

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

**Student:**

Kelly Wilson

**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) |
|-----------|----------------------------------|----------|---------------------|
|           |                                  |          |                     |
|           |                                  |          |                     |
|           |                                  |          |                     |
|           |                                  |          |                     |
|           |                                  |          |                     |
|           |                                  |          |                     |
| Initials  | Faculty Name                     |          |                     |
| <b>BS</b> | <b>Brian Seitz MSN, RN</b>       |          |                     |
| <b>KA</b> | <b>Kelly Ammanniti MSN, RN</b>   |          |                     |
| <b>BL</b> | <b>Brittany Lombardi MSN, RN</b> |          |                     |
| <b>LW</b> | <b>Liz Woodyard MSN, RN</b>      |          |                     |
| <b>NS</b> | <b>Nick Simonovich BSN, RN</b>   |          |                     |
| <b>DC</b> | <b>Devon Cutnaw BSN, RN</b>      |          |                     |

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

\* End-of-Program Student Learning Outcomes

|                   |  |         |         |                        |  |               |  |  |  |  |
|-------------------|--|---------|---------|------------------------|--|---------------|--|--|--|--|
| Clinical Location | Sandusky Artisan recovery NAA meeting at 1700 on 6-9-2021 via zoom | 1 SOUTH | 1 SOUTH | Erie County Detox Unit | NO CLINICAL THIS WEEK JUST LIVE SIMULATION | STEIN HOSPICE |  |  |  |  |
|-------------------|--|---------|---------|------------------------|--|---------------|--|--|--|--|

**Comments:**

**Week 4-1(f) Kelly, you did an excellent job facilitating nursing therapy group for the patients. Your beach ball activity was engaging and a great way for patients to identify positive coping mechanisms, as well as talk about their different feelings and emotions. Your positive thoughts and affirmation handout, as well as the colorful hand cut outs with positive thoughts was very nice as well. 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 |
| a. <b>Competencies:</b><br>Assemble a health history which includes past and current history of mental and medical health issues and chief reason for hospitalization. <b>(noticing)</b>  |   | N/A | S | S   | N/A | N/A | N/A |   |   |         |       |
| b. Identify the individual patient's symptoms related to the psychiatric diagnosis. <b>(interpreting)</b>   |   | N/A | S | S   | N/A | N/A | N/A |   |   |         |       |
| c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. <b>(noticing, interpreting)</b>  |   | N/A | S | S   | N/A | N/A | N/A |   |   |         |       |
| d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>(noticing, interpreting, responding, reflecting)</b>  |   | N/A | S | N/A | N/A | N/A | N/A |   |   |         |       |
| e. Apply the principles of asepsis and standard precautions.  |   | N/A | S | S   | N/A | N/A | S   |   |   |         |       |
| f. Practice use of standardized EBP tools that support safety and quality. <b>(noticing, responding)</b>  |   | N/A | S | S   | N/A | N/A | N/A |   |   |         |       |

\* End-of-Program Student Learning Outcomes

|                  |  |    |    |    |    |    |    |  |  |  |  |
|------------------|--|----|----|----|----|----|----|--|--|--|--|
| Faculty Initials |  | BL | BL | BL | BL | DC | 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 4-2(f) Great job with discussion of your EBP article titled “Measuring Attitudes towards Mental Health Using Social Media: Investigating Stigma and Trivialisation” 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.   |   | N/A      | S       | S       | N/A | N/A | S   |   |   |         |       |
| b. Demonstrate professional and appropriate communication with the treatment team by using the SBAR format for handoff communication during transition of care.          |   | N/A      | S       | S       | N/A | N/A | S   |   |   |         |       |
| c. Identify barriers to effective communication. ( <b>noticing, interpreting</b> )   |   | N/A<br>S | S       | S       | S   | N/A | S   |   |   |         |       |
| d. Construct effective therapeutic responses.  |   | N/A      | S       | S       | N/A | N/A | S   |   |   |         |       |
| e. Construct a satisfactory patient-nurse therapeutic communication. ( <b>Nursing Process Study</b> )  |   | N/A      | N/A     | S<br>NA | S   | N/A | N/A |   |   |         |       |
| f. Posts respectfully and appropriately in clinical discussion groups.   |   | S        | S<br>NI | S       | S   | N/A | S   |   |   |         |       |
| g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.   |   | S        | S       | S       | S   | N/A | S   |   |   |         |       |
| h. Teach patient/family based on readiness to learn and patient needs. ( <b>responding, reflecting</b> )   |   | N/A      | S       | S       | N/A | N/A | N/A |   |   |         |       |
| Faculty Initials   |   | BL       | BL      | BL      | BL  | DC  | BL  |   |   |         |       |

**Comments:**

**Week 2-3(f) Kelly, you did an excellent job with your CDG. Your responses were very detailed and thorough. Keep up all your great work! BL**

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

\* End-of-Program Student Learning Outcomes

**Week 3-3(f) Overall you did a very nice job with your CDG posting this week. Unfortunately, you did not include an in-text citation anywhere in your CDG post, therefore this competency was changed to an “NI.” Remember, you must include both an in-text citation and reference in all CDG postings in order to be graded as satisfactory. You did an excellent job with your care plan. Please see the Care Plan Grading Rubric at the end of this document for my feedback. BL I will remember in future projects and discussions to reread my work and make sure I have put in the proper APA format needed.**

**Week 4-3(f) Satisfactory CDG. Excellent job! BL**

**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**

**Week 5-3(f) Kelly, you did an excellent job with your CDG this week. Your responses were very detailed and reflected much insight into what the Detox center is all about. It is clear that you learned a lot during this experience. Keep up all your excellent work! BL**

**Week 7-3(f) Kelly, you did an excellent job with your Hospice Reflection Journal. I'm glad you learned a lot during this experience and enjoyed your time spent there. Thank you so much for sharing your thoughts and feelings about the experience. 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.                     |   | N/A       | <del>N/A</del><br>S | S         | N/A       | N/A       | N/A       |   |   |         |       |
| b. Demonstrate ability to discuss the uses and implication of psychotropic medications  |   | N/A       | S                   | S         | N/A       | N/A       | N/A       |   |   |         |       |
| c. Identify the major classification of psychotropic medications.   |   | N/A       | S                   | S         | N/A       | N/A       | N/A       |   |   |         |       |
| d. Identify common barriers to maintaining medication compliance.   |   | N/A       | S                   | S         | N/A       | N/A       | N/A       |   |   |         |       |
| e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications. |   | N/A       | S                   | S         | N/A       | N/A       | N/A       |   |   |         |       |
| Faculty Initials  |   | <b>BL</b> | <b>BL</b>           | <b>BL</b> | <b>BL</b> | <b>DC</b> | <b>BL</b> |   |   |         |       |

**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

\* 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 | S   | N/A | N/A |   |   |         |       |
| b. Discuss recommendations for referrals to appropriate community resources and agencies.   |   | S   | S<br>NA | N/A | 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 | S   | N/A | N/A |   |   |         |       |
| d. Attend Narcotics/Alcoholics Anonymous meeting. (Alcoholics/Narcotics Anonymous at the Artisans of Sandusky Observation)  |   | S   | N/A     | N/A | N/A | N/A | N/A |   |   |         |       |
| Faculty Initials  |   | BL  | BL      | BL  | BL  | DC  | 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 |
| <b>Competencies:</b>   |   | N/A | S   | S  | N/A | N/A | N/A |   |   |         |       |
| a. Demonstrate competence in navigating the electronic health record.  |   | N/A | N/A | S  | N/A | N/A | N/A |   |   |         |       |
| b. Demonstrate satisfactory documentation of physical and psychiatric assessments and nursing notes utilizing the electronic health record.                      |   | N/A | N/A | S  | N/A | N/A | N/A |   |   |         |       |
| Faculty Initials   |   | BL  | BL  | BL | BL  | DC  | BL  |   |   |         |       |

**Comments:**

**Week 4-6(b) Excellent job with your documentation for the Nursing Therapy Group this week. 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  |   | N/A      | S        | S  | N/A | 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.                              |   | N/A      | N/A<br>S | S  | N/A | N/A | S   |   |   |         |       |
| c. Illustrate active engagement in self-reflection and debriefing.   |   | S<br>NA  | N/A<br>S | S  | N/A | 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        | S  | S   | N/A | S   |   |   |         |       |
| e. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect.  |   | S        | S        | S  | S   | N/A | S   |   |   |         |       |
| f. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care.”   |   | N/A<br>S | S        | S  | S   | N/A | S   |   |   |         |       |
| Faculty Initials   |   | BL       | BL       | BL | BL  | DC  | BL  |   |   |         |       |

**Comments:**

**Week 2: I found my listening skills were strong and I engage in all areas of participation during the meeting. I felt like this might be something I would further want to volunteer to help with in the future. My weakness was navigating this clinical tool this week, with the meeting. I was not sure which boxes to put in S in and whether or not I was to put a teaching method in here somewhere. I will learn to ask these questions at an earlier time to better prepare myself. BL**

**Week 3: I very much enjoy this experience and found it to be very humbling. My strength is I am able to connect with people through my listening skills. My weakness is the CDGS I still have a hard time figuring out just how and where to do and put them. I will continue to keep learning and asking. BL**

**WEEK 4 I felt very strong in my therapeutic group activity and participation in the group sessions. My weakness this week was I felt like on day 2 I should have try harder to interact with my patient, I worried that she was not willing to talk the couple of times we did but I feel like I could have try harder to reach out somehow. Excellent job, Kelly! BL**

Nursing Care Plan Grading Tool  
Psychiatric Nursing  
2021

Student Name: **Kelly Wilson**

Clinical Date: **6/15-6/16/2021**

|  |  |
|--|--|
| <p><b>Objective # 6:</b> Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*</p>  | <p>Low Self-Esteem related to disorganized or chaotic environment</p>  |
| <p><b>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</b></p>   | <p>Total Points<br/>Comments</p>   |
| <p>Nursing Diagnosis: (3 points)<br/>Problem Statement (1)-1<br/>Etiology (1)-1<br/>Defining Characteristics (1)-1</p>   | <p>Total Points: 3<br/>Comments: Excellent job! Nursing diagnosis is appropriate for your patient, and defining characteristics are specific. BL</p>   |
| <p>Goal and Outcome (6 points total)<br/>Goal Statement (1 point)-1<br/>Outcome:<br/>Specific (1)-1<br/>Measurable (1)-1<br/>Attainable (1)-1<br/>Realistic (1)-1<br/>Time Frame (1)-0</p>   | <p>Total Points: 5<br/>Comments: Great job! Goal statement is written correctly. For your outcome statements, remember to include a time frame for each. For example, by discharge. BL</p>   |
| <p>Nursing Interventions: (8 points total)<br/>Prioritized (1)-1<br/>What (1)-1<br/>How Often (1)-0<br/>When (1)-0<br/>Individualized (1)-1<br/>Realistic (1)-1<br/>Rationale (1)-1<br/>All pertinent interventions listed (1)-1</p> | <p>Total Points: 6<br/>Comments: Overall, nice job. Remember that you need to include how often and when for each of your nursing interventions. Some of your nursing interventions that you listed did not include these two elements. BL</p> |
| <p>Evaluation: (5 points total)<br/>Date (1)-1<br/>Goal Met/partially/unmet (1)-1<br/>Defining characteristics (1)-1<br/>Plan to continue//modify/terminate (1)-1<br/>Signature (1)-1</p>  | <p>Total Points: 5<br/>Comments: Excellent job with evaluation section! BL</p>   |
| <p>Total possible points = 22<br/>18-22 = Satisfactory care plan<br/>17-14 = Needs improvement care plan<br/>&lt;13 = Unsatisfactory care plan</p>   | <p>Total Points for entire Care plan = 19/22<br/>Comments: Satisfactory care plan. Excellent job! BL</p>   |

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

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

\* Course Objectives

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **Group 8**      OBSERVATION DATE/TIME: **7/8/2021**      SCENARIO #: **Alcohol Substance Use**

| CLINICAL JUDGMENT  |  |  |  |  |  | OBSERVATION NOTES  |
|--|--|--|--|--|--|--|
| <b>COMPONENTS NOTICING: (1, 2, 5)*</b><br>1. Focused Observation:            E <b>A</b> D    B<br>2. Recognizing Deviations from<br>Expected Patterns:            E <b>A</b> D    B<br>a. Information Seeking:        E    A <b>D</b> B  |  |  |  |  |  | Team introduces self, identifies patient, and establishes orientation. Begins physical assessment, VS. Begins CIWA assessment. Additional assessment questions asked.<br><br>Second assessment begins. Patient CO spiders walking all over, want to leave the hospital. CIWA scale assessment completed.   |
| <b>INTERPRETING: (2, 4)*</b><br>3. Prioritizing Data:            E    A    D    B<br>b. Making Sense of Data:       E <b>A</b> D    B  |  |  |  |  |  | CIWA score determined to be 3. Interpreted this result as not needing medication per protocol (nice job).<br><br>CIWA score determined to be 19 and in need of medication.   |
| <b>RESPONDING: (1, 2, 3, 5)*</b><br>4. Calm, Confident Manner:    E <b>A</b> D    B<br>5. Clear Communication:        E    A <b>D</b> B<br>c. Well-Planned Intervention/<br>Flexibility:                    E    A <b>D</b> B<br>d. Being Skillful:                E <b>A</b> D    B |  |  |  |  |  | CIWA assessment completed. Medications prepared and administered correctly. CAGE assessment questions completed. Brief Mental Status Assessment completed<br><br>Education regarding alcoholism completed; symptoms explained, physiology explained, also cultural considerations. Asks if patient has anyone to reach out to, talks about community resources available. Patient is encouraged to take advantage of available resources. SBAR report given to team members.<br><br>Good job of being calm and reassuring. VS taken prior to administering medication. Medication being prepared while partner continues to assess and ask question. Appropriate dose of lorazepam administered, per protocol. |
| <b>REFLECTING: (6)*</b><br>6. Evaluation/Self-Analysis:    E <b>A</b> D    B<br>e. Commitment to Improvement: <b>E</b> A    D    B    B  |  |  |  |  |  | Team discussed the scenario. Discussion focused on summarizing the scenario, what aspects of the scenario that went well, and things they might do differently the next time. Also discussed the prevalence of patients in withdrawal or with substance abuse problems. Team members talked about the importance of teamwork and communication, which were identified as team strengths.<br><br>The team discussed that by participating in the simulation the objectives were all met: demonstration of therapeutic communication while interacting with a patient admitted for alcohol   |

\* End-of-Program Student Learning Outcomes

|   |   |
|---|---|
|   | <p>withdrawal; using the CIWA scale to determine the proper treatment of the patient and ensure the patient is medicated appropriately; and to provide the patient with education on community support and resources.</p> |
| <p><b>SUMMARY COMMENTS:</b><br/> E = exemplary, A = accomplished, D = developing, B = Beginning<br/> Based off of Lasater's Clinical Judgment Rubric<br/> <b>Developing to accomplished is required for satisfactory completion of this simulation.</b></p> |   |

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**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: