**EVALUATION OF CLINICAL PERFORMANCE TOOL**
**Psychiatric Nursing- 2025**
**Firelands Regional Medical Center School of Nursing**
**Sandusky, Ohio**

**Student** Brooke Schafer

**Final Grade: Satisfactory/Unsatisfactory**

**Semester: Summer Session**

**Date of Completion:**

**Faculty: Brian Seitz MSN, RN, CNE, Nicholas Simonovich MSN, RN, Kelly Ammanniti MSN, RN, CHSE**
**Rachel Haynes MSN, RN**
**Teaching Assistant: Stacia Atkins BSN, 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.**

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**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) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
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| Initials | Faculty Name |
|---|---|
| BS | Brian Seitz MSN, RN, CNE |
| NS | Nicholas Simonovich, MSN, RN |
| KA | Kelly Ammanniti MSN, RN, CHSE |
| RH | Rachel Haynes MSN, RN |
| SA | Stacia Atkins BSN, RN |

## 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:**<br>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 | | | | | | | | |
| b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. **(interpreting)** | S | S | | | | | | | | |
| c. Provide culturally and spiritually competent care within the scope of nursing that meets the needs of assigned patients from diverse cultural, racial and ethnic backgrounds. **(responding)** | S | S | | | | | | | | |
| d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care **(noticing)** | S | S | | | | | | | | |
| e. Recognize social determinants of health and the relationship to mental health. **(reflecting)** | S | S | | | | | | | | |
| f. Develop and implement an appropriate nursing therapy group activity. **(responding)** | NA | NA | | | | | | | | |
| g. Develop a geriatric physical/mental health assessment and education plan. (**Geriatric Assessment**) **(responding)** | | | | | | | | | | |
| Faculty Initials | KA | RH | | | | | | | | |
| Clinical Location | Sandusky Artisans | Hospice | | | | | | | | |

**Comments:**

5/9/2025

Week 1 -1a – You recognized multiple risk factors associated with substance use disorder and discussed each of them thoroughly in your CDG response this week. You also discussed the impact of family dynamics on the impact of a person developing substance use disorder. You also mentioned how two patients can have the same risk factors but be impacted completely differently. KA
Week 1 – 1b – You discussed how substance use can be utilized as a coping mechanism and even though individuals can have similar characteristics that put that at risk for substance use how one reacts versus another is completely individualized. KA
Week 1 – 1d – You highlighted the importance of the Sandusky Artisans and how it is an important resource in the community to help those with addiction and other mental health concerns. You also recognized that resources specific to those with mental health diagnosis are limited and that it is important to make sure adequate resources are available to help this population. KA

Week 2: 1 (d)- Were the patients you were assisting with in Hospice able to get back to performing tasks with independence? If so, this may remain “S”, otherwise, please change it to “N/A” RH

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

*When completing the 1South Care Map CDG & Geriatric Assessment refer to the Care Map Rubric.

**Comments:**

Week 1 – 2c – You did a great job discussing mental health concerns you witnessed when attending the meeting and the importance of having resources readily available to help this population manage their overall mental health and develop appropriate coping skills. KA

Week 2: 2 (d)- did you discuss the plan of care for the patients with the nursing staff? If not, this should be changed to "N/A", otherwise, this can remain "S". RH

## 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 | | | | | | | | |
| b. Demonstrate professional and appropriate communication with the treatment team by observing the SBAR format for handoff communication during transition of care. **(responding)** | NA | S | | | | | | | | |
| c. Identify barriers to effective communication. **(noticing, interpreting)** | NA | S | | | | | | | | |
| d. Develop effective therapeutic responses. **(responding)** | S | S | | | | | | | | |
| e. Develop a satisfactory patient-nurse therapeutic communication. (**Nursing Process Study**) **(responding, reflecting)** | | | | | | | | | | |
| f. Posts respectfully and appropriately in clinical discussion groups. **(responding, reflecting)** | ~~NA~~ S | S | | | | | | | | |
| g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. **(responding)** | ~~NA~~ S | S | | | | | | | | |
| h. Teach patient/family based on readiness to learn and patient needs. **(responding, reflecting)** | NA | NA | | | | | | | | |
| Faculty Initials | KA | RH | | | | | | | | |

**Comments:**

Week 3 a and g – You participated in group and therapeutically communicated with the clients that attended the meeting. You were also respectful of their privacy and kept their anonymity. KA

Week 1 – 3f – You did a terrific job responding to all the CDG questions related to your experience at the Sandusky Artisans this week. You were thorough and thoughtful with all your responses and were very reflective on your experience. You included an in-text citation and reference with your response. Overall you did a great job sharing your thoughts and experience. Keep up the great work! KA

5/9/2025

## Objective

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

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

**Comments:**

**Week 2: I did not pass medications, but some of this still applies based off of my knowledge on certain medications that a patient was receiving. Great job still looking up medications and understanding what they were, even though you did not administer them, this is great practice. RH**

* 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)** | NA | NA | | | | | | | | |
| b. Discuss recommendations for referrals to appropriate community resources and agencies. **(reflecting)** | ~~NA~~ S | NA | | | | | | | | |
| c. Collaborate with the Erie County Health Department Detox Unit while observing the care of a patient with mental illness-substance abuse. **(Community Agency Observation-Detox Unit) **** | NA | NA | | | | | | | | |
| d. Recognize and describe the need for substance abuse recovery resources. **(Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation)** | S | NA | | | | | | | | |
| Faculty Initials | KA | RH | | | | | | | | |

****Alternative Assignment**

**Comments:**

Week 1 – 5b, d – You discussed how the Sandusky Artisans is a great resource to help individual's with substance abuse. You discussed how the small group sizes and wealth of knowledge shared is very helpful when developing positive coping skills on individual's road to recovery. You also mentioned how the judgment feel atmosphere made the meeting feel welcoming to all who attended. KA

* 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:**<br>a. Demonstrate competence in navigating the electronic health record. **(responding)** | NA | NA | | | | | | | | |
| b. Demonstrate satisfactory documentation ~~of psychiatric assessments and nursing notes~~ utilizing the electronic health record. **(responding)** | NA | NA | | | | | | | | |
| c. Demonstrate the use of technology to identify mental health resources. **(responding)** | NA | NA | | | | | | | | |
| Faculty Initials | KA | RH | | | | | | | | |

**Comments:**

* End-of-Program Student Learning Outcomes

## Objective

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

| Weeks of Course: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make Up | **Final** |
|---|---|---|---|---|---|---|---|---|---|---|
| a. Identify your strengths for care delivery of the patient with mental illness. **(reflecting)** | NA | NA | | | | | | | | |
| 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 | | | | | | | | |
| c. Illustrate active engagement in self-reflection and debriefing. **(reflecting)** | S | S | | | | | | | | |
| d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. **(responding)** | S | S | | | | | | | | |
| e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. **(responding)** | ~~S~~ U | S | | | | | | | | |
| f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." **(responding)** | S | S | | | | | | | | |
| Faculty Initials | KA | RH | | | | | | | | |

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

**Comments:**

Week 1 – 7c – You were very thoughtful on your reflection of working with clients who are impacted by substance abuse. This is a diagnosis that impacts so many and you recognized the multiple implications that predisposes someone to being coming addicted to alcohol and other substances. KA

Week 1 – 7e – You are receiving an unsatisfactory for this competency related to not completing your survey for your Sandusky Artisans experience. You are also receiving 1 hour of missed clinical per policy. Once you have completed the survey your 1 hour will be considered made up. Please also remember to make a comment on how you will prevent receiving a U in this competency in the future. KA

**I did complete the survey from Sandusky Artisans, I reached out to Kelly asking her which survey to complete and let her know I completed it. Due to the survey not being labeled Sandusky Artisans I did not realize that there was a survey to complete. To prevent this in the future I will be sure to check all the things off for each assignment. This sounds like a good plan! RH**

* End-of-Program Student Learning Outcomes

Week 2: 7 (c)- You had a great reflection of your hospice experience! You were able to discuss what you were expecting as well as what happened throughout the day changed your viewpoint. You were able to discuss how you were nervous to have a patient pass away, but then identified what made you nervous and how it was different in this setting compared to what you were expecting. Great job! RH

* End-of-Program Student Learning Outcomes

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

Care Map Evaluation Tool**
Psych
2025

*****Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *****

**Comments:**

* End-of-Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Nursing Care Map Rubric-1 South

| **Student Name:** | **Course Objective:** |
|---|---|
| **Date or Clinical Week:** | |

| | **Criteria** | **3** | **2** | **1** | **0** | **Points Earned** | **Comments** |
|---|---|---|---|---|---|---|---|
| **Noticing** | 1.Identify all abnormal assessment findings (subjective and objective); include specific patient data. | **(lists at least 7*) *provides explanation if < 7** | **(lists 5-6)** | **(lists 5-7 but no specific patient data included)** | **(lists < 5 or gives no explanation)** | | |
| | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data. | **(lists at least 3*) *provides explanation if < 3** | | **(lists 3 but no specific patient data included)** | **(lists < 3 or gives no explanation)** | | |
| | 3. Identify all risk factors relevant to the patient. | **(lists at least 5*) *provides explanation if < 5** | **(lists 4)** | **(lists 3)** | **(lists < 3 or gives no explanation)** | | |
| **Interpreting** | 4. List all nursing priorities and highlight the top priority problem. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 5. State the goal for the top nursing priority. | **Complete** | | | **Not complete** | | |
| | 6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 7. Identify all potential complications for the top nursing priority problem. | **(lists at least 3)** | **(lists 2)** | | **(lists < 2)** | | |
| | 8. Identify signs and symptoms to monitor for each complication. | **(lists at least 3)** | **(lists 2)** | | **(lists < 2)** | | |
| **Responding** | 9. List all nursing interventions relevant to the top nursing priority. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 10. Interventions are prioritized | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 11. All interventions include a frequency | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 12. All interventions are individualized and realistic | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |

| | Criteria | 3 | 2 | 1 | 0 | Points Earned | Comments |
|---|---|---|---|---|---|---|---|
| | 13. An appropriate rationale is included for each intervention | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| **Reflecting** | 14. List all of the highlighted reassessment findings for the top nursing priority. | **>75% complete** | **50-75% complete** | **<50% complete** | **0% complete** | | |
| | 15. Evaluation includes one of the following statements:<br>• Continue plan of care<br>• Modify plan of care<br>• Terminate plan of care | **Complete** | | | **Not complete** | | |

## Reference

An in-text citation and reference are required.
The care map will be graded "needs improvement" if missing either the in-text citation or reference, but not both.
The care map will be graded "unsatisfactory" if no in-text citation or reference is included.

Total Possible Points= 45 points
45-35 points = Satisfactory
34-23 points = Needs Improvement*
< 23 points = Unsatisfactory*
***Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**

*****Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *****

**Faculty/Teaching Assistant Comments:**

**Total Points:**

**Faculty/Teaching Assistant Initials:**

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 (Purpose) Identified and Prioritized (3) | 10 | |
| Goals and Outcomes Identified (2) | 5 | |
| Points | 15 | |

**Education Plan**

| | Points Possible | Points Received |
|---|---|---|
| Teaching Content | 10 | |
| Methods of Instruction | 10 | |
| Education Resources attached | 10 | |
| Barriers to Education Plan | 5 | |
| Evaluation of Education Plan | 10 | |
| Points | 45 | |

| | | |
|---|---|---|
| An in-text citation and reference are required. | --- | --- |

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.

*Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *

Firelands Regional Medical Center School of Nursing
Nursing Care Map Rubric- Geriatric Assessment

| **Student Name:** | | | | **Course Objective:** | | | |
|---|---|---|---|---|---|---|---|
| **Date or Clinical Week:** | | | | | | | |
| **Criteria** | | **3** | **2** | **1** | **0** | **Points Earned** | **Comments** |
| **Noticing** | 1.Identify all abnormal assessment findings (subjective and objective); include specific patient data. | **(lists at least 7*) *provides explanation if < 7** | **(lists 5-6)** | **(lists 5-7 but no specific patient data included)** | **(lists < 5 or gives no explanation)** | | |
| | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data. | **(lists at least 3*) *provides explanation if < 3** | | **(lists 3 but no specific patient data included)** | **(lists < 3 or gives no explanation)** | | |
| | 3. Identify all risk factors relevant to the patient. | **(lists at least 5*) *provides explanation if < 5** | **(lists 4)** | **(lists 3)** | **(lists < 3 or gives no explanation)** | | |
| **Interpreting** | 4. List all nursing priorities and highlight the top priority problem. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 5. State the goal for the top nursing priority. | **Complete** | | | **Not complete** | | |
| | 6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 7. Identify all potential complications for the top nursing priority problem. | **(lists at least 3)** | **(lists 2)** | | **(lists < 2)** | | |
| | 8. Identify signs and symptoms to monitor for each complication. | **(lists at least 3)** | **(lists 2)** | | **(lists < 2)** | | |
| **Responding** | 9. List all nursing interventions relevant to the top nursing priority. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 10. Interventions are prioritized | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 11. All interventions include a frequency | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| | 12. All interventions are individualized and realistic | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |

| | Criteria | 3 | 2 | 1 | 0 | Points Earned | Comments |
|---|---|---|---|---|---|---|---|
| | 13. An appropriate rationale is included for each intervention | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| **Reflecting** | 14. List all of the highlighted reassessment findings for the top nursing priority. | **>75% complete** | **50-75% complete** | **<50% complete** | **0% complete** | | |
| | 15. Evaluation includes one of the following statements:<br>• Continue plan of care<br>• Modify plan of care<br>• Terminate plan of care | **Complete** | | | **Not complete** | | |

## Reference

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The care map will be graded "needs improvement" if missing either the in-text citation or reference, but not both.
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Total Possible Points= 45 points
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***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.**

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**Faculty/Teaching Assistant Comments:**

**Total Points:**

**Faculty/Teaching Assistant Initials:**

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Nursing Process Grading Rubric
Firelands Regional Medical Center School of Nursing
Psychiatric Nursing
2025

**Student Name:** **Clinical Date:**

| | |
|---|---|
| **Criterion #1**<br>**Process Recording is organized and neatly completed**<br>**(5 points total)**<br>• Typed process recording (2)<br>• Correct grammar and spelling (3) | **Total Points:**<br>**Comments:** |
| **Criterion #2**<br>**Assessment (7 points total)**<br>• Identifies pertinent client background, current medical and psychiatric history (3)<br>• Provides self-assessment of thoughts and feelings prior and during therapeutic communication interaction with client (2)<br>• Identifies the milieu and effects on client (2) | **Total Points:**<br>**Comments:** |
| **Criterion #3**<br>**Mental Health Nursing Diagnosis**<br>**(8 points total)**<br>• Identifies priority mental health problem (4)<br>• Provides at least five relevant/related data findings (2)<br>• Provides at least five potential complications with signs and symptoms (2) | **Total Points:**<br>**Comments:** |
| **Criterion #4**<br>**Nursing Interventions**<br>**(10 points total)**<br>• Identifies at least 5 pertinent nursing interventions in priority order, including a rationale and timeframe (7)<br>• Identifies a therapeutic communication goal (3) | **Total Points:**<br>**Comments:** |
| **Criterion #5**<br>**Process Recording**<br>**(15 points total)**<br>• Provides direct quotes for all interchanges (3)<br>• Verbal and nonverbal behavior is described for all interactions (6)<br>• Students thoughts and feelings concerning each interaction is provided (6) | **Total Points:**<br>**Comments:** |

| | |
|---|---|
| **Criterion #6**<br>**Process Recording**<br>**(20 points total)**<br>• Analysis of each interaction providing type of communication (therapeutic/nontherapeutic) (6)<br>• Provides technique for each interaction (exploring, probing, etc.) (6)<br>• Provides explanation for interactions (8) | **Total Points:**<br>**Comments:** |
| **Criterion #7**<br>**Process Recording**<br>**(10 points total)**<br>• Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion (6)<br>• There are at least 10 interchanges between the client and student (4) | **Total Points:**<br>**Comments:** |
| **Criterion #8**<br>**Evaluation**<br>**(15 points total)**<br>• Self-evaluation of communication with client (5)<br>• Identify at least 3 strengths and 3 weaknesses of therapeutic communication (10) | **Total Points:**<br>**Comments:** |
| **Criterion #9**<br>**Evaluation**<br>**(10 points total)**<br>• Identify at least 3 barriers to communication including interventions or communication that could have been done differently (5)<br>• Identify all pertinent social determinants of health (5) | **Total Points:**<br>**Comments:** |
| **Criterion #10**<br>**Reference/Citation**<br>• An in-text citation and reference are required.<br>• If not present, missing components will need to be added and the assignment re-submitted. | |
| Total possible points = 100<br>77-100 = Satisfactory<br>≤ 76= Unsatisfactory<br>*Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *<br><br>**Course Objective:** 2. Synthesize concepts related to psycho-pathology, health assessment data, evidence-based practice, and the nursing process using clinical judgment skills to plan and care | **Total Points:**<br>**Comments:** |

| | |
|---|---|
| for clients with mental illness. (1,2,3,4,5,6,7,8).*<br><br>**Course 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).*<br><br>**Clinical Competency:** 2(d) Formulate a prioritized nursing plan of care utilizing clinical judgment skills. **(noticing, interpreting, responding, reflecting)**<br><br>**Clinical Competency: 3(e**) Develop a satisfactory patient-nurse therapeutic communication.<br>(**Nursing Process Study) (responding, reflecting)**<br><br>*End-of-Program Student Learning Outcomes | |

Firelands Regional Medical Center School of Nursing
Psychiatric Nursing 2025
Simulation Evaluations

| **Students Name:** | | | | | |
|---|---|---|---|---|---|
| **Performance Codes:** | **S**: Satisfactory<br>**U**: Unsatisfactory | | **Evaluation** | **Faculty Initials** | **Remediation Date/Evaluation/Initials** |
| **Date: 6/6/2025** | vSim (Linda Waterfall) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | Pre-Quiz, Scenario, SBAR, and Post Quiz | | | |
| **Date: 6/13/2025** | vSim (Sharon Cole) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | Pre-Quiz, Scenario, SBAR, and Post Quiz | | | |
| **Date: 6/20/2025** | vSim (Li Na Chen Part 1) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | Pre-Quiz, Scenario, SBAR, and Post Quiz | | | |
| **Date: 6/20/2025** | vSim (Li Na Chen Part 2) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | Pre-Quiz, Scenario, SBAR, and Post Quiz | | | |
| **Date: 6/25-26/2025** | Live Simulation (*1, 2, 3, 4, 5, 6,7) | Scenario | | | |
| | | Reflection Journal | | | |
| | | Survey | | | |
| **Date: 6/27/2025** | vSim (Sandra Littlefield) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | Pre-Quiz, Scenario, SBAR, and Post Quiz | | | |
| **Date: 7/3/2025** | vSim (George Palo) | Pre-Quiz, Scenario, SBAR, | | | |

| | | | | | |
|---|---|---|---|---|---|
| | (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | and Post Quiz | | | |
| **Date: 7/18/2025** | vSim (Randy Adams) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7) | Pre-Quiz, Scenario, SBAR, and Post Quiz | | | |

* Course Objectives

**Comments:**

**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: