

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

Student:

Rachel Stadler

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
Competencies:	NA	NA	NA	NA	S	NA	NA			
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. (noticing)						S				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. (interpreting)	NA	NA	NA	NA	S	NA	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. (responding)	NA	NA	NA	NA	S	NA	NA			
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care (noticing)	NA	NA	NA	NA	S	NA	NA			
e. Recognize social determinants of health and the relationship to mental health. (reflecting)	NA	NA	NA	NA	S	NA	NA			
f. Develop and implement an appropriate nursing therapy group activity. (responding)	NA	NA	NA	NA	S	NA	NA			
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) (responding)					S					
Faculty Initials	MD	MD	BL	MD	CB	CB	BL			
Clinical Location	No Clinical	Detox Clinical	No Clinical	Hospice Clinical	1S Clinical, 52y/o male, MDD	Open Recovery /AA	No Clinical			

* End-of-Program Student Learning Outcomes

Comments:

Week 5(1e,f): 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 “DiceBreakers” 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
Week 6(1a,d): Rachel this week you were able to see different methods that could help individual achieve self-care while attending the Sandusky Artisans clinical. CB

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

Comments:

Week 5(2d,f): 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 “Cognitive Behavioral Treatments for Anxiety in Children with Autism Spectrum Disorder” 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. (responding)	NA	NA	NA	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)	NA	NA	NA	NA	S NA	NA	NA			
c. Identify barriers to effective communication. (noticing, interpreting)	NA	NA	NA	S	S	NA S	NA			
d. Construct effective therapeutic responses. (responding)	NA	NA	NA	S	S	NA	NA			
e. Construct a satisfactory patient-nurse therapeutic communication. (Nursing Process Study) (responding, reflecting)					NA					
f. Posts respectfully and appropriately in clinical discussion groups. (responding, reflecting)	NA	NA S	NA	S	S	S	NA			
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. (responding)	NA	NA	NA	S	S	NA S	NA			
h. Teach patient/family based on readiness to learn and patient needs. (responding, reflecting)	NA	NA	NA	NA	S	NA	NA			
Faculty Initials	MD	MD	BL	MD	CB	CB	BL			

Comments:

Week 2 Objective 3F-Great job with your CDG! You met all of the requirements for a satisfactory CDG. MD

Week 4 Objective 3F-Awesome reflection journal this week for hospice! MD

* End-of-Program Student Learning Outcomes

Week5 (3a,d,f): Great job therapeutically communicating with all the patients this week. You also did a great job with both of your CDG post, including your Nursing Care Map. Keep up the great work! CB

Week 6(3c,f,g)- Rachel, your CDG posts regarding clinical experiences for Sandusky Artisans were completed on time and following all requirements provided on CDG rubric, great job! CB

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)	NA	NA	NA	NA	S	NA	NA			
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. (responding, reflecting)	NA	NA	NA	NA	S	NA	NA			
c. Identify the major classification of psychotropic medications. (interpreting)	NA	NA	NA	NA	S	NA	NA			
d. Identify common barriers to maintaining medication compliance. (reflecting)	NA	NA	NA	NA	S	NA	NA			
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. (responding, reflecting)	NA	NA	NA	NA	S	NA	NA			
Faculty Initials	MD	MD	BL	MD	CB	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. (noticing, interpreting)	NA	NA S	NA	NA	NA	NA	NA			
b. Discuss recommendations for referrals to appropriate community resources and agencies. (reflecting)	NA	Na S	NA	NA	NA	NA S	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)	NA	S	NA	NA	NA	NA	NA			
d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)	NA	NA	NA	NA	NA	S	NA			
Faculty Initials	MD	MD	BL	MD	CB	CB	BL			

Comments:

Week 6 (5 b,d)- Great job with your CDG posts related to your clinical experience at Sandusky Artisans. This clinical experience is a great way to learn and provides you with knowledge regarding resources available for patients.

* End-of-Program Student Learning Outcomes

* 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:	NA	NA	NA	NA	S	NA	NA			
a. Demonstrate competence in navigating the electronic health record. (responding)	NA	NA	NA	NA	S	NA	NA			
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. (responding)	NA	NA	NA	NA	S	NA	NA			
c. Demonstrate the use of technology to identify mental health resources. (responding)	NA	NA	NA	NA	S	NA	NA			
Faculty Initials	MD	MD	BL	MD	CB	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. (reflecting)	NA	S	NA	S	S	S	NA			
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care. (responding)	NA	S	NA	S	S	S	NA			
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	NA	NA	NA	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)	NA	S	NA	S	S	S	NA			
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (responding)	NA	S	NA	S	S	S	NA			
f. Comply with the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.” (responding)	NA	S	NA	S	S	S	NA			
Faculty Initials	MD	MD	BL	MD	CB	CB	BL			

Comments:

Week 2:

7a: This week I thought I did very well communicate with the patient and nurses. As I followed the nurses around the unit, I was able to help with patient screening and a new patient intake while I was there. I was able to communicate with some of the patients that were there and had a very nice conversation with one of the older adults that was going through alcohol withdrawal. He thanked me for sitting with him and listening and I thought I did well practice my therapeutic communication and active listening. **Awesome! MD**

Week 4:

7a: This week I was in hospice and really enjoyed the experiences I was able to have while I was there. I thought I did very well communicating with the families of the patients. I sat with a patient’s wife after he passed away to comfort her after she had lost her husband. She stayed with him for a few hours after

he passed and made sure to come find me before she left to thank me for staying with her after her husband passed. It made me feel very good to know I did well be there to just listen to someone after experiencing such a loss. **Wonderful! MD**

Week 5:

7a: This week I thought I did very well applying what we had learned in class about active listening into the clinical setting. I was able to have multiple patients in the psych unit open up to me while I was there. It made me feel good that patients felt they could confide in me about the issues they had been struggling with. I've always thought I was a good listener and this week at clinical reenforced those feeling for me. I think I still have room for improvement on therapeutic communication skills but overall had a really good experience in the psych unit at the hospital. **Rachel, you did a great job with the patients this week, and your communication skills were excellent. You helped the patients open up and express their feelings! CB**

Week 6:

7a: This week I thought I did well not only listening to other open up at the meeting, but I was also given the opportunity to open up about stressors in my life and the mental health challenges that I've dealt with. I realized this open recovery group wasn't just about alcohol and drugs, people were talking and opening up about everything related to mental health issues and I really enjoyed, and I got along very well with the other that attended the group. **Great job this week! Sometimes it feels nice to open up and discuss things, knowing there will be no judgement. CB**

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 judgement skills to plan and care for patients with mental illness.		Student Name: Rachel Stadler				
		Date: July 7, 2022-July 8, 2022				
Top Nursing Priority: Risk for suicide						
		3 Points >75% Complete	2 Points 50-75% Complete	1 Point <50% Complete	0 Points 0% Complete	Comments
Noticing	Identify all abnormal assessment findings, subjective and objective	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 mental health nursing priority	3				
	Identify all potential complications	3				Great job!
	Highlight potential complications relevant to top mental health nursing priority	3				
	Identify signs and symptoms to monitor for each complication	3				
Responding	List all nursing interventions relevant to top mental health nursing priority	3				Great job listing all nursing interventions
	Interventions are prioritized	3				
	All interventions include a frequency	3				

	All interventions are individualized and realistic	3				
	An appropriate rationale is included for each intervention	3				
Reflecting	List the reassessment findings for the top mental health nursing priority	3				Great job!
	Reflection includes one of the following statements: <ul style="list-style-type: none"> Continue plan of care Modify plan of care Terminate plan of care Discuss pertinent Social Determinants of Health for your patient	3				
48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory		Total Points Earned: 48 Comments: Satisfactory Nursing Care Map. Excellent job! Faculty Initials: CB				

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: 7/6-7/2022	Date: 7/8/2022	Date: 7/14/2022	Date: 7/28/2022
	S	S	S	S	S	
Faculty Initials	MD	MD	CB	CB	CB	
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	

* Course Objectives

Firelands Regional Medical Center School of Nursing
Psychiatric Nursing-2022

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: M. Koth, R. Lamons, M. Lewis, R. Stadler OBSERVATION DATE/TIME: 07/06/2022 SCENARIO #: 1

CLINICAL JUDGMENT	OBSERVATION NOTES
<p>COMPONENTS NOTICING:</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 	<p>Notices patient's blood pressure is elevated</p> <p>Notices patient is agitated</p> <p>Notices patient does not need PRN dose of Lorazepam based on CIWA score</p> <p>Seeks out information related to patient's history of alcohol use</p> <p>Notices patient's abrasions</p> <p>Notices the patient is having visual hallucinations</p> <p>Notices the patient is itchy and restless</p> <p>Notices the patient's blood pressure is high</p> <p>Notices the patient needs medication for withdrawal symptoms</p> <p>Seeks out information related to patient's alcohol use and risk factors</p>
<p>INTERPRETING:</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p>Prioritizes completing CIWA Scale</p> <p>Interprets CIWA score as 2</p> <p>Prioritizes completing CIWA Scale</p> <p>Interprets CIWA score as 19</p> <p>Interprets a need to administer Lorazepam based on CIWA score</p>
<p>RESPONDING:</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B 	<p>Introduces self to patient</p> <p>Identifies patient</p> <p>Obtains vital signs</p> <p>Performs CIWA Scale</p> <p>Remains calm and confident in the presence of patient</p>

	<p>Performs CAGE Assessment</p> <p>Uses excellent therapeutic communication with the patient</p> <p>Discusses ordered morning medications with patient</p> <p>Discusses patient's history of alcohol use with her</p> <p>Medication nurse verifies patient (remember to scan)</p> <p>Verifies patient swallows medication</p> <p>Obtains vital signs</p> <p>Remains calm and confident with the patient</p> <p>Performs CIWA Scale</p> <p>Medication nurse verifies patient verbally and with scanner</p> <p>Administers 4 mg of Lorazepam PO</p> <p>Verifies patient swallows medications</p> <p>Discusses support groups with patient for grieving</p> <p>Educates patient on withdrawal symptoms</p> <p>Reassesses patient after administering Lorazepam</p>
<p>REFLECTING:</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B 	<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>SUMMARY COMMENTS:</p> <p>Satisfactory completion of the simulation scenario is a score of "Developing" or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</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>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Focuses on the most relevant and important data useful for explaining the patient's condition. Even when facing</p>

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.

Responding: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. 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: Rachel Stadler

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	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	3
Points	40	39

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: 99/100

Rachel, excellent job with your Geriatric Assessment. You have satisfactorily completed the assignment. You developed an educational/teaching plan based off of the assessment tools. Your teaching plan was individualized and very descriptive! Keep up the great work!

One point was deducted for the following reason: Omitted from medication list, nursing considerations (see #7 on assessment) LM

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: