

LONG ISLAND UNIVERSITY SCHOOL OF NURSING

Rubric for Scoring Group Assignment for Nursing 292C

STUDENT NAME SARA LEVY SEMESTER Fall 2012

NAME OF GROUP Nutrition/Music Therapy

Criterion	Value	Met	Partly Met	Not Met	Score
Collaborates with charge nurse to identify patients appropriate for the group.	1	✓	XXXXX		1
At beginning of group introduces self, facilitates introduction of group members, and clearly states purpose of the group.	1	✓	XXXXX		1
Presents educational topic applicable to members in a clear, coherent manner and at a level appropriate for the group members.	2	✓			2
Encourages member participation and utilizes therapeutic communication techniques to respond to member comments, questions, and behaviors.	2	✓			2
Shares leadership with co-facilitator in an equitable and cooperative manner.	1	✓	XXXXX		1
Summarizes content at end of the group and asks each member for thoughts or comment concerning the group.	1	✓	XXXXX		1
After the group the student is open to peer feedback and identifies 2 positive achievements or outcomes and 1 area that may benefit from a different approach.	2	✓			2
GRADE	10	XXXXX	XXXXX	XXXXX	10

Sara Levy

FACULTY SIGNATURE

DATE 12/7/12

Sara E Levy

STUDENT SIGNATURE

DATE 12/7/12

Student Name Sara E. Henry Semester Fall 2012

Course: N292 Behavioral Health Nursing Clinical Absences (Date) 0

Agency KCHC Prepared by Leanne Waddy

KEY: E = Exceeds M = Meets NI = Needs Improvement

NM = Does not meet NO = Not Observed

MEETS means that the student achieved the objectives and clinical outcomes

CRITERION

	E	M	NI	NM	NO
1. Demonstrated empathetic, nonjudgmental, cooperative and ethical behavior with clients, peers, staff and instructor.	✓				
2. Engaged in self reflection about professional practice as evidenced in journal assignment, process recordings and discussions.		✓			
3. Developed a nursing care plan, including DSM diagnosis, clinical assessment, cultural issues when relevant, nursing diagnosis, outcomes, and interventions, for client.		✓			
4. Used therapeutic communication techniques with clients and showed awareness of cultural influences when relevant as evidenced by process recordings and direct observation.		✓			
5. Completed a full mental status examination, evidenced by direct observation and nursing care plan.		✓			
6. Implemented a teaching strategy in the behavioral health setting with an individual client and/or in a patient group.		✓			
7. Developed and co-lead a therapeutic client group.		✓			
8. Evaluated the client's actual responses to the nursing interventions measured against the expected behavioral outcomes.		✓			
9. Incorporated teaching/learning strategies into the plan of care for the client experiencing mental illness.		✓			
10. Identified family needs and community resources for select clients.		✓			
11. Communicated relevant clinical information about a client to the health care team.		✓			
12. Attended multidisciplinary rounds and able to discuss content and process of multidisciplinary rounds.		✓			
13. Demonstrated ability to assess for depression and suicide risk.		✓			
14. Contributed to class discussion of assigned readings and activities.		✓			
15. Demonstrated understanding of AA evidenced by discussion and Journal.		✓			

Clinical Absences were made up as follows (Indicate date, brief description of activity, number of hours. Attach reports, other documentation if applicable.):

SUMMARY (Indicate strengths and areas for improvement, give specific anecdotal notes - add additional sheet if needed). Student should include a plan for how to improve weaknesses.

Student interacted appropriately with clients, peers, staff and clinical instructor. Student used therapeutic communication. The relay building a therapeutic relationship. Student displayed a caring attitude with all patients while maintaining patient safety and confidentiality.

Grade (Pass or Fail) Pass Group score 10 (1-10)
Faculty Signature Lois de Muddy Date 12/7/12
Student Signature Dana E Levy Date 12/7/12

Student Comments:

Rubric for Nursing Care Plan – N292

STUDENT NAME SARA LESY SEMESTER Fall 2012

PATIENT DSM DIAGNOSIS Schizophrenia - Undifferentiated

Nursing Care Plan Rubric Description	Needs Improvement	Complete
Assessment to support chosen nsg dx Include subjective/objective data; cultural, spiritual, educational information, psychiatric & medical history, history & treatment of current psychiatric episode, lab results; diagnostic data		✓
Full Mental Status Examination Include mood, affect, appearance, thought content (suicidal/homicidal ideation) & process, perceptual disturbances, test of memory, orientation, concrete or abstract thinking, judgment & insight.		✓
Medications Include category, action, target symptoms, side-effects, interactions, teaching points		✓
Two nursing diagnoses in 3 parts: Diagnosis Related to... As evidenced by...		✓
Two Goals/Outcomes One long-term and one short-term goal for each nursing diagnosis		✓
Nursing Interventions Two for each goal Appropriate for Goals		✓
Scientific Rationale Cite appropriate sources using APA style. Use assigned and/or recommended texts, and/or assigned care plan book		✓
Evaluation Were goals met? Provide evidence. If unmet, describe how interventions and/or goals would have been met or could be changed		✓

Student must complete all sections to receive a Pass grade.

FACULTY NAME Dee Dee Waddy

FACULTY SIGNATURE Dee Dee Waddy

DATE 12/7/12