

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

Student: Brittney Lesch

Final Grade: Satisfactory/Unsatisfactory

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
- Observation of Clinical Performance
- Clinical Nursing Therapy Group Rubric

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)
6/27/21	2	Sandusky Artisans CDG	6/30/21 2H BL
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

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	NA	NA	NA						
a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder.		S	NA	NA	NA						
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.		NA S	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						
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care		NA S	NA	NA	NA						
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).		NA	NA	NA	NA						
f. Develop and implement an appropriate nursing therapy group activity.		NA	NA	NA	NA						
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment)					S						
Faculty Initials		BL	BS	KA	BL						
Clinical Location		Detox		Hospice	NA						

* End-of-Program Student Learning Outcomes

Comments:

Week 5-1(g) Excellent job with your Geriatric Assessment. You have been graded as satisfactory for this assignment. Please see the Geriatric Assessment Rubric for detailed feedback. BL

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:		NA	NA	NA	NA						
a. Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. (noticing)		NA	NA	NA	NA						
b. Identify the individual patient's symptoms related to the psychiatric diagnosis. (interpreting)		NA	NA	NA	NA						
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. (noticing, interpreting)		NA	NA	NA	NA						
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting)		NA	NA	NA	NA						
e. Apply the principles of asepsis and standard precautions.		NA	NA	NA	NA						
f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding)		S NA	NA	S	NA						
Faculty Initials		BL	BS	KA	BL						

Comments:

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

Comments:

Week 2-3(f) You have received a “U” for this competency this week because you did not provide an in-text citation or reference for your CDG posting. Although your CDG was well written, per the CDG grading rubric students must provide both an in-text citation and reference in order to be graded as satisfactory. Please be sure to address this “U” next week. If you have any questions or need assistance, please do not hesitate to ask. BL

I plan on having my CGD grading rubric out when I’m completing my CGD in the future. I will make sure this is done on any future CDG’s. BAL

* End-of-Program Student Learning Outcomes

Week 4 – 3f – I was unable to locate your completed CDG response for your experience with the Sandusky Artisans. Please make sure to complete the questions and post your CDG response to make-up the 2 hours missed clinical. Please also remember to write a goal on how you will prevent receiving a U in this competency in the future. KA I plan to check the “discussion” board after every clinical to make sure I am not missing an assignment. BAL BL

Week 5-3(f) Satisfactory make-up CDG posting for Sandusky Artisans clinical experience. BL

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.		NA	NA	NA	NA						
b. Demonstrate ability to discuss the uses and implication of psychotropic medications		NA	NA	NA	NA						
c. Identify the major classification of psychotropic medications.		NA	NA	NA	NA						
d. Identify common barriers to maintaining medication compliance.		NA	NA	NA	NA						
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.		NA	NA	NA	NA						
Faculty Initials		BL	BS	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.		S	NA	NA	NA						
b. Discuss recommendations for referrals to appropriate community resources and agencies.		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)		S	NA	NA	NA						
d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)		NA	NA	S	NA						
Faculty Initials		BL	BS	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:		NA	NA	NA	NA						
a. Demonstrate competence in navigating the electronic health record.		NA	NA	NA	NA						
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.		NA	NA	NA	NA						
Faculty Initials		BL	BS	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		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	NA	NA	NA						
c. Illustrate active engagement in self-reflection and debriefing.		NA	NA	NA	NA						
d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE” – attitude, commitment, and enthusiasm during all clinical interactions.		S	NA	S	NA						
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.		S NI	U	S U	NA U						
f. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.”		S	NA	S	NA						
Faculty Initials		BL	BS	KA	BL						

Comments:

Week 2-7(e) Unfortunately, your clinical tool was not submitted by the appropriate due date and time, therefore you have been given an “NI” for this competency this week as it relates to responsibility. Going forward, please be sure that your clinical tool is submitted by the appropriate due date and time. If you have any questions, please do not hesitate to ask. BL

Now that I have made this mistake 2x. I will be setting an alarm on my phone to remind myself to turn in my clinical tool ontime. Sounds like a good plan. BS

Week 4 – 7c – Brittany, you did an excellent job reflecting on your Hospice experience. Thank you for sharing your personal experience and how it influenced your perception of Hospice and their care for patients. KA

Week 4 – 7e – Your CDG questions were not completed and posted by the due date and time. Please make sure to write a goal on how you will prevent a U in this competency in the future. KA

Week 5-7(e) Brittney, unfortunately I had to change this competency to a “U” again for this week because you did not address the “U” from last week with a plan as to how you will prevent this from occurring again in the future. Remember, whenever a student receives a “U” in a competency, 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. Please let me know if you have any questions. BL

Nursing Care Plan Grading Tool
Psychiatric Nursing
2021

Student Name:	Clinical Date:
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)	Total Points Comments:
Goal and Outcome (6 points total) Goal Statement (1 point) Outcome: Specific (1) Measurable (1) Attainable (1) Realistic (1) Time Frame (1)	Total Points Comments:
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 Comments:
Evaluation: (5 points total) Date (1) Goal Met/partially/unmet (1) Defining characteristics (1) Plan to continue//modify/terminate (1) Signature (1)	Total Points Comments:
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 = Comments:

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

<p><u>vSim Evaluation</u></p> <p>Performance Codes:</p> <p>S: Satisfactory</p> <p>U: Unsatisfactory</p>	<p>Linda Waterfall (Anxiety/Cultural Scenario) (*1,2,3,4,5)</p>	<p>Sharon Cole (Bipolar Scenario) (*1,2,3,4,5)</p>	<p>Sandra Littlefield (Borderline Personality Disorder Scenario) (*1,2,3,4,5)</p>	<p>Adult Live-Simulation (*1,2,3,4,5,77/)</p>	<p>George Palo (Alzheimer's Disorder) (*1,2,3,4,5)</p>	<p>Randy Adams (PTSD Scenario) (*1,2,3,4,5)</p>
	<p>Date: 6/11/2021</p>	<p>Date: 6/25/2021</p>	<p>Date: 7/2/2021</p>	<p>Date: 7/7/2021 7/8/2021</p>	<p>Date: 7/9/2021</p>	<p>Date: 7/23/2021</p>
Evaluation	U	S	S			
Faculty Initials	BL	KA	BL			
Remediation: Date/Evaluation/Initials	6/21/21 S/BS	NA	NA			

* Course Objectives

**Linda Waterfall (6/11/21)-Did not register for course on Vsim. BL
I am now registered for the course on Vsim.**

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:

