

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Psychiatric Nursing- 2023**  
**Firelands Regional Medical Center School of Nursing**  
**Sandusky, Ohio**

**Student:**

Destiny Hamman

**Final Grade: Satisfactory/Unsatisfactory**

**Semester: Summer Session**

**Date of Completion:**

**Faculty: Brian Seitz MSN, RN, Fran Brennan MSN, RN, Chandra Barnes MSN, RN,  
 Nick Simonovich MSN, RN, Brittany Lombardi MSN, RN, Kelly Ammanniti MSN, RN**  
**Teaching Assistants: Rachel Haynes 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
- 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		
<b>BS</b>	<b>Brian Seitz MSN, RN, CNE</b>		
<b>FB</b>	<b>Frances Brennan, MSN, RN</b>		
<b>KA</b>	<b>Kelly Ammanniti MSN, RN, CHSE</b>		
<b>BL</b>	<b>Brittany Lombardi MSN, RN, CNE</b>		
<b>NS</b>	<b>Nick Simonovich MSN, RN</b>		
<b>CB</b>	<b>Chandra Barnes MSN, RN</b>		
<b>RH</b>	<b>Rachel Haynes BSN, RN</b>		

\* 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	Make Up	Final
<b>Competencies:</b>		S	N/A	S						
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. <b>(noticing)</b>		S	N/A	S						
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>		S	N/A	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. <b>(responding)</b>		S	N/A	S						
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>		S	N/A	S						
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>		S	N/A	S						
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>		N/A	N/A	S						
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>										
Faculty Initials	KA	KA	CB							
Clinical Location			No Clinical	1S 6/20 – 6/22, 18 – female/ AA meeting 6/23						

\* End-of-Program Student Learning Outcomes

**Comments:**

Week 2 – 1a – Destiny, you did a nice job explaining the pathophysiology behind your patient's admitting diagnosis of major depressive disorder. KA

Week 2 – 1e – Destiny, you were able to explain social determinants of health related to your patient and how they affected her overall mental health. You discussed housing and economic instability being the major SDOH affecting her during this current admission. Your patient's multiple chronic medical conditions also play a part in her SDOH to manage her mental health. KA

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

**Comments:**

Week 2 – 2a & 2b – Destiny, you did a nice job describing your patient this week and thoroughly discussing her medical and psychiatric history including her current reason for admission to the inpatient psychiatric unit. KA

Week 2 – 2b – Destiny, you did a nice job discussing the pertinent labs that were drawn on your patient and why. You did a nice job recognizing how her lithium levels were drawn and that the medication was in therapeutic range. KA

Week 2 – 2f – Destiny your discussed how a blame-free environment, encouraging collaboration, having competent nurses, and complying to policies and procedures all contribute to a culture of safety on the inpatient psychiatric unit. KA

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

### Comments:

Week 2 – 3f – Destiny, you responded thoughtfully to all of the CDG questions on your 1 South clinical experience this past week. Your responses were well written and thorough. You supported your information with appropriate references and included in-text citations. Remember when in-text citing a direct quotation to include a page number or paragraph number in there are no page numbers in the citation. Nice job. Keep up the great work! KA

\* End-of-Program Student Learning Outcomes

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## 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	Make Up	Final
a. Discuss the safe administration of medication while observing the six rights of medication administration. <b>(responding)</b>		S	N/A	S						
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. <b>(responding, reflecting)</b>		S	N/A	S						
c. Identify the major classification of psychotropic medications. <b>(interpreting)</b>		S	N/A	S						
d. Identify common barriers to maintaining medication compliance. <b>(reflecting)</b>		S	N/A	S						
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. <b>(responding, reflecting)</b>		S	N/A	S						
Faculty Initials	KA	KA	CB							

### Comments:

Week 2 – 4a, 4b, & 4e – Destiny, you discussed all of your patient's current medications and the side effects we would assess for. You also were able to discuss appropriate nursing interventions that need to be considered for each medication. You completed medication administration on your patient efficiently and accurately observing the rights of medication administration. You thoroughly researched your medications and were well versed on each one before you administered them. KA

\* 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	Make Up	Final
a. Identify the need for the community resources-detox unit available to patients with a mental illness. <b>(noticing, interpreting)</b>		S	N/A	S						
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>		S	N/A	S						
c. Attend Erie County Health Department Detox Unit observing the care of a patient with mental illness-substance abuse. <b>(Community Agency Observation-Detox Unit)</b>		N/A	N/A	N/A						
d. Attend Narcotics/Alcoholics Anonymous meeting. <b>(Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))</b>		N/A	N/A	S						
Faculty Initials	KA	KA	CB							

Comments:

\* End-of-Program Student Learning Outcomes

**Objective**

6. Demonstrate satisfactory proficiency when using informatics and techniques in the assessment of patients with a mental illness diagnosis. (1, 2, 3, 4, 6, 8)\*

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
<b>Competencies:</b>		S	N/A	S						
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>		S	N/A	S						
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. <b>(responding)</b>		S	N/A	S						
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>		S	N/A	S						
Faculty Initials	KA	KA	CB							

**Comments:**

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

### Comments:

#### Week 2

**Strengths:** One strength I think was being actively communicating with patients even if it was my own patient. I tried to hear everyone’s stories to get an idea of all the different people in the hospital. I tried to get everyone to color or do some sort of activity to help clam some anxieties and to occupy minds. **Wonderful job interacting with the patients this week and participating in activities and group therapy with the patients. I know your patient did not always participate in therapy groups, but you did a nice job interacting with the patients that did attend. KA**

Firelands Regional Medical Center School of Nursing  
Nursing Care Map Rubric

Student Name:		Course Objective:					
Date or Clinical Week:							
Criteria		3	2	1	0	Points Earned	Comments
<b>Noticing</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)		
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)		
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)		
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete		
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete		
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)		
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)		
<b>Responding</b>	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete		
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete		
	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete		

	11. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete		
	12. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete		
<b>Reflecting</b>	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul>	<b>Complete</b>			<b>Not complete</b>		
<p>Total Possible Points= 42 points  42-33 points = Satisfactory  32-21 points = Needs Improvement*  &lt; 21 points = Unsatisfactory*  <b>*Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b></p> <p><b>Faculty/Teaching Assistant Comments:</b></p>						<p><b>Total Points:</b></p>	
						<p><b>Faculty/Teaching Assistant Initials:</b></p>	

Firelands Regional Medical Center School of Nursing  
 Psychiatric Nursing 2023  
 Simulation Evaluations

<b><u>vSim Evaluation</u></b>						
	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)	Sandra Littlefield (Borderline Personality Disorder Scenario) (*1,2,3,4,5)	Live Adult Mental Health Simulation (Alcohol Withdrawal) (*1,2,3,4,5)	George Palo (Alzheimer's Disorder) (*1,2,3,4,5)
	<b>Date:</b> 6/9/2023	<b>Date:</b> 6/23/2023	<b>Date:</b> 6/30/2023	<b>Date:</b> 7/5-6/2023	<b>Date:</b> 7/7/2023	<b>Date:</b> 7/21/2023
Evaluation	S					
Faculty Initials	KA					
<b>Remediation:</b> Date/Evaluation/Initials	NA					

\* Course Objectives

**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:

