EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Access–2021

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Shawnita Miller

Semester: Fall

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

Teaching Assistant: Devon Cutnaw, BSN, RN

Final Grade: **Satisfactory**

Date of Completion: 12/3/2021

Faculty eSignature: Brittany Lombardi, MSN, RN

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)

Faculty's Name	Initials
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.

Objective					
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	**Week 5**	**Week 12**	**Week 15**	**Make-Up**	**Final**
Competencies: a. Identify spiritual needs of the patient and cultural factors which influence healthcare (**Noticing**).			S	NA	S
b. Coordinate care based on respect for patient's preferences, values, and needs (**Responding**).			S	NA	S
Faculty Initials			BL	BL	BL
Clinical Location			**3T**		

Comments

* End-of-Program Student Learning Outcomes

Objective					
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	**Week 5**	**Week 12**	**Week 15**	**Make-Up**	**Final**
a. Consider possible cause for all abnormal vital signs and assessment findings (**Interpreting**).			S	NA	S
b. Utilize clinical judgment skills to develop a patient-centered plan of care (**Responding**).			S	NA	S
Faculty Initials			BL	BL	BL

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

Objective					
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	**Week 5**	**Week 12**	**Week 15**	**Make-Up**	**Final**
Competencies: a. Perform a physical assessment and obtain vital sign measurements utilizing correct techniques (**Noticing**).			S	NA	S
b. Access medical information of assigned patient in Electronic Medical Record (**Noticing**).			S	NA	S
c. Demonstrate correct body mechanics and practice safety measures during the provision of patient care (**Responding**).			S	NA	S
d. Demonstrate beginning skill in accessing patient education material on intranet **(Responding).**	**S**		S	NA	S
e. Document the physical assessment and vital signs for assigned patient according to policy (**Responding**).			S	NA	S
f. Document medication administration appropriately **(Responding).**		**S**		NA	S
g. Apply the principles of asepsis and standard precautions (**Responding**).			S	NA	S
	BL	BL	BL	BL	BL
	Faculty Initials				

*Week 5: Meditech Expanse
*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

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

Faculty Initials

Comments

* End-of-Program Student Learning Outcomes

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

Comments

* End-of-Program Student Learning Outcomes

Objective					
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	**Week 5**	**Week 12**	**Week 15**	**Make-Up**	**Final**
Competencies: a. Incorporate instructor feedback for improvement and growth (**Reflecting**).	**S**	S	S	NA	S
b. Reflect on differences between RN and LPN role in the acute care setting (**Reflecting**).			S	NA	S
c. Discuss care and tasks that are appropriate to delegate related to assigned patient (**Reflecting**).			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**
Competencies: 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.**

Week 15- A. My area of strength this week was charting the vitals in a timely manner, having an understanding that the PT high Blood pressure was due to hypertension and reviewing the PT history of having a high Blood Pressure in Meditech. Great job! Yes, it is very important to use your clinical judgment skills to determine why the patient's vital signs or assessment findings are abnormal. BL

B. Areas for self-growth would be to ask questions if I don't understand or if I miss understood what was stated. Plan for improvement would be to arrive a few minutes early to receive report and ask any questions that I may have and review my Patients chart that I have for the day. Great job, Shawnita! Yes, you don't always get all the information you want during hand-off report. Never be afraid to ask for clarification, or take a few minutes after report to research any information that is missing in your patient's chart. BL

Week 12- A. My area of strength this week was being able to read through documentation and chart appropriately.

B. Areas for self-growth would be to finish documentation in a timing manner. Plan for improvement would be to document as I go. Great job! It is very important to try to document in real time when you are in the clinical setting to ensure all documentation is completed in a timely manner. The more experience you have with documentation in the clinical setting, the more efficient you will become. BL

Week 5- A. My strength this week in clinical was being able to demonstrate beginning skill in accessing patient education material on internet.

B. Some areas of self-growth I had a hard time using Meditech

C. My plan for improvement would be to spend extra time in the computer lab on Meditech so I can be more efficient with the using system.

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

Comments

* End-of-Program Student Learning Outcomes

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

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

* Course Objectives

Week 14

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: S. Miller (M) **OBSERVATION DATE/TIME:** 11/23/2021 0915-1015 **SCENARIO #:** 1

CLINICAL JUDGMENT					OBSERVATION NOTES
COMPONENTS NOTICING:					Assessment nurse introduces self and identifies patient.
• Focused Observation:	E	A	D	B	Notices the patient has pain.
• Recognizing Deviations from Expected Patterns:	E	A	D	B	Notices abnormal lung sounds on auscultation.
• Information Seeking:	E	A	D	B	Medication nurse introduces self and verifies patient's pain assessment.
					Medication nurse notices patient does not have any medication ordered for pain.
					Assessment and medication nurse notice patient is ready to learn.
INTERPRETING:					Prioritizes vital signs and pain assessment.
• Prioritizing Data:	E	A	D	B	Interprets vital signs correctly.
• Making Sense of Data:	E	A	D	B	Interprets patient's pain as 6/10.
					Prioritizes head to toe assessment.
					Interprets abnormal lung sounds as crackles.
					Interprets the correct rationale for the medications administered to the patient.
RESPONDING:					Assesses patient's vital signs.
• Calm, Confident Manner:	E	A	D	B	Assesses patient's pain.
• Clear Communication:	E	A	D	B	Performs a thorough and systematic head to toe assessment. Remember to ask the patient about cough and shortness of breath.
• Well-Planned Intervention/ Flexibility:	E	A	D	B	Good communication with the patient.
• Being Skillful:	E	A	D	B	Medication nurse calls the healthcare provider to request an order for acetaminophen. Remember to use SBAR. Remember to read back order to the healthcare provider to ensure accuracy.

	Medication nurse performs 3 checks on medication. Medication nurse administers medication following 6 rights. Performs reassessment on patient's pain. Assessment nurse and medication nurse provide education to the patient on smoking cessation and pneumonia.
REFLECTING: • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B	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 utilizing SBAR, reading back the healthcare provider's telephone order, and asking the patient about her cough and shortness of breath. Group members discussed ways to make improvements in the future.
SUMMARY COMMENTS: **Satisfactory completion of the simulation scenario is a score of "Beginning" or higher in all areas of the rubric.** **E= Exemplary** **A= Accomplished** **D= Developing** **B= Beginning** **A = Assessment Nurse** **M = Medication Nurse**	**Noticing:** 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. **Interpreting:** Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse. **Responding:** Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills;

	could improve speed or accuracy. **Reflecting:** 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.

Student: Shawnita Miller	**Semester**: Fall 2021				
Skills Lab Competency Evaluation Performance Codes: **S**: 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 **U**: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)*
Date	9/28/21	10/19/21	10/26/21	11/2/21	11/9/21
Evaluation	S	S	S	S	S
Faculty Initials	BL	BL	BL	BL	BL
Remediation: Date/Evaluation/Initials:	NA	NA	NA	NA	NA
Remediation: Date/Evaluation/Initials:	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. One prompt was needed related to advancing the urinary catheter to the bifurcation or "Y" level of the ports on a male patient. 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): Shawnita, 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

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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: _____