

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

Student: Lynnette Swinehart

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:	n/a	n/a	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. (noticing)	n/a	n/a	n/a S	S	s					
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. (interpreting)	n/a	n/a	n/a 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. (responding)	n/a	n/a	n/a S	s	s					
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care (noticing)	n/a	n/a	n/a S	s	s					
e. Recognize social determinants of health and the relationship to mental health. (reflecting)	n/a	n/a	n/a	s	s					
f. Develop and implement an appropriate nursing therapy group activity. (responding)	n/a	n/a	n/a	n/a	n/a					
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) (responding)	n/a	n/a	n/a	s	n/a					
Faculty Initials	MD	HS	CB	BL	BL					
Clinical Location	No clinical	No Clinical	AA/ Detox	Hospice	1south					

Comments:

* End-of-Program Student Learning Outcomes

Week 3(1a,b,c,d): Great job discussing risk factors for individuals fighting addiction and how therapies/meetings help with sobriety. You were able to discuss barriers to culturally competent care at the detox center in your cdg, good job. CB

Week 4-1(c) Excellent job this week during your Hospice clinical experience in which you were able to provide culturally and spiritually competent care for end-of-life patients. 1(g) Satisfactory completion of your Geriatric Assessment. Please see the Geriatric Assessment Rubric at the end of this document for individualized feedback on the assignment. Great job! BL

Week 5-1(b,e) Lynnette, great job with your CDG correlating the patient's prescribed therapies to their current diagnosis, and discussing social determinants of health that play a role in your patient's mental health. BL

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

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

Comments:

Week 3(2c): Great job discussing the support the staff at the detox unit give the patients in their time of need. CB

Week 4-2(d) This competency was changed to an "S" because you contributed to developing/carrying out the plan of care for each of the patients you helped care for while in hospice. BL

Week 5-2(a,b,f) Great job discussing your patient's past medical and mental health history in your CDG, as well as describing factors that create a culture of safety. BL

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

Comments:

Week 3(3f): Lynnette, great job on your cdg's! You were very thorough answering each question, meeting all requirements. CB

Week 4-3(b) This week in Hospice you participated in the transition of care from night shift to day shift in which you observed SBAR handoff communication. 3(f) Satisfactory completion of your Hospice Reflection Journal. You provided a thoughtful reflection related to your experience and shared new knowledge related to hospice services when caring for the end-of-life patient. Great job! BL

* End-of-Program Student Learning Outcomes

Week 5-3(f) This competency was changed to a “U” this week because you did not answer all of the questions for Clinical Day 1, and you did not provide an in-text citation for your CDG for Clinical Day 2. For Clinical Day 1, you did not provide a correct response for question #2 (Discuss the pathophysiology of your patient’s priority mental health problem). The response that you provided does not answer this question. Overall, I would caution you about being too brief with your responses for CDG questions. Although you met the word requirement for Clinical Day 1, your responses to all questions were very brief with very little detail. This was also the case for questions #6 and #7 for Clinical Day 2. Please be sure to address this “U” according to the Performance Code guidelines on pg. 2 of this document, including a plan for improvement. If you have any questions, please do not hesitate to reach out. BL

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

Comments:

Week 5-4(a-e) Excellent job demonstrating knowledge of frequently prescribed medications utilized in treating mental illness through one-on-one discussion with your instructor during clinical. You administered medications to your patient following all six rights of medication administration. You also provided discussion of common barriers to maintaining medication compliance in your CDG this week. BL

* 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)	n/a	n/a	s	n/a	s NA					
b. Discuss recommendations for referrals to appropriate community resources and agencies. (reflecting)	n/a	n/a	s	s	s					
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) **	n/a	n/a	s	n/a	n/a					
d. Recognize and describe the need for substance abuse recovery resources. (Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))	n/a	n/a	s	n/a	s NA					
Faculty Initials	MD	HS	CB	BL	BL					

**Alternative Assignment

Comments:

Week 3(5a,b,c,d): You did a great job collaborating with members at the Erie County Detox Center and Sandusky Artisan's, identifying the need for community resources. CB

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

Comments:

Week 4-6(a-c) These competencies were evaluated as unsatisfactory because you did not self-rate. Per the Performance Code on pg. 2 of this document, "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." Please be sure to address these "Us" on your Week 5 Clinical Tool according to the Performance Code guidelines on pg. 2. If you have any questions, please do not hesitate to ask. BL

Week 4 (6 a-c) : I am not sure how I missed these areas on the clinical tool. I will be sure to review the document prior to turning it in. BL

Week 5-6(a) Great job navigating the electronic health record to research information on your patient. Going forward, you will have an opportunity to document in the electronic health record more in your other 1 South clinicals. BL

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

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 3(7c): Great job reflecting on your experience at the Erie County Detox Center and Sandusky Artisan’s. You were able to talk about your thoughts and feelings and how these available resources are key to individuals with substance abuse needs. CB

Week 4-7(a-f) These competencies were evaluated as unsatisfactory because you did not self-rate. Per the Performance Code on pg. 2 of this document, “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.” Please be sure to address these “Us” on your Week 5 Clinical Tool according to the Performance Code guidelines on pg. 2. If you have any questions, please do not hesitate to ask. BL

Week 4 (7 a-f) I am not sure how I missed this section on the tool but I will be sure to review the document prior to submission. BL

* End-of-Program Student Learning Outcomes

Week 5(7a) Strengths for this week were getting comfortable and acclimating to the unit. Gaining some courage to speak with the patients and not fear I will say the wrong thing to them. **Great job, Lynnette. BL**

Care Map Evaluation Tool**
Psych
2024

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

**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
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)		
	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)		
Interpreting	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)		
Responding	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		
Reflecting	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"> Continue plan of care Modify plan of care Terminate plan of care 	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:

Geriatric Assessment Rubric
2024

Student Name: Lynnette Swinehart

Date: 06/20/2024

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	2
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	38

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	10
Points	25	25

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 98/100

Lynnette, you received a satisfactory evaluation of the Geriatric Assessment. Great job! You missed 2 points for the cognitive assessment because you did not include a score for the assessment. You did a very nice job! Keep up the hard work! HS
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 (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.	
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	15 Points Provides direct quotes for all	10 Points Direct quotes are not	5 Point Direct quotes are not	0 Points Direct quotes are not	

Recording	interchanges. Nonverbal and Verbal behavior is described for all interactions. Students thoughts and feelings concerning each interaction is provided.	provided. Nonverbal and Verbal behavior is described for at least 7 interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	provided. Nonverbal and Verbal behavior is described for at least 5 interactions. Student thoughts and feelings concerning at least 5 interactions are provided.	provided. Nonverbal and Verbal behavior is not described for less than half of the interactions. Student thoughts and feelings for less than half of the interactions provided.	
Criterion #6 Process Recording	20 Points Analysis of each interaction providing type of communication (therapeutic or nontherapeutic) and technique (exploring, focusing, reflecting, formulating a plan of action, etc.) 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.	
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.	
Criterion #9 Evaluation	10 Points Identify at least 3 barriers to communication including interventions or communication that could have been done differently. Identify all pertinent social determinants of health.	6 Points Identify at least 2 barriers to communication including interventions or communication that could have been done differently. Identify all pertinent social	4 Point Identify at least 2 barriers to communication did not include interventions or communication that could have been done differently. Did not identify any pertinent	0 Points Identify at least 1 barrier to communication did not include interventions or communication that could have been done differently. Did not	

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

vSim Evaluation	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	S	S	S	S	S	S		
Evaluation	S	S	S	S	S	S		
Faculty Initials	HS	CB	BL	BL	BL	BL		
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA		

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

Student Roles: A=Assessment Nurse; M=Medication Nurse

STUDENT NAME(S) AND ROLE(S): Cameron Beltran (A), Caitlin Gresh (A), Leah McNeely (M), Lynnette Swinehart (M)

GROUP #: 2

SCENARIO: Alcohol Substance Use Simulation

OBSERVATION DATE/TIME(S): 06/26/2024 0920-1035

CLINICAL JUDGMENT COMPONENTS	<u>OBSERVATION NOTES</u>
<p>NOTICING: (1,2,5)*</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 	<p>Notices patient's blood pressure is elevated.</p> <p>Notices the patient appears anxious.</p> <p>Recognizes the patient does not need any Lorazepam based on the CIWA Scale score.</p> <p>Attempts to seek out information related to the patient's substance use.</p> <p>Notices the patient is having visual hallucinations.</p> <p>Notices the patient appears anxious.</p> <p>Seeks out information related to the patient's substance use.</p> <p>Recognizes the patient needs Lorazepam based on the CIWA Scale score.</p>
<p>INTERPRETING: (2,4)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p>Prioritizes performing the CAGE Questionnaire and CIWA Scale.</p> <p>Interprets CAGE Questionnaire as negative.</p> <p>Interprets CIWA Scale score as 5.</p> <p>Initially does not prioritize the CIWA Scale.</p> <p>Interprets CIWA Scale score as 18.</p> <p>Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO)</p>

RESPONDING: (1,2,3,5)*

- Calm, Confident Manner: E **A** D B
- Clear Communication: E **A** D B
- Well-Planned Intervention/
Flexibility: E **A** D B
- Being Skillful: E **A** D B

Introduces self and identifies patient.

Asks patient orientation questions.

Obtains vital signs (T-98.6, BP-150/90, HR-70, SpO2-97%).

Performs the CAGE Questionnaire.

Performs CIWA Scale.

Medication nurse verifies patient and scans wristband.

Medication nurse reviews medications with the patient and administers them.

Attempts to utilize therapeutic communication with the patient.

Offers to educate the patient on how to practice deep breathing (Coping Skills).

Introduces self and identifies patient.

Asks patient about the abrasion on her forehead.

Obtains vital signs (BP-154/90, SpO2-98%, T-98.6, HR-85).

Asks patient to rate anxiety level (6/10).

Assesses patient's pain (0/10).

Performs the CIWA Scale. Initially does not complete the entire assessment.

Attempts to utilize therapeutic communication with the patient.

Be aware of facial expressions displayed in front of the patient.

Attempts to provide education to the patient regarding substance use.

Medication nurse verifies patient and scans.

Administers Lorazepam 4 mg PO (per protocol).

Provides education to the patient related to community resources and self-help groups.

REFLECTING: (1,2,5)*

- Evaluation/Self-Analysis: **E** A D B
- Commitment to Improvement: **E** A D B

Group members actively participated during debriefing. Appropriate questions were asked. Each group member discussed what they felt were strengths and weaknesses in their performance. Alternate choices were discussed for improvement in the future. Each member verbalized something they would do differently if they were to do the scenario again.

SUMMARY COMMENTS: * = Course Objectives

Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.

E= Exemplary

A= Accomplished

D= Developing

B= Beginning

Scenario Objectives:

- **Demonstrate effective therapeutic communication while interacting with patient admitted for an acute mental health crisis. (1, 2, 3)***
- **Utilize the CIWA scale to assess a patient with a history of substance abuse. (1, 2)***
- **Determine appropriate medication administration steps utilizing the CIWA scale. (4)***
- **Provide patient with appropriate education on community support and resources. (5)***

Lasater Clinical Judgement Rubric Comments:

Noticing: Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.

Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. Even when facing complex, conflicting, or confusing data, is able to (a) note and make sense of patterns in the patient’s data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of success.

Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.

Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.

Satisfactory completion of the simulation scenario. Great job! BL

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: