

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

Student: Mackenzie Wilson

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	S	S	NA	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	S	S	NA	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	S	S	S NA	NA	S			
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care (noticing)	NA	NA	S	S	NA	S	NA			
e. Recognize social determinants of health and the relationship to mental health. (reflecting)	NA	NA	S	S	NA	NA	NA			
f. Develop and implement an appropriate nursing therapy group activity. (responding)	NA	NA	S	NA	NA	NA	NA			
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) (responding)					NA					
Faculty Initials	MD	MD	DC	CB	MD	CB	BL			
Clinical Location			1S	1S	No clinical, Simulation	Detox	Hospice			

* End-of-Program Student Learning Outcomes

Comments:

Week 3 1 c,d – You did well communicating and respecting patients and their narratives Proper use of therapeutic communication. DC

Week 5 All Objectives-you did not have clinical this week. All objectives are NA. MD

Week 6 (1a,b,c,d): This week at the Erie County Detox Center you were able to see different types of therapies that may be used and methods that will help each patient regain self-care. 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	S	S	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					
b. Identify patient’s subjective and objective findings including labs, diagnostic tests, and risk factors. (noticing, recognizing)	NA	NA	S	S	NA	NA	NA			
c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. (noticing, interpreting)	NA	NA	S	S	S	NA	NA			
d. Formulate a prioritized nursing care map utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting)	NA	NA	S	NA	NA	NA	NA			
e. Apply the principles of asepsis and standard precautions. (responding)	NA	NA	S	S	S	NA	S			
f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding)	NA	NA	S	S	S	NA	S			
Faculty Initials	MD	MD	DC	CB	MD	CB	BL			

Comments:

Week 3 2 a—f – Great care map! You did well communicating the patient’s history and reason for admission. DC

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

Comments:

Week 3 3 a-h – Good job on both of your CDGs for this week. You did well with therapeutic communication and were professional at all times. DC

Week 4(3a,c,d): Mackenzie, you did a great job with therapeutically communicating with your patients this week. Great job on your CDG post for day 3 and 4 on 1south.

* End-of-Program Student Learning Outcomes

CB

Week 6 (3f):-Great CDG this week! All requirements were met for a satisfactory rating. CB

Week 7-3(f) Mackenzie, you did an excellent job with your Hospice Reflection Journal. I'm glad you learned a lot during this experience and enjoyed your time spent there. Thank you so much for sharing your thoughts and feelings about the experience. 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)	NA	NA	S	S	S NA	NA	NA			
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. (responding, reflecting)	NA	NA	S	S	S NA	NA	NA			
c. Identify the major classification of psychotropic medications. (interpreting)	NA	NA	S	S	S NA	NA	NA			
d. Identify common barriers to maintaining medication compliance. (reflecting)	NA	NA	S	S	NA	NA	NA			
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. (responding, reflecting)	NA	NA	S	S	S NA	NA	NA			
Faculty Initials	MD	MD	DC	CB	MD	CB	BL			

Comments:

Week 3 4 a-h – You correlated the medications to the patient’s medical needs and easily communicated contraindications/S.E. DC

Week 4(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

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

Comments:

Week 6 (5 a,c)- Great job with your CDG posts related to your clinical experience at Erie County Health Department Detox Unit. This clinical experience is a great way to learn and provides you with knowledge regarding resources available for patients. CB

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

Comments:

Week 3 6 a-c: Great job on your group presentation as well as your documentation. DC

Week 4(6c): You did a great job discussing technology resources that are available for mental health patients in your CDG. CB

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

Comments:

7. a. -week 3- This first week I felt like I got better at striking up a conversation with people, even if it was just about common daily things. The second day people definitely wanted to open up more and felt more comfortable with us as students. **Good job! DC**

7.a.- week 4- This week I think I did a better job at trying to draw conversations out of people and asking more specific questions. I also think I was better at observing behaviors and recognizing attitudes/how people were feeling. **Mackenzie, you did a great job communicating with the patient’s this week. CB**

Week 4(7b): Great job discussing effective ways to reduce risk of harm to self and others in the clinical environment. CB

7.a.- Week 5- In simulation I think I did a really good job of communicating with the patient therapeutically and offering suggestions such as deep breathing to help calm some of her anxiety. **Great! MD**

7.a.-Week 6- During the detox clinical I think I did a really nice job of listening to the nurse explain medications as well as learn a lot about the admission process. **Great job this week, keep up the good work! CB**

7.a.-Week 7- During my hospice clinical I think I did a really good job at providing kind and gentle patient care during a bed bath. The other student and I also took extra time to lotion the patients dry skin and make her smell & feel fresh and clean. **Great job, Mackenzie! BL**

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

Course Objective:		Student Name: Mackenzie Wilson Date:6/23/22				
Top Nursing Priority:Ineffective coping						
		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				All components met. DC
	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				All components met. DC
	Highlight the top mental health nursing priority	3				
	Identify all potential complications	3				
	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				All components met. DC
	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				All components met. DC
	Reflection includes one of the following statements: <ul style="list-style-type: none"> • Continue plan of care • Modify plan of care 	3				

	<ul style="list-style-type: none"> • Terminate plan of care <p>Discuss pertinent Social Determinants of Health for your patient</p>					
<p>48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory</p>		<p>Total Points Earned:48 Comments:Mackenzie – GREAT care map! You managed to show an accurate picture of your patient and showed a thoughtful treatment plan. You noticed items that needed more attention that were individualized to this patient. Way to go! Faculty Initials:DC</p>				

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

<u>vSim Evaluation</u> 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: 7/6-7/2002	Date: 7/8/2022	Date: 7/14/2022	Date: 7/28/2022
Evaluation	S	S	S	S	S	
Faculty Initials	MD	CB	CB	MD	CB	
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	

* Course Objectives

NURSING PROCESS STUDY

Criteria	Ratings				Points Earned
Criterion #1 Process Recording is organized and neatly completed	5 Points Typed process recording with spelling and grammar correct.	3 Points Typed process recording with 5 or less spelling and grammar mistakes.	1 Points Typed process recording with 5 or more spelling and grammar mistakes.	0 Points Process recording is not typed with 10 or more spelling and grammar mistakes.	5
Criterion #2 Assessment	7 Points Identifies pertinent patient background, current medical and psychiatric history. Provides a self-assessment of thoughts and feelings prior and during therapeutic communication interaction with patient. Identifies the milieu and effects on patient.	5 Points Identifies areas of assessment but incomplete data provided in 2 of the 4 areas. Provides a self-assessment of thoughts and feelings prior and during therapeutic communication interaction with patient. Identifies the milieu and effects on patient.	3 Point Identifies areas of assessment but incomplete data provided in 3 of the 4 areas. Provides a self-assessment of thoughts and feelings prior and during therapeutic communication interaction with patient. Identifies the milieu and effects on patient.	0 Points Missing data in all 4 areas of assessment.	7
Criterion #3 Mental Health Nursing Diagnosis (priority problem)	8 Points Identifies priority mental health problem (not a medical diagnosis) providing at least 5 potential complications.	5 Points Identifies Priority mental health problem provides at least 4 potential complications.	3 Point Identifies priority mental health problem provides at least 3 potential complications.	0 Points Does not provide priority mental health problem and/or less than 3 potential complications.	8
Criterion #4 Nursing Interventions	10 Points Identifies all pertinent nursing interventions (at least 5) in priority order including a rationale and timeframe. Interventions must be individualized and realistic. Identifies a therapeutic communication goal	6 Points Identifies 4 or less nursing interventions in priority order including a rationale and time frame. Interventions are not individualized and/or realistic. Identifies a therapeutic communication goal.	4 Point Identifies 4 or less nursing interventions but not prioritized and/or no rationale or time frame provided. Interventions are not individualized and /or realistic. Identifies a therapeutic communication goal.	0 Points Identifies less than 4 interventions, not prioritized, individual, realistic, no rationale, no time frame. No therapeutic communication goal.	10
Criterion #5 Process Recording	15 Points Provides direct quotes for all interchanges. Nonverbal and Verbal behavior is described for all interactions. Students	10 Points Direct quotes are not provided. Nonverbal and Verbal behavior is described for at least 7	5 Point Direct quotes are not provided. Nonverbal and Verbal behavior is described for at least 5	0 Points Direct quotes are not provided. Nonverbal and Verbal behavior is not described for less	15

	thoughts and feelings concerning each interaction is provided.	interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	than half of the interactions. Student thoughts and feelings for less than half of the interactions provided.	
Criterion #6 Process Recording	20 Points Analysis of each interaction providing type of communication (therapeutic or nontherapeutic) and technique (exploring, focusing, reflecting, formulating a plan of action, etc.) and example from interactions.	15 Points Analysis of each interaction providing type of communication (therapeutic or nontherapeutic), and technique (exploring, focusing, reflecting, formulating a plan of action, etc.) and no example from interactions provided.	10 Point Analysis of each interaction providing type of communication (therapeutic or nontherapeutic), no technique (exploring, focusing, reflecting, formulating a plan of action, etc.) and/or no example from interactions provided.	0 Points Analysis not provided for each interaction	20
Criterion #7 Process Recording	10 Points Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion. There are at least 10 interchanges between patient and student.	6 Points Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion. There are at least 7 interchanges between patient and student.	4 Points Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion. There are at least 5 interchanges between patient and student.	0 Points There was less than 5 interchanges between patient and student provided.	10
Criterion #8 Evaluation	15 Points Self-evaluation of communication with patient. Identify at least 3 strengths and 3 weaknesses of therapeutic communication.	10 Points Self-evaluation of communication with patient. Identified 2 strengths and 2 weaknesses of therapeutic communication.	5 Point Self-evaluation of communication with patient. Identified 1 strength and 1 weakness of therapeutic communication.	0 Points No self-evaluation was provided.	15
Criterion #9 Evaluation	10 Points Identify at least 3 barriers to communication including interventions or communication that could have been done differently. Identify all pertinent social determinants of health.	6 Points Identify at least 2 barriers to communication including interventions or communication that could have been done differently. Identify all pertinent social determinants of health.	4 Point Identify at least 2 barriers to communication did not include interventions or communication that could have been done differently. Did not identify any pertinent social determinants of health.	0 Points Identify at least 1 barrier to communication did not include interventions or communication that could have been done differently. Did not identify any pertinent social determinants of health.	10

<p>Total Possible Points= 100 points 77-100 points= Satisfactory completion. 76-53 points= Needs Improvement < 53 points= Unsatisfactory</p> <p>Faculty comments: Excellent job listing and explain your nursing interventions and your rationale. You did well describing your patient and your initial thoughts prior to starting your 1-South clinicals. Great job overall and continue to do well with your therapeutic communication.</p>				Total Points:	100
				Faculty Initials:	DC

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **M. Wilson** OBSERVATION DATE/TIME: **07/07/2022** SCENARIO #: **1**

CLINICAL JUDGMENT COMPONENTS NOTICING:	OBSERVATION NOTES
<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 style="color: red;">Notices patient's blood pressure is elevated</p> <p style="color: red;">Notices patient is anxious</p> <p style="color: red;">Notices patient needs medication based on CIWA score</p> <p style="color: red;">Does not attempt to seek out information related to patient's history of substance abuse</p> <p style="color: purple;">Notices patient is having visual hallucinations</p> <p style="color: purple;">Notices patient is anxious and restless</p> <p style="color: purple;">Notices patient needs medication based on CIWA score</p> <p style="color: purple;">Does not attempt to seek out information related to patient's history of substance abuse</p>
INTERPRETING: <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p style="color: red;">Prioritized CIWA Assessment</p> <p style="color: red;">Interprets CIWA score as 8</p> <p style="color: red;">Interprets CIWA protocol accurately for Lorazepam dose (2 mg PO)</p> <p style="color: purple;">Prioritizes CIWA Assessment</p> <p style="color: purple;">Interprets CIWA score as 32</p> <p style="color: purple;">Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO)</p>
RESPONDING: <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 style="color: red;">Introduces self to patient</p> <p style="color: red;">Obtains vital signs</p> <p style="color: red;">Performs CIWA Scale</p> <p style="color: red;">Performs brief mental health exam on patient</p> <p style="color: red;">Remains calm with patient, at times timid</p> <p style="color: red;">Medication nurse provides education on Lorazepam and withdrawal symptoms</p> <p style="color: red;">Administers Lorazepam 2 mg PO</p> <p style="color: red;">Performs CAGE Assessment</p>

	<p>Attempts to utilize therapeutic communication with the patient</p> <p>Medication nurse administers ordered morning medications</p> <p>Presents reality with patient regarding visual hallucinations</p> <p>Performs CIWA Scale</p> <p>Obtains vital signs</p> <p>Educates the patient on relaxation techniques</p> <p>Performs brief mental health exam</p> <p>Educates patient on alcohol withdrawal symptoms</p> <p>Administers 4 mg of Lorazepam for withdrawal symptoms</p> <p>Utilizes therapeutic communication with the patient</p> <p>Reassesses patient after Lorazepam is administered</p> <p>Offers self</p> <p>Did not provide any education related to resources or support groups</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: 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>Interpreting: Focuses on the most relevant and important data useful for explaining the patient’s condition. 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>Responding: Generally displays leadership and confidence and is able to control or</p>

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. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Shows mastery of necessary nursing skills.

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

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: