

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Psychiatric Nursing- 2020**  
**Firelands Regional Medical Center School of Nursing**  
**Sandusky, Ohio**

**Student:**

Josee Brown

**Final Grade: Satisfactory/Unsatisfactory**

**Semester: Summer Session**

**Date of Completion:**

**Faculty: Fran Brennan MSN, RN, Monica Dunbar MSN, RN, Lora Malfara MSN, RN  
 Carmen Patterson MSN, RN, Brittany Schuster MSN, RN**

**Teaching Assistants: Devon Cutnaw 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 on the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a "S, NI, or U". 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, the following week it must be addressed with a comment as to why it is no longer a "U". If the student does not state why the "U" is corrected, then it will be another "U" until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. If the final performance code is unsatisfactory in any one of the competencies, a grade of unsatisfactory is given. If a pattern of unsatisfactory performance occurs after performing the competency satisfactorily, this also constitutes a grade of unsatisfactory. An unsatisfactory as a final score in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.

**METHODS OF EVALUATION:**

- Clinical Patient Profile
- Documentation
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Online Discussion Rubric
- Nursing Process Recording Rubric
- Geriatric Assessment Rubric
- Participation in adjunctive therapies (N.A./A.A.; Erie County Health Department Detox Unit, Hospice inpatient/outpatient care)

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments

\* End-of-Program Student Learning Outcomes

EBP presentations  
Hospice Reflection Journal  
Virtual Simulation Scenarios

Initials	Faculty Name/Teaching Assistant
FB	Fran Brennan MSN, RN
MB	Monica Dunbar MSN, RN
LM	Lora Malfara MSN, RN
CP	Carmen Patterson MSN, RN
BS	Brittany Schuster MSN, RN
DC	Devon Cutnaw 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.

\* End-of-Program Student Learning Outcomes

Objective									
	1. Apply the principles of psychiatric theory in the care of adolescent to geriatric patients with a mental illness diagnosis. (1, 2, 3, 5, 6, 7, 8)*								
Weeks of Course:	1	2	3	4	5	6	7	8/Make Up	Final
<b>Competencies:</b>	NA	S	S	NA					
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder.	NA	S	S	NA					
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.	NA	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.	NA	S	S	NA					
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care	NA	S	S	NA					
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).	NA	S	S	NA					
f. Develop and implement an appropriate nursing therapy group activity.	NA	S	S	NA					
g. Develop a geriatric physical/mental health assessment and education plan. ( <b>Geriatric Assessment</b> )									
Faculty Initials	FB	LM	DC						
Sandusky Artisans NA/AA virtual meeting		1S	1S	NA					

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\* End-of-Program Student Learning Outcomes

**Comments:**

Week 2 – (1f)- Josee, you did an excellent job facilitating a nursing therapy group on the behavioral health unit this week. You and your partner developed a ‘tree of strength’ activity for the patients on the unit to assist in the development of proper, healthy coping skills. The tree of strength was an activity in which all of the patients could easily participate. You were professional throughout the therapy session and you guided the patients toward the goal of recognizing their strengths. Great job! LM

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>	NA	S	S	NA					
a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. <b>(noticing)</b>	NA	S	S	NA					
b. Identify the individual patient’s symptoms related to the psychiatric diagnosis. <b>(interpreting)</b>	NA	S	S	NA					
c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. <b>(noticing, interpreting)</b>	NA	S	S	NA					
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>(noticing, interpreting, responding, reflecting)</b>	NA	S	S	NA					
e. Apply the principles of asepsis and standard precautions.	NA	S	S	NA					
f. Practice use of standardized EBP tools that support safety and quality. <b>(noticing, responding)</b>	NA	S	S	NA					
Faculty Initials	FB	LM	DC						

**Comments:**

Week 2 – (2a-d, f)- Josee, you properly gathered information on your patient providing a detailed health history including medical and psychiatric health issues. You included the reason for your patient’s admission to 1-South. You identified your patient’s symptoms related to the psychiatric diagnosis. You identified your patient’s use of coping mechanisms in your CDG post. You identified 2 priority nursing diagnoses and completed a full care plan using an appropriate psychiatric nursing diagnosis. You also summarized an EBP article in post conference. The article discussed the use of mobile apps for a person’s physical and mental well-being. Josee, remember to use proper APA format when providing a reference. The reference should be stated as follows: Rathbone, A. L. & Prescott, J. (2017). The use of mobile apps and SMS messaging as physical and mental health interventions: Systematic review. *Journal of Medical Internet Research*, 19(8), e295. <https://doi.org/10.2196/jmir.7740>. Great job! LM

\* End-of-Program Student Learning Outcomes

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

**Comments:** Week 1 (3 f,g)- These competencies were changed to an S because you demonstrated through the requirements for the NA/AA meeting. FB

Week 2 (3d, f, g)- Josee, you effectively communicated with your patient throughout your 2 days on 1-South. You showed assertiveness in initiating conversations with your patient. You posted a detailed CDG on your patient's past and current situation and formulated a nursing care plan after identifying your patient's needs and building a rapport with your patient. LM

\* End-of-Program Student Learning Outcomes

Week 3 (3 a, c, e-h) – You utilized therapeutic communication with your patient and respected their privacy. You successfully posted your CDG in a timely manner and provided interesting perspectives. DC

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. Discuss the safe administration of medication while observing the six rights of medication administration.	NA	NA	NA	NA					
b. Demonstrate ability to discuss the uses and implication of psychotropic medications	NA	S	S	NA					
c. Identify the major classification of psychotropic medications.	NA	S	S	NA					
d. Identify common barriers to maintaining medication compliance.	NA	S	S	NA					
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.	NA	S	S	NA					
Faculty Initials	FB	LM	DC						

**Comments:**

Week 2 (4b, c)- We discussed the medications Josee’s patient was prescribed and correlated the reasons she was placed on the meds with her diagnosis. LM

\* End-of-Program Student Learning Outcomes

Objective									
5. Develop an awareness of community Mental Health resources and services. (5, 6, 7, 8)*									
Weeks of Course:	1	2	3	4	5	6	7	8/Make up	Final
a. Identify the need for the community resources-detox unit available to patients with a mental illness.	NA	NA	NA	NA					
b. Discuss recommendations for referrals to appropriate community resources and agencies.	NA	NA	NA	NA					
c. Attend Erie County Health Department Detox Unit observing the care of a patient with mental illness-substance abuse. (Community Agency Observation-Detox Unit)	NA	NA	NA	NA					
d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)	S	NA	NA	NA					
Faculty Initials	FB	LM	DC						

**Comments:** Week 1 (5d)- This competency were changed to an S because you attended the NA/AA virtual meeting required in the course. FB

Week 2 (5a-d)- Josee had clinical on 1-South this week, so the above competencies did not apply. LM

Week 3 (5 a-d) – Josee had clinicals on 1 South this week. DC

\* End-of-Program Student Learning Outcomes

Objective									
6. Demonstrate satisfactory proficiency when using informatics and techniques in the assessment of patients with a mental illness diagnosis. (1, 2, 3, 4, 6, 8)*									
Weeks of Course:	1	2	3	4	5	6	7	8/Make up	Final
<b>Competencies:</b>	NA	S	S	NA					
a. Demonstrate competence in navigating the electronic health record.									
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.	NA	S	NA	NA					
Faculty Initials	FB	LM	DC						

**Comments:**

Week 2 (6a, b)- Josee demonstrated competence navigating the patient's electronic health record. Josee also documented on all of the patients who did and who did not attend the nursing therapy group on Tuesday. LM

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

**Comments:** Week 1 (7 e,f)- These competencies were changed to an S because you demonstrated through the attendance requirements for the NA/AA meeting. FB

Week 2(7e.f)- My strength this week by successfully leading a nursing therapy group. Josee, I agree that your strength this week was facilitating a nursing therapy group identifying proper coping skills. You maintained professionalism and incorporated FRMC’s core values into the therapy group. Great job! LM

Week 3(7e.f)- My strength this week was talking to multiple patients and really trying to learn from different situations that they are in. You dd a awesome job this week! You opened with the patients, were an active listener and helped the patients to participate in groups. It was clear to see that you are thoughtful and empathetic to everyone that you meet. Your CDG was in-depth and well written. Great job, Josee!!!! DC

<p><b>Objective # 6:</b> Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*</p>	<p>(1) Risk for self-harm</p> <p>(2) Disturbed thought process related to commanding hallucinations(visual/auditory)</p>
<p><b>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</b></p>	<p>Total Points <b>21/22</b> Comments</p>
<p>Nursing Diagnosis: (3 points)          Problem Statement (1)          Etiology (1)          Defining Characteristics (1)</p>	<p>Total Points <b>3</b>          Comments: <b>Josee formulated 2 priority nursing diagnoses including the problem statement and etiology. Josee also properly identified defining characteristics.</b></p>
<p><b>Student Name:</b>          Goal and Outcome (6 points total)          Goal Statement (1 point)          Outcome:          Specific (1)          Measurable (1)          Attainable (1)          Realistic (1)          Time Frame (1)</p>	<p><b>Clinical Date:</b> 7/3/2020          Total Points <b>6</b>          Comments: <b>Josee provided a positive goal statement and 5 outcomes for the patient to successfully achieve the goal. Josee used the SMART criteria composing realistic, measurable outcomes.</b></p>
<p>Nursing Interventions: (8 points total)          Prioritized (1)          What (1)          How Often (1)          When (1)          Individualized (1)          Realistic (1)          Rationale (1)          All pertinent interventions listed (1)</p>	<p>Total Points <b>7</b>          Comments: <b>Josee properly prioritized the nursing interventions beginning with assessment, followed by administration, and ending with teaching/educational interventions. Josee was detailed with each intervention, however, no rationale was provided, therefore 1 point was deducted.</b></p>
<p>Evaluation: (5 points total)          Date (1)          Goal Met/partially/unmet (1)          Defining characteristics (1)          Plan to continue//modify/terminate (1)          Signature (1)</p>	<p>Total Points <b>5</b>          Comments: <b>Josee provided a date and stated that the goal was partially met. Josee also provided defining characteristics, stated to continue with the plan of care, and provided a signature. Well done!!!</b></p>
<p>Total possible points = 22          18-22 = Satisfactory care plan          17-14 = Needs improvement care plan          &lt;13 = Unsatisfactory care plan</p>	<p>Total Points for entire Care plan = <b>21/22</b>          Comments: <b>Josee, you provided a detailed care plan and addressed each area of the care plan appropriately. Awesome job!!! LM</b></p>

Nursing Care Plan Grading Tool  
 Psychiatric Nursing  
 2020

Firelands Regional Medical Center School of Nursing  
 Psychiatric Nursing 2020  
 Simulation Evaluations

<b>vSim Evaluation</b>	<b>vSim</b>					
	Bipolar Scenario) Sharon Cole	Lab/ Acute Detox (Scenario) Andrew Davis	Cultural Scenario) Linda Waterfall	Personality (Scenario) Sandra Littlefield	Alzheimer's Disorder) George Palo	PTSD Scenario) Randy Adams
Performance Codes: <b>S:</b> Satisfactory <b>U:</b> Unsatisfactory	<b>Date:</b> 7/13/2020	<b>Date:</b> 7/10/2020	<b>Date:</b> 7/17/2020	<b>Date:</b> 7/24/2020	<b>Date:</b> 7/31/2020	<b>Date:</b> 8/7/2020
Evaluation	<b>S</b>	<b>S</b>				
Faculty Initials	<b>LM</b>	<b>DC</b>				
Remediation: Date/Evaluation/Initials	<b>N/A</b>	<b>NA</b>				

\* Course Objectives

**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: