

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

Student Name:  
#

Date:

Process Recording:

| Criteria  | Possible Points | Instructor's Comments | Points |
|---|-----------------|-----------------------|--------|
| Process Recording is organized & neatly done; spelling & grammar are correct  | 5               |                       |        |
| Typed Process Recording   | 5               |                       |        |
| <b>Assessment</b>   |                 |                       |        |
| Data form is complete. Including demographics, background information.  | 5               |                       |        |
| <b>Nursing Diagnosis</b>  |                 |                       |        |
| Mental Health related   | 5               |                       |        |
| <b>Planning</b>   |                 |                       |        |
| Therapeutic Communication Goal  | 5               |                       |        |
| <b>Measurable objectives</b> (2) are written related to goal achievement.   | 5               |                       |        |
| <b>Implementation</b>   |                 |                       |        |
| Direct quotes are used for all statements (student's and patients).   | 5               |                       |        |
| Non-verbal behavior is described (student & patient).   | 5               |                       |        |
| Student's thoughts and feelings are recorded.   | 5               |                       |        |
| <ul style="list-style-type: none"> <li>• An analysis of the verbal &amp; non-verbal techniques is present using correct therapeutic communication terminology</li> <li>• Student feelings regarding the patient's verbal or nonverbal communication is described.</li> <li>• Appropriate nursing interventions are listed.</li> </ul> | 20              |                       |        |
| Communication has a natural beginning & ending; the conversation flows from sentence to sentence; and has a logical conclusion.   | 5               |                       |        |
| There are at least 10 inter-changes between client & student.   | 5               |                       |        |
| <b>Evaluation</b>   |                 |                       |        |
| <ul style="list-style-type: none"> <li>• Self evaluation of the Process Recording was completed.</li> <li>• Strengths &amp; weaknesses of the therapeutic communication were identified.</li> </ul>   | 15              |                       |        |
| <ul style="list-style-type: none"> <li>• Were the objectives met?</li> <li>• What could have been done differently?</li> <li>• Barriers identified if</li> </ul>  | 10              |                       |        |

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| appropriate. |  |  |  |
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Students must receive 77 points out of 100 to pass this assignment. The data process recording will be graded on Clinical Performance tool with a "S" or "U". The Nursing Process Recording is counted as clinical hours and missed or late assignments will result in missed clinical hours and must be made up.

**PROCESS RECORDING DATA FORM**

Student Name: April Randleman

Patient's Initials: CK

Date of Interaction: 8-2-19

**ASSESSMENT**

- Pertinent background information of patient (age, sex, marital status, etc.), description of why the patient was admitted to the Behavioral Unit. Was this a voluntary or non-voluntary admission? This was a voluntary admission. She is a 42 year old married woman. Patient went to emergency room at Fisher Titus when she was having command hallucinations that were telling her to jump in front of truck or cut herself. She has a history of seven past suicides including overdose, drowning, and trying to hang herself.
  
- List any medical diagnosis and medical health issues. Schizoaffective disorder, PTSD, Generalized anxiety disorder, Hypertension, GERD, Vasovagal near syncope, asthma, insomnia, and stroke.
  
- Self-assessment of thoughts and feelings prior and during the therapeutic communication interaction.

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Pre-interaction: I felt kind of nervous. It is always hard to tell how a patient will respond to you. Is she still hearing voices? Will she want to talk to me?

Post-interaction: I felt good she was able to open up to me. I felt bad for what she had to go through as a child.

- Describe what is happening in the “milieu”. Does it have an effect on the patient?

Other patients are walking around. The tv is on. It is almost breakfast time. Roommate is walking around talking to herself.

**DIAGNOSIS:**

- Mental Health **Nursing Diagnosis**: Violence : self-directed related to command hallucinations

**PLANNING:**

- Identify a goal of the **therapeutic** communication.  
To build trust with patient. Patient will be able to talk about any stressors in her life.

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- Identify **measurable outcomes** to meet identified goal of therapeutic communication.  
Give patient full attention. Respond appropriately to any nonverbal cues.  
Respond with therapeutic techniques to develop rapport by end of conversation.

**IMPLEMENTATION:**

- Attach Process Recording.

**EVALUATION:**

- Identify strengths and weaknesses of the therapeutic communication.

Strengths: Able to give her my full attention with all the distractions going on.  
Good eye contact and paying attention to any nonverbal cues.

Weaknesses: There are other people walking around, the tv was on. There was noise coming from nurse's station. Her roommate is walking around talking to herself and praying.

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- Were the outcomes met? Explain how the outcomes were met or any barriers to meeting the outcomes.  
Yes, the outcomes were met. We had a good conversation. I was glad we were able to develop trust. It was hard talking with all the distractions but, it is where patient was comfortable at.

|    | Interview Content                                | Non-Verbal Reaction or Communication          | Student's Analysis/Interpretation                        | Student's Feelings & Reactions                     | Nursing Interventions                |
|----|--|---|--|--|--------------------------------------|
| SN | Hi! May I sit down next to you?                  | Smiling, calm manner, warm tone.              | Giving personal recognition.                             | Kind of nervous                                    | Met by student nurse's greeting      |
| C  | Yes, you can.                                    | Gesturing to chair next to her.               | Asking permission to develop trust. Respect              | Glad she open to talk.                             | Spent time with patient.             |
| SN | How are you doing today?                         | Warm trusting manner, relaxed body mechanics. | Begin to develop trust.                                  | Wish there was easy way to break the ice           | Listening attentively.               |
| C  | I am not too good today.                         | Making eye contact                            | Trust developing   | She seems willing to talk.                         | Listening attentively.               |
| SN | Why not?   | SOLER   | Therapeutic-delving further into a subject. ( Exploring) | Hoping client will continue to talk.               | Encourage patient to voice thoughts. |
| C  | I got a new roommate that kept me up last night. | Making eye contact.                           | Mutual trust.  | Feeling more comfortable.                          | Continue to sit with patient.        |
| SN | Oh really, what happened?                        | Exploring( Soler)                             | Therapeutic-delving further into a subject.              | Glad patient is beginning to talk about her night. | Encourage patient to voice thoughts. |
| C  | She was pacing                                   | Pt looking                                    | Thinking about   | Beginning to feel                                  | Continue to sit with                 |

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|    | floor, talking to her self, and praying all night.  | down at floor.                         | what happened with roommate.                  | more comfortable.   | patient.   |
| SN | How did you deal with that?   | Offering general leads. (Soler)        | Therapeutic-offer client encouragement        | Start to feel sorry for her. She is trying to get better herself. | Encourage patient to voice thoughts.                                     |
| C  | I didn't. I just didn't sleep.  | Pt making eye contact.                 | Trust   | Hopeful she can find a way to get sleep.                          | Continue to sit with patient.  |
| SN | So how much sleep did you get?  | Focusing ( Soler)                      | Nontherapeutic-helps to stay on a single idea | Hope patient continues to talk.                                   | Continue to sit with patient   |
| C  | Only about two hours.   | Pt making eye contact.                 | Trust   | Know how hard it is with no sleep.                                | Continue to sit with patient.  |
| SN | That must have been hard. What can you do to get some sleep tonight?  | Accepting/ Formulating a plan ( Soler) | Therapeutic-what is clients plan?             | Hoping she can use her coping skills here.                        | Continue to sit with patient.  |
| C  | If I don't get discharged today , I will ask to be moved.   | Making eye contact/ smiling            | Trust   | Glad she has a plan to get sleep.                                 | Continue to sit with patient.  |
| SN | Sounds like a good plan.  | Accepting ( Soler)                     | Therapeutic                                   | Starting to feel more comfortable.                                | Continue to sit with patient.  |
| C  | It is hard because, it reminds me of when my dad use to beat up my stepmom.   | Pt looks sad and tearful               | Trust   | Starting to feel sad for her                                      | Continue to sit with patient.  |
| SN | Silence   | ( Soler)                               | Therapeutic- give time to collect thoughts.   | Glad she is able to openly talk with me.                          | Continue to sit with patient in silence, so she can gather her thoughts. |
| C  | One time when I was in fifth grade he was beating her up so bad, I got up and yelled for him to stop. She ran out of the house. | Eyes are beginning to water.           | Trust   | Feel sad for her. Hope I don't cry.                               | Continue to sit with patient.  |
| SN | After that what happened?   | Offering general leads. (Soler)        | Therapeutic-encouraged to continue.           | This was hard to ask but, felt she needed to talk about it.       | Continue to sit with patient.  |

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| C  | He beat me with a belt for not minding my own business. I just couldn't stand to hear her cry.                              | Eyes are watering wiper eyes with tissue. | Trust                                  | Felt bad for her. Respect her for trying to help someone else.                | Continue to sit with patient.          |
| SN | Yes, I understand that. How did that make you feel?   | Accepting/ exploring ( Soler)             | Therapeutic- to explain in detail      | Felt a little uncomfortable   | Continue to sit with patient.          |
| C  | I was sad but , felt good to protect her from him. I have had a lot of bad things happen to me. Thanks for listening to me. | Smiling                                   | Trust                                  | Relieved she was able to smile now.   | Continue to sit with patient.          |
| SN | You were a brave kid for trying to help her. I'll sit with you awhile.  | Offering self. (Soler)                    | Therapeutic- making oneself available. | Felt good that she was able to talk about her past with me. Feel bad for her. | Continue to sit with patient.          |
| C  | It's breakfast time finally.  | Looks into main area to eat.              | Pt wanted to end conversation.         | Recognized patient wanted to end conversation                                 | Getting up to go to breakfast.         |
| SN | Ok, talk to you later.  | Walking with patient.                     | Conversation ended                     | Glad she was able to trust me and talk.                                       | Walked with her into main area to eat. |
| C  |   |   |  |   |  |
| SN |   |   |  |   |  |

Process Recording

Note: Students as you type in the cells the cells will expand.