

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

**Student:** Cora Meyer

**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		

## **PERFORMANCE CODE**

### **SATISFACTORY CLINICAL PERFORMANCE**

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

### **UNSATISFACTORY CLINICAL PERFORMANCE**

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

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

### **OTHER**

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

Objective										
	1. Apply the principles of psychiatric theory in the care of adolescent to geriatric patients with a mental illness diagnosis. (1, 2, 3, 5, 6, 7, 8)*									
Weeks of Course:	1	2	3	4	5	6	7	8	Make Up	Final
<b>Competencies:</b>	NA	S	S	S	S					
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder. <b>(noticing)</b>	NA	S	S	S	S					
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>	NA	S	S	S	S					
c. Provide culturally and spiritually competent care within the scope of nursing that meets the needs of assigned patients from diverse cultural, racial and ethnic backgrounds. <b>(responding)</b>	NA	NA	S	S	S					
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>	NA	S	S	S	S					
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>	NA	S	S	S	S					
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>	NA	NA	NA	NA	S					
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>				S						
Faculty Initials	KA	RH	BS	RH						
Clinical Location	NO clinical	Sandusky Artisans	Hospice	Erie County Health Dept. Detox	1South					

Comments:

5/9/2025

Week 2: 1 (a, d)- You were able to identify risk factors for substance abuse in your CDG post this week. You were also able to link substance abuse to mental illness in your discussion post as well. You were also able to discuss the need for mental health programs and how these assist patients in the area. I like that you identified that we are treating the “whole person, not just the symptoms of addiction” in your post. Great reflection! RH

Week 4: 1(c, d)- You did a good job discussing barriers to cultural and spiritually competent care at the detox center. You were able to identify each role of the employees and how they assisted with care of the clients. You also identified methods of self-care that take place at the detox center such as promoting group meetings (like AA) and counseling. RH

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

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

**Comments:**

5/9/2025

Week 2: 2 (c)- The group you described in your CDG sound as if it was quite diverse. I like that there were some older people who were trying to help the younger people in the group. I also love that there is an app for locating meetings. This is a great way to assist patients in their recovery and give them a resource or place to learn about coping mechanisms to assist them in their journey. RH

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

**Comments:**

Week 2: 3 (a, c, d)- Week 2: 3 (a, c, d)- Use of professionalism and therapeutic communication is key when caring for patients. Identifying barriers to effective communication allows you to be able to know when to have therapeutic communication or when to exit a conversation. RH

Week 3 – 3f – You did a nice job reflectively responding to all the CDG questions related to your experience at hospice. Thank you for sharing your personal thoughts prior to attending, and then reflecting on those following your experience. You were thorough and thoughtful with your responses. Keep up the great work! BS

**Objective**

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

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

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

### \*\*Alternative Assignment

#### Comments:

Week 2: 5 (b, d)- you were able to identify appropriate community resources for clients in your CDG this week as well as discuss the need/importance of having a substance abuse recovery resource in the area for clients. RH

Week 4: 5(a, b, c)- You did a great job discussing your experience at the detox center in your CDG this week. You were able to talk about the services they provide to clients and how clients are referred to this service. RH

\* 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
<b>Competencies:</b>	NA	NA	NA	NA	S					
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>	NA	NA	NA	NA	S					
b. Demonstrate satisfactory documentation of psychiatric assessments and nursing notes utilizing the electronic health record. <b>(responding)</b>	NA	NA	NA	NA	S					
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>	NA	NA	S	S	S					
Faculty Initials	KA	RH	BS	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	S	S	S					
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care. (responding)	NA	NA	NA	S	S					
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	NA	S	S	S	S					
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. (responding)	NA	S	S	S	S					
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (responding)	NA	S	S	S	S					
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." (responding)	NA	S	S	S	S					
Faculty Initials	KA	RH	BS	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 2: 7 (c)- You had a great reflection on your experience in your CDG this week. You were able to discuss how the clinical experience was able to allow you to see how much effort and time goes into assisting the clients. You also were able to be aware that you may be closed-minded and how this opened a new perspective for you. Great job! RH

Week 3 7a: My strengths for care delivery with hospice patients included being gentle and patient with the clients, as well as their families, listening to families stories and expressing and understanding of the hardships they're facing while losing their loved one. Yes, this is a huge part of hospice nursing and it sounds like you did a great job! BS

Week 3 – 7c –Cora, you did a wonderful job reflecting on your clinical experience at Hospice. BS

\* End-of-Program Student Learning Outcomes

Week 4 7a: My strength for care delivery this week was listening to those in the detox unit tell their stories. Being there and listening to what they have on their minds without judgement, recommendations, or tips. In the stage of recovery, the patients were in they did not need someone such as myself telling them what to do. They will not be receptive to it. **Great observation and use of silence/active listening with the clients. RH**

**Week 4: 7(c)- you were able to reflect on your feelings after your clinical experience and how you felt they were able to assist with the clients addiction as well as their mental health. RH**

Week 5 7a- My strength for care delivery this week was trying to empathize with the patients on 1S. Listening to more manic patients and trying to steer the conversations toward self-care such as not needing sleep or eating more than a few bites of meals. As well as steering clear from using certain terms. Such as a patient utilizing the words like crazy or weird to describe other patients in the unit. Educating that everyone is there for a reason and that it's ok, everyone needs help.

Care Map Evaluation Tool\*\*

Psych  
2025

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

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

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

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: <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul>	Complete			Not complete		

**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:**

<b>Total Points:</b>
<b>Faculty/Teaching Assistant Initials:</b>

Geriatric Assessment Rubric  
2025

Student Name:   Cora Meyer  

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	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 (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	10
Barriers to Education Plan	5	5
Evaluation of Education Plan	10	10
Points	45	45

An in-text citation and reference are required.	---	---
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Total Points **100/100 Satisfactory BS**  
**Nice work, Cora!**

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. \*

Student Name: Cora Meyer		Course Objective: 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 patients with mental illness.					
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)	3	Nice job identifying abnormal assessment findings and risk factors supporting your priority problem of risk for falls.
	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	1	Only one priority identified. Goal is stated and appropriate assessment findings highlighted. Potential complications identified. Signs and symptoms not identified but that's appropriate considering the complications.
	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	Interventions are prioritized, individualized, and realistic. Rationales provided.
	10. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	11. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	12. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

Criteria		3	2	1	0	Points Earned	Comments
	13. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	All highlighted assessment findings re-evaluated. Statement not made to continue, modify, or terminate the plan of care.
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul>	Complete			Not complete	0	

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Total Possible Points= 45 points

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34-23 points = Needs Improvement\*

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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.**

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

**Faculty/Teaching Assistant Comments:** Cora, Nice work on your care map focusing on fall prevention for your patient. BS

**Total Points: 40/45 Satisfactory. BS**

**Faculty/Teaching Assistant Initials: BS**

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

**Student Name:**

**Clinical Date:**

<p><b>Criterion #1</b>  <b>Process Recording is organized and neatly completed</b>  <b>(5 points total)</b></p> <ul style="list-style-type: none"> <li>• Typed process recording (2)</li> <li>• Correct grammar and spelling (3)</li> </ul>	<p><b>Total Points:</b>  <b>Comments:</b></p>
<p><b>Criterion #2</b>  <b>Assessment (7 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies pertinent client background, current medical and psychiatric history (3)</li> <li>• Provides self-assessment of thoughts and feelings prior and during therapeutic communication interaction with client (2)</li> <li>• Identifies the milieu and effects on client (2)</li> </ul>	<p><b>Total Points:</b>  <b>Comments:</b></p>
<p><b>Criterion #3</b>  <b>Mental Health Nursing Diagnosis</b>  <b>(8 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies priority mental health problem (4)</li> <li>• Provides at least five relevant/related data findings (2)</li> <li>• Provides at least five potential complications with signs and symptoms (2)</li> </ul>	<p><b>Total Points:</b>  <b>Comments:</b></p>
<p><b>Criterion #4</b>  <b>Nursing Interventions</b>  <b>(10 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies at least 5 pertinent nursing interventions in priority order, including a rationale and timeframe (7)</li> <li>• Identifies a therapeutic communication goal (3)</li> </ul>	<p><b>Total Points:</b>  <b>Comments:</b></p>
<p><b>Criterion #5</b>  <b>Process Recording</b>  <b>(15 points total)</b></p> <ul style="list-style-type: none"> <li>• Provides direct quotes for all interchanges (3)</li> <li>• Verbal and nonverbal behavior is described for all interactions (6)</li> <li>• Students thoughts and feelings concerning each</li> </ul>	<p><b>Total Points:</b>  <b>Comments:</b></p>

interaction is provided (6)	
<b>Criterion #6</b> <b>Process Recording</b> <b>(20 points total)</b> <ul style="list-style-type: none"> <li>• Analysis of each interaction providing type of communication (therapeutic/nontherapeutic) (6)</li> <li>• Provides technique for each interaction (exploring, probing, etc.) (6)</li> <li>• Provides explanation for interactions (8)</li> </ul>	<b>Total Points:</b> <b>Comments:</b>
<b>Criterion #7</b> <b>Process Recording</b> <b>(10 points total)</b> <ul style="list-style-type: none"> <li>• Communication has a natural beginning and ending; the conversation flows from sentence to sentence and has a logical conclusion (6)</li> <li>• There are at least 10 interchanges between the client and student (4)</li> </ul>	<b>Total Points:</b> <b>Comments:</b>
<b>Criterion #8</b> <b>Evaluation</b> <b>(15 points total)</b> <ul style="list-style-type: none"> <li>• Self-evaluation of communication with client (5)</li> <li>• Identify at least 3 strengths and 3 weaknesses of therapeutic communication (10)</li> </ul>	<b>Total Points:</b> <b>Comments:</b>
<b>Criterion #9</b> <b>Evaluation</b> <b>(10 points total)</b> <ul style="list-style-type: none"> <li>• Identify at least 3 barriers to communication including interventions or communication that could have been done differently (5)</li> <li>• Identify all pertinent social determinants of health (5)</li> </ul>	<b>Total Points:</b> <b>Comments:</b>
<b>Criterion #10</b> <b>Reference/Citation</b> <ul style="list-style-type: none"> <li>• An in-text citation and reference are required.</li> <li>• If not present, missing components will need to be added and the assignment re-submitted.</li> </ul>	
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. *  <b>Course Objective:</b> 2. Synthesize concepts related to psychopathology, health assessment data, evidence-based practice, and	<b>Total Points:</b> <b>Comments:</b>

the nursing process using clinical judgment skills to plan and care for clients with mental illness. (1,2,3,4,5,6,7,8).\*

**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
<b>Date:</b> 6/6/2025	vSim (Linda Waterfall) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7)	Pre-Quiz, Scenario, SBAR, and Post Quiz	S	RH	N/A
<b>Date:</b> 6/13/2025	vSim (Sharon Cole) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7)	Pre-Quiz, Scenario, SBAR, and Post Quiz	S	BS	NA
<b>Date:</b> 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	RH	N/A
<b>Date:</b> 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	RH	N/A
<b>Date:</b> 6/25-26/2025	Live Simulation (*1, 2, 3, 4, 5, 6,7)	Scenario			
		Reflection Journal			
		Survey			
<b>Date:</b> 6/27/2025	vSim (Sandra Littlefield) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
<b>Date:</b>	vSim (George	Pre-Quiz,			

<b>7/3/2025</b>	Palo) (Nursing- Mental Health) (*1, 2, 3, 4, 5, 6,7)	Scenario, SBAR, and Post Quiz			
<b>Date: 7/18/2025</b>	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**  
**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: