

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Psychiatric Nursing- 2024**  
**Firelands Regional Medical Center School of Nursing**  
**Sandusky, Ohio**

Student:

Melisa Fahey

Final Grade: Satisfactory/Unsatisfactory

Semester: Summer Session

Date of Completion:

Faculty: Chandra Barnes MSN, RN, Fran Brennan MSN, RN, Monica Dunbar, DNP, RN  
 Brittany Lombardi MSN, RN, CNE, Heather Schwerer, MSN, 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 in the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a "S, NI, U, or NA". 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, it must be addressed with a comment as to why it is no longer a "U" the following week. If the student does not state why the "U" is corrected, it will be another "U" until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. **An unsatisfactory or needs improvement as a final evaluation in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. Patterns of performance over the course of the semester will be utilized to determine the final competency evaluations. 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
- 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)
6/3/2024	1 hour	Late Therapy Group Assignment	6/6/2024 1 hour
Initials	Faculty Name		
CB	Chandra Barnes, MSN, RN		
FB	Frances Brennan, MSN, RN		
MD	Monica Dunbar, DNP, RN		
BL	Brittany Lombardi MSN, RN, CNE		
HS	Heather Schwerer, MSN, 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	Make Up	Final
<b>Competencies:</b>	N/A	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>	N/A	S	S							
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>	N/A	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>	N/A	S	S							
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>	N/A	S	S							
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>	N/A	S	S							
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>	N/A	S	S							
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>	N/A	N/A	S							
Faculty Initials	HS	MD								
Clinical Location	No Clinical	1 South Clinical	1 South Clinical							

**Comments:**

\* End-of-Program Student Learning Outcomes

**Week 2 Objective 1A and E-This week you were able to demonstrate an understanding for mental, physical, and environmental health along with recognizing SDOH with your responses in your CDG posting. Great job! MD**

**Week 2 Objective 1F-This week you were able to perform an appropriate nursing therapy group activity to encourage the patients to share and express themselves. Great job! MD**

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

\*When completing the 1South Care Map CDG refer to the Care Map Rubric

**Comments:**

**Week 2 Objective 2A-B, and F-This week you did a great job of assembling a health history, identifying subjective and objective findings, and using EBP tools to support safety and quality in your CDG post. MD**

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

**Comments:**

**Week 2 Objective 3C-This week you were able to identify barriers to effective communication in your CDG posting. MD**

Week 2 Objective 3F-You had a wonderful CDG this week! You were able to turn in your CDG on time, have the adequate word count for your post, and meet all of the objectives for the CDG! Unfortunately, you did not provide an in-text citation or reference for the Day 1 or Day 2 posts for 1S. This is a requirement for a satisfactory rating. Please respond to this with how you will prevent this from occurring in the future. MD

\* End-of-Program Student Learning Outcomes

Wk 2 Objective 3F- I have already gone through my calendar for the rest of the semester and wrote to put an in-text citation and reference in all CDG's. I forgot once last semester as well but forgot for this semester. I read through everything in the Rubric and must've missed that to ensure my success. It is a mistake I hope never to do in Nursing School again! I'm sorry for my failure, but I assure you it won't happen again.

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. Observe &/or administer medication while observing the six rights of medication administration. <b>(responding)</b>	N/A	S- NI	NI							
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. <b>(responding, reflecting)</b>	N/A	S	S							
c. Identify the major classification of psychotropic medications. <b>(interpreting)</b>	N/A	S	S							
d. Identify common barriers to maintaining medication compliance. <b>(reflecting)</b>	N/A	S	S							
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. <b>(responding, reflecting)</b>	N/A	S	S							
Faculty Initials	HS	MD								

**Comments:**

**Week 2 Objective 4A-This week on 1S you were able to administer medications. You were able to look up the medications accurately and able to discuss with the patient what they were receiving. You are receiving an NI for this competency due to needing much guidance with the process of medication administration, from scanning the patient's wristband to scanning the medications. Please reach out if you have any questions. MD**

**Week 2 Objective 4B-E-In your CDG post this week you were able to provide information about implications of psychotropic medications, classifications of medications, barriers to medication compliance, and specific details about the medications you administered this week. Great job! MD**

**Week 3 Objective 4a. Hi Fran! I understand that I had forgotten to scan the patient for medication administration this week. I am completely aware and take ownership of my mistake. I had asked the patient his DOB and if he had any allergies, triple checked the medications to be sure (because I had them written down from the day before). The nurse was right there and had asked me questions after I had asked the patient if he was having any suicidal thoughts (patient stated no), I had asked the patient if he was having any anxiety (he expressed yes), I then asked on a scale of 0-10 where he felt his anxiety was at (Patient stated 10). This was a mistake I made and I understand that no one wants to believe that I did everything but scan because you were not there. I promise that this is a mistake that was serious and if it weren't corrected would have appeared that the patient did not receive his meds and that you were not there to oversee me. I understand that my trust from you has been broken from this mistake and that there is probably a need to punish me for this to an extreme so it doesn't happen again. All I can do in this situation is prove that I have learned and that I will never make this mistake again! I am truly sorry for disappointing the staff at the FRMCSON and hope that**

\* End-of-Program Student Learning Outcomes

**you will all give me an opportunity to prove myself without judging me as you have taught us all that we are human, make mistakes and as nurses we do not judge people. I am asking for that from the staff! Thank you and again I apologize as deeply as even possible!**

## 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>	N/A	S NA	N/A							
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>	N/A	S	S							
c. Collaborate with the Erie County Health Department Detox Unit while 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. Recognize and describe the need for substance abuse recovery resources. <b>(Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))</b>	N/A	N/A	N/A							
Faculty Initials	HS	MD								

**\*\*Alternative Assignment**

**Comments:**

Week 2 Objective 5A-This competency is directed to the Detox clinical experience. This is a NA for this week. MD

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

**Comments:**

**Week 2 Objective 6A-You were able to proficiently navigate the EHR independently. MD**

\* 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. (reflecting)	N/A	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)	N/A	S	S							
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	N/A	S	S							
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. (responding)	N/A	S	S							
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (responding)	N/A	S U	S							
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." (responding)	N/A	S	S							
Faculty Initials	HS	MD								

Objective 7a: Provide a comment for the highlighted competency each week of your 1 South clinical. Put "NA" for the weeks not assigned to 1 South.

### Comments:

7a. My strength for care delivery of a patient with mental illness was engaging with a patient that had expressed that she was having a panic attack. Her nurse told her she would be over in a couple mins. I walked out about 8 mins later and the patient was sitting by herself in a chair not engaging with the group as she had earlier. I sat down in the chair next to her and I could tell that she was tearful, so I asked her if she wanted to hold someone's hand. She expressed no. Then I just started asking her questions and asked her if she would like to talk about what she is feeling. The patient expressed that she did get to speak with her nurse for a moment, so I just told her that if she needed to talk later I would be there for her. **The way you were able to relate to her and provide her with support is wonderful! You really made a difference for this patient! Keep up the great work! MD**

**Week 2 Objective 7B-In your CDG this week you were able to identify effective use of strategies to reduce risk of harm for the patient and others. Great job! MD**

Week 2 Objective 7E-This week you did not turn in your preparation assignment for the nursing therapy group in on time. You received 1 hour missed clinical for this late assignment. Please respond with how you will prevent this from occurring in the future. MD

Week 2 Objective 7E-You are also receiving an unsatisfactory rating due to dozing off during therapy group as well as debriefing. Please respond with how you will ensure this will not occur in the future. MD

Wk 2 Objective 7E- This truly is a disappointment to me! To me I failed myself and my instructors! In the future I plan on going through everything more than once before assignments are due and when we receive our calendar, syllabus, course documents to write down and double and triple check for all assignments that are due to ensure that this no longer happens to me! It is very difficult for me when I make a mistake like this, and don't plan on it happening again! I will quadruple check my documents! Also, I am feeling as though it is odd that the tool was changed to a "U" regarding dozing off during therapy after dozing during my quiz on Monday and you speaking to Fran about my mistake at clinical yesterday. I do not feel it is fair that it is allowed to be changed after it has already been posted! I can tell you that there was a student yesterday in clinical falling asleep lying with head on table as well as other students last week dozing during therapy, and I wonder if it was mentioned to me or I am just an exception. I don't what to say to this. I am human! I can't 100% promise that as a human being I can control a moment of dozing because it happens when we are bored or lack sleep. This is a very time-consuming class and I make sure that I check, double check, and now triple check to make sure my work is all submitted on time. I can promise I will try to get more sleep to hopefully prevent this from happening in the future, but I promise that I will sacrifice my sleep to ensure that all of my studying gets done, my homework gets finished and turned in on time! I truly do not know how I can promise 100% in the future that this will not happen again as I am dealing with health issues as well as a large load along with all the other students! I promise to try to go to bed by 10 pm and not at 11:30/midnight on night before clinical. The only thing I know to do is genuinely apologize for not being perfect! I am not making an excuse, I am simply telling the truth!

**Week 37a. My strength for care delivery of a patient with mental illness this week was learning how to talk with a very religious individual (I consider myself religious, but struggled with understanding a patient feeling that "God" would want him to take his life to get to him) and conversate back and forth with the patient trying to gently explain, without hurting the patient, that Jesus is always with us and we don't have to feel as though we have to take our lives to make God happy with us. The patient did acknowledge that he agreed and understood that Jesus is with us all the time.**

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials

Care Map Evaluation Tool\*\*  
Psych  
2024

\*\*Psych students are required to submit one satisfactory care map (CDG) during the 4-day 1 South clinical rotation. If the care map is not evaluated as satisfactory upon initial submission, the student has one opportunity to revise the care map based on instructor feedback.

Comments:

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. State the goal for the top nursing priority.	Complete			Not complete		
	6. 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		

	7. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)		
	8. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)		
<b>Responding</b>	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete		
	10. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete		
	11. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete		
	12. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete		

Criteria		3	2	1	0	Points Earned	Comments
	13. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete		
<b>Reflecting</b>	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		
	15. 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		

### Reference

An in-text citation and reference are required.

The care map will be graded “needs improvement” if missing either the in-text citation or reference, but not both.

The care map will be graded “unsatisfactory” if no in-text citation or reference is included.

Total Possible Points= 45 points

45-35 points = Satisfactory

34-23 points = Needs Improvement\*

< 23 points = Unsatisfactory\*

**\*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**

**\*\*\*Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. \*\*\***

**Faculty/Teaching Assistant Comments:**

**Total Points:**

**Faculty/Teaching Assistant Initials:**

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Geriatric Assessment Rubric  
2024

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Clinical Assessment Rubric**

**Mental/Physical Health Status Assessment**

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

Points	40	

**Education Assessment**

	Points Possible	Points Received
Learning Needs Identified and Prioritized (3)	10	
Priorities pertinent to learning needs (3)	5	
Nursing interventions related to learning needs (5)	10	
Points	25	

**Education Plan**

	Points Possible	Points Received
Education Prioritization and Barriers to Education	5	
Teaching Content and Methods used for Education	10	
Evaluation of Education Plan	10	
Education Resources attached	10	
Points	35	

Total Points \_\_\_\_\_

You must receive a total of 77 out of 100 points to receive a “S” grade on the Evaluation of Clinical Performance tool. Due date can be located on the clinical schedule.

Firelands Regional Medical Center School of Nursing  
Nursing Process Grading Rubric- Psychiatric Nursing 2024

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.	
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.	
Criterion #3 Mental Health Nursing Diagnosis	8 Points Identifies priority mental health problem (not a medical diagnosis) providing at least 5	5 Points Identifies Priority mental health problem provides at least 4 relevant/related	3 Point Identifies priority mental health problem provides at least 3 relevant/related	0 Points Does not provide priority mental health problem and/or less	

(priority problem)	relevant/related data and potential complications.	data and potential complications.	data and potential complications.	than 3 relevant/related data and potential complications.	
Criterion #4 Nursing Interventions	10 Points Identifies at least 5 pertinent nursing interventions 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.	
Criterion #5 Process Recording	15 Points Provides direct quotes for all interchanges. Nonverbal and Verbal behavior is described for all interactions. Students thoughts and feelings concerning each interaction is provided.	10 Points Direct quotes are not provided. Nonverbal and Verbal behavior is described for at least 7 interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	5 Point Direct quotes are not provided. Nonverbal and Verbal behavior is described for at least 5 interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	0 Points Direct quotes are not 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.) Provides explanation of at least 75% of 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.) Provides explanation of at least 50% of interactions.	10 Point Analysis of each interaction providing type of communication (therapeutic or nontherapeutic), no technique (exploring, focusing, reflecting, formulating a plan of action, etc.) Provides explanation of at least 25% of interactions.	0 Points Analysis not provided for each interaction	
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.	



Firelands Regional Medical Center School of Nursing  
Psychiatric Nursing 2024  
Simulation Evaluations

<b><u>vSim Evaluation</u></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)	Li Na Chen Part 1 (Major Depressive Disorder) (*1,2,3,4,5)	Li Na Chen Part 2 (Major Depressive Disorder) (*1,2,3,4,5)	Live Adult Mental Health Simulation (Alcohol Withdrawal) (*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)
	<b>Date:</b> 6/7/2024	<b>Date:</b> 6/14/2024	<b>Date:</b> 6/21/2024	<b>Date:</b> 6/21/2024	<b>Date:</b> 6/26-27/2024	<b>Date:</b> 6/28/2024	<b>Date:</b> 7/5/2024	<b>Date:</b> 7/19/2024
Evaluation	S							
Faculty Initials	MD							
Remediation: 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: