

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
Nursing Access–2021

**Firelands Regional Medical Center School of Nursing**  
Sandusky, Ohio

**Student:**

**Semester:** **Fall**

**Faculty:** **Brittany Lombardi, MSN, RN**  
**Dawn Wikel, MSN, RN, CNE**

**Teaching Assistant:** **Devon Cutnaw, BSN, RN**

**Final Grade:** **Satisfactory**

**Date of Completion:**

**Faculty eSignature:**

**DIRECTIONS FOR USE:**

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). 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. 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:**

- Lasater Clinical Judgment Rubric
- Faculty Feedback
- Skills Demonstration
- Evaluation of Clinical Performance Tool
- Documentation
- Skills Lab Competency Tool
- High Fidelity Simulation
- Simulation Evaluation

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make Up (Date/Time)
<b>Faculty’s Name</b>			<b>Initials</b>
Brittany Lombardi			BL
Dawn Wikel			DW
Devon Cutnaw			DC

## 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 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, 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/patients/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.

Grey shaded weekly competency boxes do not need a student evaluation rating or faculty/teaching assistant initials.

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<b>Objective</b>					
1. Recognize the needs of the individual including respect for diversity using a patient-centered approach and therapeutic communication. (1,2,3,4)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b> a. Identify spiritual needs of the patient and cultural factors which influence healthcare ( <b>Noticing</b> ).			S	NA	S
b. Coordinate care based on respect for patient's preferences, values, and needs ( <b>Responding</b> ).			S	NA	S
<b>Faculty Initials</b>			BL	BL	BL
<b>Clinical Location</b>			3T		

**Comments**

\* End-of-Program Student Learning Outcomes

<b>Objective</b>					
2. Utilize steps of the nursing process including clinical judgment in the formulation of an evidence-based, patient-centered plan of care. (1,2,3,4,5)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
a. Consider possible cause for all abnormal vital signs and assessment findings ( <b>Interpreting</b> ).			S	NA	S
b. Utilize clinical judgment skills to develop a patient-centered plan of care ( <b>Responding</b> ).			S	NA	S
			BL	BL	BL

**Faculty Initials**

**Comments**

Week 15-2(a) Excellent job identifying abnormal vital signs and assessment findings on your patient and interpreting possible causes. BL

\* End-of-Program Student Learning Outcomes

<b>Objective</b>					
3. Demonstrate effective psychomotor skills and accurate use of technology in performing assessments and documenting safe nursing care. (1,2,3,4,5,8)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b>			S	NA	S
a. Perform a physical assessment and obtain vital sign measurements utilizing correct techniques ( <b>Noticing</b> ).			S	NA	S
b. Access medical information of assigned patient in Electronic Medical Record ( <b>Noticing</b> ).			S	NA	S
c. Demonstrate correct body mechanics and practice safety measures during the provision of patient care ( <b>Responding</b> ).			S	NA	S
d. Demonstrate beginning skill in accessing patient education material on intranet ( <b>Responding</b> ).	S		S	NA	S
e. Document the physical assessment and vital signs for assigned patient according to policy ( <b>Responding</b> ).			S	NA	S
f. Document medication administration appropriately ( <b>Responding</b> ).		S		NA	S
g. Apply the principles of asepsis and standard precautions ( <b>Responding</b> ).			S	NA	S
	BL	BL	BL	BL	BL

**Faculty Initials**

\*Week 5: Meditech Expense

\*Week 12: BMV

**Comments**

Week 5-3(d) Excellent job this week navigating Meditech and demonstrating beginning skill in accessing patient education material on the intranet. BL

Week 12-3(f) You are satisfactory for this competency by attending the BMV clinical orientation, actively listening, observing, and practicing with the use of the BMV scanner to safely administer medications. BL

Week 15-3(a,e) Excellent job performing a systematic head to toe assessment and obtaining accurate vital signs on your patient. You also did a great job documenting all your findings in Meditech efficiently and accurately. BL

\* End-of-Program Student Learning Outcomes

<b>Objective</b>					
4. Choose evidence-based strategies and legal-ethical concepts which may be applied to health care settings. (7)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b>			S	NA	S
a. Comply with patient’s Bill of Rights ( <b>Responding</b> ).			S	NA	S
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations ( <b>Responding</b> ).			S	NA	S
c. Follow the standards outlined in the FRMCSN policy, “Student Conduct While Providing Nursing Care” ( <b>Responding</b> ).			S	NA	S
			BL	BL	BL

**Faculty Initials**

**Comments**

\* End-of-Program Student Learning Outcomes

<b>Objective</b>					
5. Develop an individualized teaching plan based on patient needs. (2,3,5,6)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b> a. Utilize appropriate resources and terminology when providing patient education ( <b>Responding</b> ).			S	NA	S
			BL	BL	BL

Faculty Initials

**Comments**

\* End-of-Program Student Learning Outcomes

<b>Objective</b>					
6. Analyze and discuss specific role changes necessary to transition from licensed practical nurse to registered nurse. (1,3,4,5,6,7,8)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b>	S	S	S	NA	S
a. Incorporate instructor feedback for improvement and growth ( <b>Reflecting</b> ).			S	NA	S
b. Reflect on differences between RN and LPN role in the acute care setting ( <b>Reflecting</b> ).			S	NA	S
c. Discuss care and tasks that are appropriate to delegate related to assigned patient ( <b>Reflecting</b> ).			S	NA	S
	BL	BL	BL	BL	BL

**Faculty Initials**

**Comments**

Week 15-6(b,c) Excellent job reflecting on the difference between the RN and LPN role in the acute care setting, as well as discussing care and tasks that were appropriate to delegate related to your assigned patient in debriefing (Vital signs, feeding, ambulation, and patient hygiene). BL

\* End-of-Program Student Learning Outcomes

Objective					
7. Establish personal goals for success in the RN nursing program based upon concepts of self-directed learning, time management, and values clarification. (7)*					
Clinical Experience	Week 5	Week 12	Week 15	Make-Up	Final
<b>Competencies:</b>	S	S	S	NA	S
a. Reflect on areas of strength**(Reflecting).	S	S	S	NA	S
b. Reflect on areas for self-growth with a plan for improvement.** (Reflecting).	S	S	S	NA	S
c. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding).	S	S	S	NA	S
	BL	BL	BL	BL	BL

Faculty Initials

**\*\*7(a,b)-You must provide specific examples of areas of strength and areas for self-growth. You must also provide an explanation of how you will improve in your area for self-growth. Example, "I had a hard time with taking a manual BP. I will get a BP cuff and practice manual BP's with at least three members of my family." Please ensure that you answer this section in-depth with your plan of action.**

### Comments

\* End-of-Program Student Learning Outcomes

Week 5-A: My strength this week in clinical was my knowledge base with HIPPA regulations and how to appropriately document on intranet systems.

Week 5 -B: My areas of improvement will be to learn how to document appropriately using the Meditech system. To become proficient in this I will take every opportunity I can to practice Meditech in my downtime and reviewing my handout I received in class. **Great job! You will have the opportunity to work with Meditech a lot more in both the lab setting and clinical setting during your time in Nursing Access as well as throughout the entire nursing program. The more experience and practice you get, the more comfortable you will become. Keep up your great work! BL**

Week 12 -A: My strength this week in clinical is my knowledge base on documentation in the clinical setting. I went to LCCC's nursing program and I attended clinical there where I learned a lot about similar systems like Meditech and how to utilize the system to verify orders.

Week 12 -B: My areas of improvement this week will be for me to focus on being more diligent with learning the particular characteristics of Meditech such as verifying orders through the system, also utilizing a scanner and double checking my orders. I will practice this once I begin clinical in the hospital setting by continuously using tips and tricks giving to me by my instructor. **Great job! BL**

Week 15: A – My strength this week in clinical was my experience with being a nurse. I already knew how to take vital signs, assess, observe, and monitor the patient. **Great job! It's excellent that you can utilize your experience as an LPN to help you transition into the RN role. Although you obtain vital signs and perform a modified assessment as an LPN, in the RN role you begin utilizing clinical judgment to help guide your care for the patient. You also perform comprehensive head to toe assessments that are more detailed. BL**

Week 15: B – My area of improvement this week will be transitioning from lpn to rn role. In particular, working as a bedside nurse in acute care setting. I am not familiar with incorporating head to toe assessments in daily routines for each patient or the ability to time manage based on a smaller patient load. In clinical I will practice performing a detailed head to toe assessment on each patient while keeping in mind to time manage. I will work on my documentation by being accurate and precise.

I will also try to focus on my time closely so that I develop a routine that is timely and easily managed. **Excellent job! BL**

Firelands Regional Medical Center School of Nursing  
Nursing Access 2021  
Simulation Evaluation

<b><u>Simulation Evaluation</u></b>	
Performance Codes:  <b>S:</b> Satisfactory  <b>U:</b> Unsatisfactory	Simulation #1 (1,2,3,4,5,6,7) *
	<b>Date:</b> 11/23/2021
Evaluation (See Simulation Rubric)	<b>S</b>
Faculty Initials	<b>BL</b>
<b>Remediation:</b> Date/Evaluation/Initials	<b>NA</b>

\* Course Objectives

### Lasater Clinical Judgment Rubric Scoring Sheet

**STUDENT NAME:** T. Ivey (M) **OBSERVATION DATE/TIME:** 11/23/2021 0800-0900 **SCENARIO #:** 1

CLINICAL JUDGMENT						OBSERVATION NOTES
<p><b>COMPONENTS NOTICING:</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E        A        D        B</li> <li>• Recognizing Deviations from Expected Patterns:           E        A        D        B</li> <li>• Information Seeking:           E        A        D        B</li> </ul>						<p>Assessment and medication nurses introduce themselves, identify patient.</p> <p>Notices abnormal lung sounds upon auscultation.</p> <p>Did not ask about shortness of breath or cough.</p> <p>Medication nurse notices patient does not have an order for pain medication.</p>
<p><b>INTERPRETING:</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:           E        A        D        B</li> <li>• Making Sense of Data:       E        A        D        B</li> </ul>						<p>Prioritizes vital signs.</p> <p>Prioritizes head to toe assessment.</p> <p>Interprets vital signs correctly.</p> <p>Interprets abnormal lung sounds correctly as crackles.</p> <p>Interprets the patient’s pain as 6/10.</p> <p>Prioritizes administering pain medication.</p> <p>Interprets the correct rationale for the medication the patient is administered.</p>
<p><b>RESPONDING:</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:     E        A        D        B</li> <li>• Clear Communication:        E        A        D        B</li> <li>• Well-Planned Intervention/ Flexibility:                    E        A        D        B</li> <li>• Being Skillful:                E        A        D        B</li> </ul>						<p>Medication nurse verifies patient does not have any allergies, identifies patient.</p> <p>Medication nurse verifies HR and BP before administering medications.</p> <p>Assessment nurse performs a comprehensive head to toe assessment. (Missing some areas of the assessment-orientation questions, questions related to the respiratory system, gastrointestinal system, and safety. Did not palpate the patient’s abdomen)</p> <p>Pain assessment performed.</p> <p>Medication nurse calls healthcare provider using SBAR to obtain an order for pain medication. Does not read back order to the healthcare</p>

	<p>provider.</p> <p>Medication nurse administers acetaminophen 650 mg PO for pain.</p> <p>Prioritizes administering pain medication.</p> <p>Medication administered following 6 rights. Education provided to the patient in relation to medication.</p> <p>Assessment and medication nurse provide education to the patient on smoking cessation and the disease process. Remember to use your resources.</p> <p>Offers Nicotine patch.</p>
<p><b>REFLECTING:</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E      A      D      B</li> <li>• Commitment to Improvement: E      A      D      B</li> </ul>	<p>Participated well in debriefing. Each member of the team reflected on the experience and asked appropriate questions. Members of the team noticed areas for improvement such as organization, communication with the patient, reading back the healthcare provider’s telephone order, and patient education. Group members discussed ways to make improvements in the future.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Beginning” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>A = Assessment Nurse</b></p> <p><b>M = Medication Nurse</b></p>	<p><b>Noticing:</b> Attempts to monitor a variety of subjective and objective data but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Makes limited efforts to seek additional information from the patient and family; often seems not to know what information to seek and/or pursues unrelated information.</p> <p><b>Interpreting:</b> Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In simple, common, or familiar situations, is able to compare the patient’s data patterns with those known and to develop or explain intervention plans; has difficulty, however, with even moderately difficult data or situations that are within the expectations of students; inappropriately requires advice or assistance.</p> <p><b>Responding:</b> Is tentative in the leader role; reassures patients and families in routine and relatively simple situations, but becomes stressed and disorganized easily. Shows some communication ability (e.g., giving directions); communication with patients, families, and team members is only partly successful; displays caring but not</p>

	<p>competence. Develops interventions on the basis of the most obvious data; monitors progress but is unable to make adjustments as indicated by the patient's response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p><b>Reflecting:</b> Evaluates and analyzes personal clinical performance with minimal prompting primarily about major events or decisions; key decision points are identified, and alternatives are considered. Demonstrates a desire to improve nursing performance; reflects on and evaluates experiences; identifies strengths and weaknesses; could be more systematic in evaluating weaknesses.</p>
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**Firelands Regional Medical Center School of Nursing  
Nursing Access 2021**

### Skills Lab Competency Tool

<b>Student:</b> Tamica Ivey	<b>Semester:</b> Fall 2021				
<b>Skills Lab Competency Evaluation</b> Performance Codes: <b>S:</b> Satisfactory = accurate, organized, safe skill performance, ≤ two general prompts from faculty following completion of skill, appropriate use of time for duration of lab, participation in computerized documentation  <b>U:</b> Unsatisfactory = Any items omitted or performed incorrectly and not addressed to a satisfactory level during prompting, inappropriate use of time during any portion of lab, failure to complete computerized documentation	Week 6 (3,5)*	Week 9 (3,5)*	Week 10 (3,5)*	Week 11 (3,5)*	Week 12 (3,5)*
<b>Date</b>	9/28/21	10/19/ 21	10/26/ 21	11/2/ 21	11/9/21
<b>Evaluation</b>	S	S	S	S	S
Faculty Initials	BL	BL	BL	BL	BL
<b>Remediation: Date/Evaluation/Initials:</b>	NA	NA	NA	NA	NA
<b>Remediation: Date/Evaluation/Initials:</b>	NA	NA	NA	NA	NA

\*Course Objectives

**Comments:**

**Week 6 (Wound Care):** You have satisfactorily demonstrated competency in the skill of wound assessment and care (Dry Sterile Dressing & Sterile Wet to Dry Dressing), and completed Meditech documentation related to wound care. Nice job! You also did a great job participating in the restraint station as well. BL

**Week 9 (NG Insertion/Care):** Great job this week in lab demonstrating competence for Nasogastric Tube Insertion, Irrigation, and Removal through guided observation. You were able to verbalize understanding of the difference between irrigation and flushing, aspiration precautions, and familiarized yourself with the wall suction set up. Additionally, you participated in the PO intake station for accurate calculation of carbohydrate intake, accurately measured gastric output through the NG tube, and completed the assigned documentation in Meditech accurately. Keep up the hard work! BL

**Week 10 (Foley Insertion/Care):** You did a great job in the lab this week and were satisfactory with the following skills: Application of Sterile Gloves, Foley Catheter Insertion (female), and Foley Catheter Removal. No prompts were needed. You maintained the sterile field throughout the Foley insertion, did not contaminate the catheter or your gloves at any point, had very good communication, and were thorough throughout the observation. Great job! You correctly verbalized the differences in catheter insertion for a male patient. You independently completed the Meditech documentation for Urinary Catheter Management. Keep up the excellent work! BL

**Week 11 (Head to Toe Assessment):** Tamica, great job in lab this week! You have satisfactorily demonstrated a basic head to toe assessment in the skills lab. No prompts were needed. Your approach was systematic, thorough, and overall well done. You demonstrated friendly, professional, and informative communication. You did a great job with the prioritization and delegation activity, as well as completing documentation in Meditech for vital signs, pain, safety and falls, and the physical reassessment. Keep up your excellent work! BL

**Week 12 (Documentation):** You have satisfactorily completed the documentation lab by actively participating in Meditech documentation related to vital signs, physical re-assessment, safety and falls, pain assessment, patient rounds, TED hose/SCD/Ace wrap, feeding method, Intake and Output, urinary catheter management, and writing a nurse note. You utilized your time wisely, asked appropriate questions, and gained experience with each intervention listed. Great job! BL

/home/main/code/e360/apps/v9/releases/1637598106/public/upload/firelands/media/dropbox/100018-T.Ivey-Week15ClinicalTool.docx **EVALUATION OF CLINICAL  
PERFORMANCE TOOL  
Nursing Access–2021**

**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:** \_\_\_\_\_