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

Student: Nadia Drivas

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.

* End-of-Program Student Learning Outcomes

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

Comments:

* End-of-Program Student Learning Outcomes

Week 2 (1a) You provided an understanding through discussion of mental health and physical health at the end of life, good job. (1c) This competency was changed because you did a great job providing cultural and spiritual care during your hospice clinical rotation. (1e)- You also recognized the effects social determinants of health can have on an individual and their family at the end of life. (1f) This competency was changed because you will lead a nursing therapy group during the 1S rotation, this is not done during the hospice rotation. FB

Week 4 (1a,b,c,e)- 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 the assistance of group therapy and how the needs of diverse cultures are met through this therapy. 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. (1g) Satisfactory completion of the Geriatric Assessment Assignment, please see rubric below. FB

Week 5-1(a,b,e) Nadia, nice job with both of your CDGs this week in which you described the relationship between your patient's mental health, physical health, and environment. You were able to correlate the patient's prescribed therapies to their current diagnosis, and you identified a social determinant of health that may play a role in your patient's mental health. BL

Week 6 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 6 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

Objective

2. Synthesize concepts related to psychopathology, health assessment data, evidenced based practice and the nursing process using clinical judgment skills to plan and care for patients with mental illness. (1, 2, 3, 4, 5, 6, 7, 8)*

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

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

Comments:

Week 2 (2c)- Identification of the patient's subjective and objective assessment findings were great as you cared for a patient at the end of life. You also assisted with caring out the plan of care using clinical judgment and compassion. Good job with application of precautions as you cared for the hospice patients. FB

Week 4 (2c)- Identification of coping strategies and defense mechanisms were provided as you interpreted the objectives and effect of the SARCC meeting. (2d) This competency was changed to a NA because you did not formulate a nursing care plan during either of the clinical experiences this week. Make sure you are self-rating on competencies actually completed for the corresponding week. FB

* End-of-Program Student Learning Outcomes

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
Week 6 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

* 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)**	n/a	S	n/a	S	S	S	n/a			
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	n/a			
c. Identify barriers to effective communication. **(noticing, interpreting)**	n/a	S	n/a	S	S	S	n/a			
d. Develop effective therapeutic responses. **(responding)**	n/a	S	n/a	S	S	S	n/a			
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	S	n/a	S	~~S~~ U	S	n/a			
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. **(responding)**	n/a	S	n/a	S	~~S~~ U	S	n/a			
h. Teach patient/family based on readiness to learn and patient needs. **(responding, reflecting)**	n/a	n/a	n/a	n/a	n/a	S	n/a			
Faculty Initials	MD	FB	MD	FB	BL	MD				

Comments:

Week 2 (3a,c,d)- Great job with communication skills during the hospice clinical experience. You identified many barriers that can occur including culture, spirituality, and family dynamics. You participated responding in a therapeutic manner as you participated in care of the end of life patient. Great job! (3f) Good job, you posted your CDG on time following all expectations of CDG rubric. FB

* End-of-Program Student Learning Outcomes

Week 4 (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) CDG was posted on time and followed all expectations from CDG rubric. FB

Week 5-3(a) Excellent job therapeutically communicating with all the patients this week. 3(f) Unfortunately you did not answer all of the questions for your CDG for Clinical Day 1 or Clinical Day 2. This results in a "U" per the CDG Grading Rubric. For Clinical Day 1, you did not provide a response for question #2 (Discuss the pathophysiology of your patient's priority mental health problem). You also only provided one sentence for question #3 (Discuss social determinants of health and the relationship to your patient's mental health) and identified one social determinant of health when the patient had several others as well. For Clinical Day 2, no response was provided for question #6 (Identify common barriers of maintaining medication compliance). In the future, I would recommend numbering each question and answering them individually rather than providing a paragraph/narrative format. This will help ensure you answer all of the questions. 3(g) This competency was changed to a "U" for this week as it relates to HIPAA and respecting the privacy of patient health and medical information. You identified your patient's name several times throughout your CDG posting. Remember to never use any patient identifiers when writing your CDGs. This is posted in an online environment where anyone can view/read. Please be sure to address both of these "Us" 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

Week 6 f/g - I will make sure to read over all the question and my answer before submitting my CDG. MD
I used my patient's nickname. At the time of making the CDG post, I didn't realize I was doing that. For week 6 I will need to verify I did not use an nicknames or real names. MD
Week 6 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
Week 6 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! You also had an appropriate reference and in-text citation in your CDG! MD

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~~ NA	S	S	n/a			
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. **(responding, reflecting)**	n/a	n/a	n/a	~~S~~ NA	S	S	n/a			
c. Identify the major classification of psychotropic medications. **(interpreting)**	n/a	n/a	n/a	n/a	S	S	n/a			
d. Identify common barriers to maintaining medication compliance. **(reflecting)**	n/a	n/a	n/a	~~S~~ NA	~~S~~ U	S	n/a			
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	~~S~~ NA	S	S	n/a			
Faculty Initials	MD	FB	MD	FB	BL	MD				

Comments:

Week 4 (4a,b,d,e) These competencies were changed to a "NA" because you did not administer medications during these clinical experiences this week. FB

Week 5-4(a-c,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. 4(d) This competency was changed to a "U" for this week because you did not provide a response to this question in your CDG 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

Week 5 (D) - I need to review my CDG many times before submitting so I can make sure I have all the areas covered. MD

Week 6 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. **(noticing, interpreting)**	n/a	n/a	n/a	S	~~S~~ NA	S	n/a			
b. Discuss recommendations for referrals to appropriate community resources and agencies. **(reflecting)**	n/a	n/a	n/a	S	S	S	n/a			
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	n/a	S	n/a	~~S~~ NA	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	n/a	S	n/a	~~S~~ NA	n/a			
Faculty Initials	MD	FB	MD	FB	BL	MD				

****Alternative Assignment Comments:**

Week 4 (5d)- Great job discussing the need and benefits for referrals to the SARCC community resource. You also identified the need for the Erie County Health Department Detox unit and the benefits it provides for the beginning of a life of sobriety. Great job describing the collaboration of all healthcare disciplines as they assist individuals to regain a sober life. You also recognize the need for this type of resources in the community and the great asset it is to have them both available. FB

Week 6 Objective 5C-D-These competencies are rated NA for this week due to them being focused on the Detox clinical. You were able to identify needs for community resources and recommendations for referrals. MD

* End-of-Program Student Learning Outcomes

Objective

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

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

Comments:

Week 5-6(a,b) 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

Week 6 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)**	n/a	n/a	n/a	n/a	S	~~S~~ U	n/a			
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care. **(responding)**	n/a	S	n/a	S	S	S	n/a			
c. Illustrate active engagement in self-reflection and debriefing. **(reflecting)**	n/a	S	n/a	S	S	S	n/a			
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. **(responding)**	n/a	S	n/a	S	S	S	n/a			
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. **(responding)**	n/a	S	n/a	S	~~S~~ NI	S	n/a			
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." **(responding)**	n/a	S	n/a	S	S	S	n/a			
Faculty Initials	MD	FB	MD	FB	BL	MD				

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

Comments:

Week 2 (7c-f)-Great job, you demonstrated active engagement and participation with an ACE attitude, professional behavior, and excellent student code of conduct. FB

Week 2 (7c-f)-You demonstrated active engagement and participation with an ACE attitude, professional behavior, and excellent student code of conduct as you participated in each of the clinical experiences this week. Keep up the great work! FB

Week5- one strength I had was understand the patients on the floor. I felt like some on the nurses didn't take time to talk to the patients. I do know they got a few admits and discharges so they problem didn't have the time. I took the time and I learned why they are there, the background information Nadia, you did an excellent job therapeutically communicating with all of the patients on 1 South this week. Keep up all your good work! BL

Week 5-7(e) This competency was changed to an “NI” for this week as it relates to responsibility. You did not submit the correct Clinical Evaluation Tool into your dropbox by the due date and time. Going forward, this is just a friendly reminder to please be sure to always submit your Clinical Evaluation Tool with the previous week’s instructor feedback included. BL

Week 6 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 6 Psych 3 & 4 Objective 7A-This competency is being rated an unsatisfactory due to there being no response written for a strength during your second 1S clinical experience. Please respond with a strength for this experience in order to receive a satisfactory rating along with a comment on how you will prevent this from occurring in the future. MD

Week 6 The strength I had was trying to talk to the patients. That week was harder because no one wanted to talk to the students. We all had to really try keeping the conversation going.

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials
7/6/2024	Risk for Suicide	Satisfactory/MD	NA

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: Nadia Drivas				**Course Objective:**			
Date or Clinical Week: 7/6/2024							
	Criteria	**3**	**2**	**1**	**0**	**Points Earned**	**Comments**
Noticing	1.Identify all abnormal assessment findings (subjective and objective); include specific patient data.	**(lists at least 7*) *provides explanation if < 7**	**(lists 5-6)**	**(lists 5-7 but no specific patient data included)**	**(lists < 5 or gives no explanation)**	3	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	
Interpreting	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	
Responding	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: • Continue plan of care • Modify plan of care • Terminate plan of care	**Complete**			**Not complete**	3	

Reference

An in-text citation and reference are required. 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

Student Name: Nadia Drivas Date: ____6/20/2024_____

Clinical Assessment Rubric

Mental/Physical Health Status Assessment

	Points Possible	Points Received
Physical Assessment	4	2
Geriatric Depression Scale (short form) Assessment	4	4
Short Portable mental status questionnaire	4	2
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	32

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	5
Evaluation of Education Plan	10	10
Education Resources attached	10	10
Points	35	35

Total Points ____96/100_____

Nadia, Excellent job on your geriatric assessment. You received a Satisfactory completion per the grading rubric. Two points were deducted from the physical assessment due to not completing all parts of the thought processes portion. Two points were deducted from the "Short Portable" questionnaire because there was no score identified. Keep up all of your hard work! CB

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	

		determinants of health.	social determinants of health.	identify any pertinent social determinants of health.	
Total Possible Points= 100 points 77-100 points= Satisfactory completion. 76-53 points= Needs Improvement < 53 points= Unsatisfactory Faculty comments: **Faculty Initials:**				**Total Points:**	

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

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	S	S	S	S	S	S	S	
Faculty Initials	FB	MD	FB	FB	BL	BL	MD	
Remediation: Date/Evaluation/Initials	NA	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): Zachary Grosswiler (M), Nadia Drivas (A), Davondre Harper (A), Stevi Ward(M)

GROUP #: 3

SCENARIO: Alcohol Substance Use Simulation

OBSERVATION DATE/TIME(S): 06/26/2024 1040-1155

CLINICAL JUDGMENT COMPONENTS	OBSERVATION NOTES
NOTICING: (1,2,5)*	
• Focused Observation: **E** A D B	Attempts to seek out information related to patient's admission and substance use.
• Recognizing Deviations from Expected Patterns: **E** A D B	Notices patient appears to be anxious.
• Information Seeking: E **A** D B	Notices patient's blood pressure is elevated.
	Recognizes the patient does not need any Lorazepam based on the CIWA Scale score.
	Notices patient is having visual hallucinations.
	Notices the patient is itching and anxious.
	Seeks out information related to patient's reason for admission.
	Recognizes the patient needs Lorazepam based on the CIWA Scale score.
INTERPRETING: (2,4)*	Interprets the CIWA Scale score as 4.
• Prioritizing Data: E **A** D B	Prioritizes completing CIWA Scale.
• Making Sense of Data: E **A** D B	Interprets the CIWA Scale score as 18.
	Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO).

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. Assesses patient's pain (0/10). Obtains patient's vital signs (T-98.6, Spo2-98%, BP-154/90, HR-72, RR-24). Attempts to utilize therapeutic communication with the patient, sometimes uses non-therapeutic communication. Performs the CIWA Scale. Probes for information at times, hinders the therapeutic nurse-patient relationship. Be aware of facial expressions displayed in front of the patient. Attempts to complete the CAGE Questionnaire, then stops. After speaking with the patient more is able to complete it. Completes the Brief Mental Status Evaluation. Medication nurse reviews medications and educates patient. Medication nurse does not identify patient or scan, administers medications. Identifies self. Obtains vital signs (T-98.6, BP-143/90, SpO2-98%, HR-78, RR-22). Asks patient orientation questions. Performs CIWA Scale. Attempts to utilize therapeutic communication with the patient, provides resources. Medication nurse verifies patient and scans. Medication nurse administers Lorazepam 4 mg PO (per protocol), educates the patient on the medication. Works with case management to set up resources for the patient at discharge.
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: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. Actively seeks subjective information about the patient's situation from the patient and family to support planning interventions; occasionally does not pursue important leads. Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse. Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Shows some communication ability (e.g., giving directions); communication with patients, families, and team members is only partly successful; displays caring but not competence. 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: