

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

Student: **Katelyn Morgan**

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) |
|----------|--------------------------------|---|---------------------|
| 6/7/2024 | 1 H | Linda Waterfall/vSim incomplete (no pre-quiz) | 6/10/2024-12:26 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 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 | NA | S | S | S | | | | |
| a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. (noticing) | NA | S | NA | S | S | S | | | | |
| b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. (interpreting) | NA | NA | NA | 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) | S | NA | NA | S | S | S | | | | |
| d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care (noticing) | S | S | NA | NA | S | S | | | | |
| e. Recognize social determinants of health and the relationship to mental health. (reflecting) | NA | NA | NA | S | S | S | | | | |
| f. Develop and implement an appropriate nursing therapy group activity. (responding) | NA | NA | NA | S NA | S NA | S | | | | |
| g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) (responding) | | | | S | | | | | | |
| Faculty Initials | HS | FB | MD | FB | CB | | | | | |
| Clinical Location | Erie County Detox Center | Sandusky Artisans Recovery Center | No clinical | Stein Hospice | 1S | 1S | | | | |

Comments:

* End-of-Program Student Learning Outcomes

Week 2 (1a,d)- Great job with understanding the relationship between substance abuse and how this effects mental health of an individual. You also recognized the effect social determinants of health can have on the use of addictive substances and how individuals recover or cope from addiction. FB

Week 4 (1 a,b,c) 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. (1g) Great job with Geriatric Assessment Assignment, please see rubric below. FB

Week 5(1a,b,e): Katelyn, 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 in your cdg. Competency 1f was changed to a “NA” because you did not prepare and develop a nursing therapy group this week. CB

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

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

Comments:

Week 2 (2c)- Identification of coping strategies and defense mechanisms were provided as you interpreted the objectives and effect of the SARCC meeting. FB

Week 4 (2a-f) Great job with your gathering data through the geriatric assessment assignment, formulating a plan of care, using the best evidenced-based practice. FB

Week 5(2a,b): Great job this week in the clinical, researching and discussing your patient’s mental health and medical history. You were able to discuss labs that were appropriate for your patient. Competency 2d was changed to a “S” because you are always formulating a plan of care on your patient. CB

* End-of-Program Student Learning Outcomes

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

Comments:

Week 1 (3f)- Nice job on your CDG post for this week. You successfully answered all of the questions and provided a thorough response for each question. You also included both an intext citation and a reference as required. HS

Week 2 (3a,c,d)- Great job with communication skills during the SARCC meeting. You identified many barriers that can occur including culture, individual personality, and the milieu present at the meeting. You participated responding in a therapeutic manner as you participated in the meeting. Great job! (3f) This competency was changed because you posted your CDG on time following all expectations of CDG rubric. FB

* End-of-Program Student Learning Outcomes

Week 4 (3b,d,e) These competencies will be completed with the Nursing Process Study assignment therefore, they have been changed to a “NA”. (3 a,c) 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) Your discussion post was submitted in a timely manner, make sure you are following directions and submitting in the designated place. FB
Week 5(3a,c,d,f): Katelyn, you did a great job with therapeutic communication this week. You completed day 1 and 2 cdgs Satisfactorily, meeting all requirements. CB

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

Comments:

Week 5(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

* 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) | S | NA | NA | NA | NA | NA | | | | |
| b. Discuss recommendations for referrals to appropriate community resources and agencies. (reflecting) | S | S | NA | NA | NA 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) ** | S | 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)) | S | S | NA | NA | NA | NA | | | | |
| Faculty Initials | HS | FB | MD | FB | CB | | | | | |

**Alternative Assignment

Comments:

Week 1 (5a-c)- You did a nice job discussing many of the resources available within the county as well as those that are outside of Erie county for individuals that may need a longer recovery period. You also discussed how the different disciplines within the Detox unit work together in order to provide the best possible outcome for the patient. HS
 Week 2 (5b,d)- Great job discussing the need and benefits for referrals to the SARCC community resource. You also recognize the need for this type of resource in the community and the great asset it is to have available. FB
 Week 5(5b): You were able to discuss and observe discussion related to resources in the community to help patients with mental health disorders. CB

* End-of-Program Student Learning Outcomes

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

Comments:

Week 5(6a-c): Great job this week documenting medications given in the EMAR. CB

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

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 1 (7c)- You did a nice job reflecting within your CDG posting this week. HS

Week 2 (7c-f)-Competencies d,e,f were changed to an “S” because you demonstrated active engagement and participation with an ACE attitude, professional behavior, and excellent student code of conduct. FB

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

5A) My strengths for care delivery of a patient with mental illness is speaking to them with kindness, letting the patient talk and not interrupting, and letting them know that I’m listening to them while they are speaking. Patients with a mental illness want to be heard and not ignored. I would smile at the patients in passing and they would smile back. I would ask them how they slept, what they ate at breakfast and lunch. I even played tic tac toe with a patient.

Week 5(7a,b): Katelyn, you did a great job in clinical this week! You did a great job using therapeutic communication techniques while conversing with patients on the unit. You did a great job creating a culture of safety, as well as discussing it in your cdg. CB

6A) My strengths for care delivery of a patient with a mental illness is offering hope. I think of hope as a desire for something to happen. I have always said “ I hope you have a great day” or “I hope you have a great lunch.” Hope is a positive affirmation to give someone. When you voice hope to someone, it helps to brighten up there day especially being on a mental health unit in the hospital. Per skyscape, “ The psychotic patient should be treated gently and with respect. A safe environment should be maintained, with suicide precautions instituted if needed. Trusting relationships are gradually developed, while avoiding promotion of dependence (Venes, 2021).”

Venes, D. (2021). *Taber’s cyclopedic medical dictionary* (24th ed). F. A. Davis Company:

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

Skyscape Medpresso, Inc.

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 |
| 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 | > 75% complete | 50-75% complete | < 50% complete | 0% complete | | |

| | | | | | | |
|-------------------|---|---------------------------|------------------------|--------------------------|-----------------------|--|
| | top priority nursing problem. | | | | | |
| | 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: Katelyn Morgan

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

Satisfactory completion of the Geriatric Assessment. Excellent job, Katelyn! Two points were deducted for the "Cognitive Assessment (Clock Drawing)" because there was no score/result identified. BL

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 | 8 Points | 5 Points | 3 Point | 0 Points | |

| | | | | | |
|--|---|--|--|---|--|
| Mental Health Nursing Diagnosis (priority problem) | Identifies priority mental health problem (not a medical diagnosis) providing at least 5 relevant/related data and potential complications. | Identifies Priority mental health problem provides at least 4 relevant/related data and potential complications. | Identifies priority mental health problem provides at least 3 relevant/related data and potential complications. | 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 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 | 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 | 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

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| vSim Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory | Linda Waterfall (Anxiety/Cultural Scenario) (*1,2,3,4,5) | Sharon Cole (Bipolar Scenario) (*1,2,3,4,5) | 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) |
| | Date: 6/7/2024 | Date: 6/14/2024 | Date: 6/21/2024 | Date: 6/21/2024 | Date: 6/26-27/2024 | Date: 6/28/2024 | Date: 7/5/2024 | Date: 7/19/2024 |
| Evaluation | U | S | S | S | S | S | | |
| Faculty Initials | FB | MD | FB | FB | CB | CB | | |
| Remediation: Date/Evaluation/Initials | 6/10/2024 S/ FB | NA | NA | NA | NA | NA | | |

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S) AND ROLE(S): Hannah Baum (A), Kailee Felder (M), Katelyn Morgan (A), Trenton McIntyre (M)

GROUP #: 6

SCENARIO: Alcohol Substance Use Simulation

OBSERVATION DATE/TIME(S): 06/27/2024 0920-1035

| CLINICAL JUDGMENT COMPONENTS | <u>OBSERVATION NOTES</u> |
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| <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>Recognizes that the patient does not need Lorazepam based on the CIWA scale score.</p> <p>Attempts to seek out information related to patient's admission and substance use.</p> <p>Seeks out information related to patient's support system.</p> <p>Notices patient appears to be anxious.</p> <p>Notices patient's blood pressure is elevated.</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 CIWA Scale.</p> <p>Interprets CIWA Scale score as 3.</p> <p>Interprets CIWA Scale score as 19.</p> |

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| | Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO). |
| <p>RESPONDING: (1,2,3,5)*</p> <ul style="list-style-type: none"> • 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 | <p>Introduces self and identifies patient.</p> <p>Obtains vital signs (T-98.6, HR-84, BP-154/90, SpO2-98%, RR-20).</p> <p>Rechecks BP after medication administration (149/89).</p> <p>Performs CIWA Scale.</p> <p>Performs the Brief Mental Status Evaluation.</p> <p>Performs the CAGE Questionnaire.</p> <p>Provides education related to community resources and self-help groups.</p> <p>Medication nurse reviews medication with the patient and administers them after scanning, did not identify the patient.</p> <p>Identifies self and patient.</p> <p>Obtains vital signs (HR-81, BP-144/88, RR-20, SpO2-99%).</p> <p>Assesses patient’s pupils related to fall with head laceration.</p> <p>Performs CIWA Scale.</p> <p>Performs the Brief Mental Status Evaluation.</p> <p>Attempts to distract patient and relocate her from nurse’s station.</p> <p>Medication nurse verifies patient, DOB, allergies and scans.</p> <p>Medication nurse administers Lorazepam 4 mg PO (per protocol).</p> |
| <p>REFLECTING: (1,2,5)*</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B | <p>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.</p> |
| <p>SUMMARY COMMENTS: * = Course Objectives</p> <p>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> | <p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> |

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)***

Interpreting: Focuses on the most relevant and important data useful for explaining the patient's condition. 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: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding. 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! CB

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:

