

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

Student: John Z. Zura

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	S	NA	S			
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. (noticing)					NA	S				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. (interpreting)	NA	NA	S	S	S NA	NA S	S			
c. Provide culturally and spiritually competent care within the scope of nursing that meets the needs of assigned patients from diverse cultural, racial and ethnic backgrounds. (responding)	NA	NA	S	S	S NA	NA S	S			
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care (noticing)	NA	NA	S	S	S NA	NA S	S			
e. Recognize social determinants of health and the relationship to mental health. (reflecting)	NA	NA	S	S	S NA	NA	S			
f. Develop and implement an appropriate nursing therapy group activity. (responding)	NA	NA	NA	S	NA	NA	NA			
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) (responding)					NA					
Faculty Initials	MD	MD	CB	CB	MD	CB	BL			
Clinical Location	NA	NA	1 SOUTH	1 SOUTH	NA	Erie County Detox	Hospice			

* End-of-Program Student Learning Outcomes

Comments:

Week 3(1e): John, great job identifying and discussing your patient’s social determinants of health in your CDG and Nursing Care Map. CB

Week 4(1f): John, you did a great job with your nursing therapy group “Grounding Techniques”. CB

Week 5 All Objectives-You did not have clinical this week so all objectives will be 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	S			
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	S NA	NA	S			
c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. (noticing, interpreting)	NA	NA	S	S	S NA	NA	S			
d. Formulate a prioritized nursing care map utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting)	NA	NA	S	S NA	NA	NA	S NA			
e. Apply the principles of asepsis and standard precautions. (responding)	NA	NA	S	S	S NA	NA	S			
f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding)	NA	NA	S	S	S NA	NA	S			
Faculty Initials	MD	MD	CB	CB	MD	CB	BL			

Comments:

* End-of-Program Student Learning Outcomes

Week 3(2d): John, 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. CB

Week 4(2f): You did a great job discussing your EBP article titled “Effectiveness of Psilocybin on Depression: A Qualitative Study” during debriefing. Keep up the great work! CB

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	NA	NA	S NA	NA	S			
c. Identify barriers to effective communication. (noticing, interpreting)	NA	NA	S	S	S NA	NA	S			
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	S NA	NA U	NA 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	S			
Faculty Initials	MD	MD	CB	CB	MD	CB	BL			

Comments:

Week3 (3a,d,f): John, 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

* End-of-Program Student Learning Outcomes

Week 4(3a,c,d): John, 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. CB

Week 6 (3f):-John you answered all CDG questions appropriately, but you did not include an in-text citation or a reference for the CDG. Can you please add these to your cdg and resubmit it before 7/20/22 at 0800. Remember a “U” in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. CB

Week 7-3(f) John, 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	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	CB	CB	MD	CB	BL			

Comments:

Week 3 (4a-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

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

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

* 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	NA	NA S	NA	NA	NA			
c. Demonstrate the use of technology to identify mental health resources. (responding)	NA	NA	S	S	S NA	NA	NA			
Faculty Initials	MD	MD	CB	CB	MD	CB	BL			

Comments:

Week 4(6b,c): Excellent job documenting the Nursing Therapy Group this week. You also 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	S	S			
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	NA	NA	S	S	S NA	S	S			
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	S	S			
Faculty Initials	MD	MD	CB	CB	MD	CB	BL			

Comments:

7a. Strengths:

Week 3: I believe a strength I displayed this week during clinical was in my ability to actively engage and communicate with multiple patients. I feel as though I was able to provide comfort and decrease levels of anxiety in a few of the patients I interacted with. I achieved this through having open conversations with the patients discussing their issues with mental health and sharing some of my own struggles with mental health. This allowed me to develop a stronger relationship with the individuals because I had a sense of knowing what they were experiencing. I also actively participated in showing patients how to play and playing various card games with them. This seemed to boost many individuals' morale and made for an enjoyable experience. **John, you did a great job this week communicating and interacting with a variety of patients! CB**

Week 4: A strength I feel as though I was able to display this week would be my ability to conduct a group therapy session. I designed and implemented multiple relaxation techniques and grounding strategies, so the patients could have a few examples of different coping skills that they can utilize when they are feeling stressed, anxious, and/or depressed. Along with providing them this information via handouts and guided discussion, I also demonstrated and practiced some of the techniques to help the patients understand how to properly execute these kinds of exercises and coping methods. **John, you did a great job with your nursing therapy group, and the patient's really enjoyed talking to you during the clinical day. CB**

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

Week 5: During the delivery of care for my patient this week I provided a voice of reason and reassurance that gave the patient comfort. I believe this ability to provide the patient with comfort was a critical strength of mine, due to the nature of her admission and the issues she was experiencing. I was able to succeed in comforting the patient by reassuring her that we were working on getting her discharged from the hospital as soon as possible. I also had conversations with the patient over personal subjects that were having large effects on her mental health. After our conversations, I mentioned different treatment options that could help her get through the difficulties she was experiencing. The patient seemed interested in pursuing some form of therapy after her discharge and indicated that she was thankful for me having discussed the options with her.

Week 6: A strength of mine I recognized during my clinical session at the Erie County Detoxification Unit would be in my ability to be observant. I was able to observe and see all the different roles and tasks a nurse has working at the facility. I was also able to assist the nursing staff with obtaining their morning vital sign assessments for a few of their patients, which assisted them in maintaining the overall care for their patients. Additionally, I was able to observe and report that there were no unusual assessment findings during my vital sign assessment to the nursing staff while they were charting the patient's information. **Great job this week John! CB**

Week 7: A strength I displayed during my Hospice clinical experience would be in my speed and efficiency of care. Every time I heard the alarm that a call button was pressed, I sprang into action to assist the patient with whatever they needed. I only had to do this for a few occasions during my clinical experience, but it allowed me to take care of the patient's needs in a quick and precise manner. These fast reactions ultimately assisted in maintaining the patient's optimum comfort levels and ensured their condition to remain stable. **Excellent job, John! BL**

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

Course Objective: Synthesize concepts related to psycho-pathology, health assessment data, evidence based practice, and the nursing process using clinical judgement skills to plan and care for patients with mental illness.		Student Name: John Z. Zura Date: 06/22/2022-06/23/2022				
Top Nursing Priority: Complicated Grieving						
		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				Great job including your patient's low Vitamin D level. This is definitely important to consider related to medication effectiveness, and your patient's overall mood.
	Identify all risk factors	3				
	Highlight all related/relevant data in the noticing boxes	3				
Interpreting	List all nursing priorities	3				
	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				
	Interventions are prioritized	3				
	All interventions include a frequency				0	No frequency included for interventions listed.
	All interventions are individualized and	3				Great job ensuring that your interventions are realistic

	realistic					and individualized for your patient.
	An appropriate rationale is included for each intervention	3				
Reflecting	List the reassessment findings for the top mental health nursing priority	3				
	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: 45 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)
	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
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 RECORD

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.	4
Criterion #5 Process	15 Points Provides direct quotes for all	10 Points Direct quotes are not	5 Point Direct quotes are not	0 Points Direct quotes are not	15

Recording	interchanges. Nonverbal and Verbal behavior is described for all interactions. Students thoughts and feelings concerning each interaction is provided.	provided. Nonverbal and Verbal behavior is described for at least 7 interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	provided. Nonverbal and Verbal behavior is described for at least 5 interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	provided. Nonverbal and Verbal behavior is not described for less 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.	6
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	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	0 Points Identify at least 1 barrier to communication did not include interventions or communication that could have been done differently. Did not	10

		determinants of health.	social determinants of health.	identify any pertinent social determinants of health.	
<p>Total Possible Points= 100 points 77-100 points= Satisfactory completion. 76-53 points= Needs Improvement < 53 points= Unsatisfactory</p> <p>Faculty comments: Only seven total verbal interchanges were listed. Timeframes were missing from interventions. Otherwise, you did very well communicating your personal reflection of the experience and the totality of the patient. Great job!</p>				<p>Total Points:</p>	<p>90</p>
				<p>Faculty Initials:</p>	<p>DC</p>

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **J. Zura** OBSERVATION DATE/TIME: **07/07/2022** 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 is anxious and agitated</p> <p>Notices patient's blood pressure is elevated</p> <p>Attempts to seek out information related to patient's history of substance use</p> <p>Notices patient is having visual hallucinations</p> <p>Notices patient is restless and anxious</p> <p>Seeks out information related to risk factors for patient's substance use</p> <p>Seeks out more information related to substance use</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 CIWA Scale</p> <p>Interprets CIWA score as 3</p> <p>Interprets CIWA score as 33</p> <p>Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO)</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>Sits down next to patient</p> <p>Performs CIWA Scale</p> <p>Obtains vital signs</p> <p>Medication nurse verifies patient</p> <p>Medication nurse provides education to patient related to morning medications</p> <p>Performs CAGE Assessment</p> <p>Attempts to use therapeutic communication with patient</p> <p>Remains calm with patient</p> <p>Calls physician related to patient's current assessment findings</p>

	<p>Performs brief mental health exam</p> <p>Introduces self to patient</p> <p>Obtains vital signs</p> <p>Performs CIWA Scale</p> <p>Attempts to utilize therapeutic communication with the patient (Be cautious about sharing personal experiences in a mental health setting)</p> <p>Remains calm with patient</p> <p>Medication nurse verifies patient</p> <p>Medication nurse educates about Lorazepam</p> <p>Administers 4 mg Lorazepam PO</p> <p>Performs brief mental health exam</p> <p>Discusses recent loss with the patient</p> <p>Reassesses patient after Lorazepam is administered</p> <p>Educates patient about support groups and coping mechanisms</p> <p>Provides excellent education related to antidepressants and alcohol</p> <p>Performs suicide risk assessment</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. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads</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</p>

experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of success.

Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. 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. 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: