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

Student: Kayla Roderick

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

* End-of-Program Student Learning Outcomes

Comments:

Week 1 – Kayla did not have clinical this week therefore all objectives and competencies are NA. LM
Week 2 - (1f)- Kayla, 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. Many patients easily participated in this activity. 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 4 (1f)- Kayla, you did an excellent job identifying the correct leadership style used during group therapy on the 1-South unit. You identified 2 different styles, democratic and laissez faire. You also explained your reasoning for choosing the 2 styles of leadership. Great job! LM
Week 6 - Kayla did not have clinical on 1-South this week therefore many objectives and competencies are NA. 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
Competencies: a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. **(noticing)**	NA	S	NA	S	NA	NA	NA	NA	
b. Identify the individual patient's symptoms related to the psychiatric diagnosis. **(interpreting)**	NA	S	NA	S	NA	NA	NA	NA	
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. **(noticing, interpreting)**	NA	S	NA	S	NA	NA	NA	NA	
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. **(noticing, interpreting, responding, reflecting)**	NA	S	NA	S	NA	NA	NA	NA	
e. Apply the principles of asepsis and standard precautions.		S	NA	S	NA	NA	NA	NA	
f. Practice use of standardized EBP tools that support safety and quality. **(noticing, responding)**	NA	S	NA	S	NA	NA	NA	NA	
Faculty Initials	LM	LM	FB	LM	CP	LM			

Comments:
Week 2 – (2a-d, f)- Kayla, 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

* End-of-Program Student Learning Outcomes

summarized an EBP article in post conference. The article discussed the mental health of elite athletes. I found this article to be very intriguing. Remember to use APA format when citing your reference: The authors' names, year of publication, article title, journal name, volume, issue, page numbers, URL. Great job overall! LM

Week 4 (2b, c)- Kayla, 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

* 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	NA	S	NA	NA	NA	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	S	NA	NA	NA	NA	
c. Identify barriers to effective communication. **(noticing, interpreting)**	NA	S	NA	S	NA	NA	NA	NA	
d. Construct effective therapeutic responses.	NA	S	NA	S	NA	NA	NA	NA	
e. Construct a satisfactory patient-nurse therapeutic communication. (**Nursing Process Study)**					S			NA	
f. Posts respectfully and appropriately in clinical discussion groups.	NA	S	NA	S	S	~~NA~~ S	S	NA	
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.	NA	S	NA	S	S	NA	NA	NA	
h. Teach patient/family based on readiness to learn and patient needs. **(responding, reflecting)**	NA	S	NA	S	NA	NA	NA	NA	
Faculty Initials	LM	LM	FB	LM	CP	LM			

Comments:

Week 2 (3d, f, g)- Kayla, you effectively communicated with the patients throughout your 2 days on 1-South. You displayed some difficulty, at first, in initiating conversations with your patients but by day 2 you displayed confidence. You posted a detailed CDG providing background information on your patient's medical and psychiatric history and formulated a nursing care plan after identifying your patient's needs. Great job! LM

* End-of-Program Student Learning Outcomes

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

Week 5 Objective 3e: Kayla, you were satisfactory for this objective with a total score of 95/100. You provided good details for non-verbal communication, nice job. Three points were deducted due to only providing 2 nursing diagnoses. The nursing diagnoses provided were incomplete. Nice job with strengths and areas for improvement. You also provided ways you could improve. Nice work! CP

Week 6 (3f)– Kayla accurately completed the CDG post for the AA/NA experience which was done via zoom format. Kayla responded appropriately and with great detail to each question regarding her experience. She provided an in-text citation and reference at the end of the post. Great job, Kayla! LM

* End-of-Program Student Learning Outcomes

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

Comments: Week 3 (4b,c,e)- Kayla, you did a great job with ATI medication profile on the antidepressant classification , therefore I changed these competencies to a "S". FB

Week 4 (4b, e)- Kayla, 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

Week 6 – Kayla did not have clinical this week, therefore competencies are NA. 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	S	NA	NA	NA	
b. Discuss recommendations for referrals to appropriate community resources and agencies.	NA	NA	NA	NA	S	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	S	NA	NA	NA	
d. Attend Narcotics/ Alcoholics Anonymous meeting. **(Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)**	NA	NA	NA	S	NA	NA	NA	NA	
Faculty Initials	LM	LM	FB	LM	CP	LM			

Comments:

Week 2 – (5a-d)- Kayla has not yet attended the NA/AA virtual meeting required in the course. Kayla had clinical on 1-South this week, so the above competencies did not apply.   LM

Week 4 (5d)- Kayla attended the NA/AA virtual meeting this week as part of the course requirement. 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
Competencies: a. Demonstrate competence in navigating the electronic health record.	NA	S	NA	S	S	NA	NA	NA	
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.	NA	S	NA	S	S	NA	NA	NA	
Faculty Initials	LM	LM	FB	LM	CP	LM			

Comments:

Week 2 (6a, b)- Kayla demonstrated competence navigating the patient's electronic health record. LM

Week (6a)- Kayla 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 **(cite on tool)**	NA	S	NA	S	NA	NA	NA	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	NA	S	NA	NA	NA	NA	
c. Illustrate active engagement in self-reflection and debriefing.	NA	S	NA	S	NA	NA	NA	NA	
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions.	NA	S	NA	S	NA	NA	NA	NA	
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.	NA	S	NA	S	NA	NA	NA	NA	
f. Follow the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care."	NA	S	NA	S	NA	NA	NA	NA	
Faculty Initials	LM	LM	FB	LM	CP	LM			

Comments:

Week 2 (7a)- I feel that I effectively communicated with my patient by being attentive, making eye contact and asking open ended questions. Kayla, you did an excellent job communicating with your patients. You maintained eye contact and listened attentively. Your patient on Wednesday was interacting with you for an extended period of time. Awesome! LM

Week 4 (7a)- I felt that I effectively communicated with not only my patient but other patients as well during this week clinical. I made sure they knew that I was being attentive and listening to what they had to say. No exhibiting any judgement and continuing with giving eye contact and using therapeutic communication. Great job interacting with not only your patient, but many of the patients on the behavioral health unit this week! LM

Week 5 Objective 7a: Kayla, you provided a nice description of the Erie County Detox Center. You also provide appropriate methods that will assist the patients to achieve self-care. Nice job. CP

Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*	Risk for Self-Directed Violence R/T attempts to self-harm Disturbed Thought Processes R/T auditory and visual hallucinations
**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating	Total Points 22/22 Comments:

Nursing Diagnosis: (3 points)
Student Name:
    Problem Statement (1)
    Etiology (1)
    Defining Characteristics (1)
	Total Points: 3 **Clinical Date:** 7/3/2020
	Comments: Kayla formulated 2 priority nursing diagnoses including the problem statement and etiology. Kayla also properly identified defining characteristics.

Goal and Outcome (6 points total)
Goal Statement (1 point)
Outcome:
    Specific (1)
    Measurable (1)
    Attainable (1)
    Realistic (1)
    Time Frame (1)
	Total Points 6
	Comments: Kayla provided a positive goal statement and 3 outcomes for the patient to successfully achieve the goal. Kayla used the SMART criteria composing realistic, measurable outcomes.

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)
	Total Points 8
	Comments: Kayla properly prioritized the nursing interventions. Kayla was detailed with each intervention and provided rationale for each. Great job!

Evaluation: (5 points total)
    Date (1)
    Goal Met/partially/unmet (1)
    Defining characteristics (1)
    Plan to continue//modify/terminate (1)
    Signature (1)
	Total Points 5
	Comments: Kayla provided a date and stated that the goal was partially met. Kayla also provided defining characteristics, stated to continue with the plan of care, and provided a signature. Well done!!! LM

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 = 22/22 Comments: Kayla, you did a great job on your nursing care plan! You identified all of the required areas of the care plan and individualized the plan for your patient. Well done! LM

Nursing Care Plan Grading Tool
Psychiatric Nursing
2020

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

vSim Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	vSim					
	(Bipolar Scenario)Sharon Cole	ab/ Acute Detox Andrew Davis enario)	ltural Scenario)Linda Waterfall	e Personality Sandra Littlefield r Scenario)	eimer's Disorder)George Palo	PTSD Scenario)Randy Adams
	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	S	
Faculty Initials	LM	FB	LM	CP	LM	
Remediation: Date/Evaluation/Initials	N/A	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: