

EVALUATION OF CLINICAL PERFORMANCE TOOL
Psychiatric Nursing- 2021
Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Lillian Royster
Satisfactory/Unsatisfactory

Final Grade:

Semester: Summer Session

Date of Completion:

Faculty: Brian Seitz MSN, RN, Kelly Ammanniti MSN, RN,
 Liz Woodyard MSN, RN, Brittany Lombardi MSN, RN
Teaching Assistants: Nick Simonovich BSN, RN, 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:

- al Patient Profile
- Meditech Documentation
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Clinical Discussion Rubric
- Nursing Process Recording Rubric
- Geriatric Assessment Rubric Lasater Clinical Judgment Rubric
- Virtual Simulation scenarios
- ABCDEF Bundle Grading Rubric
- Pathophysiology Grading Rubric
- Participation in adjunctive therapies (N.A./A.A.; Erie County Health Department Detox Unit, Hospice inpatient/outpatient care
- EBP Presentations Rubric
- Hospice Reflection Journal
- Virtual Simulation Scenarios
- Lasater Clinical Judgment Rubric

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)
Initials	Faculty Name		
BS	Brian Seitz MSN, RN		
KA	Kelly Ammanniti MSN, RN		
BL	Brittany Lombardi MSN, RN		
LW	Liz Woodyard MSN, RN		
NS	Nick Simonovich BSN, RN		
DC	Devon Cutnaw BSN, RN		

* End-of-Program Student Learning Outcomes

	PERFORMANCE CODE
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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.

Objective											
1. Apply the principles of psychiatric theory in the care of diverse populations, 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	9	Make Up	Final
Competencies:		S	S	N/A	N/A						
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder.		S	S	N/A	N/A						
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.		S	S	N/A	N/A						
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.		S	S	N/A	N/A						
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care		S	S	N/A	N/A						
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).		S	S	N/A	N/A						
f. Develop and implement an appropriate nursing therapy group activity.		S	S	N/A	N/A						
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment)					N/A						
Faculty Initials		BS	DC	KA	BL						
Clinical Location		1S 60YO	1S 59YO	NA	N/A						

* End-of-Program Student Learning Outcomes

Comments:

Week 2- 1c- Nice job of discussing the social determinants of health for your patient and how they relate to his current condition. 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	9	Make Up	Final
Competencies:		S	S	N/A	N/A						
a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. (noticing)		S	S	N/A	N/A						
b. Identify the individual patient's symptoms related to the psychiatric diagnosis. (interpreting)		S	S	N/A	N/A						
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. (noticing, interpreting)		S	S	N/A	N/A						
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting)		S	N/A	N/A	N/A						
e. Apply the principles of asepsis and standard precautions.		S	S	N/A	N/A						
f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding)		S	S	N/A	N/A						
Faculty Initials		BS	DC	KA	BL						

Comments:

Week 2- 2a,b,d- Nice job discussing your patient's history and the circumstances surrounding her admission. Good job also of providing two nursing diagnoses for your patient and including etiology and defining characteristics. You chose the priority psychiatric nursing diagnosis for your patient and provided appropriate, realistic outcomes related to his admission. You provided a prioritized list of nursing interventions specific to your patient's diagnosis, along with a complete evaluation, nice work! BS

* End-of-Program Student Learning Outcomes

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

Comments:

Week 5-3(e) Excellent job with your Nursing Process Study. You have been graded as satisfactory for this assignment. Please see the Nursing Process Study Rubric for detailed feedback. BL

* 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	9	Make Up	Final
a. Discuss the safe administration of medication while observing the six rights of medication administration.		S	S	N/A	N/A						
b. Demonstrate ability to discuss the uses and implication of psychotropic medications		S	S	N/A	N/A						
c. Identify the major classification of psychotropic medications.		S	S	N/A	N/A						
d. Identify common barriers to maintaining medication compliance.		S	S	N/A	N/A						
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.		S	S	N/A	N/A						
Faculty Initials		BS	DC	KA	BL						

Comments:

* 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	9	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						
b. Discuss recommendations for referrals to appropriate community resources and agencies.		S	S	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						
d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)		N/A	N/A	N/A	N/A						
Faculty Initials		BS	DC	KA	BL						

Comments:

* 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	9	Make Up	Final
Competencies:		S	S	N/A	N/A						
a. Demonstrate competence in navigating the electronic health record.		S	S	N/A	N/A						
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.		S	S	N/A	N/A						
Faculty Initials		BS	DC	KA	BL						

Comments:

* 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	9	Make Up	Final
a. Identify your strengths for care delivery of the patient with mental illness		S	S	N/A	N/A						
b. Demonstrates effective use of strategies to reduce risk of harm to self or others. Create a safe environment for patient care.		S	S	N/A	N/A						
c. Illustrate active engagement in self-reflection and debriefing.		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	N/A	N/A						
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.		S	S	N/A	N/A						
f. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.”		S	S	N/A	N/A						
Faculty Initials		BS	DC	KA	BL						

Comments:

Week 3 – Good job this week, Lillian. You interacted well with the patients and provided support to your peers. Keep up the good work. DC

Nursing Care Plan Grading Tool
Psychiatric Nursing
2021

Student Name: **L. Royster**

Clinical Date: **6/8/21-6/9/21**

<p>Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*</p>	
<p>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</p>	<p>Total Points 21/22 Comments Great Job Lilly! BS</p>
<p>Nursing Diagnosis: (3 points) Problem Statement (1) 1 Etiology (1) 1 Defining Characteristics (1) 1</p>	<p>Total Points 3 Comments: Keep in mind a nursing diagnosis should be written Ineffective coping RT.....AEB.....</p>
<p>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</p>	<p>Total Points 5 Comments: Put a positive spin on your nursing diagnosis for your goal statement, ex. Patient will display effective coping AEB.....</p>
<p>Nursing Interventions: (8 points total) Prioritized (1) 1 What (1) 1 How Often (1) 1 When (1) 1 Individualized (1) Realistic (1) 1 Rationale (1) 1 All pertinent interventions listed (1) 1</p>	<p>Total Points 8 Comments: Nice job here Lilly!</p>
<p>Evaluation: (5 points total) Date (1) 1 Goal Met/partially/unmet (1) 1 Defining characteristics (1) 1 Plan to continue//modify/terminate (1) Signature (1) 1</p>	<p>Total Points 5 Comments: Good</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 = 21/22 Comments: Satisfactory</p>

Firelands Regional Medical Center School of Nursing
 Psychiatric Nursing 2021
 Simulation Evaluations

<u>vSim Evaluation</u> Performance Codes: S: Satisfactory U: Unsatisfactory	Linda Waterfall (Anxiety/Cultural Scenario) (*1,2,3,4,5)	Sharon Cole (Bipolar Scenario) (*1,2,3,4,5)	Sandra Littlefield (Borderline Personality Disorder Scenario) (*1,2,3,4,5)	Adult Live-Simulation (*1,2,3,4,5,7/7)	George Palo (Alzheimer's Disorder) (*1,2,3,4,5)	Randy Adams (PTSD Scenario) (*1,2,3,4,5)
	Date: 6/11/2021	Date: 6/25/2021	Date: 7/2/2021	Date: 7/7/2021 7/8/2021	Date: 7/9/2021	Date: 7/23/2021
	S	S	S			
Evaluation	S	S	S			
Faculty Initials	BS	KA	BL			
Remediation: Date/Evaluation/Initials	NA	NA	NA			

* Course Objectives

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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:

