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

Student: Jessica Bower

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.**

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
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

5/9/2025

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.

5/9/2025

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	N/A	N/A	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						
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	~~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	~~N/A~~ S	N/A	N/A						
e. Recognize social determinants of health and the relationship to mental health. **(reflecting)**	N/A	N/A	~~N/A~~ S	N/A						
f. Develop and implement an appropriate nursing therapy group activity. **(responding)**	N/A	N/A	N/A	N/A						
g. Develop a geriatric physical/mental health assessment and education plan. (**Geriatric Assessment**) **(responding)**				S						
Faculty Initials	KA	KA	SA	NS						
Clinical Location	Hospice	Erie County Detox Center	Sandusky Artisans	GA						

Comments:

5/9/2025

Week 2 – 1c – You did a nice job discussing how the detox center tries to respect each patient's cultural and spiritual differences while they are admitted. You discussed how they provided bibles and stream church services for the patients to watch. KA

Week 2 – 1d – You did a nice job discussing the opportunities to demonstrate self-care while on the detox unit. You discussed how the focus is on education. You highlighted the importance of identifying triggers when improving self-care. KA

Week 3(1e): Great job discussing risk factors for individuals fighting addiction, how therapies/meetings help with sobriety, as well as the SDOH such as familial support can be important role to recovery. SA

Week 4 3(g) – Satisfactory completion of the Geriatric Assessment clinical assignment and care map. See the attached grading rubrics for further comments. NS/SA

5/9/2025

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						
b. Identify patient's subjective and objective findings including labs, diagnostic tests, and risk factors. **(noticing, recognizing)**	N/A	N/A	N/A	N/A						
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. **(noticing, interpreting)**	N/A	N/A	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						
e. Apply the principles of asepsis and standard precautions. **(responding)**	N/A	N/A	N/A	N/A						
f. Practice use of standardized EBP tools that support safety and quality. **(noticing, responding)**	N/A	N/A	N/A	N/A						
Faculty Initials	KA	KA	SA	NS						

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

Week 4 3(g) – Satisfactory completion of the Geriatric Assessment clinical assignment and care map. See the attached grading rubrics for further comments.
NS/SA

5/9/2025

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	N/A	N/A						
b. Demonstrate professional and appropriate communication with the treatment team by observing the SBAR format for handoff communication during transition of care. **(responding)**	S	S	N/A	N/A						
c. Identify barriers to effective communication. **(noticing, interpreting)**	S	S	N/A	N/A						
d. Develop effective therapeutic responses. **(responding)**	S	S	N/A	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)**	S	S	S	N/A						
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. **(responding)**	S	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						
Faculty Initials	KA	KA	SA	NS						

Comments:

Week 2 – 3f – Jess, you did a great job responding to all the CDG questions on your hospice experience this week. I am so happy you were all to see all aspects of hospice from admission to discharge. Not everyone gets to see both of those processes while they are there. You were thorough with your responses and made sure to thoughtfully reflect on all questions. Keep up the great work! KA

5/9/2025

Week 2 – 3f – You did a great job responding to all the questions related to your experience at the detox center 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 a reference at the bottom of your post. I am glad you enjoyed this clinical and your responses reflected it. Overall you did a good job sharing your thoughts and experience. Keep up the nice work! KA

Week 3(3f): Great job on your CDG this week! Each question was answered thoroughly, meeting all requirements. SA

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)**	S	S	N/A	N/A						
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. **(responding, reflecting)**	S	S	N/A	N/A						
c. Identify the major classification of psychotropic medications. **(interpreting)**	S	S	N/A	N/A						
d. Identify common barriers to maintaining medication compliance. **(reflecting)**	S	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	S	N/A	N/A						
Faculty Initials	KA	KA	SA	NS						

Comments:

* 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	S	N/A S	N/A						
b. Discuss recommendations for referrals to appropriate community resources and agencies. **(reflecting)**	N/A	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	S	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	N/A	S	N/A						
Faculty Initials	KA	KA	SA	NS						

**Alternative Assignment
Comments:
Week 2 – 5a, c – You did a nice job discussing the purpose and importance of the detox center in our community. You did a thorough job describing the admission process to the detox unit. You discussed the prescreening process that occurs before the patient gets admitted and then the process that occurs once they have arrived. You also did a nice job discussing the nurse's role in the process and overall role on the detox unit. KA
Week 2 – 5b – You discussed all the positive aspects of the detox center and how you would recommend it in the future to your patient's needing to undergo detox from substances. You did a nice job discussing all the positive impact this resource can have on a patient's recovery process. KA
Week 3(5a,b,d): Great job attending the Sandusky Artisan's and participating in a meeting with individuals facing substance abuse challenges. SA

* End-of-Program Student Learning Outcomes

* End-of-Program Student Learning Outcomes

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

Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
Competencies: a. Demonstrate competence in navigating the electronic health record. **(responding)**	N/A	N/A	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						
c. Demonstrate the use of technology to identify mental health resources. (**responding**)	N/A	N/A	N/A	N/A						
Faculty Initials	KA	KA	SA	NS						

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)	N/A	N/A	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	N/A	N/A						
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	~~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)	S	S	S	N/A						
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (responding)	S	S	S	N/A						
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." (responding)	S	S	S	N/A						
Faculty Initials	KA	KA	SA	NS						

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 – You actively reflected on your hospice experience and the purpose of this agency. You discussed the process from admission to discharge. You reflected on your beliefs related to hospice and your overall feelings related to this experience. I am glad you enjoyed your time at hospice and learned a lot. KA

Week 2 – 7c – You were very thoughtful on your reflection of working with clients who are impacted by substance abuse and needing to be admitted to the detox center. This is a diagnosis that impacts so many and you recognized the benefits of resources such as the detox center to assist in the patient's road to recover. KA

Week 3(7c-f): Great job this week reflecting on your clinical experience and your thoughts/feelings related to substance abuse. SA

* 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:						
Date or Clinical Week:			**Course Objective:**			

	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**		

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	Criteria	3	2	1	0	Points Earned	Comments
Reflecting	13. An appropriate rationale is included for each intervention	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**		
	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: • Continue plan of care • Modify plan of care • Terminate plan of care	**Complete**			**Not complete**		

Reference

An in-text citation and reference are required.

The care map will be graded "needs improvement" if missing either the in-text citation or reference, but not both.

The care map will be graded "unsatisfactory" if no in-text citation or reference is included.

Total Possible Points= 45 points 45-35 points = Satisfactory 34-23 points = Needs Improvement* < 23 points = Unsatisfactory* ***Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.** *****Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. ***** **Faculty/Teaching Assistant Comments:**	**Total Points:**
	Faculty/Teaching Assistant Initials:

5/15/2025

Student Name: Jessica Bower   Date: 6/19/2025

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	2
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	38

Education Assessment

	Points Possible	Points Received
Learning Needs (Purpose) Identified and Prioritized (3)	10	10
Goals and Outcomes Identified (2)	5	5
Points	15	15

Education Plan

	Points Possible	Points Received
Teaching Content	10	10
Methods of Instruction	10	10
Education Resources attached	10	5
Barriers to Education Plan	5	5
Evaluation of Education Plan	10	10
Points	45	43

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

Total Points _93/100_

Jess, you received a satisfactory evaluation of the Geriatric Assessment. Great job! You missed 2 points on the time and changes test because you did not complete the scoring on the test. You also missed 5 points related to the education plan because the education you provided was not attached such as large print documents and links to videos. Overall you did a very nice job. Keep up the hard work! SA

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. *

5/15/2025

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

Student Name: Jessica Bower					**Course Objective:**	
Date or Clinical Week: 6/19/2025 Week 4						

	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	Great job with identification of all subjective and objective assessment findings, abnormal laboratory data, diagnostic testing, and risk factors.
	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	Nice job distinguishing the appropriate abnormal findings as they relate to the priority problem. Priority problems provided were relevant to your assigned patient. Risk factors that would be related patient's diagnosis of osteoporosis, macular degeneration, and arthritis. Complications provided and signs and symptoms of each complication were very thorough.
	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	Nursing interventions were prioritized, frequencies provided, individualized, and realistic for the patient. Great job with providing rationales for each of the nursing interventions.
	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	

5/15/2025

	Criteria	3	2	1	0	Points Earned	Comments
	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	Evaluation of your priority problem identified was done appropriately, great job!
	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.

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** **Faculty/Teaching Assistant Initials: SA**

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

Student Name: **Clinical Date:**

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

Process Recording
(20 points total)
    • Analysis of each interaction providing type of communication (therapeutic/nontherapeutic) (6)
    • Provides technique for each interaction (exploring, probing, etc.) (6)
    • Provides explanation for interactions (8)
	Comments:

Criterion #7
Process Recording
(10 points total)
    • Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion (6)
    • There are at least 10 interchanges between the client and student (4)
	Total Points:
	Comments:

Criterion #8
Evaluation
(15 points total)
    • Self-evaluation of communication with client (5)
    • Identify at least 3 strengths and 3 weaknesses of therapeutic communication (10)
	Total Points:
	Comments:

Criterion #9
Evaluation
(10 points total)
    • Identify at least 3 barriers to communication including interventions or communication that could have been done differently (5)
    • Identify all pertinent social determinants of health (5)
	Total Points:
	Comments:

Criterion #10
Reference/Citation
    • An in-text citation and reference are required.
    • If not present, missing components will need to be added and the assignment re-submitted.	

Total possible points = 100 77-100 = Satisfactory ≤ 76= Unsatisfactory *Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. * **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 for clients with mental illness. (1,2,3,4,5,6,7,8).*	Total Points: Comments:

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).* **Clinical Competency:** 2(d) Formulate a prioritized nursing plan of care utilizing clinical judgment skills. **(noticing, interpreting, responding, reflecting)** **Clinical Competency: 3(e**) Develop a satisfactory patient-nurse therapeutic communication. (**Nursing Process Study) (responding, reflecting)** *End-of-Program Student Learning Outcomes	

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

Students Name:					
Performance Codes: S: Satisfactory **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	S	KA	NA
Date: **6/13/2025**	vSim (Sharon Cole) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7)	Pre-Quiz, Scenario, SBAR, and Post Quiz	S	SA	NA
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	S	NS	NA
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	S	NS	NA
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) (Nursing-	Pre-Quiz, Scenario, SBAR, and Post Quiz			

	Mental Health) (*1, 2, 3, 4, 5, 6,7)				
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:

EVALUATION OF CLINICAL PERFORMANCE TOOL
Psychiatric Nursing
Firelands Regional Medical Center School of Nursing

5/15/2025

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: