

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

Student: Abiqayle Adams

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
MD	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
Competencies:	N/A	S	S	N/A	S				
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder.	N/A	S	S	N/A	S				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.	S NA	S	S	N/A	S				
c. Provide culturally and spiritually competent care within the scope of nursing that meets the needs of assigned patients from diverse cultural, racial and ethnic backgrounds.	N/A	S	S	N/A	S				
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care	N/A	S	S	N/A	S				
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).	N/A	S	S	N/A	S				
f. Develop and implement an appropriate nursing therapy group activity.	N/A	S	S	N/A	N/A				
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment)					N/A				
Faculty Initials	FB	LM	DC	MD	BS				
	Sandusky Artisan's AA/NA meeting	1-SOUTH	1-SOUTH	N/A	Hospice				

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* End-of-Program Student Learning Outcomes

Comments: Week 1 (1b)- This competency was changed to a NA, because the CDG associated with the NA/AA meeting was not posted. FB

Week 2 – (1f)- Abbie, you did an excellent job facilitating a nursing therapy group on the behavioral health unit this week. You and your partner developed an activity for the patients on the unit to assist in the identification of triggers describing feelings attached to certain emotions. You were professional throughout the therapy session and you guided the patients toward the goal of recognizing their triggers and discussed ways in which they could avoid or defuse emotional situations. Great job! LM

Week 5-1(a-e) Excellent job assisting your nurse with caring for the patients on the inpatient Stein Hospice unit. You were able to satisfactorily achieve all of these competencies. BS

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
Competencies:	N/A	S	S	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. (noticing)	N/A	S	S	N/A	S				
b. Identify the individual patient’s symptoms related to the psychiatric diagnosis. (interpreting)	N/A	S	S	N/A	N/A				
c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. (noticing, interpreting)	N/A	S	S	N/A	S				
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting)	N/A	S	S	N/A	N/A				
e. Apply the principles of asepsis and standard precautions.	N/A	S	S	N/A	S				
f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding)	N/A	S	S	N/A	S				
Faculty Initials	FB	LM	DC	MD	BS				

Comments:

* End-of-Program Student Learning Outcomes

Week 2 – (2a-d, f)- Abbie, 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 improved social behavior and improved self-care 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. You did an excellent job properly citing the reference of the article in APA format. Great job! LM

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

Comments: Week 1 (3f)- This competency was changed to a NA, because the CDG associated with the NA/AA meeting was not posted. FB

* End-of-Program Student Learning Outcomes

Week 2 (3d, f, g)- Abbie, you effectively communicated with the patients 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. Great job! LM

Week 3 (3 f) – Good job on your CDG. It was thoughtful and researched. You made the correlation between the patient's psychiatric and medical diagnosis and the potential medication interactions. DC

Week 5-3(a-d) Excellent job therapeutically communicating with the patients and their families while in your hospice clinical. BS

Week 5-3(e) Abbie, you received an “S” with a total score of 77.5/100. The nursing diagnosis you used is not a NANDA approved diagnosis, you should have used disturbed thought process r/t disruption in cognition and no defining characteristics were provided. 2.5 points were deducted because only one of the measurable outcomes had a time frame. Ten points deducted because the type of therapeutic or nontherapeutic communication was provided such as offering self, using silence, accepting etc. and there were very few nursing interventions provided. FB

Week 5-3(f) Abbie, you did an excellent job with your hospice reflection journal. Thank you so much for sharing your experience and feelings. I am glad that this clinical experience clarified your perspective of hospice, and demonstrated to you that death doesn't have to be a scary and uncomfortable process for patients and their families. Rather, it can be comfortable and peaceful, and patients do not have to be alone. BS

Objective									
4. Demonstrate knowledge of frequently prescribed medications utilized in treating mental illness. (1, 4, 5, 6, 7)*									
Weeks of Course:	1	2	3	4	5	6	7	8/Make up	Final
a. Discuss the safe administration of medication while observing the six rights of medication administration.	N/A	S	S	N/A	S				
b. Demonstrate ability to discuss the uses and implication of psychotropic medications	N/A	S	S	N/A	N/A				
c. Identify the major classification of psychotropic medications.	N/A	S	S	N/A	N/A				
d. Identify common barriers to maintaining medication compliance.	N/A	S	S	N/A	S				

* End-of-Program Student Learning Outcomes

e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.	N/A	S	S	N/A	N/A				
Faculty Initials	FB	LM	DC	MD	BS				

Comments:

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

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.	N/A	N/A	N/A	N/A	N/A				
b. Discuss recommendations for referrals to appropriate community resources and agencies.	N/A	N/A	N/A	N/A	N/A				
c. Attend Erie County Health Department Detox Unit observing the care of a patient with mental illness-substance abuse. (Community Agency Observation-Detox Unit)	N/A	N/A	N/A	N/A	N/A				
d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)	S	N/A	N/A	N/A	N/A				
Faculty Initials	FB	LM	DC	MD	BS				

Comments:

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

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

Week 3 (5 a-d) – Abbie 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
Competencies:	N/A	S	S	N/A	N/A				
a. Demonstrate competence in navigating the electronic health record.	N/A	S	N/A	N/A	N/A				
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.	N/A	S	N/A	N/A	N/A				
Faculty Initials	FB	LM	DC	MD	BS				

Comments:

Week 2 (6a, b)- Abbie demonstrated competence navigating the patient's electronic health record. Abbie also documented on all of the patients who did and who did not attend the nursing therapy group on Wednesday. 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 (cite on tool)	S	S	S	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.	N/A	S	S	N/A	S				
c. Illustrate active engagement in self-reflection and debriefing.	N/A	S	S	N/A	N/A				
d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE” – attitude, commitment, and enthusiasm during all clinical interactions.	S	S	S	N/A	S				
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.	S	S	S	N/A	S				
f. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.”	S	S	S	N/A	S				
Faculty Initials	FB	LM	DC	MD	BS				

Comments:

Week 1 Strength: I listened to the patients talk about their struggles with addiction, and provided therapeutic feedback when they asked for it. *Great, I hope you learned the struggle that sobriety can be for some individuals and the amount of pain along the way.* FB

Week 2 Strength: I was really nervous to go out and talk to the patients this week, but I did it and it wasn't as bad as I thought it would be, I even went back to the special care unit. I was really proud of myself. *Abbie, you should be proud of yourself! You did a great job interacting with the patients this week on the 1-South unit. You stepped out of your comfort zone and initiated conversations this week with the patients. Great job!* LM

Week 3 Strength: I dealt with patients I would have usually been way too afraid to interact with. I noticed that a patient was really upset that he didn't have a mask, and expressed he felt that the nurses don't take him seriously, so I got him a new mask to calm him down. *You were a great advocate for your patient and truly listened to what (and how) they said their needs. The patients were comfortable with you and helped to put smiles on their faces this week!* DC

Week 5 Strength A strength I had this week was assisting the other nurses turning an over weight patient, this was a situation I was a little afraid of going into it, but I did it successfully. *Great job!* BS

<p>Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*</p>	<p>Disturbed thought process R/T disease process</p> <p>Impaired social interaction R/T problems in speech and thought patterns</p>
<p>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</p>	<p>Total Points 22/22 Comments</p>
<p>Nursing Diagnosis: (3 points) Subject Name Problem Statement (1) Etiology (1) Defining Characteristics (1)</p>	<p>Total Points 3 Clinical Date: 7/3/2020 Comments: Abbie formulated 2 priority nursing diagnoses including the problem statement and etiology. She also properly identified defining characteristics.</p>
<p>Goal and Outcome (6 points total) Goal Statement (1 point) Outcome: Specific (1) Measurable (1) Attainable (1) Realistic (1) Time Frame (1)</p>	<p>Total Points 6 Comments: Abbie provided a positive goal statement and 4 outcomes for the patient to successfully achieve the goal. Abbie used the SMART criteria composing realistic, measurable outcomes.</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 8 Comments: Abbie properly prioritized the nursing interventions beginning with assessment, followed by administration. What are some educational interventions for your patient? Rationale was provided for each intervention. Nice job.</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 5 Comments: Abbie provided a date, stated that the goals were partially met, provided 4 defining characteristics, stated to continue the patient's plan of care, and provided a signature. Great job! LM</p>
<p>Total possible points = 22 18-22 = Satisfactory care plan 17-14 = Needs improvement care plan <13 = Unsatisfactory care plan</p>	<p>Total Points for entire Care plan = 22/22 Comments: Abbie, you did a great job on your nursing care plan. You completed each area appropriately. LM</p>

Nursing Care Plan Grading Tool
Psychiatric Nursing
2020

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

vSim Evaluation	vSim					
	(Bipolar Scenario) Sharon Cole	(Acute Detox Scenario) Andrew Davis	(Mental Health Scenario) Linda Waterfall	(Personality Disorder Scenario) Sandra Littlefield	(Schizophrenia Scenario) George Palo	(PTSD Scenario) Randy Adams
Performance Codes: S: Satisfactory U: Unsatisfactory	Date: 7/3/2020	Date: 7/10/2020	Date: 7/17/2020	Date: 7/24/2020	Date: 7/31/2020	Date: 8/7/2020
Evaluation	S	S	S	S		
Faculty Initials	LM	DC	MD	BS		
Remediation: Date/Evaluation/Initials	N/A	NA	NA	NA		

* 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: