

**MIAMI DADE COLLEGE  
MEDICAL CENTER CAMPUS  
SCHOOL OF NURSING**

**CLINICAL EVALUATION TOOL  
LEVEL 2 SEMESTER 3**

**Psychiatric Nursing**

**STUDENT** \_\_\_\_\_ **STUDENT NO.** \_\_\_\_\_

**COURSE** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_

All students are required to adhere to Professional Behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade or withdrawal from the program. Faculty will provide written documentation to the student during the week any unsatisfactory behavior occurs, with suggestions for improvement. Students must be satisfactory in all objectives by the end of the semester, and pass the Critical Thinking/Plan of Care, IPR, and Pharmacology Examination in order to pass this course.

**SATISFACTORY**

A student who earns a grade of satisfactory:

- Safely executes psychomotor skills.
- Applies previous learning to Psychiatric nursing
- Gathers data systematically in the psychiatric setting.
- Uses therapeutic communication with patients, families, staff, peers, and others.
- Applies critical thinking to nursing care situations with psychiatric patients.
- Is self-directed.
- Meets all objectives in Core Components and Summative Testing.

**UNSATISFACTORY**

A student who earns a grade of unsatisfactory:

- Fails to transfer previous learning.
- Uses communications patterns that are angry, judgmental, disrespectful, familiar, false, or otherwise inappropriate.
- Violates policies of affiliating agency and/or College.
- Unsafely executes psychomotor skills.
- Fails to act on constructive feedback.
- Fails to meet course objectives due to excessive tardiness or absence.
- Fails to meet all objectives in Core Component and Summative Testing.

**S=Satisfactory**

**N/I=Needs Improvement**

**U=Unsatisfactory**

| <b>PART 1: CORE COMPONENTS</b>   | <b>Midterm</b> |            | <b>Final</b> |          |
|--|----------------|------------|--------------|----------|
|  | <b>S</b>       | <b>N/I</b> | <b>S</b>     | <b>U</b> |
| <b>PROFESSIONAL BEHAVIORS</b>  |                |            |              |          |
| Follows the policies and guidelines of MDC, the School of Nursing and affiliating agencies.  |                |            |              |          |
| Treats others with respect.  |                |            |              |          |
| Demonstrates nonjudgmental behaviors and attitudes.  |                |            |              |          |
| Maintains personal appearance according to the policies of the School of Nursing, and affiliating agencies.  |                |            |              |          |
| Maintains confidentiality.   |                |            |              |          |
| Reports promptly to all scheduled activities.  |                |            |              |          |
| Attends all clinicals.   |                |            |              |          |
| Notifies the instructor and unit personnel regarding absence or tardiness prior to the start of clinical sessions.                                 |                |            |              |          |
| Reports to the instructor and assigned staff member(s) when entering and leaving the clinical area.  |                |            |              |          |
| Submits completed assignments by the due date.   |                |            |              |          |
| Initiates patient contact only when the instructor is in the clinical setting.   |                |            |              |          |
| Reports all pertinent information and abnormal findings to the instructor and/or assigned staff member.  |                |            |              |          |
| Practices nursing in the clinical setting using legal/ethical principles.  |                |            |              |          |
| Accepts responsibility for own assignments (e.g. completes assignments, completes own work, performs ongoing chart review for changes).            |                |            |              |          |
| Applies knowledge from physical sciences and previous nursing courses.   |                |            |              |          |
| Seeks instructor's guidance before performing new or invasive procedures, or administering medications.  |                |            |              |          |
| <b>COMMUNICATION</b>   |                |            |              |          |
| Uses verbal and nonverbal communication that demonstrate respect, understanding and caring. Avoids patronizing or familiar communication patterns. |                |            |              |          |
| Documents assessments, interventions and progress toward patient outcomes.   |                |            |              |          |
| Uses therapeutic communication skills when interacting with patients and significant others.   |                |            |              |          |
| Presents summary of community mental health agency visit in pre/post conference.   |                |            |              |          |

| CORE COMPONENTS   | Midterm |     | Final |   |
|---|---------|-----|-------|---|
|   | S       | N/I | S     | U |
| <b>ASSESSMENT</b>   |         |     |       |   |
| Uses assessment strategies for collecting data from psychiatric patients.   |         |     |       |   |
| Performs a mental status examination.   |         |     |       |   |
| Assesses results of laboratory/psychological test used for diagnostic and evaluation purposes.  |         |     |       |   |
| Discusses the components of the mental status examination.  |         |     |       |   |
| Identifies laboratory/psychological tests used for diagnostic and evaluation purposes of psychiatric patients.  |         |     |       |   |
| Evaluates personal response to the psychiatric setting and the mentally ill.  |         |     |       |   |
| <b>MANAGING CARE</b>  |         |     |       |   |
| Determines nursing management of selected psychiatric patients based on assessment data.  |         |     |       |   |
| Discusses the components of the mental status examination.  |         |     |       |   |
| Develops one plan of care for patients experiencing psychopathological alterations.   |         |     |       |   |
| Accesses appropriate resources, handouts and referrals to meet assigned patients' needs in the community.   |         |     |       |   |
| Follows concepts of patients' rights and safety.  |         |     |       |   |
| Participates in discharge planning of patients in a psychiatric setting.  |         |     |       |   |
| <b>CLINICAL DECISION MAKING</b>   |         |     |       |   |
| Integrates assessment data to organize and prioritize care for selected patients with psychopathological alterations.   |         |     |       |   |
| Integrates psychological interventions and management decisions to ensure safe and effective care for selected patients.  |         |     |       |   |
| Modifies nursing care to meet the needs of patients with psychopathological alterations.  |         |     |       |   |
| Participates in various critical thinking activities, eg:<br>case studies<br>critical thinking situations<br>concept mapping<br>concept clarification<br>NCLEX-RN questions<br>therapy modalities |         |     |       |   |
| <b>CARING INTERVENTIONS</b>   |         |     |       |   |
| Demonstrates behavior that would promote patients' trust.   |         |     |       |   |
| Develops strategies and skills needed to intervene for patients of various cultures.  |         |     |       |   |

| <b>CORE COMPONENTS</b>  | <b>Midterm</b> |            | <b>Final</b> |          |
|---|----------------|------------|--------------|----------|
|   | <b>S</b>       | <b>N/I</b> | <b>S</b>     | <b>U</b> |
| <b>CARING INTERVENTIONS CONT.</b>   |                |            |              |          |
| Promotes patient's dignity and privacy, while demonstrating empathy and nonjudgmental attitude.   |                |            |              |          |
| Establishes a therapeutic nurse-patient relationship incorporating dynamics of the three identified stages.   |                |            |              |          |
| Analyzes the administration of medications to patients experiencing psychopathological alterations including the five rights, knowledge of medications, appropriate nursing interventions, and patient education. |                |            |              |          |
| Discusses pharmacodynamics, adverse reactions, side effects and related nursing interventions of each family of psychotherapeutic medications in pre/post conference.   |                |            |              |          |
| Applies at least one psychobiological theory when providing care for the psychiatric patient.   |                |            |              |          |
| Demonstrates the ability to differentiate between therapeutic and non-therapeutic communication.  |                |            |              |          |
| <b>TEACHING LEARNING</b>  |                |            |              |          |
| Develops teaching interventions for assigned patients.  |                |            |              |          |
| Participates in one group teaching/learning project with peers or patients.   |                |            |              |          |
| <b>COLLABORATION</b>  |                |            |              |          |
| Identifies the role of each member of the psychiatric health care team.   |                |            |              |          |
| Attends interdisciplinary rounds, group therapies or other related treatment modalities.  |                |            |              |          |
| Attends campus health initiatives that focus on individual or community mental health.  |                |            |              |          |
| Explains the role of affiliating agencies in the psychiatric health care delivery system.   |                |            |              |          |

**MIDTERM PROGRESS:**

Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Dates of: Absences \_\_\_\_\_ Tardiness \_\_\_\_\_

Instructors Comments

---

---

---

---

---

---

---

---

---

---

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Comments

---

---

---

---

---

---

---

---

---

---

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**FINAL COURSE GRADE: (Based on grading criteria)**

**PART 2: SUMMATIVE TESTING**

|                                      | <b>PASSED</b>   | <b>FAILED</b>   | <b>FACULTY INITIALS</b> |
|--------------------------------------|---|---|-------------------------|
| <b>PLAN OF CARE EXAMINATION</b>      | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ |                         |
| <b>CRITICAL THINKING EXAMINATION</b> | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ |                         |
| <b>IPR</b>                           | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ |                         |
| <b>PHARMACOLOGY/MATH EXAMINATION</b> | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ | FIRST ATTEMPT DATE _____<br><br>SECOND ATTEMPT DATE _____ |                         |

