

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Medical Surgical Nursing – 2022**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

**Faculty:** Dawn Wikel, MSN, RN, CNE; Lora Malfara, MSN, RN; Elizabeth Woodyard, MSN, RN;  
Kelly Ammanniti, MSN, RN; Monica Dunbar, MSN, RN

**Faculty eSignature:**

**Teaching Assistant:** Devon Cutnaw, BSN, RN; Nick Simonovich, BSN, RN

**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, U, or NA”. 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, 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, 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 or needs improvement 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 or needs improvement 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:**

- Skills Lab Competency Tool & Skills Checklists
- Simulation, Prebriefing, PEARLS Debriefing, & Reflection Journals
- Nursing Care Map Rubric
- Meditech Documentation
- Clinical Debriefing
- Clinical Discussion Group Grading Rubric
- Evaluation of Clinical Performance Tool
- Lasater’s Clinical Judgment Rubric & Scoring Sheet
- Virtual Simulation Scenarios

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make-up (/Date/Time)

Faculty’s Name	Initials
<b>Kelly Ammanniti</b>	<b>KA</b>
<b>Devon Cutnaw</b>	<b>DC</b>
<b>Monica Dunbar</b>	<b>MD</b>
<b>Lora Malfara</b>	<b>LM</b>
<b>Nick Simonovich</b>	<b>NS</b>
<b>Dawn Wikel</b>	<b>DW</b>
<b>Elizabeth Woodyard</b>	<b>EW</b>

**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/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.

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

Date	Care Map Top Nursing Priority	Evaluation & Instructor Initials	Remediation & Instructor Initials	Remediation & Instructor Initials

Note: Students are required to submit two satisfactory care maps over the course of the semester. If the care map is not evaluated as satisfactory upon initial submission, the student may revise the care map based on instructor feedback/remediation and resubmit until satisfactory. At least one care map must be submitted prior to midterm.

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**Objective**

1. Illustrate correlations to demonstrate the pathophysiological alterations in adult patients with medical-surgical problems. (2,3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S														
a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)			S														
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			S														
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			S														
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			S														
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			S														
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			S														
g. Assess developmental stages of assigned patients. (Interpreting)			S														
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		S														
	Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly.	Meditech, FSBS, D/C IV, IV Pump Sessions															
Instructors Initials	KA	KA															

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 1 (1h)- During week 1, the Meditech, FSBS, D/C IV, and IV pump sessions were all considered clinical hours. You came prepared to each of them and demonstrated competency accordingly. For this reason, you have earned an S for this competency. KA

**Objective**

2. Perform physical assessments as a method for determining deviations from normal. (3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S														
a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing)			S														
b. Conduct a fall assessment and implement appropriate precautions. (Noticing)			S														
c. Conduct a skin risk assessment and implement appropriate precautions and care. (Noticing)			S														
d. Communicate physical assessment. (Responding)			S														
e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)			S														
f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)	S		S														
	KA	KA															

**Comments:**

Week 1 (2f)- By attending the Meditech clinical update & providing your full, undivided attention during the demonstration of documenting insulin, IV solutions, saline flushes and IV site assessments you are satisfactory for this competency. NS

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>	S		S														
a. Perform standard precautions. (Responding)	S		S														
b. Demonstrate nursing measures skillfully and safely. (Responding)	S		S														
c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)			S														
d. Appropriately prioritizes nursing care. (Responding)			S														
e. Recognize the need for assistance. (Reflecting)			S														
f. Apply the principles of asepsis where indicated. (Responding)	S		S														
g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)	S		N/A														
h. Implement DVT prophylaxis (early ambulation, SCDs, and ted hose) based on assessment and physicians' orders (Responding)			N/A														
i. Identify the role of evidence in determining best nursing practice. (Interpreting)	S		S														
j. Identify recommendations for change through team collaboration. (Reflecting)			S														
	KA	KA															

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S														
k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)			S														
l. Calculate medication doses accurately. (Responding)			N/A														
m. Administer IV therapy, piggybacks and/or adding solution to a continuous infusion line. (Responding)			N/A														
n. Regulate IV flow rate. (Responding)	S		N/A														
o. Flush saline lock. (Responding)			N/A														
p. D/C an IV. (Responding)	S		N/A														
q. Monitor an IV. (Noticing)	S		N/A														
r. Perform FSBS with appropriate interventions. (Responding)	S		S														
	KA	KA															

**Comments:**

Week 1 (3n,p,q)- By attending the D/C IV-IV Pump clinical and providing your full, undivided attention and active participation during the demonstration of both the Alaris pump, documentation of IV site maintenance and discontinuing a peripheral IV you are satisfactory for this competency. EW

(3r)- The student was able to demonstrate understanding of the rationale of FSBS and the use of the glucometer. The student was able to perform a Quality Control check of the glucometer as well as demonstrate skills and knowledge required of proper sample ID, collection and handling of blood. LM

**Objective**

4. Use therapeutic communication techniques to establish a baseline for nursing decisions. (1,5,7)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S														
a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)																	
b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)			S														
c. Report promptly and accurately any change in the status of the patient. (Responding)			S														
d. Maintain confidentiality of patient health and medical information. (Responding)			S														
e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)			S														
f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)			S														
g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)			S														
	KA	KA															

**Comments:**

\*End-of-Program Student Learning Outcomes  
 Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S														
a. Describe a teaching need of your patient.** (Reflecting)			S														
b. Utilize appropriate terminology and resources when providing patient education. (Responding)			S														
	KA	KA															

**\*\*5a- You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab- describe the patient education you provided; be specific- include the topic, method of delivery, reason for teaching need, materials to support learning (if applicable), and method used to validate learning.**

**Example: Education related to orthostatic hypotension (changing positions slowly by sitting at the side of the bed or chair for a few minutes before moving to another position, utilizing the walker when ambulating) was provided to my patient through discussion and demonstration. This was necessary to maintain patient safety as he/she was experiencing a drop-in blood pressure and dizziness when getting out of bed. A patient education sheet was printed from Lexicomp and given to the patient. The teach back method was used to validate learning.**

Week 3: 5a: Education related to impaired physical mobility (Use of walker and knowing when to take a break) Daughter talked to case management in regards to obtaining new walker and assistive bathroom devices. Patient understood safety risks and demonstrated the use of a walker and performing ADL.

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)			S														
b. <b>Identify factors associated with Social Determinants of Health (SDOH) &amp;/or cultural elements that have the potential to influence patient care.**</b> (Noticing, Interpreting, Responding, Reflecting)																	
	KA	KA															

**\*\*6b- You must address this competency in the comments on a weekly basis. For all clinicals - provide an example of SDOH &/or cultural elements that influenced your patient's care; be specific.**

Week 3: 6B: Potential influence of social determinations of health that influenced my patients care would be access to nutritious foods and physical activity opportunities. Being on the Rehab floor my patient was able to receive 3 meals a day she did not have to cook along with 3 hours of physical therapy/ occupational therapy. This will increase her ability to return to normal and gain mobility back.

**Comments:**

See Care Map Grading Rubrics below.

\*End-of-Program Student Learning Outcomes  
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric

<b>Course Objective 6:</b> Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*					<b>Student Name:</b> <b>Date:</b>			
<b>Top Nursing Priority:</b>								
				3 Points >75% Complete	2 Points 50-75% Complete	1 Point <50% Complete	0 Points 0% Complete	Comments
Noticing	Identify all abnormal assessment findings							
	Identify all abnormal lab finds/diagnostic tests							
	Identify all risk factors							
	Highlight all related/relevant data in the noticing boxes							
Interpreting	List all nursing priorities							
	Highlight the top nursing priority							
	Identify all potential complications							
	Highlight potential complications relevant to top nursing priority							
	Identify signs and symptoms to monitor for each complication							
Responding	List all nursing interventions relevant to top nursing priority							
	Interventions are prioritized							
	All interventions include a frequency							
	All interventions are individualized and realistic							
	An appropriate rationale is included for each intervention							
Reflecting	List the reassessment findings for the top nursing priority							
	Reflection includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul>							
48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory				Total Points Earned: Comments: Faculty Initials:				

Care Map Grading Rubric

<b>Course Objective 6:</b> Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*					<b>Student Name:</b> <b>Date:</b>	
<b>Top Nursing Priority:</b>						
		3 Points >75% Complete	2 Points 50-75% Complete	1 Point <50% Complete	0 Points 0% Complete	Comments
Noticing	Identify all abnormal assessment findings					
	Identify all abnormal lab finds/diagnostic tests					
	Identify all risk factors					
	Highlight all related/relevant data in the noticing boxes					
Interpreting	List all nursing priorities					
	Highlight the top nursing priority					
	Identify all potential complications					
	Highlight potential complications relevant to top nursing priority					
	Identify signs and symptoms to monitor for each complication					
Responding	List all nursing interventions relevant to top nursing priority					
	Interventions are prioritized					
	All interventions include a frequency					
	All interventions are individualized and realistic					
	An appropriate rationale is included for each intervention					
Reflecting	List the reassessment findings for the top nursing priority					
	Reflection includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul>					
48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory		Total Points Earned: Comments: Faculty Initials:				

**Objective**

7. Illustrate professional conduct including self-examination, responsibility for learning, and goal setting. (7)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
a. Reflect on an area of strength. ** (Reflecting)	S NI		S														
b. Reflect on an area for improvement and set a goal to meet this need. ** (Reflecting)	S NI		S														
c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)	S NI		S														
d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)	S NI		S														
e. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)	S NI		S														
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)	S NI		S														
g. Demonstrate the ability to give and receive constructive feedback. (Responding)	S NI		S														
h. Actively engage in self-reflection. (Reflecting)	S NI		S														
	KA	KA															

**\*\*7a and 7b: You must address these competencies in the comments section on a weekly basis. Please write a different comment each week. Remember that a goal includes what you will do to improve, how often you will do it, and when you will do it by (example- “I had trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical.”**

**Comments:**

Week 1 – 7 – Please remember to not leave any blanks on your tool in the future all blanks will be rated as “U”. Please double check your tool in the future to prevent this from happening in the future. KA

Thank you I thought that was a part of the care map rubric I did not realize it. It will not happen again, thank you. Not a problem. In the future, please do not change areas of faculty evaluation and use the comments to improve the rating of the competency in the future. KA

Week 3- Strength: I was able to talk to the patient and get to know her well. I was also able to adjust to the rehab unit as a whole and understand therapy is the main priority there. Overall, the experience was great, and I am looking forward going back.

Week 3 Weakness: The first day I was flustered as I was attempting to get back into the groove of clinicals. I did not do well on my med pass and hope to go over that material before the next clinical. I also plan to watch the YouTube videos about different injections to prepare myself better.

Firelands Regional Medical Center School of Nursing  
**Medical Surgical Nursing 2022**  
**Skills Lab Competency Tool**

Student name:								
<b>Skills Lab Competency Evaluation</b>	<b>Lab Skills</b>							
	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 2</b>	<b>Week 2</b>	<b>Week 11</b>
	<b>IV Math</b> (3,7)*	<b>Assessment</b> (2,3,4,5,7)*	<b>Insulin</b> (2,3,5,7)*	<b>Lab Day</b> (1,2,3,4,5,6,7)*	<b>IV Skills</b> (2,3,5,7)*	<b>Trach</b> (1,2,3,4,5,6,7)*	<b>EBP</b> (3,7)*	<b>Lab Day</b> (1,2,3,4,5,6,7)*
	<b>Date:</b> 1/12 or 1/13/22	<b>Date:</b> 1/11/22	<b>Date:</b> 1/11/22	<b>Date:</b> 1/12 or 1/13/22	<b>Date:</b> 1/18/22	<b>Date:</b> 1/19 or 1/20/22	<b>Date:</b> 1/19 or 1/20/22	<b>Date:</b> 3/28 or 3/29/22
	Evaluation:	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>U</b>	<b>S</b>
Faculty/Teaching Assistant Initials	KA	KA	KA	KA	KA	KA	KA	
<b>Remediation: Date/Evaluation/Initials</b>	NA	NA	NA	NA	NA	S	NA	

\*Course Objectives

**Comments:**

**Week 1**

(IV Math)-You satisfactorily participated in the IV Math learning session on 1/11/22 as well as the assigned IV Math practice questions and the IV Math Application lab on 1/13/22 KA/DW

(Assessment)- You were able to satisfactorily demonstrate the Basic Head to Toe Assessment during lab. KA/DW

(Insulin)- You were able to correctly prepare an insulin pen and administer subcutaneous insulin. Insulin requirements were accurately identified and calculated through the corrective scale and carbohydrate coverage orders. MD

(Lab Day)- You satisfactorily completed the mandatory lab review of nursing foundational skills. This was achieved through simulating care for a patient in a scenario requiring competency in assessment, communication, medication administration (including PO and IM injection), nasogastric tube insertion and maintenance, patient mobility and hygiene, use of PPE for Contact Isolation, wound care, and foley insertion. NS/LM

**Week 2**

(IV Skills)- You have satisfactorily completed the IV lab including a saline flush, hanging a primary and secondary IV solution, adjusting a flow rate to run by gravity, discontinuing IV solution, and monitoring the IV site for infiltration, phlebitis, and signs of complication. NS

(Trach Care & Suctioning) - During this lab, you satisfactorily demonstrated competence with tracheostomy care and tracheostomy suctioning. Sterile technique satisfactory with remediation. DC/DW

(EBP Lab)- You actively participated in the online searching process for evidence-based practice literature, as well as reviewing an example article to determine appropriate selection and information needed when summarizing a research article. EW/LK/LM

Firelands Regional Medical Center School of Nursing  
 Medical Surgical Nursing 2022  
 Simulation Evaluations

<b><u>Simulation Evaluation</u></b>	<b>Student Name:</b>							
	Performance Codes:  <b>S:</b> Satisfactory  <b>U:</b> Unsatisfactory	<b>vSim- Vincent Brody</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>vSim- Juan Carlos</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)	<b>vSim- Marilyn Hughes</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	Simulation #1 (Musculoskeletal & Resp) (*1, 2, 3, 4, 5, 6, 7)	Simulation #2 (GI & Endocrine) (*1, 2, 3, 4, 5, 6, 7)	<b>vSim- Stan Checketts</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>vSim- Harry Hadley</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)
	<b>Date:</b> 1/31/22	<b>Date:</b> 2/14/22	<b>Date:</b> 2/25/22	<b>Date:</b> 2/28 or 3/1/22	<b>Date:</b> 4/12 or 4/13/22	<b>Date:</b> 4/19/22	<b>Date:</b> 4/28/22	<b>Date:</b> 5/2/22
Evaluation								
Faculty/Teaching Assistant Initials								
<b>Remediation:</b> Date/Evaluation/Initials								

\* Course Objectives

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Medical Surgical Nursing – 2022**

**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 and Date:

12/22/2021