

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

Student: Kelsie sayler

Final Grade: Satisfactory

Semester: Summer Session

Date of Completion: 8/11/2020

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: Brittany Schuster MSN, RN

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 |
|------|-----------------|----------|
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* 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: | NA | NA | S | S | S | S | S | NA | 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 | S | S | NA | S |
| b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder. | NA | NA | S | S | S | NA | S | NA | 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 | NA | S | NA | S |
| d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care | NA | NA | S | S | S | NA | S | NA | S |
| e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson). | NA | NA | S | S | S | NA | S | NA | S |
| f. Develop and implement an appropriate nursing therapy group activity. | NA | NA | NA | NA | NA | NA | S | NA | S |
| g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment) | | | | | S | | | NA | S |
| Faculty Initials | LM | CP | FB | BS | FB | LM | BS | BS | BS |
| ical ation | No clinical | No clinical | Stein Hospice | Detox Center | 1South- Fran | NA/AA Meeting | 1South -Brittany | No Clinical | |

Comments: Week 1 – Kelsie did not have clinical this week therefore all objectives and competencies are NA. LM

* End-of-Program Student Learning Outcomes

Week 5 (1a-e) Great job providing culturally competent care to a psychiatric patient, you recognized normal versus non-normal behavior, and identified the physical and mental needs of a patient with a mental illness. Identification of methods to assist the psychiatric patient regain or achieve self-care was discussed with an understanding of the interventions to implement for success. **FB Kelsie, you have received an “S” for the Geriatric Assessment Assignment with a total score of 80/100. Great job! One point was deducted for a nursing diagnosis that was written incorrectly, and two points were deducted for the learning outcomes not being SMART. Additionally, two points were deducted from the teaching content and methods used for education due to lack of detail and information. In relation to the paper, five points were deducted due to a lack of detail and explanation related to the physiological and psychological changes of aging in relation to your client. Ten points were deducted related to APA format because your paper was not written in APA format, it did not have a title page, there was a lot of blank space at the end of the pages (did not equal 3 pages), and your references were cited incorrectly. Please be sure to review all my feedback throughout the entire assignment. If you have any questions, please do not hesitate to reach out. BS/FB**

Week 7-1(a-e) Kelsie, you did an excellent job during your clinical rotation in 1 South this week in which you were able to satisfactorily meet all of these competencies. BS

Week 7-1(f) Kelsie, you did an excellent job developing and implementing an appropriate nursing therapy group activity in clinical this week. You discussed relaxation techniques with the patients, provided them with a relaxation educational hand out, completed a “Letting Go” worksheet activity with them, and played a guided imagery relaxation video for them as well to help them relax. Excellent job! 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 |
| a. Competencies: Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. (noticing) | NA | NA | S | NA | S | NA | S | NA | S |
| b. Identify the individual patient’s symptoms related to the psychiatric diagnosis. (interpreting) | NA | NA | NA | NA | S | NA | S | NA | S |
| c. Demonstrate ability to identify the patient’s use of coping/defense mechanisms. (noticing, interpreting) | NA | NA | NA | NA | S | S | S | NA | S |
| d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting) | NA | NA | NA | NA | S NI/S | NA | S NA | NA | S |
| e. Apply the principles of asepsis and standard precautions. | NA | NA | S | S | S | NA | S | NA | S |

* End-of-Program Student Learning Outcomes

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|--|----|----|----|----|----|----|----|----|----|
| f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding) | NA | NA | S | S | S | NA | S | NA | S |
| Faculty Initials | LM | CP | FB | BS | FB | LM | BS | BS | BS |

Comments: Week 5 (2a, b, d)- Kelsie, you will have to re-do your nursing care plan. Please see rubric for comments. Make sure to follow the nursing care plan guidelines provided to you under resources. You were able to provide a good history of your patient’s psychiatric history, but there were portions of the care plan that were missing or too vague, not specific enough. FB

Week 7-2(d) This competency has been changed to “NA” because you were not required to, and did not formally develop a prioritized nursing care plan for you patient in clinical this week. BS

Week 7-2(f) Excellent job with your EBP article presentation in debriefing about mental health and academic performance of first-year college students. BS

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

Comments: Week 3- Great job with your hospice reflection paper. It is a great learning experience and it provides a different perspective on quality of life. FB

Week 4-3(a,c,d) Excellent job therapeutically communicating with the patients while in your Erie County Health Department Detox clinical experience. BS

Week 4-3(f) This competency has been changed to a "U" because you were missing both an in-text citation and reference within your CDG. Remember to follow all the guidelines on the Clinical Discussion Group Rubric when completing your CDGs in order to be satisfactory. Additionally, your answers were very brief and lacking detail. Going forward, please be sure to provide more detailed responses. Remember, a "U" in a competency must be addressed in writing by the

* End-of-Program Student Learning Outcomes

student in the Evaluation of Clinical Performance tool the following week. The student response must include how the competency has been or will be met at a satisfactory level. Please let me know if you have any questions. BS Next time I will make sure to read all the instructions because I thought we only did in-text citations and reference for the 1South CDG's , also I will make sure to write more detailed responses about my experience. KS

Week 5 (3f)- Good job with CDG this week, posted on time, in-text citation and reference provided, make sure to follow APA formatting for citations. FB

Week 6 (3f)- Kelsie provided detailed responses to the CDG post for the NA/AA meeting this week. Kelsie provided an in-text citation and reference. Remember to follow proper APA formatting. Good job! LM

Week 7-3(a, f) Kelsie, you did an excellent job appropriately and therapeutically communicating with your patient and other patients in clinical this week. You also did an excellent job with you CDG as well. Keep up all your great work! BS

Week 8-3(e) Kelsie, you have received an “S” with a total score of 91/100 for this assignment. Great job! One point was deducted for some minor grammatical errors throughout the assignment. One point was deducted because your objectives were not written SMART (specific, measurable, attainable. realistic, and timed). Two points were deducted because thoughts and feelings were not identified for every student nurse and client response. Five points were deducted for several responses missing nursing interventions, as well as the student’s thoughts and feelings. BS

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

Comments: Week 3 (4a)- this competency was changed to a NA. You will discuss safe administration and the six rights of medication administration with your clinical faculty during your 1-S clinical rotation. (4 b,c,e) These competencies were completed with the information you provided on the antidepressant medication profile, great job. FB

Week 5 (4a) Good job being able to identify through discussion the safe administration, uses, classifications, barriers, adverse effects and nursing intervention associated with psychiatric medications. FB

Week 5 – Kelsie did not have clinical on 1-South this week and the competencies did not apply this week so an NA was given for each competency. LM

Week 7-4(a-e) Kelsie, you did an excellent job discussing the safe administration of medications 1:1 on with me this week in clinical, as well as discussing the uses, classifications, side effects, pertinent nursing interventions and assessments for medications, and barriers to maintaining medication compliance within your CDG. Great job! BS

* End-of-Program Student Learning Outcomes

* 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 | S | NA | S NA | NA | S |
| b. Discuss recommendations for referrals to appropriate community resources and agencies. | NA | NA | NA | NA | S | NA | S NA | NA | 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 | S | NA | NA | NA | NA | S |
| d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation) | NA | NA | NA | NA | S | S | NA | NA | S |
| Faculty Initials | LM | CP | FB | BS | FB | LM | BS | BS | BS |

Comments:

Week 6 (5d)- Kelsie attended the NA/AA virtual meeting 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: | NA | NA | S NA | NA | S | NA | S | NA | S |
| a. Demonstrate competence in navigating the electronic health record. | NA | NA | S NA | NA | S NA | NA | S | NA | S |
| b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record. | LM | CP | FB | BS | FB | LM | BS | BS | BS |
| Faculty Initials | | | | | | | | | |

Comments: Week 3 (6a,b)- These competencies will be completed during your 1-S clinical rotation, therefore they were changed to a "NA". FB

Week 5 (6b)- This competency was changed to "NA" because you did not document in the medical record this week. This will be completed when you present the nursing therapy group. FB

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 | NA | NA | NA | S | S | S | NA | 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 | S | NA | S | NA | S |
| c. Illustrate active engagement in self-reflection and debriefing. | NA | NA | S | S | S | NA | S | NA | S |
| 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 | S | S | NA | S |
| e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. | NA | NA | S | S | S | S | S | NA | S |
| f. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.” | NA | NA | S | S | S | S | S | NA | S |
| Faculty Initials | LM | CP | FB | BS | FB | LM | BS | BS | BS |

Comments:

Week 4-7(a) The Erie County Health Department Detox Unit is an observation experience, therefore this competency does not need to be addressed. BS

Week 5- 7a A strength in care I did for my patient was I was able to sit and actively listen and by doing this they really opened up to me and told me their whole life story which was sad to hear but also, great that I got them to trust me enough to tell me everything. Kelsie you did a good job interacting and engaging with the patients in the psychiatric clinical setting. FB

Week 6-7a A strength in care I did during the AA meeting was active listening and having no judgement on the individuals there who came to a safe place to share their life story. **Great job Kelsie! LM**

Week 7- 7a: A strength in care I did for a patient during my clinicals was bring them a chair while they were on the phone because I saw they were crouching on the floor. **BS**

Week 7-7(b) Excellent job discussing factors that create a culture of safety within your CDG this week. BS

Nursing Care Plan Grading Tool
Psychiatric Nursing
2020

Student Name: **Kelsie Sayler**

Clinical Date: **7/23-24/2020**

| | |
|---|--|
| Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)* | |
| **Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating | Total Points Comments |
| Nursing Diagnosis: (3 points) Problem Statement (1) Etiology (1) Defining Characteristics (1) (0.5) (1) | Total Points 2.5/3.0 Comments: Nursing diagnosis were very appropriate for your patient. You identified a priority nursing diagnosis and provided supportive defining characteristics, but two of the defining characteristics are not specific enough and one is your other nursing diagnosis. Make sure all defining characteristics support the nursing diagnosis. |
| Goal and Outcome (6 points total) Goal Statement (1 point) (0) (1) Outcome: Specific (1) (0) (1) Measurable (1) (0.5) (1) Attainable (1) Realistic (1) Time Frame (1) | Total Points 4.5/6 Comments: No Goal statement was provided and there should always be a goal statement that relates directly to the NANDA problem. Outcomes are based off of goal statement. The outcomes listed were not specific and measurable. How would you measure establishing trust? Great job providing a generalized goal statement and identifying outcomes using the SMART acronym. |
| Nursing Interventions: (8 points total) Prioritized (1) (0) (0.5) What (1) How Often (1) (0) (1) When (1) Individualized (1) Realistic (1) Rationale (1) All pertinent interventions listed (1) (0) (0) | Total Points 5/6.5 Comments: Interventions provided were not prioritized, you must always think of safety first. Patient safety is a nursing priority. Administration of psychiatric medications, dosage, and times was not listed they are also very pertinent because that is a priority way of managing mental illness. Prioritize interventions by assessing before administration of medications. You would also want to include the encouragement of the patient to verbalize feelings. |
| Evaluation: (5 points total) Date (1) Goal Met/partially/unmet (1) Defining characteristics (1) Plan to continue//modify/terminate (1) (0) (1) Signature (1) | Total Points 4/5 Comments: Plan of care was not addressed. All portions of the evaluation were provided. |
| 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 = 16/20.5 Comments: Kelsie, this care plan will need to be corrected and re-submitted by Friday at 0800 am. You should follow the Nursing Care Plan guidelines for seniors located under resources. FB Satisfactory care plan completed. FB |

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

| vSim Evaluation | vSim | | | | | |
|--|--------------------------------|--|----------------------------------|---|--------------------------------|----------------------------|
| | (Bipolar Scenario) Sharon Cole | Ab/ Acute Detox, Andrew Davis (Scenario) | Itural Scenario) Linda Waterfall | Personality Sandra Littlefield (Scenario) | heimer's Disorder) 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 | S | S |
| Faculty Initials | FB | FB | BS | FB | LM | BS |
| Remediation: Date/Evaluation/Initials | NA | NA | 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:

