

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

**Student:** Jenna Swineford

**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	NA	S	S	S				
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder.	NA	NA	S	S	S				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.	NA	NA	S	S	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.	NA	NA	S	S	S				
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care	NA	NA	S	S	S				
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).	NA	NA	S	S	NA				
f. Develop and implement an appropriate nursing therapy group activity.	NA	NA	S	S	NA				
g. Develop a geriatric physical/mental health assessment and education plan. ( <b>Geriatric Assessment</b> )					NA				
Faculty Initials	LM	CP	BS	LM	BS				
	No clinical	No Clinical	1S	1S	Erie County Detox				

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\* End-of-Program Student Learning Outcomes

**Comments:**

**Week 1 – Jenna did not have clinical this week therefore all objectives and competencies are NA. LM**

**Week 3-1(f) Jenna, you did an excellent job developing and implementing an appropriate nursing therapy group activity in clinical this week. You educated the patients, and performed breathing exercises with the patients that they could use as a healthy coping skill/mechanism. Great job! BS**

**Week 4 (1f)- Jenna, you did an excellent job identifying the correct leadership style used during group therapy on the 1-South unit; you identified a democratic style of leadership. You also explained your reasoning for choosing this leadership style. Great job! LM**

**Week 5-1(a,b,c,d) Jenna, excellent job attending the Erie County Health Department Detox Unit and Alcoholics Anonymous meeting this week in which you met all of these competencies. BS**

<b>Objective</b>									
2. Synthesize concepts related to psychopathology, health assessment data, evidenced based practice and the nursing process using clinical judgment skills to plan and care for patients with mental illness. (1, 2, 3, 4, 5, 6, 7, 8)*									
Weeks of Course:	1	2	3	4	5	6	7	8/Make Up	Final
<b>Competencies:</b>	NA	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	NA	S	S	NA				
b. Identify the individual patient’s symptoms related to the psychiatric diagnosis. <b>(interpreting)</b>	NA	NA	S	S	NA				
c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. <b>(noticing, interpreting)</b>	NA	NA	S	S	NA				
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>(noticing, interpreting, responding, reflecting)</b>	NA	NA	S	NA	NA				
e. Apply the principles of asepsis and standard precautions.	NA	NA	S	S	NA				
f. Practice use of standardized EBP tools that support safety and quality. <b>(noticing, responding)</b>	NA	NA	S	S	NA				
Faculty Initials	LM	CP	BS	LM	BS				

\* End-of-Program Student Learning Outcomes

**Comments:**

**Week 3-2(d,f) Satisfactory completion of a prioritized nursing care plan. Please see Nursing Care Plan Rubric at the end of this document for my feedback. Excellent job with your EBP article presentation in debriefing about smoking cessation interventions for heavy drinking smokers. BS**

**Week 4 (2b, c)- Jenna, you identified your patient's symptoms related to the psychiatric diagnosis. This was discussed during post-conference. You also demonstrated the ability to identify your patient's coping/defense mechanisms during your clinical time on 1-South. 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.	NA	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	NA	S NA	NA	NA				
c. Identify barriers to effective communication. ( <b>noticing, interpreting</b> )	NA	NA	S	S	NA				
d. Construct effective therapeutic responses.	NA	NA	S	S	NA				
e. Construct a satisfactory patient-nurse therapeutic communication. ( <b>Nursing Process Study</b> )					S				
f. Posts respectfully and appropriately in clinical discussion groups.	NA	NA	S	S	S				
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.	NA	NA	S	S	S				
h. Teach patient/family based on readiness to learn and patient needs. ( <b>responding, reflecting</b> )	NA	NA	S	S	NA				
Faculty Initials	LM	CP	BS	LM	BS				

**Comments:**

**Week 3-3(a, f) Jenna, you did an excellent job appropriately and therapeutically communicating with your patient in clinical this week. You also did an excellent job with your CDG as well. Keep up all your great work! BS**

\* End-of-Program Student Learning Outcomes

**Week 4 (3a, c, f)- Jenna, you illustrated therapeutic communication with the patients on the 1-South unit this week as you interacted with the patients in the common area and with your patient in the special care unit. You recognized potential barriers to effective communication. You posted substantive information in the CDG for this week. Nice job! LM**

**Week 5-3(e) Jenna, you have received an “S” for the Nursing Process Study assignment with a total score of 95/100. You did an excellent job on this assignment. Unfortunately, five points were deducted because there were only 9 interchanges between yourself and the patient recorded. Please do not hesitate to reach out if you have any further questions or concerns. Keep up all your great work! BS**

**Week 5-3(f) You did an excellent job with your CDG this week. Keep up all your great work! 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.	NA	NA	S	S	NA				
b. Demonstrate ability to discuss the uses and implication of psychotropic medications	NA	NA	S	S	NA				
c. Identify the major classification of psychotropic medications.	NA	NA	S	S	NA				
d. Identify common barriers to maintaining medication compliance.	NA	NA	S	S	NA				
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.	NA	NA	S	S	NA				
Faculty Initials	LM	CP	BS	LM	BS				

**Comments:**

**Week 4 (4b, e)- Jenna, you properly discussed in your CDG post for this week your patient's use of psychotropic medications, listed the potential side effects, and identified appropriate nursing interventions. Great job! 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	S NA	NA	S				
b. Discuss recommendations for referrals to appropriate community resources and agencies.	NA	NA	S	S	S				
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	S				
d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)	NA	NA	NA	NA	NA				
Faculty Initials	LM	CP	BS	LM	BS				

**Comments:**

**Week 3-5(a) This competency will become satisfactory when you attend the Erie County Health Department Detox Unit. BS**

**Week 4 (5b)- Jenna, you discussed recommendations for referrals to appropriate community agencies with patients this week on the behavioral health unit. Great job! LM**

\* 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	NA	S	S	NA				
a. Demonstrate competence in navigating the electronic health record.	NA	NA	S	S	NA				
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.	NA	NA	S	S	NA				
Faculty Initials	LM	CP	BS	LM	BS				

**Comments:**

**Week 4 (6a)- Jenna demonstrated competence navigating the EMR while researching information about your patient. Nice job! 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	NA	S	S	S				
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care.	NA	NA	S	S	NA				
c. Illustrate active engagement in self-reflection and debriefing.	NA	NA	S	S	NA				
d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE” – attitude, commitment, and enthusiasm during all clinical interactions.	NA	NA	S	S	S				
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.	NA	NA	S	S	S				
f. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.”	NA	NA	S	S	S				
Faculty Initials	LM	CP	BS	LM	BS				

**Comments:**

Week 3 Objective 7(a): My strength in clinical this week for care delivery of the patient with mental illness was participating in the therapy group with the patient who did not have a partner to be on her team and having a therapeutic conversation with her after therapy group attentively listening to her thoughts and concerns. **Excellent job! BS**

Week 4 Objective 7(a): My strength in clinical this week was talking to the patient in the back unit when the nurses were ignoring him even though I was nervous to talk to him due to the ideas he was expressing and his past history. I felt like responding to him gave him the ability to voice what was going on in his head and gave him someone to listen to his concerns. **Great job, Jenna! I am glad you had the opportunity to converse with the patient utilizing therapeutic communication skills while interacting with him. LM**

Week 5 Objective 7(a): My strength for clinical this week was being nonjudgmental towards the patients that were at the detoxification unit and learning that they will not detox a patient who is pregnant along with the reasons for this. **Great job! I’m glad you learned a lot during this experience. BS**

## Nursing Care Plan Grading Tool

Psychiatric Nursing  
2020

Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*	Disturbed thought process r/t disease process
Student Name: Jenna Swineford <b>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</b>	Total Points: Clinical Date: 7/7/2020-7/8/2020 Comments
Nursing Diagnosis: (3 points) Problem Statement (1)-(1) Etiology (1)-(1) Defining Characteristics (1)-(1)	Total Points: 3 Comments: Jenna, excellent job formulating a nursing diagnosis that is appropriate for your patient. Your defining characteristics were appropriate and nicely done as well. BS
Goal and Outcome (6 points total) Goal Statement (1 point)-(0) Outcome: Specific (1)-(1) Measurable (1)-(1) Attainable (1)-(1) Realistic (1)-(1) Time Frame (1)-(1)	Total Points: 5 Comments: Remember to include an overall goal statement related to the nursing diagnosis. For example, "Patient will not have disturbed thought processes" and then AEB your outcome statements. Excellent job with your outcome statements, they are all SMART. BS
Nursing Interventions: (8 points total) Prioritized (1)-(1) What (1)-(1) How Often (1)-(1) When (1)-(1) Individualized (1)-(1) Realistic (1)-(1) Rationale (1)-(1) All pertinent interventions listed (1)-(1)	Total Points: 8 Comments: Excellent job with all of your nursing interventions! BS
Evaluation: (5 points total) Date (1)-(1) Goal Met/partially/unmet (1)-(1) Defining characteristics (1)-(1) Plan to continue//modify/terminate (1)-(1) Signature (1)-(1)	Total Points: 5 Comments: Great job! BS
Total possible points = 22 18-22 = Satisfactory care plan 17-14 = Needs improvement care plan <13 = Unsatisfactory care plan	Total Points for entire Care plan = 21/22 Comments: Satisfactory care plan. Excellent job! BS

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

<b><u>vSim Evaluation</u></b>	<b>vSim</b>					
	(Bipolar Scenario) Sharon Cole	(Lab/ Acute Detox Andrew Davis Scenario)	(Cultural Scenario) Linda Waterfall	(The Personality Sandra Littlefield Scenario)	(Alzheimer's Disorder) George Palo	(PTSD Scenario) Randy Adams
Performance Codes:  S: Satisfactory  U: Unsatisfactory	<b>Date:</b> 7/3/2020	<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	S	S	S	S		
Faculty Initials	BS	BS	LM	BS		
Remediation: Date/Evaluation/Initials	NA	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: