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

Student: Christina Lopez

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

* End-of-Program Student Learning Outcomes

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

<p style="text-align:center">**PERFORMANCE CODE**</p>

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 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: a. Demonstrate an understanding of the relationship between mental health, physical health, and environment for those patients diagnosed with a mental disorder.		na	s	s	s						
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.		na	s	s	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	s	~~Na~~ S						
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care		na	s	s	~~Na~~ S						
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).		na	s	s	s						
f. Develop and implement an appropriate nursing therapy group activity.		na	s	na	na						
g. Develop a geriatric physical/mental health assessment and education plan. (**Geriatric Assessment**)					na						
Faculty Initials		**BL**	**BL**	**BL**	**BL**						
Clinical Location		na	1 south	1 south	Detox center AA/NA						

* End-of-Program Student Learning Outcomes

Comments:
Week 3-1(f) Christina, you did an excellent job facilitating nursing therapy group for the patients. Your activity was engaging and a great way for patients to identify ways to cope with stress. 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: 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	s	na						
b. Identify the individual patient's symptoms related to the psychiatric diagnosis. **(interpreting)**		na	s	s	na						
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. **(noticing, interpreting)**		na	s	s	na						
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. **(noticing, interpreting, responding, reflecting)**		na	s	~~S~~ NA	na						
e. Apply the principles of asepsis and standard precautions.		na	s	s	na						
f. Practice use of standardized EBP tools that support safety and quality. **(noticing, responding)**		na	s	s	na						
Faculty Initials		**BL**	**BL**	**BL**	**BL**						

Comments:

Week 3-2(d) Excellent job formulating a prioritized nursing care plan for your patient utilizing clinical judgment skills. Please see the Care Plan Grading Rubric at the end of this document for my feedback. BL

Week 3-2(f) Great job with discussion of your EBP article titled "Reducing Falls after Electroconvulsive Therapy" during debriefing. BL

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

Comments:
Week 3-3(a, d) Christina, you did an excellent job therapeutically communicating with all the patients this week. Keep up your excellent work! BL

Week 3-3(f) Christina, overall you did a nice job with your CDG for this week. However, you did not submit your CDG in the appropriate location. Your CDG should be posted under discussions, not submitted to your personal dropbox. Additionally, for Clinical Day 1, there was some information missing for question 3. Specifically, you did not provide any defining characteristics for the second nursing diagnosis you chose (Ineffective Coping). For Clinical Day 2, your care plan

* End-of-Program Student Learning Outcomes

is very well done. Please see the Care Plan Grading Rubric at the end of this document for my feedback. Lastly, you did not provide an in-text citation in your post at all. You provided two references, but no in-text citation. Remember, for every reference that you have, there should be an in-text citation within the posting as well. Both an in-text citation and a reference are required in all CDG postings for a satisfactory grade. If you have any questions, please do not hesitate to reach out. BL

Week 4-3(f) Excellent job with your CDG this week. BL

Week 5-3(e) You have been graded as unsatisfactory for your Nursing Process Study with a score of 72/100. Please review the Nursing Process Study Rubric for the appropriate areas that need to be corrected in order to become satisfactory for this assignment. If you have any questions, please do not hesitate to ask. Please remember to address this "U" on your clinical tool next week. BL

Week 5-3(f)-Christina, overall you did a very nice job with your CDG postings for your Detox and Sandusky Artisans clinical experiences. Unfortunately, you did not include an in-text citation or a reference for your Detox CDG. Per the CDG grading rubric, if a student omits both an in-text citation and reference from their CDG posting, they are automatically graded as unsatisfactory. Please be sure to include both an in-text citation and a reference in all CDG postings. If you have any questions, or need assistance, I would be happy to help you. Remember to address this "U" on your clinical tool next week with a plan for improvement. 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	s	s	na						
b. Demonstrate ability to discuss the uses and implication of psychotropic medications		na	s	s	na						
c. Identify the major classification of psychotropic medications.		na	s	s	na						
d. Identify common barriers to maintaining medication compliance.		na	s	s	na						
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.		na	s	s	na						
Faculty Initials		**BL**	**BL**	**BL**	**BL**						

Comments:

Week 3-4(a-e) Excellent job demonstrating knowledge of frequently prescribed medications utilized in treating mental illness through one-on-one discussion with your instructor during clinical. Keep up the great work! BL

* 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.		na	na	na	s						
b. Discuss recommendations for referrals to appropriate community resources and agencies.		na	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						
d. Attend Narcotics/ Alcoholics Anonymous meeting. **(Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)**		na	na	na	s						
Faculty Initials		**BL**	**BL**	**BL**	**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: a. Demonstrate competence in navigating the electronic health record.		na	s	s	na						
b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.		na	s	s	na						
Faculty Initials		**BL**	**BL**	**BL**	**BL**						

Comments:

Week 4-6(a) Excellent job taking the time to navigate the electronic health record in order to research information about your patient. BL

* 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	s	s	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	s	na						
c. Illustrate active engagement in self-reflection and debriefing.		na	s	s	na						
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE" – attitude, commitment, and enthusiasm during all clinical interactions.		na	s	s	s						
e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.		~~Na~~ NI	s	s	s						
f. Follow the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care."		na	s	s	~~Na~~ S						
Faculty Initials		**BL**	**BL**	**BL**	**BL**						

Comments:

Week 2-7(e) This competency has been changed to an "NI" for this week because your clinical tool was not submitted on time. Going forward, please be sure to submit your clinical tool by the appropriate due date and time. If you have any questions, please do not hesitate to reach out. BL

Nursing Care Plan Grading Tool
Psychiatric Nursing
2021

Student Name: Christina Lopez	**Clinical Date: 6/15-6/16/2021**
Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*	Low self-esteem
**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating	Total Points Comments

Nursing Diagnosis: (3 points)
  Problem Statement (1)-1
  Etiology (1)-0
  Defining Characteristics (1)-1
	Total Points: 2
	Comments: Nursing diagnosis is appropriate for patient, however, you did not include an etiology. For example, Low self-esteem R/T lack of approval. You must always include an etiology statement. Defining characteristics are well done. BL

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
	Total Points: 5
	Comments: Remember to include an overall goal statement. For example, "Patient will have high self-esteem" and then AEB your outcome statements. Great job with outcome statements, they are SMART. BL

Nursing Interventions: (8 points total)
  Prioritized (1)-1
  What (1)-1
  How Often (1)-1
  When (1)-1
  Individualized (1)-1
  Realistic (1)-1
  Rationale (1)-1
  All pertinent interventions listed (1)-1
	Total Points: 8
	Comments: Excellent job with all your nursing interventions! BL

Evaluation: (5 points total)
  Date (1)-1
  Goal Met/partially/unmet (1)-1
  Defining characteristics (1)-1
  Plan to continue//modify/terminate (1)-1
  Signature (1)-1
	Total Points: 5
	Comments: Great job! BL

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 = 20/22 Comments: Satisfactory care plan. Great job! BL

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

vSim Evaluation 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 (*1,2,3,4,5,77/)	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**
Evaluation	S	S	S			
Faculty Initials	BL	BL	BL			
Remediation: **Date/Evaluation/Initials**	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: