

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

Student:

Kaden Troike

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

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)
6/7/2024	1 H	vSim not completed on time/Linda Waterfield	6/7/2024/9:09

* End-of-Program Student Learning Outcomes

Observation of Clinical Performance
 Clinical Nursing Therapy Group
 Nursing Care Map Rubric

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:	S	S	S	N/A	S	N/A	S	N/A	N/A	
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. (noticing)	S	S	S	N/A	S	N/A	S	N/A	N/A	
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. (interpreting)	S	S	S	N/A	S	N/A	S	N/A	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)	S	S	S	N/A	S	N/A	S	N/A	N/A	
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care (noticing)	N/A	S	S	N/A	S	N/A	S	N/A	N/A	
e. Recognize social determinants of health and the relationship to mental health. (reflecting)	S	S	S	N/A	S	N/A	S	N/A	N/A	
f. Develop and implement an appropriate nursing therapy group activity. (responding)	N/A	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	

* End-of-Program Student Learning Outcomes

g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) (responding)				S				N/A		
Faculty Initials	MD	FB	CB	CB	CB	CB	FB			
Clinical Location	Hospice	Artisan	Detox	No Clinical	1S	No Clinical	1S	No Clinical	No Make Up	

Comments:

Hospice Objective 1C-In your CDG for this clinical, you were able to provide thorough information on diverse populations of hospice nursing. You were able to talk about the different types of patients for management of care. MD

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 3(1c,d): Kaden, great job discussing ways that the Erie County Detox Center provides culturally/spirituality competent care in your cdg. You were also able to discuss how individuals are assisted in gaining independence, great job! CB

Week 4(1g): Kaden, you are Satisfactory for your geriatric assessment. Please review the grading rubric below. CB

Week 5(1a,b,e): Kaden, 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..CB

Week 7 (1a,c,d) Great job with understanding the relationship of mental illness, physical signs and symptoms, and risk factors as identified on your care map. You demonstrated empathy towards your assigned patient while meeting cultural and any spiritual needs during this week’s clinical rotation. Appropriate methods to assist your patient in regaining an independence and regaining self-care was also displayed during clinical this week, great job! (1f) You did a great job with implementation and development of your nursing therapy group on feelings and emotions with a volleyball game during this clinical rotation. FB

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

* End-of-Program Student Learning Outcomes

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

*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 3(2f): Great job discussing how medication is given to the patients, while the nurse's utilize scales (CIWA) to ensure correct medication and dosages are given. CB

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. CB

Week 7 (2a,b,d) Great job identifying your patient's mental health history, reason for this admission, and correlating with medical health issues. You were able to assess for subjective and objective data including labs, diagnostic testing, and risk factors to provide a priority problem for your assigned patient. Great job with the use of clinical judgment skills to develop a plan of care as evidenced by the care map. FB

Objective

3. Refine basic verbal and nonverbal therapeutic communication skills when interacting with patients, families, and members of the health care team. (1, 2, 3, 5, 7, 8)

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
a. Illustrate professionally appropriate and therapeutic communication skills in interactions with patients, and families. (responding)	S	S	S	N/A	S	N/A	S	N/A	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)	S	N/A	N/A	N/A	S	N/A	S	N/A	N/A	
c. Identify barriers to effective communication. (noticing, interpreting)	S	S	S	N/A	S	N/A	S	N/A	N/A	
d. Develop effective therapeutic responses. (responding)	S	S	S	N/A	S	N/A	S	N/A	N/A	
e. Develop a satisfactory patient-nurse therapeutic communication. (Nursing Process Study) (responding, reflecting)				N/A				S		
f. Posts respectfully and appropriately in clinical discussion groups. (responding, reflecting)	S	S	S	N/A	S	N/A	S	N/A	N/A	

g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. (responding)	S	S	S	N/A	S	N/A	S	N/A	N/A	
h. Teach patient/family based on readiness to learn and patient needs. (responding, reflecting)	S	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	
Faculty Initials	MD	FB	CB	CB	CB	CB	FB			

Comments:

Hospice Objective 3F-For your hospice reflection journal you were satisfactory for all areas. You were very thorough in describing your experience and the learning opportunities you had during this clinical. I am very glad you were able to have this clinical and learn so much about how much more hospice nursing is to the community. MD

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) Good job you posted your CDG on time following all expectations of CDG rubric. FB

Week 3(3f): Kaden, great job on your cdg! You provided great detail to each question in regards to the Erie County Detox Center, meeting all requirements of the cdg. CB

Week 5(3a,c,d,f): Kaden, you did a great job with therapeutic communication this week. You completed day 1 and 2 cdgs Satisfactorily, meeting all requirements. CB

Week 7 (3c,f,h) Great job with the identification of barriers for your assigned patient that may hamper their communication skills. You did a great job with CDG post, following all expectations of CDG rubric. Great job with assessing your patient for the readiness to learn and comprehension of adaptive coping skills and behaviors. FB

Objective

4. Demonstrate knowledge of frequently prescribed medications utilized in treating mental illness. (1, 4, 5, 6, 7)*

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
a. Observe &/or administer medication while observing the six rights of medication administration. (responding)	S	N/A	S	N/A	S	N/A	S	N/A	N/A	
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. (responding, reflecting)	S	N/A	S	N/A	S	N/A	S	N/A	N/A	
c. Identify the major classification of psychotropic medications. (interpreting)	S	N/A	S	N/A	S	N/A	S	N/A	N/A	
d. Identify common barriers to maintaining medication compliance. (reflecting)	S	S	S	N/A	S	N/A	S	N/A	N/A	
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. (responding, reflecting)	S	N/A	N/A	N/A	S	N/A	S	N/A	N/A	
Faculty Initials	MD	FB	CB	CB	CB	CB	FB			

* End-of-Program Student Learning Outcomes

Comments:

Week 2 (4d)-Great job with identification of barriers that can affect medication compliance. FB

Week 3(4b): Great job discussing the role of the nurse at the Erie County Detox Center and their role in medication administration and the types of meds that are given. CB

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

Week 7 (4a-e) Excellent job with medication administration following all six rights of administration. You demonstrated knowledge and implications for each medication administered, identified classification, significant signs and symptoms, pertinent nursing interventions, and any safety concerns, great job! FB

Objective

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

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
a. Identify the need for the community resources-detox unit available to patients with a mental illness. (noticing, interpreting)	N/A	N/A	S	N/A	N/A	N/A	N/A	N/A	N/A	
b. Discuss recommendations for referrals to appropriate community resources and agencies. (reflecting)	N/A	S	S	N/A	N/A S	N/A	S	N/A	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	S	N/A	N/A	N/A	N/A	N/A	N/A	
d. Recognize and describe the need for substance abuse recovery resources. (Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))	N/A	S	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	MD	FB	CB	CB	CB	CB	FB			

* End-of-Program Student Learning Outcomes

Faculty Initials											
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****Alternative Assignment**

Comments:

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 3(5a,b,c): You did a great job collaborating with members at the Erie County Detox Center, identifying the need for community resources and discussing how referrals are made and implemented. CB

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

Week 7 (5b) This competency was satisfactory through the development of care for the patient cared for in 1S, great job discussing resources available for the patient upon discharge. FB

Objective										
6. Demonstrate satisfactory proficiency when using informatics and techniques in the assessment of patients with a mental illness diagnosis. (1, 2, 3, 4, 6, 8)*										
Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
Competencies:	N/A	N/A	N/A	N/A	S	N/A	S	N/A	N/A	
a. Demonstrate competence in navigating the electronic health record. (responding)	N/A	N/A	N/A	N/A	S	N/A	S	N/A	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	N/A	S	N/A	N/A	
c. Demonstrate the use of technology to identify mental health resources. (responding)	N/A	N/A	N/A	N/A	S	N/A	S	N/A	N/A	
Faculty Initials	MD	FB	CB	CB	CB	CB	FB			

Comments:

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

Week 7(6a-c) Great job using the electronic health record to gather information on your assigned patient. You also did a great job demonstrating the appropriate documentation on all individuals regarding the attendance to nursing group therapy activity. FB

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

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

Comments:

Week 1: Hospice

Week 2: Sandusky Artisan

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 3: Detox

Week 3(7c): Great job reflecting on your experience at the Erie County Detox Center. You were able to reflect on your thoughts and feelings on having a community resource available for individuals who deal with some sort of substance abuse. CB

Week 4: No Clinical

Week 5: 1S- My strengths of care this week for my patient with a mental illness were my therapeutic methods of communicating with her but also setting boundaries when she asked for my social media and I told her "I cannot give you that information". Also trying to include her in games and therapy groups in the milieu. Lastly, building rapport and a trusting relationship and posture in conversations that would show I was interested in the conversation.

Week 5(7a,b): Kaden, 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

Week 6: No Clinical

Week 7: 1S- My strengths of care this week would be limit-setting because when a patient asked for my last name I said no and also when a patient asked if she could spike the volleyball at me I said "No, please have a seat so we can get started." Again, building rapport and a trusting relationship and posture in conversations that would show I was interested in the conversation. Great job setting limits, patients with mental illness will try to see if they can manipulate you and push the limits at times. You also did a great job with active listening, silence and therapeutic conversations throughout the clinical experience. Keep up the great work. Great job with nursing therapy group this was also a strength this week, activities like games make the learning fun and educational at the same time. You did a great job with leading the nursing therapy group during day 3 of your clinical rotation. FB

Week 8: No Clinical

Week 9: No Make Up

2024
Care Map Evaluation Tool**
Psych

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials
1/16/2024	Risk for Self-directed violence	S/FB	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: Satisfactory completion of psychiatric nursing care map. Total score of 45/45. See care map grading rubric for details. FB

Firelands Regional Medical Center School of Nursing
Nursing Care Map Rubric

Student Name: Kaden Troike			Course Objective: 2. Synthesize concepts related to psychopathology, health assessment data, evidenced based practice and nursing process using clinical judgment skills to plan and care for patient with mental illness. (1, 2, 3, 4, 5, 6, 7, 8)*				
Date or Clinical Week: 7/9/2024 Week 7							
Criteria		3	2	1	0	Points Earned	Comments
N o t i c i n g	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	Great job with identification of all subjective and objective assessment findings, abnormal laboratory data, diagnostic testing, and risk factors. I would have provided ECG results, especially if abnormal or elevated heart rate shows relationship to anxiety. This would verify relationship to patient anxiety and suicidal ideations.
	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	
I n t e r p r e	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Nice job distinguishing the appropriate abnormal findings as they relate to the priority problem. Priority problems provided were relevant to your assigned patient. Possible complications were appropriate with signs and symptoms provided. For risk factors insomnia can cause irrational thinking, therefore it should be highlighted.
	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	

t i n g	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	
R e s p o n d i n g	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Nursing interventions were prioritized, frequencies provided, individualized, and realistic for the patient. Great job with providing rationales for each of the nursing interventions. Some suggestions for additional interventions would be to include education on coping mechanisms and resources for follow up.
	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	
R e f l e c t i n	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	Evaluation of your priority problem identified was done appropriately, great job!
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> Continue plan of care Modify plan of care Terminate plan of care 	Complete			Not complete	3	

g						
<p>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.</p>						
<p>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: Satisfactory completion of psychiatric nursing care map. Excellent job!</p>					<p>Total Points: 45/45</p>	
					<p>Faculty/Teaching Assistant Initials: FB</p>	

Geriatric Assessment Rubric
2024

Student Name: Kaden Troike

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	4
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	40

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	8
Points	25	23

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

Kaden, you received a satisfactory evaluation of the Geriatric Assessment. Great job! You missed 2 points related to the education assessment because not all of the interventions had a frequency included. You did a very nice job. Keep up the hard work! HS

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

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

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

Criterion #2 Assessment	7 Points Identifies pertinent patient background, current medical and psychiatric history. Provides a self-assessment of thoughts and feelings prior and during therapeutic communication interaction with patient. Identifies the milieu and effects on patient.	5 Points Identifies areas of assessment but incomplete data provided in 2 of the 4 areas. Provides a self-assessment of thoughts and feelings prior and during therapeutic communication interaction with patient. Identifies the milieu and effects on patient.	3 Point Identifies areas of assessment but incomplete data provided in 3 of the 4 areas. Provides a self-assessment of thoughts and feelings prior and during therapeutic communication interaction with patient. Identifies the milieu and effects on patient.	0 Points Missing data in all 4 areas of assessment.	
Criterion #3 Mental Health Nursing Diagnosis (priority problem)	8 Points Identifies priority mental health problem (not a medical diagnosis) providing at least 5 relevant/related data and potential complications.	5 Points Identifies Priority mental health problem provides at least 4 relevant/related data and potential complications.	3 Point Identifies priority mental health problem provides at least 3 relevant/related data and potential complications.	0 Points Does not provide priority mental health problem and/or less than 3 relevant/related data and potential complications.	
Criterion #4 Nursing Interventions	10 Points Identifies at least 5 pertinent nursing interventions in priority order including a rationale and timeframe. Interventions must be individualized and realistic. Identifies a therapeutic communication goal.	6 Points Identifies 4 or less nursing interventions in priority order including a rationale and time frame. Interventions are not individualized and/or realistic. Identifies a therapeutic communication goal.	4 Point Identifies 4 or less nursing interventions but not prioritized and/or no rationale or time frame provided. Interventions are not individualized and /or realistic. Identifies a therapeutic communication goal.	0 Points Identifies less than 4 interventions, not prioritized, individual, realistic, no rationale, no time frame. No therapeutic communication goal.	
Criterion #5 Process 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 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 determinants of health.	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 social determinants of health.	0 Points Identify at least 1 barrier to communication did not include interventions or communication that could have been done differently. Did not identify any pertinent social determinants of health.	

Faculty Initials	FB	CB	CB	CB	CB	CB	CB	
Remediation: Date/Evaluation/Initials	6/7/2024 S/FB	NA	NA	NA	NA	NA	NA	

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S) AND ROLE(S): Nikki Papenfuss (M), Ava Lawson (A), Kaden Troike (M), Nikki Papenfuss (A)

GROUP #: 9

SCENARIO: Alcohol Substance Use Simulation

OBSERVATION DATE/TIME(S): 06/27/2024 1400-1515

CLINICAL JUDGMENT COMPONENTS					OBSERVATION NOTES
NOTICING: (1,2,5)*					
• Focused Observation:	E	A	D	B	Notices patient's blood pressure is elevated.
• Recognizing Deviations from Expected Patterns:	E	A	D	B	Recognizes that the patient needs Lorazepam based on the CIWA scale score.
• Information Seeking:	E	A	D	B	Notices patient appears to be anxious. Notices patient's blood pressure is elevated. Recognizes the patient needs Lorazepam based on the CIWA Scale score. Attempts to seek out information related to the patient's substance use and fall.

	Seeks out information related to patient's support system and use of coping skills.
<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 8.</p> <p>Interprets CIWA Scale score as 7.</p> <p>Interprets CIWA protocol accurately for Lorazepam dose (1 mg PO).</p>

<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-88, BP-152/94, SpO2-98%, RR-18).</p> <p>Assesses pain level (0/10).</p> <p>Assesses patient for suicidal ideations.</p> <p>Reevaluates BP (148/88).</p> <p>Performs CIWA Scale.</p> <p>Performs CAGE Questionnaire.</p> <p>Does not attempt to have a therapeutic conversation with the patient outside of performing assessments/interventions.</p> <p>Medication nurse reviews medication with the patient and administers them.</p> <p>Medication nurse verifies patient, DOB, allergies and scans.</p> <p>Medication nurse administers Lorazepam 2mg PO (per protocol).</p> <p>Identifies self and patient.</p> <p>Obtains vital signs (HR-77, BP-144/92, SpO2-98%).</p> <p>Assesses patient's anxiety level (6/10).</p> <p>Performs CIWA Scale.</p> <p>Attempts to distract patient and help her down from walking on bed. Educated on safety and expectations on unit.</p> <p>Medication nurse verifies patient, DOB, allergies and scans.</p> <p>Medication nurse administers Lorazepam 1 mg PO (per protocol).</p> <p>Provides education related to community resources and self-help groups.</p>
<p>REFLECTING: (1,2,5)*</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: 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</p>

<ul style="list-style-type: none"> • Commitment to Improvement: E A D B 	<p>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>D= Developing</p> <p>B= Beginning</p> <p>Scenario Objectives:</p> <ul style="list-style-type: none"> • 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)* 	<p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Recognizes 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: 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.</p> <p>Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</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>

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:

Kaden Troike 7/23/24