

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

Student:

Lindsey Steele

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

Comments:

* End-of-Program Student Learning Outcomes

Week 2(1a,b,e,f): Lindsey, you did a great job this week in clinical, caring for patients diagnosed with a mental health disorder. Great explanation of social determinants of health related to your patient this week. You did an excellent job, planning an preparing an appropriate nursing therapy group activity for the patients of the milieu. CB

Week 3- (1a,b,c,d,e) You did a nice job this week identifying how mental health can be impacted by an individual’s physical health, and also the environment in which they are a part of. You were also able to see how the spiritual component played a role in some of the patient’s well-being. Nice job discussing the social determinants of health that impacted many of the patients this week in clinical. HS

Week 4 (1 a,b,c) These competencies were changed to a “S” because you identified the understanding of the dying process, how this affects patients, and families. You also identified the services provided by Hospice and the importance of the care delivered by all health care disciplines. Culture and spirituality is a big part of Hospice, end of life, and the care delivered which you realized during this clinical rotation, great job. FB

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

* End-of-Program Student Learning Outcomes

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

Comments:

Week 2(2a,b,f): Great job this week in the clinical, researching and discussing your patient's mental health and medical history. You were able to research and talk about an EBP article titled "Mental Health Awareness and Advocacy for Youth: An evaluation of a college-based mental literacy curriculum." related to mental health during clinical debriefing. CB

Week 3 (2a,b,c)-You were able to obtain a health history along with the mental health issues impacting your patient. You were also able to use both subjective and objective findings to assist in developing a plan of care for the patient. HS

(2d)- Nice job on your care map this week! You did a nice job including all of the requirements and painting a picture of the patient's priority problem and the interventions and why each one is important. HS

Week 4 (2a-f) Lyndsey, you did a great job of noticing and recognizing changes in the patient that is at the last stage of life. You were able to formulize a plan of care for these individuals and provide some bedside care that would result in positive patient outcomes for the patient and families. The use of critical thinking skills for care and the dying process were identified through the thoughtful reflection journal and identification of the learning process during this clinical rotation. Keep up the great work. FB

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

Comments:

Week 2(3a,c,d,f): Lindsey, you did a great job with therapeutic communication this week. You completed day 1 and 2 cdgs Satisfactorily, meeting all requirements. CB

Week 3 (3a,c,d,f)- You did a nice job using therapeutic communication skills when interacting with the patients. You successfully met the requirements for your CDG postings for both days. HS

* End-of-Program Student Learning Outcomes

Week 4 (3 a,c,d) Great job with compassionate communication during your Hospice clinical experience. You also noticed the barriers that can occur at the end of life and patients might react to unresolved communications. (3f) this competency was changed because your Hospice reflection journal post was submitted in a timely manner in the designated place, Great job keep up the good work. FB

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. (responding)	NA	S	S	NA	NA					
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. (responding, reflecting)	NA	S	S	NA	NA					
c. Identify the major classification of psychotropic medications. (interpreting)	NA	S	S	NA	NA					
d. Identify common barriers to maintaining medication compliance. (reflecting)	NA	S	S	NA	NA					
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. (responding, reflecting)	NA	S	S	NA	NA					
Faculty Initials	MD	CB	HS	FB						

Comments:

Week 2(4a-e): Great job this week administering medications following the six rights of medication administration. You were able to research the prescribed medications for your patient, and discuss implications for use, side effects, classification, related interventions and safety issues. CB

Week 3 (4a-e)- You did a nice job this week administering medications. You followed the six rights of medication administration. You were able to discuss each prescribed medication for your patient, the indication for use, side effects, classification, related interventions and safety issues to monitor for. HS

* 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. (noticing, interpreting)	NA	NA	NA	NA	NA					
b. Discuss recommendations for referrals to appropriate community resources and agencies. (reflecting)	NA	NA S	S	S	NA					
c. Collaborate with the Erie County Health Department Detox Unit while observing the care of a patient with mental illness-substance abuse. (Community Agency Observation-Detox Unit) **	NA	NA	NA	NA	NA					
d. Recognize and describe the need for substance abuse recovery resources. (Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))	NA	NA	NA	NA	NA					
Faculty Initials	MD	CB	HS	FB						

****Alternative Assignment**

Comments:

Week 2(5b): You were able to discuss and observe discussion related to resources in the community to help patients with mental health disorders, therefore competency 5b was changed to a “S”. CB

Week 3 (5a,b)- You were able to discuss the community resources that are available to those individuals in need within the community. HS

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

Comments:

Week 2(6a-c): Great job this week documenting medications given in the EMAR. You were able to document on all patients after completion of your nursing group therapy. CB

Week 3 (6a,b,c)- You were able to successfully navigate the electronic health record in order to obtain the information you needed. HS

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

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:

Week 2:

7a. One of my strengths was my confidence to approach the patients. I was not scared to start a conversation with any of them, and I felt I got to know each person that was out of their rooms. I attempted to learn about each patient and actively listen when they were speaking.

7b. A week was my therapeutic vs. nontherapeutic communication skills. I looked over the list of do's and don'ts, but I slipped up one or two times and said things that were not considered therapeutic. I handled the conversations better on the second day but I struggled the first day.

Week 2(7a,b): Good job this week in clinical. I would say that was a strength for you and you were engaged with the patients, being active and communicating. You did a good job ensuring a culture of safety, and were able to discuss some of those in your cdg. CB

Week 3:

7a. One of my strengths was my eagerness to help others. I was able to help other healthcare personnel with small tasks such as watching a patient, helping the nurse dress a patient, or helping with activities in the therapy group. I also was eager to help the patients in any way that I could. I felt comfortable in the clinical setting and demonstrated a willingness to learn. **You did a nice job working and communicating with several different patients and not just limiting it to the assigned patient. HS**

7b. A weakness during clinical this week was my lack of activity during the “outside time”. I spent that time sitting on one of the benches communicating when I could have encouraged the patients to do an activity such as throwing the ball, playing cornhole, or using chalk. I also could have participated more in the therapy groups instead of staying silent. **Yes, keeping the patients busy and active allows them to learn different strategies to reduce harm and manage stress and anxiety. HS**

Week 4 (7c,d,e) Great job Trenton for being actively engaged, having a great attitude, committing to learn and behaving in a professional manner. FB

Care Map

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials
6/14/2024	Anxiety	S/HS	NA

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: Lindsey Steele		Course Objective:					
Date or Clinical Week: 6/14/2024							
Criteria		3	2	1	0	Points Earned	Comments
Noticing	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)	3	Nice job on listing abnormal subjective and objective data. Consider including the alcohol level in the abnormal lab values as it was elevated on admission. HS
	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	
	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)	3	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Nice job on the list of nursing priorities and identifying the priority problem. Great job on the goal you identified. You identified a very thorough list of potential complications and the signs and symptoms to monitor for. HS
	5. State the goal for the top nursing priority.	Complete			Not complete	3	
	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	3	
	7. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	8. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
Responding	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	You did a nice job listing the nursing interventions, prioritizing them and making them individualized to the patient. HS
	10. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	11. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	12. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

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	3	
Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	You reassessed each abnormal assessment finding within the evaluation. HS
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> Continue plan of care Modify plan of care Terminate plan of care 	Complete			Not complete	3	

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:

Great job on your care map! You did a nice job making it individualized and directly relating it to the patient. You included all of the necessary information within the care map. Great job! HS

Total Points: 45/45
Satisfactory

Faculty/Teaching Assistant Initials:
HS

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	
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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.	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 relevant/related data and potential complications.	5 Points Identifies Priority mental health problem provides at least 4 relevant/related data and potential complications.	3 Point Identifies priority mental health problem provides at least 3 relevant/related data and potential complications.	0 Points Does not provide priority mental health problem and/or less than 3 relevant/related data and potential complications.	8
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	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	0 Points Identifies less than 4 interventions, not prioritized, individual, realistic, no rationale, no time frame. No therapeutic communication goal.	10

		communication goal.	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.	15
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	20
Criterion #7 Process Recording	10 Points Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion. There are at least 10 interchanges between patient and student.	6 Points Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion. There are at least 7 interchanges between patient and student.	4 Points Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion. There are at least 5 interchanges between patient and student.	0 Points There was less than 5 interchanges between patient and student provided.	10
Criterion #8 Evaluation	15 Points Self-evaluation of communication with patient. Identify at least 3 strengths and 3 weaknesses of therapeutic communication.	10 Points Self-evaluation of communication with patient. Identified 2 strengths and 2 weaknesses of therapeutic communication.	5 Point Self-evaluation of communication with patient. Identified 1 strength and 1 weakness of therapeutic communication.	0 Points No self-evaluation was provided.	15
Criterion #9 Evaluation	10 Points Identify at least 3 barriers to communication including interventions or communication	6 Points Identify at least 2 barriers to communication including interventions or	4 Point Identify at least 2 barriers to communication did not include interventions or	0 Points Identify at least 1 barrier to communication did not	10

	that could have been done differently. Identify all pertinent social determinants of health.	communication that could have been done differently. Identify all pertinent social determinants of health.	communication that could have been done differently. Did not identify any pertinent social determinants of health.	include interventions or communication that could have been done differently. Did not 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: Great job, Lindsey! Satisfactory completion of your Nursing Process Study assignment. Your assignment was very thorough and well done. Keep up all your hard work!</p>				<p>Total Points:</p>	<p>100</p>
				<p>Faculty Initials: HS</p>	

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

<u>vSim Evaluation</u>	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)
Performance Codes:								
S: Satisfactory								
U: Unsatisfactory								
Evaluation	S	S	S	S				
Faculty Initials	CB	HS	FB	FB				
Remediation: Date/Evaluation/Initials	NA	NA	NA	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:

