

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

**Student:** Seth Linder

**Final Grade:** **Satisfactory**

**Semester:** **Summer Session**

**Date of Completion:** **7/17/2025**

**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

**Rachel Haynes**

**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)
6/28/25	1 hour	Missing Detox survey	7/1/25 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		

## **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>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
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>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. <b>(interpreting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
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>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care <b>(noticing)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
e. Recognize social determinants of health and the relationship to mental health. <b>(reflecting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
f. Develop and implement an appropriate nursing therapy group activity. <b>(responding)</b>	N/A	N/A	S	N/A	N/A	N/A	N/A	N/A	N/A	<b>S</b>
g. Develop a geriatric physical/mental health assessment and education plan. <b>(Geriatric Assessment) (responding)</b>	N/A	S	N/A	<b>S</b>						
Faculty Initials	<b>KA</b>	<b>SA</b>	<b>RH</b>	<b>NS</b>	<b>KA</b>	<b>RH</b>	<b>SA</b>	<b>RH</b>	<b>RH</b>	<b>RH</b>
Clinical Location	N/A	1South	1South	Hospice	Detox	N/A	Artisans	N/A	N/A	<b>FINAL</b>

**Comments:**

5/9/2025

Week 2- (1a-e) Great job with both of your CDGs this week in which you described the relationship between your patient's mental health, physical health, and environment. You were able to correlate the patient's prescribed therapies to their current diagnosis, and you did a great job discussing social determinants of health that play a role in your patient's mental health. Remember to enter your clinical site. Nice job! SA

Week 3: 1(b, c, d, f)- This week you were able to discuss your client's interactions in therapy group and how this benefited the client. This included how the client was planning for their discharge plan and how they were going to implement new techniques at home to help their mental health. You were also able to describe three types of therapeutic communication you used with the clients on the unit this week. You were able to provide a therapy group this week by leading a chair yoga session. The clients liked this and said it was a great reset or way to relax. Good job! RH

Week 5 – 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 even though there may be some barriers such as not having their own belongings while at detox. You discussed how they have bibles available and even obtained a Quran. You also discussed the chef providing cultural cuisine as requested by patients. KA

Week 5 – 1d – You did a nice job discussing the opportunities to demonstrate self-care while on the detox unit. You discussed the importance of education and routine with activities such as taking medications, eating, hygiene, attending group therapy sessions, and getting adequate sleep. KA

Week 7(1a,b,d): Great job discussing risk factors for individuals fighting addiction and how therapies/meetings help with sobriety. SA

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
<b>Competencies:</b>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	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>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
b. Identify patient's subjective and objective findings including labs, diagnostic tests, and risk factors. <b>(noticing, recognizing)</b>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. <b>(noticing, interpreting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. <b>(noticing, interpreting, responding, reflecting)*</b>	N/A	N/A	S	N/A	S	N/A	N/A	N/A	N/A	S
e. Apply the principles of asepsis and standard precautions. <b>(responding)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
f. Practice use of standardized EBP tools that support safety and quality. <b>(noticing, responding)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
Faculty Initials	KA	SA	RH	NS	KA	RH	SA	RH	RH	RH

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

**Comments:**

Week 2 (2a-c,e,f)- Great job discussing your patient's past medical and mental health history in your CDG, as well as describing factors that create a culture of safety in the psychiatric unit. SA

Week 3: 2(a-f)- You were able to complete competency a-d while completing your care map this week. You also were able to present your EBP article at the end of the clinical day Friday. RH

Week 7(2c): You did a good job discussing how individuals with substance abuse problems cope and handle situations they may encounter. SA

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>	N/A	S	S	S	S	N/A	S	N/A	N/A	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>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
c. Identify barriers to effective communication. <b>(noticing, interpreting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
d. Develop effective therapeutic responses. <b>(responding)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
e. Develop a satisfactory patient-nurse therapeutic communication. <b>(Nursing Process Study) (responding, reflecting)</b>	N/A	N/A	N/A	S	N/A	N/A	N/A	N/A	N/A	S
f. Posts respectfully and appropriately in clinical discussion groups. <b>(responding, reflecting)</b>	N/A	S	S	S	S U	N/A	S	N/A	N/A	S
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations. <b>(responding)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
h. Teach patient/family based on readiness to learn and patient needs. <b>(responding, reflecting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
Faculty Initials	KA	SA	RH	NS	KA	RH	SA	RH	RH	RH

**Comments:**

Week 2 (3a-d,f-h)- Great job with the identification of barriers for your assigned patient that may hamper their communication skills. You did a great job with CDG post, following all expectations of CDG rubric. Great job with assessing your patient for the readiness to learn and comprehension of adaptive coping skills and behaviors. Nice job communicating with clients and staff as well! SA

5/9/2025

Week 3: 3(a, c, d)- You were able to use therapeutic communication with the clients on the unit this week. You further developed these skills while also discussing them in your CDG post this week. You identified three types of therapeutic communication you used while talking with clients this week. You were able to identify barriers to communication during discussion in debriefing at the end of both clinical days. RH

Week 4 3(f) - Excellent work with your Hospice reflection journal CDG assignment this week. It sounds like this was an emotional clinical experience for you. I appreciate the reflection provided through exploration of your feelings regarding some of the difficult situations that you encountered. This seemed like a meaningful reflection that allowed you to consider vastly different aspects of nursing that you have not yet experienced. Even though you may not work in this setting, end of life situations may come up in any health care setting. I think you did a great job discussing how important of a role you can play as a nurse during these times. Hospice nurses are special people. Although they do experience a great deal of sadness, the support that they provide for patients and their family members is unmatched. You were able to get a glimpse of how taxing it can be both physically and emotionally when caring for end of life on a daily basis. 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 5 – 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 did not include an in-text citation or a reference at the bottom of your post as required by the CDG rubric. Please remember you need to include both to receive a satisfactory in your discussion post. Overall you did a good job sharing your thoughts and experience. Please also remember to make a comment on how you will prevent receiving a U in this competency in the future. KA

Week 5 – 3f – I received a U because I did not realize I needed an in-text citation in my CDG for this week. I will make sure I read all the directions before submitting my assignments. RH

Week 7(3f): Seth, great job on your cdg this week! Each question was answered thoroughly, meeting all requirements. SA

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>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
b. Demonstrate ability to discuss the uses and implication of psychotropic medications. <b>(responding, reflecting)</b>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
c. Identify the major classification of psychotropic medications. <b>(interpreting)</b>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
d. Identify common barriers to maintaining medication compliance. <b>(reflecting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. <b>(responding, reflecting)</b>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
Faculty Initials	KA	SA	RH	NS	KA	RH	SA	RH	RH	RH

**Comments:**

Week 2 (4a-e)- Excellent job demonstrating knowledge of prescribed medications your client is taking to treat mental health on this week's CDG. You observed administered medications to your client with the staff nurse and asked appropriate questions in debriefing. Great discussion of common barriers to maintaining medication compliance in your CDG this week as well. SA

Week 3: 4(a-e) You were able to witness medication administration with the RN and your client this week while on the unit. You were able to identify the types of medications as well as what they were indicated for in regards to your client. You were able to identify why clients were not compliant with medications during discussion with the nurses and myself. RH.

Week 4 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	<b>Final</b>
a. Identify the need for the community resources-detox unit available to patients with a mental illness. <b>(noticing, interpreting)</b>	N/A	S	S	N/A	S	N/A	S	N/A	N/A	<b>S</b>
b. Discuss recommendations for referrals to appropriate community resources and agencies. <b>(reflecting)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	<b>S</b>
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>	N/A	N/A	N/A	N/A	S	N/A	N/A	N/A	N/A	<b>S</b>
d. Recognize and describe the need for substance abuse recovery resources. <b>(Alcoholics/Narcotics Anonymous at the Sandusky Artisans Recovery Center (Observation))</b>	N/A	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	<b>S</b>
Faculty Initials	<b>KA</b>	<b>SA</b>	<b>RH</b>	<b>NS</b>	<b>KA</b>	<b>RH</b>	<b>SA</b>	<b>RH</b>	<b>RH</b>	<b>RH</b>

**\*\*Alternative Assignment Comments:**

Week 2 (5a,b)- Excellent job attending group therapy and participating in discussion on employment resources you were able to correlate them within your CDG and in debriefing for needs of the client. SA

Week 3: 5(b)- you were able to identify some community resources while on clinical this week as well as mentioning the Firelands "Hope" hotline in your CDG this week. RH

\* End-of-Program Student Learning Outcomes

Week 5 – 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 5 – 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 7(5a,b,d): Great job attending the Sandusky Artisan's and participating in a meeting with individuals facing substance abuse challenges. SA

## 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>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
a. Demonstrate competence in navigating the electronic health record. <b>(responding)</b>	N/A	S	S	S	S	N/A	N/A	N/A	N/A	S
b. Demonstrate satisfactory documentation of psychiatric assessments and nursing notes utilizing the electronic health record. <b>(responding)</b>	N/A	<del>S</del> NA	S	N/A	N/A	N/A	N/A	N/A	N/A	S
c. Demonstrate the use of technology to identify mental health resources. <b>(responding)</b>	N/A	S	S	S	S	N/A	S	N/A	N/A	S
Faculty Initials	KA	SA	RH	NS	KA	RH	SA	RH	RH	RH

### Comments:

Week 2 (6a,c)- Great job navigating the electronic health record to research information on your patient. I changed 6b to "NA" because the only time you will document in the chart is when you provide the group therapy activity on 1S. SA

Week 3: 6(a-c)- You were able to incorporate technology in your CDG this week by providing the Firelands "Hope" hotline as an additional resource for clients. You demonstrated competence in navigating the electronic health record and documentation when documenting on your therapy group you led this week. RH

\* 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	S	S	N/A	N/A	N/A	N/A	N/A	N/A	S
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	S	S	S	S	N/A	S	N/A	N/A	S
c. Illustrate active engagement in self-reflection and debriefing. (reflecting)	N/A	S	S	S	S	N/A	S	N/A	N/A	S
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions. (responding)	N/A	S	S	S	S	N/A	S	N/A	N/A	S
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (responding)	N/A	S	S	S	S U	N/A	S	N/A	N/A	S
f. Comply with the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care." (responding)	N/A	S	S	S	S	N/A	S	N/A	N/A	S
Faculty Initials	KA	SA	RH	NS	KA	RH	SA	RH	RH	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 (7a)-** I felt that I was able to talk to the patient with therapeutic communication. I spent a good amount of time talking to the patient, making them feel heard and that they matter. The patient was very open and honest with me, which allowed them to become more comfortable and calm. **You did an excellent job communicating with all the patients this week on 1 south. Keep up all your hard work! SA**

**Week 3 (7a)-** I felt that I was able to be nonjudgemental when talking with the patient. I respected his values and background without bias. He had very strong opinions about certain things but I did not give any of my own personal thoughts while communicating. **Great job using active listening and encouraging the client to talk with you this week. Being nonjudgmental is a key part of therapeutic communication. RH**

\* End-of-Program Student Learning Outcomes

Week 4 7(e) – You received complimentary praise from the RN you worked with during the Hospice clinical experience: “He did a great job! Gained experience with postmortem care, will to learn and help.” Great job demonstrating professionalism during this precepted experience and making a positive impact! NS

Week 5 – 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 5 – 7e – You are receiving an unsatisfactory for this competency related to not completing your survey for your detox center experience. You are also receiving 1 hour of missed clinical per policy. Once you have completed the survey your 1 hour will be considered made up. Please also remember to make a comment on how you will prevent receiving a U in this competency in the future. KA

Week 5 – 7e – I received a U because I did not complete my Detox Clinical survey. I will make sure this does not happen again by double checking I have done all of the expected assignments before the week is complete. RH

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

**Final comment: Great job this semester! You have completed all clinical components of this course with a “Satisfactory” rating. You have done a great job of applying concepts learned in the classroom into your clinical experiences. You improved on your therapeutic communication skills throughout the summer. Keep up the great work! RH**

Care	Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials	Map
	6/16/25	Thought Process, Disturbed	S/RH	N/A	

Evaluation Tool\*\*  
Psych  
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: S. Linder		Course Objective:					
Date or Clinical Week: 3							
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	All criteria met. RH
	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	All criteria met. RH
	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	9. for intervention #1- you can include safety in this as well.  11. For intervention 2, 9, 10, and 11 there is no frequency listed. This puts you at 63% complete.
	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	2	
	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 criteria met. RH
	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	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: 44/45**

**Faculty/Teaching Assistant Initials: RH**

Geriatric Assessment Rubric  
2025

Student Name: Seth Linder

Date: 7/11/2025

### 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	5
Barriers to Education Plan	5	10
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 RH**

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: <b>Seth Linder</b>		Course Objective:					
Date or Clinical Week: <b>GA</b>							
Criteria	3	2	1	0	Points Earned	Comments	
<b>Noticing</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)	3	All criteria met. RH
	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	
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	All criteria met. RH Great list of 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	
<b>Responding</b>	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	All criteria met. RH Very good educational points provided in 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	
	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 criteria met. RH
	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	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: RH**

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

Student Name: **Seth Linder**

Clinical Date: **6/3/25**

<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: 5</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: 7</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: 8</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: 10</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: 15</b>  <b>Comments:</b></p>
<p><b>Criterion #6</b></p>	<p><b>Total Points: 20</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: 10</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: 15</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: 10</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>Course Objective:</b> 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).*</p>	<p><b>Total Points: 100/100</b> <b>Comments: Satisfactory/RH</b></p>

<p><b>Course Objective:</b> 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).*</p> <p><b>Clinical Competency:</b> 2(d) Formulate a prioritized nursing plan of care utilizing clinical judgment skills. (<b>noticing, interpreting, responding, reflecting</b>)</p> <p><b>Clinical Competency:</b> 3(e) Develop a satisfactory patient-nurse therapeutic communication. (<b>Nursing Process Study</b>) (<b>responding, reflecting</b>)</p> <p>*End-of-Program Student Learning Outcomes</p>	
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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	RH	N/A
<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	NS	NA
<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	NS	NA
<b>Date:</b> 6/25- 26/2025	Live Simulation (*1, 2, 3, 4, 5, 6,7)	Scenario	S	KA	NA
		Reflection Journal	S	KA	NA
		Survey	S	KA	NA
<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	S	KA	NA
<b>Date:</b> 7/3/2025	vSim (George Palo)	Pre-Quiz, Scenario, SBAR,	S	RH	N/A

	(Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7)	and Post Quiz			
<b>Date:</b> <b>7/18/2025</b>	vSim (Randy Adams) (Nursing-Mental Health) (*1, 2, 3, 4, 5, 6,7)	Pre-Quiz, Scenario, SBAR, and Post Quiz	S	RH	N/A

\* Course Objectives

**Comments:**

Live Simulation- Please review the comments placed on the simulation scoring sheet below. In addition, review the individual faculty feedback placed within the simulation reflection journal dropbox. KA

# Lasater Clinical Judgment Rubric Scoring Sheet

**Student Roles:** A=Assessment Nurse; M=Medication Nurse

STUDENT NAME(S) AND ROLE(S): Jameson Lee (A), Seth Linder (A), Naveah Walton (M), Stevi Ward (M)

GROUP #: 2

SCENARIO: Alcohol Substance Use Simulation

OBSERVATION DATE/TIME(S): 06/25/2025 0920-1020

CLINICAL JUDGMENT COMPONENTS	<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E     <b>A</b>     D     B</li> <li>• Recognizing Deviations from   Expected Patterns:           E     <b>A</b>     D     B</li> <li>• Information Seeking:         E     <b>A</b>     D     B</li> </ul>	<p>Notices the patient's blood pressure is elevated.</p> <p>Notices the patient appears anxious.</p> <p>Seeks out information related to patient's substance use history.</p> <p>Recognizes the patient does not need Lorazepam based on the CIWA Scale score.</p> <p>Observes visual hallucinations.</p> <p>Seeks out information related to the patient's support system and substance use.</p> <p>Recognizes the patient needs Lorazepam based on the CIWA Scale score.</p>
<p><b>INTERPRETING: (2,4)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:           E     <b>A</b>     D     B</li> <li>• Making Sense of Data:       E     <b>A</b>     D     B</li> </ul>	<p>Prioritizes performing the CAGE Questionnaire and CIWA Scale.</p> <p>Interprets the CAGE Questionnaire as suggestive of alcohol abuse.</p> <p>Interprets the CIWA Scale score as 5.</p> <p>Interprets the CIWA Scale score as 19.</p> <p>Interprets CIWA protocol accurately for Lorazepam dose (4 mg PO).</p>
<p><b>RESPONDING: (1,2,3,5)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:     <b>E</b>     A     D     B</li> <li>• Clear Communication:       E     <b>A</b>     D     B</li> <li>• Well-Planned Intervention/   Flexibility:                 E     <b>A</b>     D     B</li> <li>• Being Skillful:             E     <b>A</b>     D     B</li> </ul>	<p>Introduces self and identifies patient. Establishes orientation.</p> <p>Obtains vital signs. BP-150/88.</p> <p>Asks the patient questions related to reason for admission, history of drinking.</p> <p>Performs the CAGE Questionnaire.</p> <p>Performs the CIWA Scale.</p> <p>Utilizes therapeutic communication with the patient. Inquires about bruises on arm and face.</p> <p>Provides information on available community resources for alcohol/substance abuse.</p>

	<p>Medication nurse educates the patient on medications to be administered.</p> <p>Medication nurse identifies patient and scans wristband.</p> <p>Discusses recent loss with patient and suggests talking to someone about it.</p> <p>Medication nurse administers ordered daily medications.</p> <p>Introduces self and identifies patient. Establishes orientation.</p> <p>Obtains vital signs. BP- 148/86.</p> <p>Performs CIWA Scale.</p> <p>Medication nurse verifies patient and scans wristband.</p> <p>Administers Lorazepam 4 mg PO (per protocol).</p> <p>Attempts to utilize therapeutic communication with the patient.</p> <p>Provides education related to withdrawal symptoms and substitution therapy. Community resources discussed and offered.</p>
<p><b>REFLECTING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>Evaluation/Self-Analysis: <b>E</b>    A    D    B</li> <li>Commitment to Improvement: <b>E</b>    A    D    B</li> </ul>	<p>Group members actively participated during debriefing. Appropriate questions were asked. Each group member discussed what they felt were strengths and weaknesses in their performance. Alternate choices were discussed for improvement in the future. Each member verbalized something they would do differently if they were to do the scenario again. Each member also stated a take-away point from the scenario.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Demonstrate effective therapeutic communication while interacting with patient admitted for an acute mental health crisis. (1, 2, 3)*</b></li> </ul>	<p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p>Responding: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p>

- **Utilize the CIWA scale to assess a patient with a history of substance abuse. (1, 2)\***
- **Determine appropriate medication administration steps utilizing the CIWA scale. (4)\***
- **Provide patient with appropriate education on community support and resources. (5)\***

**Satisfactory completion of the simulation scenario. Great job! BS**

**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:

Seth Linder