

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

**Student:**

Shyanne Phillips

**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	S	S	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	S	S	S					
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>		S	S	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. <b>(responding)</b>		S	S	S	S					
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>		S	S	S	S					
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>		S	S	S	S					
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>		NA	NA	NA	S					
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>					S					
Faculty Initials		RH	KA	RH	RH					
Clinical Location		Sandusky Artisans	Hospice	Detox	1 south					

\* End-of-Program Student Learning Outcomes

**Comments:**

Week 4: 1(a-d): Nice work discussing the process at the Detox unit. You were able to identify barriers to culture and spirituality in your discussion post. RH

Week 5: 1(a): good job discussing the pathophysiology of your patient this week. RH

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

**Comments:**

Week 5: 2(a, b)- You gathered a thorough health history on your patient as well as correlated their lab work and diagnostic testing related to their 1 south admission. RH

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

**Comments:**

Week 4: 3(f)- Great job with your discussion post this week. You answered all questions thoroughly and had some good reflection in regards to your experience. RH  
 Week 5: 3(f)- good job with your CDG this week. You gathered a lot of information on your patient and discussed it professionally while answering all the questions. RH

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

### Comments:

Week 5: 4(a, b, c, e)- You did a great job with medication administration this week. You had quite the long list of medications and you did amazing going through each of them with me. You also educated the patient about each medication as you were scanning them in the EMAR. Great job! RH

\* 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	NA	S	NA					
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>		NA	NA	NA	NA					
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>		NA	NA	S	NA					
d. Attend Narcotics/Alcoholics Anonymous meeting. <b>(Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))</b>		S	NA	NA	NA					
Faculty Initials		RH	KA	RH	RH					

### Comments:

Week 2: 5(d)- You attended the alcoholic/narcotic anonymous meeting this week. You completed the CDG as well as turned in all appropriate paperwork. RH

Week 4: 5(c)- You attended the Erie County Health Center Detox unit this week. You completed all necessary paperwork and your CDG. RH

\* 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>		NA	NA	NA	S					
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>		NA	NA	NA	S					
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. <b>(responding)</b>		NA	NA	NA	S					
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>		NA	NA	S	S					
Faculty Initials		RH	KA	RH	RH					

### Comments:

Week 5: 6(a. b. c) You used the EHR to gather background information on your patient as well as used the EMAR to administer mediations this week with little to no assistance. Great job! RH

\* 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	S	S	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	S	S	S					
c. Illustrate active engagement in self-reflection and debriefing. <b>(reflecting)</b>		S	S	S	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	S	S	S					
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. <b>(responding)</b>		S	S	S	S					
f. Comply with the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.” <b>(responding)</b>		S	S	S	S					
Faculty Initials		RH	KA	RH	RH					

### Comments:

Week 2 (7a): During the Sandusky Artisans meeting, not only are you listening and engaging with the clients there, but you are also given the opportunity to speak and reflect a little on your day-to-day life. This is beneficial because it allows them to know that they are not alone, and everyone deals with different problems in different manners. **This is a great opportunity for everyone to see someone else’s perspective. How did you engage and interact with the patients? RH**

Week 3 (7a): At Hospice there was a patient with dementia who called for help and needed us to set up, open her lunch and refill her coffee which is something the nurses said she has not done her whole stay there. **I am glad you were able to assist this patient with her meal. KA**

**Week 3 – 7a – The nurse on hospice commented, “Shyanne observed doctor rounds and admission to unit. Assisted with hands on personal care. The nurse rated you as satisfactory in all areas. KA**

**Week 3 – 7c – Shyanne, you did a nice job reflecting on your hospice experience and sharing how you participated in the end-of-life process of one of the patients on the unit. I am glad you were able to gain insight on this area of nursing through this clinical experience. KA**

Week 4 (7a): This week during Detox while I was not hands-on with the patients this week, I had the opportunity to work with one of the case managers and observe what the assessment part of the program looks like. It is a significant process in which you get to learn about the patient and what has led them to the point they are at in their lives. From there you are able to better understand their situation and it gets you a little more involved knowing that at the end of the conversation they may trust you a little more. **This is a great place to develop a trusting relationship with the patient to assist with their detox and recovery. RH**

Week 5 (7a): Being able to talk with patients on 1S and understanding why they are there was a great experience. Some of the patients are very open and willing to talk and this can be significant in their treatment. I was glad that I was able to have the conversations that I did with the patients. Going in, I had this perception that patients were going to be more closed off and unwilling to talk or even not be out as frequently as they were. It changed my outlook in a positive way and it allowed me to learn a lot. **This is great! I hope you can continue to have some good conversations with patients during your remaining clinical experiences. RH**

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*) <b>*provides explanation if &lt; 7</b>	(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*) <b>*provides explanation if &lt; 3</b>		(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*) <b>*provides explanation if &lt; 5</b>	(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>	Complete			Not complete		
<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>	



Geriatric Assessment Rubric  
2023

Student Name: **Shyanne Phillips**

Date: 6/26/2023

**Clinical Assessment Rubric**

**Mental/Physical Health Status Assessment**

	Points Possible	Points Received
Physical Assessment	4	4
Geriatric Depression Scale (short form) Assessment	4	4
Short Portable mental status questionnaire	4	4
Geriatric Health Questionnaire	2	2
Time and change test	4	4
Cognitive Assessment (Clock Drawing)	4	4
Falls Risk Assessment (Get Up and Go)	4	4
Brief Pain inventory (Short form)	2	2
Nutrition Assessment (Determine Your Nutritional Health)	4	4
Instrumental ADL/ Index of Independence in ADL	4	4
Medication Assessment	4	4
Points	40	40

**Education Assessment**

	Points Possible	Points Received
Learning Needs Identified and Prioritized (3)	10	10
Priorities pertinent to learning needs (3)	5	5
Nursing interventions related to learning needs (5)	10	6 <small>(see comments on education plan; missing rationale and timeframe on interventions)</small>
Points	25	21

**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: 96/100 – Satisfactory

See comments provided throughout the document. NS

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

--	--

<b>vSim Evaluation</b>						
Performance Codes: <b>S:</b> Satisfactory <b>U:</b> 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)	Randy Adams (PTSD Scenario) (*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	<b>S</b>	<b>S</b>	<b>S</b>			
Faculty Initials	<b>RH</b>	<b>RH</b>	<b>RH</b>			
<b>Remediation:</b> Date/Evaluation/Initials	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>			

\* 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: