was receiving. You were able to accurately identify which medications were specific to the patient's psychiatric condition along with potential side effects. Excellent job! LM

* 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	N/A	S	N/A	N/A	N/A	N/A	NA	NA	
b. Discuss recommendations for referrals to appropriate community resources and agencies. **(reflecting)**	N/A	N/A	S	N/A	N/A	N/A	N/A	NA	NA	
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	S	N/A	N/A	N/A	N/A	NA	NA	
d. Attend Narcotics/ Alcoholics Anonymous meeting. **(Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)**	N/A	N/A	N/A	N/A	S	N/A	N/A	NA	NA	
Faculty Initials	LM	LM	BL	LM	DC	MD	LM			

Comments:

* 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	N/A	N/A	N/A	N/A	S	S	NA	NA	
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. **(responding)**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA	
c. Demonstrate the use of technology to identify mental health resources. **(responding)**	N/A	N/A	N/A	N/A	N/A	N̶/̶A̶ S	S	NA	NA	
Faculty Initials	LM	LM	BL	LM	DC	MD	LM			

Comments:
Week 6 Objective 6-This week you were able to access the electronic health record and use technology to assist with mental health resources. MD

Week 7 (6a, c)- Shawnita, you accurately navigated through the EMR while on 1-South this week.   You also identified various mental health resources for your patient and for other patients with mental health issues. Great job! LM

* End-of-Program Student Learning Outcomes

* 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	N/A	N/A	S	S	S	S	NA	NA	
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	N/A	N/A	N/A	N/A	S	S	NA	NA	
c. Illustrate active engagement in self-reflection and debriefing. (**reflecting**)	N/A	N/A	N/A	N/A	N/A	S	S	NA	NA	
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. **(responding)**	N/A	N/A	S	S	S	S	S	NA	NA	
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. **(responding)**	N/A	N/A	S	S	S	S	S	NA	NA	
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." **(responding)**	N/A	N/A	S	S	S	S	S	NA	NA	
Faculty Initials	LM	LM	BL	LM	DC	MD	LM			

Comments:

Week 4 - 7A: My strength on the hospice unit consisted of me being enthusiastic while assisting the nurses with patient care. Great job! LM

Week 5 -7A: My strength while attending Sandusky Artisan Recovery Center was expressing gratitude by informing individuals in the support group how proud I was of them.

Week 6-7A: My strength while attending 1S were actively communicating with multiple patients on the unit being able to practice therapeutic communication. You did an awesome job on 1 South this week! MD

Week 7-7A: My strength while attending 1S were leading the therapy group with my inner child activity which turn out to be a success. Shawnita, you did an excellent job leading the nursing therapy group this week! LM

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

Course Objective:				Student Name: Date:		

Top Nursing Priority:						

		3 Points >75% Complete	2 Points 50-75% Complete	1 Point <50% Complete	0 Points 0% Complete	Comments
Noticing	Identify all abnormal assessment findings, <u>subjective and objective</u>	3				
	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				
	Highlight the top <mark>mental health</mark> nursing priority	3				
	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	3				
Respo	List all nursing interventions relevant to top <mark>mental health</mark> nursing priority	3				
	Interventions are prioritized	3				

			2			Not all of your interventions have frequencies. Make sure all of the interventions have a frequency. MD
n d i	All interventions include a frequency		2			Not all of your interventions have frequencies. Make sure all of the interventions have a frequency. MD
	All interventions are individualized and realistic	3				
	An appropriate rationale is included for each intervention	3				
Reflecting	List the reassessment findings for the top <mark>mental health</mark> nursing priority	3				
	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>	3				

48-33 points = Satisfactory	Total Points Earned: 47/48 Satisfactory MD
32-17 points = Needs Improvement	Comments: Excellent Care Map! MD
≤ 16 points = Unsatisfactory	Faculty Initials: MD

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)	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)
	Date: **6/16/2022**	**Date:** **6/30/2022**	**Date:** **7/6/2022**	**Date:** **7/8/2022**	**Date:** **7/14/2022**	**Date:** **7/28/2022**
Evaluation	S	S	U	S	S	
Faculty Initials	LM	LM	MD	DC	MD	
Remediation: **Date/Evaluation/Initials**	NA	NA	S	NA	NA	

* Course Objectives

Live Simulation-You submitted a blank reflection journal. You then were able to submit the corrected journal on 7/13/2022.
MD

Firelands Regional Medical Center School of Nursing
Psychiatric Nursing-2022

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: C. Hall, S. Miller, N. Miracle, R. Norman   OBSERVATION DATE/TIME: 07/06/2022 SCENARIO #: 1

CLINICAL JUDGMENT	OBSERVATION NOTES
COMPONENTS NOTICING: 1. Focused Observation: E **A** D B 2. Recognizing Deviations from Expected Patterns: E **A** D B a. Information Seeking: E A **D** B	Notices patient is agitated Notices patient's abrasions Does not notice patient is anxious (CIWA score 0) Does not attempt to seek out information related to patient's substance use Notices abrasion on patient's head Attempts to seek out information related to patient's substance use and admission Notices patient is having visual hallucinations
INTERPRETING: 3. Prioritizing Data: E **A** D B b. Making Sense of Data: E **A** D B	Prioritized performing CIWA Scale Interprets CIWA score as 0 Prioritizes medication administration Prioritizes CAGE Assessment over CIWA Scale Interprets CIWA score as 20 Interprets the CIWA protocol appropriately (4 mg of Lorazepam PO)
RESPONDING: 4. Calm, Confident Manner: E **A** D B 5. Clear Communication: E **A** D B c. Well-Planned Intervention/ Flexibility: E **A** D B d. Being Skillful: E **A** D B	Introduces self to patient Obtains vital signs Performs CIWA Scale Medication nurse discusses medications with patient Medication nurse verifies patient Medication nurse verifies patient swallows pills Performs comprehensive assessment Performs brief mental health exam

	Attempts to utilize therapeutic communication Does not perform CAGE Assessment Does not provide any education Introduces self to patient Performs CAGE Assessment Performs CIWA Scale Obtains vital signs Attempts to utilize therapeutic communication with patient Medication nurse verifies the patient Administers Lorazepam 4 mg PO Educates patient on support groups (AA, grieving) Reassessed patient after administering Lorazepam.
REFLECTING: 6. Evaluation/Self-Analysis: E A D B e. Commitment to Improvement: E A D B	Identified strengths and areas of improvement for performance. Reflected on the importance of providing education to the patient about substance abuse and community resources available. Reflected on the importance of providing education when it is appropriate. Reflected on the importance of therapeutic communication.
SUMMARY COMMENTS: **Satisfactory completion of the simulation scenario is a score of "Developing" or higher in all areas of the rubric.** **E= Exemplary** **A= Accomplished** **D= Developing** **B= Beginning**	*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.* **Noticing:** 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. **Interpreting:** Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the

	guidance of a specialist or a more experienced nurse. **Responding:** Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. 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. **Reflecting:** 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.	

E = exemplary, A = accomplished, D = developing, B = Beginning
Based off of Lasater's Clinical Judgment Rubric

Geriatric Assessment Rubric 2022

Student Name: _Shawnita Miller_____   Date: _____07/11/2022_____

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	4
Geriatric Health Questionnaire	2	2
Time and change test	4	4
Cognitive Assessment (Clock Drawing)	4	4
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	4
Points	40	40

Education Assessment

	Points Possible	Points Received
Learning Needs Identified and Prioritized (3)	10	10
Priorities pertinent to learning needs (3)	5	5
Nursing interventions related to learning needs (5)	10	10
Points	25	25

Education Plan

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

Total Points: __100/**100**__ Satisfactory MD

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: