

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		
Assessment			
Data form is complete. Including demographics, background information.	5		
Nursing Diagnosis			
Mental Health related	5		
Planning			
Therapeutic Communication Goal	5		
Measurable objectives (2) are written related to goal achievement.	5		
Implementation			
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"> • An analysis of the verbal & non-verbal techniques is present using correct therapeutic communication terminology • Student feelings regarding the patient's verbal or nonverbal communication is described. • Appropriate nursing interventions are listed. 	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		
Evaluation			
<ul style="list-style-type: none"> • Self evaluation of the Process Recording was completed. • Strengths & weaknesses of the therapeutic communication were identified. 	15		
<ul style="list-style-type: none"> • Were the objectives met? • What could have been done differently? • Barriers identified if appropriate. 	10		

Students must receive 77 points out of 100 to pass this assignment. The data process recording will be graded on Evaluation of Clinical Performance tool with a "S" or "U". The Nursing Process Recording is counted as 4 clinical hours and missed or late assignments will result in 4 missed clinical hours and must be made up.

PROCESS RECORDING DATA FORM

Student Name: Audra Howes

Patient's Initials: J.W

Date of Interaction: July 30, 2020

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?

Jennifer is a female 18 years old not married lives with her mom. Patient was brought in from FRMC security and transported from Fosteria Ohio yesterday voluntary on July 26, 2020. Patient diagnosis are depression, anxiety, suicidal thoughts she was sent home but then had increased depression. Jennifer told her mom that everyone would be happier without her. No specific plan but does not want to be alive. Jennifer had a recent break up with her boyfriend that may had triggered these thoughts. Patient mentioned emotional abuse by her father stated that he was an alcoholic. Her mom is her support system. Jennifer works at McDonalds. She reported she drinks on the weekends and smokes marijuana.

- List any medical diagnosis and medical health issues.

Vitamin D deficiency, hypothyroidism, diabetes mellitus type 1, and major depressive disorder

- Self-assessment of thoughts and feelings prior and during the therapeutic communication interaction.

Pre-interaction:

My thoughts were oh this child is so young and dealing with all these emotions over a boy! When I spoke with Jennifer it was like pulling teeth it was hard to keep the communication going. I was trying to think of something that interested her so she would open up a little more.

Post-interaction:

Jennifer opened up and talked a little more when I mentioned high school and if she did any sports. My thought was finally I got to where she is now talking. We also talked about her nephew that and she enjoys spending time with. She seemed like a typical teenager who broke up with her boyfriend but she did not have the coping skills to let it go and move forward it bothered her and she stated she was not going to start dating for a very long time. I listened to her short story, but she was very reserved.

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

Jennifer sat with her feet under or Indian style in her chair facing the group by herself and only participated when called on. She did not voluntarily give any information on her own or provided feedback. Sat quietly near the person who was doing the group therapy watching others participate.

DIAGNOSIS:

- Mental Health Nursing Diagnosis:

Social isolation related to depressed mood as evidenced by expression of worthlessness

PLANNING:

- Identify a goal of the **therapeutic** communication.

Pt will be more talkative.

Pt. will be more comfortable talking to staff

Pt will communicate her support system

Pt will be aware of two coping skills

- Identify **measurable outcomes** to meet identified goal of **therapeutic communication**.

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Pt will meet goal by the end of my shift today July 30, 2020

Patient will identify her support person.

Patient will participate in group therapy.

Patient will develop trust in student nurse

Pt will be aware of two coping skills

IMPLEMENTATION:

- Attach Process Recording.

EVALUATION:

- Identify strengths and weaknesses of the therapeutic communication.

Strengths: She seemed to have a good support system at home. Her mom does support her, and she enjoys being around her family and friends.

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Weaknesses: She did not provide any extra information. Conversation was minimal only answering questions that I had unless she was interested in what we were talking about like sports, her mom and nephew. Her mom has 6 children including her, so her mom was not able to come up and visit as much as she wanted to. Jennifer does no longer want to date anyone because she is still dealing with the breakup of her boyfriend. The breakup was a few months back. I wish she would have told me why her and her boyfriend broke up and what then problem was

- Were the outcomes met? Explain how the outcomes were met or any barriers to meeting the outcomes.

Outcomes have been met July 30 2020 A.Howes SN FRMC

The barrier with this patient is getting her to talk in detail. The outcomes were met by talking about things that she enjoyed doing or what made her happy in order for this patient to earn my trust.

Process Recording

Note: Students as you type in the cells the cells will expand. Reference table 5-5 pg. 116 in textbook for sample process recording.

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	Interview Content	Non-Verbal Reaction or Communication	Student's Analysis/ Interpretation (use Table 5-3, 5-4 in textbook for reference)	Student's Feelings & Reactions	Nursing Interventions
SN	Hello, do you mind if I sit here and talk to you?	Staring at the T.V.	Therapeutic give them an option, and giving patient awareness	"Oh, she is not very talkative." Good thing I am.	Spend time with patient. Rationale: An attitude of acceptance enhances feelings of self-worth
C	If you want.				Be accepting of the client negativism Rationale An attitude of acceptance enhances feeling of self-worth
SN	My name is Audra and I am a student nurse.	Continues to stare at the T.V.	Nontherapeutic letting them know my name		
C	No comment				
SN	What is your name?	Crosses arm and still looking at the T.V.	Therapeutic let the patient identify herself		
C	My name is Jennifer.				
SN	I see group therapy is will be soon do you participate?	Pulls legs and feet under her as she is sitting on them	Therapeutic giving the patients options and giving them a chance to tell them how they feel about therapy	This is going to be harder than I thought. Why did I pick that patient that don't want to talk?	Encourage participation in group activities Rationale: Patient may receive positive feedback and support from peers
C	Yes, I participate in all therapy. I might go home tomorrow.				
SN	So, you said you are going home tomorrow. What will you do to help you cope with your stress when you go home?	Makes slight eye contact then looks away at the T.V. Feet flat on the floor facing the T.V.	Therapeutic, broad range communication. Let the patient tell me what they are going to do when they get home.		
C	I enjoy playing basketball with my friends.			OMG! She finally kind of looked at me. Maybe we	Help the patient to recognize and focus on strengths and

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				are going to have a good conversation.	accomplishments and coping skills Rationale: help to eliminate negative ruminations.
SN	Did you play sports in high school?	Watching T.V but now she is making better eye contact.	Therapeutic open-ended question. Taking notice of patient's interest in sports		
C	Yes, I did I received a letter in track and basketball I enjoyed high school and having fun with my friends.			Oh, good found something she likes to do. Getting a little excited that we are a good conversation.	
SN	Do you have a lot of friends that you hang out with?		Therapeutic. Gives the patient time to reflect		Help patient to recognize her coping skills. Rationale: She can enjoy some time with her friends away from her negative issues and come back to them at a later time.
C	No, won't say I am popular or anything like that I just have some friends that I hang out with or play basketball with.			So glad she has friends and able to do things that make her happy.	
SN	We talk about friends; do you have a boyfriend?		Therapeutic gives the patient a reflect and talk about what triggered her depression		Assess patient to areas she would like to change about herself with problem solving. Rationale Low self-worth may interfere with client's perception of own problem-solving ability
C	No, I don't have a boyfriend and I will not have a boyfriend for a very long time. I am done with that. The main	Hands are now again folded.		Oh, did I just make her mad. Great!	

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	reason why I am here anyways. We broke up a few months ago and things have not been right sense				
SN	Are you saying you had a hard time with the breakup?		Therapeutic repeating the main idea of what the patient has said lest the patient know whether an expressed statement has been understood/		
C	Yes, I did.				
SN	Do you have a support system at home someone you can talk to about this?				
C	Yes, my mom I can talk to her about anything and she has been there for me when I need her.	Making eye contact again		Thank goodness she has someone there for her.	Help patient identify her support system. Rationale when she leaves she will be aware of someone she can talk to
SN	What are you going to do when you go home?		Therapeutic let the patient tell me what they will do when they get home without passing judgement, and let the patient to independent thinking		
C	Give my mom a hug I miss her so much and spend time with my family.			This warms my heart I felt like crying to know she is close to her mom.	
SN	Are you close to any other family member besides your mom		Therapeutic asking patient to compare family the she was close to and not close to		
C	I am close to my nephew. He listens to me	Big smile on her face			

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	when my brother has problems getting him to do things that he wants him to do				
SN	What kinds of things?		Therapeutic taking notice of a single idea or even a single word encourages specific discussion about a relevant issue		
C	Getting him to listen or pick up his toys. When I tell him to do it he does			This is great and I hope this gives her a purpose of feeling wanted and needed	
SN					