

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

Student: Hannah Baum

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		
<b>CB</b>	<b>Chandra Barnes, MSN, RN</b>		
<b>FB</b>	<b>Frances Brennan, MSN, RN</b>		
<b>MD</b>	<b>Monica Dunbar, DNP, RN</b>		
<b>BL</b>	<b>Brittany Lombardi MSN, RN, CNE</b>		
<b>HS</b>	<b>Heather Schwerer, MSN, RN</b>		

\* End-of-Program Student Learning Outcomes

## **PERFORMANCE CODE**

### **SATISFACTORY CLINICAL PERFORMANCE**

**Satisfactory (S):** Safe, accurate each time, efficient, coordinated, confident, focuses on the patient, some expenditure of excess energy, within a reasonable time period, appropriate affective behavior, occasional supporting cues, minimal faculty feedback needed related to written clinical work.

### **UNSATISFACTORY CLINICAL PERFORMANCE**

**Needs Improvement (NI):** Safe, accurate each time, skillful in parts of behavior, focuses more on the skill and self rather than the patient, inefficient, uncoordinated, anxious, worried, and flustered at times, expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues, faculty feedback required in several areas of clinical written work.

**Unsatisfactory (U):** Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

### **OTHER**

**Not Available (NA):** The clinical experience which would meet the competency was not available.

Objective										
1. Apply the principles of psychiatric theory in the care of adolescent to geriatric patients with a mental illness diagnosis. (1, 2, 3, 5, 6, 7, 8)*										
Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
<b>Competencies:</b>	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. <b>(noticing)</b>	NA	S	NA	S	S	S				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>	NA	S	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. <b>(responding)</b>	NA	S	NA	S	S	S				
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>	NA	S	NA	S	S	S				
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>	NA	S	NA	S	S	S				
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>	NA	S	NA	NA	NA	NA				
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>				NA						
Faculty Initials	HS	MD	MD	MD	FB	BL				
Clinical Location	No clinical	1S	NA	1S	Artisan's	Detox Unit				

**Comments:**

\* End-of-Program Student Learning Outcomes

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

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

**Week 4 Psych 3 & 4 Objective 1B-D-This week you were able to correlated prescribed therapies and identify appropriate methods to assist with independence of the patient in your CDG! MD**

**Week 4 Objective 1F-You did not lead a therapy group this week so this competency is an NA. MD**

**Week 5 (1a,b,d)- Great job with understanding the relationship between substance abuse and how this effects mental health of an individual. You provided the correlation of mental illness and the assistance of group therapy to assist patients in regaining independence as they start their life of sobriety. FB**

**Week 6-1(c,d) Great job identifying and discussing potential barriers to culturally and spiritually competent care at the Erie County Health Center Detoxification Unit in your CDG. You also identified and discussed several appropriate methods that will assist this patient population in regaining independence and achieving self-care. BL**

<b>Objective</b>										
2. Synthesize concepts related to psychopathology, health assessment data, evidenced based practice and the nursing process using clinical judgment skills to plan and care for patients with mental illness. (1, 2, 3, 4, 5, 6, 7, 8)*										
Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
<b>Competencies:</b>	NA	S	NA	S	NA	NA				
a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. <b>(noticing)</b>	NA	S	NA	S	NA	NA				
b. Identify patient's subjective and objective findings including labs, diagnostic tests, and risk factors. <b>(noticing, recognizing)</b>	NA	S	NA	S	NA	NA				
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. <b>(noticing, interpreting)</b>	NA	S	NA	S	S	S				
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. <b>(noticing, interpreting, responding, reflecting)*</b>	NA	S	NA	S	NA	NA				
e. Apply the principles of asepsis and standard precautions. <b>(responding)</b>	NA	S	NA	S	S	S				
f. Practice use of standardized EBP tools that support safety and quality. <b>(noticing, responding)</b>	NA	S	NA	S	S	S				
Faculty Initials	HS	MD	MD	MD	FB	BL				

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

**Comments:**

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

**Week 4 Psych 3 & 4 Care Map 2B, D-You did a great job identifying subjective and objective findings in your care map this week! You also were able to formulate a prioritized nursing plan of care in your care map! Great job! MD**

**Week 4 (2c)- Identification of coping strategies and defense mechanisms were provided as you interpreted the objectives and effect of the SARCC meeting. FB**

\* End-of-Program Student Learning Outcomes

Objective										
3. Refine basic verbal and nonverbal therapeutic communication skills when interacting with patients, families, and members of the health care team. (1, 2, 3, 5, 7, 8)*										
Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
a. Illustrate professionally appropriate and therapeutic communication skills in interactions with patients, and families. <b>(responding)</b>	NA	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. <b>(responding)</b>	NA	S	NA	S	NA	NA				
c. Identify barriers to effective communication. <b>(noticing, interpreting)</b>	NA	S	NA	S	S	S				
d. Develop effective therapeutic responses. <b>(responding)</b>	NA	S	NA	S	S	S				
e. Develop a satisfactory patient-nurse therapeutic communication. <b>(Nursing Process Study) (responding, reflecting)</b>				S						
f. Posts respectfully and appropriately in clinical discussion groups. <b>(responding, reflecting)</b>	NA	S	NA	S	S	S				
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. <b>(responding)</b>	NA	S	NA	S	S	S				
h. Teach patient/family based on readiness to learn and patient needs. <b>(responding, reflecting)</b>	NA	S	NA	S	NA	NA				
Faculty Initials	HS	MD	MD	MD	FB	BL				

**Comments:**

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

Week 2 Objective 3F-You had a wonderful CDG this week with response! You were able to turn in your CDG on time, have the adequate word count for your post, and meet all of the objectives for the CDG! Your posts included an appropriate reference and in-text citation as well. Great job! MD

Week 4 Psych 3 & 4 Objective 3A, C, D-This week you were able to illustrate professionally appropriate therapeutic communication, identify barriers to communication, and develop therapeutic responses in your CDG! MD

\* End-of-Program Student Learning Outcomes

Week 4 Psych 3 & 4 Objective 3F-You had a wonderful CDG this week! You were able to turn in your CDG on time, have the adequate word count for your post, and meet all of the objectives for the CDG! MD

Week 4 **NPS 3E-You successfully completed the Nursing Process Study with a satisfactory rating! MD**

Week 5 (3f,g) Great job being respectful on individuals as they are starting the road to sobriety. Clinical discussion was posted in a timely manner following all expectations of the grading rubric. Keep up the great work. FB

Week 6-3(f) Satisfactory completion of your CDG this week. Great job! 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. <b>(responding)</b>	NA	S	NA	S	NA	NA				
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. <b>(responding, reflecting)</b>	NA	S	NA	S	NA	NA				
c. Identify the major classification of psychotropic medications. <b>(interpreting)</b>	NA	S	NA	S	NA	NA				
d. Identify common barriers to maintaining medication compliance. <b>(reflecting)</b>	NA	S	NA	S	NA	NA				
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. <b>(responding, reflecting)</b>	NA	S	NA	S	NA	NA				
Faculty Initials	HS	MD	MD	MD	FB	BL				

**Comments:**

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

**Week 4 Psych 3 & 4 Objective 4A-This week you were able to administer medications to a patient on 1S. You were able to follow the appropriate process for safe administration of the medications. Great job! MD**

\* End-of-Program Student Learning Outcomes

**Objective**

5. Develop an awareness of community Mental Health resources and services. (5, 6, 7, 8)\*

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
a. Identify the need for the community resources-detox unit available to patients with a mental illness. <b>(noticing, interpreting)</b>	NA	NA	NA	NA	NA	S				
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>	NA	NA	NA	NA	S	S				
c. Collaborate with the Erie County Health Department Detox Unit while observing the care of a patient with mental illness-substance abuse. <b>(Community Agency Observation-Detox Unit) **</b>	NA	NA	NA	NA	NA	S				
d. Recognize and describe the need for substance abuse recovery resources. <b>(Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))</b>	NA	NA	NA	NA	S	S				
Faculty Initials	HS	MD	MD	MD	FB	BL				

**\*\*Alternative Assignment**

**Comments:**

Week 4 (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 6-5(a-d) Excellent job attending your Erie County Health Center Detoxification Unit clinical experience in which you were able to learn more about the community resources they provide, and how to care for this patient population during the detoxification process. BL

\* End-of-Program Student Learning Outcomes

**Objective**

6. Demonstrate satisfactory proficiency when using informatics and techniques in the assessment of patients with a mental illness diagnosis. (1, 2, 3, 4, 6, 8)\*

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
<b>Competencies:</b>	NA	S	NA	S	NA	NA				
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>	NA	S	NA	S	NA	NA				
b. Demonstrate satisfactory documentation of psychiatric assessments and nursing notes utilizing the electronic health record. <b>(responding)</b>	NA	S	NA	S	NA	NA				
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>	NA	S	NA	S	NA	NA				
Faculty Initials	HS	MD	MD	MD	FB	BL				

**Comments:**

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

**Week 4 Psych 3 & 4 Objective 6C-This week you were able to demonstrate the use of technology to identify mental health resources in your CDG! MD**

\* End-of-Program Student Learning Outcomes

## Objective

7. Evaluate self-participation in patient care experiences with the focus on safety, ethical, legal, and professional responsibilities. (7)\*

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
a. Identify your strengths for care delivery of the patient with mental illness. (reflecting)	NA	S	NA	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	NA	S	S	S				
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	NA	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)	NA	S	NA	S	S	S				
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (responding)	NA	S	NA	S	S	S				
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." (responding)	NA	S	NA	S	S	S				
Faculty Initials	HS	MD	MD	MD	FB	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:

7(a) Week 2: My peers and I initiated Uno games to create a fun space for the patients to practice healthy coping skills. Developing a safe space where everyone was engaged and having fun helped my peers and I establish a relationship with the patients. We were there to support the patients if they wanted to share any thoughts or feelings they were having. **I am glad you were able to support the patients! MD**

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

7(a) Week 4: I was able to have more engaging conversations with patients to learn more about them. Conversations flowed more naturally and felt less awkward. I asked some patients about their coping skills and allowed them to expand on their thoughts and feelings. **This is wonderful! MD**

**Week 4 Psych 3 & 4 Objective 7B-This week you were able to demonstrate effective use of strategies to reduce risk of harm to self of others in your CDG! MD**

Week 5 (7c,d,e) Great job Hannah, for being actively engaged, having a great attitude, committing to learn and behaving in a professional manner. FB

Week 6-7(c) Excellent job reflecting on your clinical experience at the Erie County Health Center Detoxification Unit in your CDG. You did a great job discussing your feelings and attitude about patients that this agency provides services for. BL

Care Map Evaluation Tool\*\*  
Psych  
2024

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials
6/20/2024	Ineffective Coping	Satisfactory/MD	NA

.  
\*\*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: <b>Hannah Baum</b>		Course Objective:					
Date or Clinical Week: <b>6/20/2024</b>							
Criteria		3	2	1	0	Points Earned	Comments
<b>Noticing</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	All criteria met. MD
	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	
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	All criteria met. MD
	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	
<b>Responding</b>	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	All criteria met. MD
	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	All criteria met. MD
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul>	Complete			Not complete	3	

**Reference**

An in-text citation and reference are required. Satisfactory MD

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: 45/45 Satisfactory MD**

**Faculty/Teaching Assistant Initials: MD**

Geriatric Assessment Rubric  
2024

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

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

**Clinical Assessment Rubric**

**Mental/Physical Health Status Assessment**

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

**Education Assessment**

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

**Education Plan**

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

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

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

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

Criteria	Ratings				Points Earned
Criterion #1 Process Recording is organized and neatly completed	5 Points Typed process recording with spelling and grammar correct.	3 Points Typed process recording with 5 or less spelling and grammar mistakes.	1 Points Typed process recording with 5 or more spelling and grammar mistakes.	0 Points Process recording is not typed with 10 or more spelling and grammar mistakes.	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.	2
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.	8
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	15

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	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 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	10

		determinants of health.	social determinants of health.	identify any pertinent social determinants of health.	
<p>Total Possible Points= 100 points            77-100 points= Satisfactory completion.            76-53 points= Needs Improvement            &lt; 53 points= Unsatisfactory</p> <p>Faculty comments: <b>Hannah, Overall Great job with your Nursing Process Study! Satisfactory completion.</b>  <b>Criterion 3-The mental health <i>priority</i> problem was not identified appropriately for your patient. Safety is the priority and the patient was admitted to the psychiatric in-patient unit for that reason. Therefore, there were points deducted for inappropriate mental health priority problem and related data to support the priority problem. You did receive some credit for potential complications.</b></p> <p><b>Criterion 4- the goal of therapeutic communication should relate to the conditions essential to the development of a therapeutic relationship such as rapport, trust, respect, genuineness, and empathy.</b></p>				<p><b>Total Points:</b></p>	<p><b>92/100</b>  <b>Satisfactory completion</b></p>
				<p><b>Faculty Initials: FB</b></p>	

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

<b>vSim Evaluation</b>  Performance Codes:  <b>S:</b> Satisfactory  <b>U:</b> Unsatisfactory	Linda Waterfall (Anxiety/Cultural Scenario) (*1,2,3,4,5)	Sharon Cole (Bipolar Scenario) (*1,2,3,4,5)	Li Na Chen Part 1 (Major Depressive Disorder) (*1,2,3,4,5)	Li Na Chen Part 2 (Major Depressive Disorder) (*1,2,3,4,5)	Live Adult Mental Health Simulation (Alcohol Withdrawal) (*1,2,3,4,5)	Sandra Littlefield (Borderline Personality Disorder Scenario) (*1,2,3,4,5)	George Palo (Alzheimer's Disorder) (*1,2,3,4,5)	Randy Adams (PTSD Scenario) (*1,2,3,4,5)
	<b>Date:</b> 6/7/2024	<b>Date:</b> 6/14/2024	<b>Date:</b> 6/21/2024	<b>Date:</b> 6/21/2024	<b>Date:</b> 6/26-27/2024	<b>Date:</b> 6/28/2024	<b>Date:</b> 7/5/2024	<b>Date:</b> 7/19/2024
Evaluation	S	S	S	S	S	S	S	
Faculty Initials	MD	MD	MD	MD	FB	FB	BL	
<b>Remediation:</b> <b>Date/Evaluation/Initials</b>	NA	NA	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	OBSERVATION NOTES
<p><b>NOTICING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:            E     A     D     B</li> <li>• Recognizing Deviations from Expected Patterns:            E     A     D     B</li> <li>• Information Seeking:            E     A     D     B</li> </ul>	<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><b>INTERPRETING: (2,4)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:            E     A     D     B</li> <li>• Making Sense of Data:            E     A     D     B</li> </ul>	<p>Prioritizes performing CIWA Scale.</p> <p>Interprets CIWA Scale score as 3.</p> <p>Interprets CIWA Scale score as 19.</p> <p>Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO).</p>
<p><b>RESPONDING: (1,2,3,5)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:            E     A     D     B</li> <li>• Clear Communication:            E     A     D     B</li> <li>• Well-Planned Intervention/ Flexibility:            E     A     D     B</li> <li>• Being Skillful:            E     A     D     B</li> </ul>	<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><b>REFLECTING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>Evaluation/Self-Analysis: E A D B</li> <li>Commitment to Improvement: E A D B</li> </ul>	<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><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Demonstrate effective therapeutic communication while interacting with patient admitted for an acute mental health</b></li> </ul>	<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> <p>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.</p> <p>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</p>

<p><b>crisis. (1, 2, 3)*</b></p> <ul style="list-style-type: none"><li>• <b>Utilize the CIWA scale to assess a patient with a history of substance abuse. (1, 2)*</b></li><li>• <b>Determine appropriate medication administration steps utilizing the CIWA scale. (4)*</b></li><li>• <b>Provide patient with appropriate education on community support and resources. (5)*</b></li></ul>	<p>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.</p> <p>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.</p> <p>Satisfactory completion of the simulation scenario. Great job! CB</p>
--	--

**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: