

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

Student: Madison White

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)
7/13/2021	1H	Did not complete Detox CDG	7/19/2021 1H
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	n/a	S	n/a	S	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	n/a	S	n/a	S	n/a				
b. Correlate prescribed therapies, psychotherapy, and alternative therapies in relation to the patient's mental disorder.		S	n/a	S	n/a	S	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	n/a	S	n/a	S	n/a				
d. Identify appropriate methods that will assist the patient to regain independence and achieve self-care		S	n/a	S	n/a	S	n/a S				
e. Recognize normal versus non-normal behavior patterns in terms of developmental milestones. (Erickson).		S	n/a	S	n/a	S	n/a				
f. Develop and implement an appropriate nursing therapy group activity.		S	n/a	S	n/a	S	n/a				
g. Develop a geriatric physical/mental health assessment and education plan. (Geriatric Assessment)					n/a						
Faculty Initials		BS	BS	BS	BL	DC	BL				
Clinical Location		1S	No Clinical	1S	No Clinical	Stein Hospice & Sim	Erie Detox				

* 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

Week 4 1f- Nice work leading your nursing therapy group and discussing the type of leadership of the group and providing rationale for this interpretation. There was good participation and engagement by the patients and they enjoyed your group activity. Good 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	9	Make Up	Final
Competencies:		S	n/a	S	n/a	S	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	n/a	S	n/a	S	n/a				
b. Identify the individual patient's symptoms related to the psychiatric diagnosis. (interpreting)		S	n/a	S	n/a	S	n/a				
c. Demonstrate ability to identify the patient's use of coping/defense mechanisms. (noticing, interpreting)		S	n/a	S	n/a	S	n/a				
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. (noticing, interpreting, responding, reflecting)		S	n/a	S	n/a	S	n/a				
e. Apply the principles of asepsis and standard precautions.		S	n/a	S	n/a	S	n/a				
f. Practice use of standardized EBP tools that support safety and quality. (noticing, responding)		S	n/a	S	n/a	n/a	n/a				
Faculty Initials		BS	BS	BS	BL	DC	BL				

Comments:

* End-of-Program Student Learning Outcomes

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

Week 2- 2a,b,c- Nice job discussing your patient's health/mental health history and symptoms related to the diagnosis. As we learn on 1-South, social history often times contributes to the patient's problems as well. 2f- Nice job presenting your EBP article during post-conference! 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	9	Make Up	Final
a. Illustrate professionally appropriate and therapeutic communication skills in interactions with patients, and families.		S	n/a	S	n/a	S	S				
b. Demonstrate professional and appropriate communication with the treatment team by using the SBAR format for handoff communication during transition of care.		S	n/a	S	n/a	S	n/a				
c. Identify barriers to effective communication. (noticing, interpreting)		S	n/a	S	n/a	S	n/a				
d. Construct effective therapeutic responses.		S	n/a	S	n/a	S	n/a				
e. Construct a satisfactory patient-nurse therapeutic communication. (Nursing Process Study)					S						
f. Posts respectfully and appropriately in clinical discussion groups.		S	n/a	S	n/a	S	n/a U				
g. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.		S	n/a	S	n/a	S	S				
h. Teach patient/family based on readiness to learn and patient needs. (responding, reflecting)		S	n/a	S	n/a	S	n/a				
Faculty Initials		BS	BS	BS	BL	DC	BL				

Comments:

Week 4- 3a,c,e,h- Good job discussing factors that create a culture of safety, which are so important in this environment. Nice job also of discussing the importance of group therapy and your patient's participation in groups for the assigned day(s)

* End-of-Program Student Learning Outcomes

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 7-3(f) Madison, you did an excellent job with your CDG posting for the Erie County Health Department Detoxification Unit. Unfortunately, your post was submitted late, therefore I had to change this competency to a “U” for this week. Going forward, be sure to post your CDG on time. Remember to address this “U” on your tool for next week to avoid being graded as unsatisfactory again. If you have any questions or need assistance, please do not hesitate to reach out. 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.		S	n/a	S	n/a	S	n/a				
b. Demonstrate ability to discuss the uses and implication of psychotropic medications		S	n/a	S	n/a	S	n/a				
c. Identify the major classification of psychotropic medications.		S	n/a	S	n/a	S	n/a				
d. Identify common barriers to maintaining medication compliance.		S	n/a	S	n/a	S	n/a				
e. Explain the effects, adverse effects, nursing interventions and safety issues, related to the use of psychotropic medications.		S	n/a	S	n/a	S	n/a				
Faculty Initials		BS	BS	BS	BL	DC	BL				

Comments:

Week 4- 4a-e- Good job discussing your patient's prescribed medications during post conference. As you discuss in your CGD post, these medications have various side-effects that the nurse needs to look for and intervene if necessary. Certain classes of medications cause things like loss of appetite, often prompting a change in medications. BS

* 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	n/a	S	n/a	n/a	S				
b. Discuss recommendations for referrals to appropriate community resources and agencies.		S	n/a	S	n/a	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	n/a	S				
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		BS	BS	BS	BL	DC	BL				

Comments:

Week 2- 5d- Excellent discussion of current trends regarding substance abuse and the need for mental health programs. Good discussion of the family dynamics that are prevalent with substance abuse, and of the feelings, attitude, and responses to working with individuals and families experiencing substance abuse. BS

Week 4- 5b- During post-conference we discussed several community resources related to mental health, which are very important following discharge. BS

* 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	n/a	S	n/a	n/a	n/a				
a. Demonstrate competence in navigating the electronic health record.		S	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.		S	n/a	S	n/a	S	n/a				
Faculty Initials		BS	BS	BS	BL	DC	BL				

Comments:

Week 4- 6b- Nice job documenting participation for your nursing therapy group. BS

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

Comments:

7a: Strengths for care delivery of my patient I had this week was talking to her and listening to her. She expressed she was nervous to go home, and I reassured her that going home is a positive thing. I encouraged her to attend her meetings and to continue her medications, even when she feels like she is all better. I expressed to her the importance of taking the medication as prescribed. **Nice job Madison! BS**

Week 4- 7b- Good job discussing the importance of a safe environment and strategies to reduce the risk of harm to patients. BS

Week 7-7(e) Unfortunately I had to change this competency to an “NI” for this week as it relates to responsibility since your CDG was not posted by the appropriate due date and time. BL

Nursing Care Plan Grading Tool
Psychiatric Nursing
2021

Student Name: **M. White**

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 20.5/22 Comments Nice job Madison! BS</p>
<p>Nursing Diagnosis: (3 points) Problem Statement (1) 1 Etiology (1) 1 Defining Characteristics (1) 1</p>	<p>Total Points 3 Comments:</p>
<p>Goal and Outcome (6 points total) Goal Statement (1 point) 1 Outcome: Specific (1) 0.5 Measurable (1) 0.5 Attainable (1) 1 Realistic (1) 1 Time Frame (1) 1</p>	<p>Total Points 5 Comments: Try to make outcomes (that should be derived from your defining characteristics) that are specific and measurable. Ex. Patient will attend a minimum of 6 groups a day. Patient will take xxxxxxxxx as prescribed and will state 3 potential complications of being non-compliant.</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) 0.5</p>	<p>Total Points 7.5 Comments: Administer medications.</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) 1 Signature (1) 1</p>	<p>Total Points 5 Comments: Nice job here!</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 = 20.5/22 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 (*1,2,3,4,5,77)	George Palo (Alzheimer's Disorder) (*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	S	S	
Faculty Initials	BS	BS	BL	DC	DC	
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **Group 3** OBSERVATION DATE/TIME: **7/7/2021** SCENARIO #: **Alcohol Substance Use**

CLINICAL JUDGMENT						OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)*						<p>Nurse enters, identifies herself and the patient, begins assessment. Vital signs assessed. Begins utilizing assessments from the chart; brief mental status assessment, CIWA scale.</p> <p>Patient appears to be jittery and anxious. CO being itchy and seeing spiders. Begins assessment.</p>
1. Focused Observation:	E	A	D	B		
2. Recognizing Deviations from Expected Patterns:	E	A	D	B		
a. Information Seeking:	E	A	D	B		
INTERPRETING: (2, 4)*						<p>Vital signs interpreted to be within normal limits. Assessor interpreting information as it's presented to her. Assessment results interpreted. CIWA score interpreted to be 14.</p> <p>BP noted to be elevated. CIWA score determined to be 29. Nice job correlating the CIWA score to the need for medication.</p>
3. Prioritizing Data:	E	A	D	B		
b. Making Sense of Data:	E	A	D	B		
RESPONDING: (1, 2, 3, 5)*						<p>Good job communicating with patient and maintaining eye contact. Asking good questions to elicit information and make patient feel at ease. Ensures patient that she is someone who can be trusted with information. Medication nurse prepares medications, reassesses BP prior to administering.</p> <p>Asks patient if she needs medication to help relax her. (remember you need a CIWA score to determine medication dose). Nice job communicating with patient while medications are being prepared. Recommendations for community services, AA. BP and heart rate reassessed prior to administering lorazepam</p>
4. Calm, Confident Manner:	E	A	D	B		
5. Clear Communication:	E	A	D	B		
c. Well-Planned Intervention/ Flexibility:	E	A	D	B		
d. Being Skillful:	E	A	D	B		
REFLECTING: (6)*						<p>Team discussed the scenario. Team strengths included communication and teamwork. Members worked well together and communicated well. Also discussed some of the difficulties experienced when caring for patients with addiction and withdrawal issues. Each member of the team identified an important takeaway from the scenario that they can take utilize in their nursing careers.</p> <p>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 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</p>
6. Evaluation/Self-Analysis:	E	A	D	B		
e. Commitment to Improvement:	E	A	D	B		

* End-of-Program Student Learning Outcomes

	community support and resources.
<p>SUMMARY COMMENTS:</p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater's Clinical Judgment Rubric</p> <p>Developing to accomplished is required for satisfactory completion of this simulation.</p>	<p>Nice work, you are satisfactory for this scenario! BS</p>

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EVALUATION OF CLINICAL PERFORMANCE TOOL
Psychiatric Nursing

* End-of-Program Student Learning Outcomes

**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: