

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

**Student:**

Brianna Dobias

**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)
6/7/25	1 hour	Incomplete Sandusky Artisan's survey	6/9/25 1 hour KA
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
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### 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.

<b>Objective</b>										
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	<b>Final</b>
<b>Competencies:</b>	NA	S	S	S	NA					
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	NA					
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>	NA	NA S	S	S	NA					
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>	S	NA	S	S	NA					
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>	S	NA S	S	S	NA					
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>	S	S	S	S	NA					
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>	NA	NA	NA	S	NA					
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>				S						
Faculty Initials	NS	KA	BS							

Clinical Location

Hospice	Artisans	Detox	1 South	No Clinical						
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**Comments:**

Week 2 -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. Wonderful job supporting your thoughts with references. KA

Week 2 – 1b – You discussed how substance use can influence adolescence and affect them from an early age into adulthood. You did a nice job discussing differ factors that can increase the likelihood of an adolescent having substance use disorder. KA

Week 2 – 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 3- 1c- You did a nice job identifying barriers to culturally and spiritually competent care at the Erie County Health Department Detox unit. You explained the roles of the healthcare professionals at the detox unit and also explained their responsibilities. 1d- You also did a great job discussing various methods that can help clients to achieve self-care.

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

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

**Comments:**

Week 2 – 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 3- 2c- You did a nice job discussing the importance of patients receiving treatment at the detox center and using their time there to develop new coping mechanisms during their path to achieve sobriety. BS

## 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>	S	S	S	S	NA					
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>	S	S	S	S	NA					
c. Identify barriers to effective communication. <b>(noticing, interpreting)</b>	S	S	S	S	NA					
d. Develop effective therapeutic responses. <b>(responding)</b>	S	S	S	S	NA					
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>	S	S	S	S	NA					
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. <b>(responding)</b>	S	S	S	S	NA					
h. Teach patient/family based on readiness to learn and patient needs. <b>(responding, reflecting)</b>	S	NA	S	S	NA					
Faculty Initials	NS	KA	BS							

Comments:

5/9/2025

Week 1 3(f) - Excellent work with your Hospice reflection journal CDG assignment this week. I can tell this was a positive and beneficial experience for you to see an entirely different side of nursing and health care. I enjoyed reading your responses about your experience and all that you learned. All criteria were met for a satisfactory evaluation. See my comments under your dropbox submission for more details. Well done! NS

Week 2 – 3f – You responded to all CDG questions related to your experience at the Sandusky Artisan’s. You included a reference and an in-text citation for each of your sources. I was able to locate your original CDG and saw that it was time stamped by the due date and time. Please make sure to post your CDG resource under the week of clinical versus directly in the discussion for the clinical site in the future. KA

Week 3- 3f- Great job on your CDG this week. Your responses were thorough and well thought-out. It sounds like you learned a lot about the Erie County Health Center Detox unit and the services they provide for those struggling with various addictions. BS

<b>Objective</b>										
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	<b>Final</b>
a. Observe &/or administer medication while observing the six rights of medication administration. <b>(responding)</b>	S	NA	S	S	NA					
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. <b>(responding, reflecting)</b>	NA	NA	S	S	NA					
c. Identify the major classification of psychotropic medications. <b>(interpreting)</b>	NA	NA	S	S	NA					
d. Identify common barriers to maintaining medication compliance. <b>(reflecting)</b>	S	NA	S	S	NA					
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	NA					
Faculty Initials	NS	KA	BS							

**Comments:**

Week 1 4(a) – Experience was gained during the Hospice clinical related to medication administration and the process of safely administering medications with the assigned nurse. NS

\* End-of-Program Student Learning Outcomes

<b>Objective</b>										
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	S	NA	NA					
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>	S	S	S	NA	NA					
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	S	NA	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	NS	KA	BS							

**\*\*Alternative Assignment**

**Comments:**

Week 2 – 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 free atmosphere and giving everyone ample amount of time to talk or just listen made the meeting feel welcoming to all who attended. KA

\* End-of-Program Student Learning Outcomes

Week 3- 5a,c- You did a great job describing the Erie County Health Center Detox unit and discussing the services they provide to their clients as they attempt to beat their addiction. You also discussed how clients are referred to the center. 5b- You discussed that you would recommend this agency to a client struggling with addiction issues so that they can go through the withdrawal process in a safe manner. BS

<b>Objective</b>										
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	<b>Final</b>
<b>Competencies:</b>	NA	NA	NA	S	NA					
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>	NA	NA	NA	S	NA					
b. Demonstrate satisfactory documentation of psychiatric assessments and nursing notes-utilizing the electronic health record. <b>(responding)</b>	NA	NA	NA	S	NA					
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>	S	S	S	S	NA					
Faculty Initials	NS	KA	BS							

**Comments:**

\* End-of-Program Student Learning Outcomes

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

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 7(e,f) – The assigned nurse for the hospice clinical experience provided excellent evaluations for all competencies. Great job demonstrating professionalism during all interactions and making a positive impact on patient’s and staff during your time on the hospice unit. NS

Week 2 – 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 becoming addicted to alcohol and other substances. KA

\* End-of-Program Student Learning Outcomes

Week 2 – 7e – You are receiving an unsatisfactory for this competency related to not completing your survey for your Sandusky Artisans experience by the due date and time. You are also receiving 1 hour of missed clinical for the missing survey 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

Week 2- 7e: I received an unsatisfactory for this competency because I did not complete the survey for my Sandusky Artisans experience on time. I will prevent this in the further by double-checking the assignment and requirements for each clinical after each experience. By doing this, I can make sure I am not missing any deadlines and turn in the required assignments on time. Good plan. BS

Week 3- 7c- You did a great job evaluating your feelings, attitudes, and responses to clients related to the services offered at the Erie County Health Center Detox Unit. BS

**Week 4- 7a: One strength for care delivery I demonstrated this week was developing a therapeutic relationship with my patient. I did this by participating in group therapy sessions, spending time with the patient during free periods, and engaging in active listening. Due to the relationship developed with my patient, I was able to gain a better understanding of why my patient was experiencing the mental health issues that lead to her admission to 1 South. Additionally, I was able to help the patient work through her emotions during a period where she was overwhelmed and extremely upset.**

Care Map Evaluation Tool\*\*  
Psych

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

2025

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

**Comments:**

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>N o t i c i n g</b>	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)		
<b>I n t e r p r e t i n g</b>	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)		
<b>R e s p o</b>	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		

<b>n d i n g</b>	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
13. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete		
<b>R e f l e c t i n g</b>	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* <b>*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.</b>  <b>***Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. ***</b>  <b>Faculty/Teaching Assistant Comments:</b>	<b>Total Points:</b>
	<b>Faculty/Teaching Assistant Initials:</b>

Geriatric Assessment Rubric  
2025

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.	---	---
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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
<b>N o t i c i n</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>	

<b>g</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>I n t e r p r e t i n g</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>R e s p o n d i n g</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>		

	<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Points Earned</b>	<b>Comments</b>
	13. An appropriate rationale is included for each intervention	<b>&gt; 75% complete</b>	<b>50-75% complete</b>	<b>&lt; 50% complete</b>	<b>0% complete</b>		
<b>R e</b>	14. List all of the highlighted reassessment findings for the top nursing priority.	<b>&gt;75% complete</b>	<b>50-75% complete</b>	<b>&lt;50% complete</b>	<b>0% complete</b>		

<b>f e c t i n g</b>	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>	<b>Complete</b>			<b>Not complete</b>		
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**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* <b>*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.</b>  <b>***Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. ***</b>  <b>Faculty/Teaching Assistant Comments:</b>	<b>Total Points:</b>
	<b>Faculty/Teaching Assistant Initials:</b>

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 interaction is provided (6)</li> </ul>	<p><b>Total Points:</b> <b>Comments:</b></p>
<p><b>Criterion #6</b></p>	<p><b>Total Points:</b></p>

<p><b>Process Recording</b> <b>(20 points total)</b></p> <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>	<p><b>Comments:</b></p>
<p><b>Criterion #7</b> <b>Process Recording</b> <b>(10 points total)</b></p> <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>	<p><b>Total Points:</b> <b>Comments:</b></p>
<p><b>Criterion #8</b> <b>Evaluation</b> <b>(15 points total)</b></p> <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>	<p><b>Total Points:</b> <b>Comments:</b></p>
<p><b>Criterion #9</b> <b>Evaluation</b> <b>(10 points total)</b></p> <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>	<p><b>Total Points:</b> <b>Comments:</b></p>
<p><b>Criterion #10</b> <b>Reference/Citation</b></p> <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>	
<p>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. *</p>	<p><b>Total Points:</b> <b>Comments:</b></p>

**Course Objective:** 2. Synthesize concepts related to psychopathology, 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).\*

**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: <b>Brianna Dobias</b>					
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	BS	NA
<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			
<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			

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