EVALUATION OF CLINICAL PERFORMANCE TOOL
Medical Surgical Nursing – 2022

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Rebecca Norman

Semester: **Spring**

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

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

Final Grade: **Satisfactory/Unsatisfactory**

Date of Completion:

Faculty eSignature:

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
Kelly Ammanniti	**KA**
Devon Cutnaw	**DC**
Monica Dunbar	**MD**
Lora Malfara	**LM**
Nick Simonovich	**NS**
Dawn Wikel	**DW**
Elizabeth Woodyard	**EW**

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.

***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.

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
Competencies: a. Analyze the involved patho-physiology of the patient's disease process. (Interpreting)			S	NA	S												
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			S	NA	S												
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			S	NA	S												
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			S	NA	S												
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			S	NA	S												
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			S	NA	S												
g. Assess developmental stages of assigned patients. (Interpreting)			S	NA	S												
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		s	NA	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		3T, 73 F, Shortness of Breath	NA	4N, 70, SEPSIS												
Instructors Initials	**LM**	**LM**	**KA**	**DW**													

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

Comments:

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. LM

Week 3 – 1d – You were able to have an active discussion on the medications the patient was prescribed and how they related to your patient's disease process. KA
Week 3 – 1h – You researched your patient and was able to discuss your patient and their history easily during clinical debriefing. KA

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

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
Competencies: a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing)			S	NA	S												
b. Conduct a fall assessment and implement appropriate precautions. (Noticing)			S	NA	S												
c. Conduct a skin risk assessment and implement appropriate precautions and care. (Noticing)			S	NA	S												
d. Communicate physical assessment. (Responding)			S	NA	S												
e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)			S	NA	S												
f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)	S		S	NA	S												
	LM	**LM**	**KA**	**DW**													

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

Week 3 – 2a – You did a nice job performing your head-to-toe and focused assessments and appropriately documenting them in the EMR. KA
Week 3 – 2b – You recognized your patient was a high fall risk and implemented appropriate interventions related to your patient's fall risk. KA
Week 3 – 2d – You reported abnormal assessment findings promptly to you nurse and reported any interventions performed related to these findings. (i.e. patient's pain).
Week 3 – 2f – You documented in the EMR with beginning mastery. You made minimal errors and corrected any documentation concerns promptly. You discussed nursing notes being area you wanted to improve in and sought out feedback on the notes you wrote. KA

*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
Competencies: a. Perform standard precautions. (Responding)	S		S	NA	S												
b. Demonstrate nursing measures skillfully and safely. (Responding)	S		S	NA	S												
c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)			S	NA	S												
d. Appropriately prioritizes nursing care. (Responding)			S	NA	S												
e. Recognize the need for assistance. (Reflecting)			S	NA	S												
f. Apply the principles of asepsis where indicated. (Responding)	S		S	NA	S												
g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)	S		S	NA	NA												
h. Implement DVT prophylaxis (early ambulation, SCDs, and ted hose) based on assessment and physicians' orders (Responding)			S	NA	NA												
i. Identify the role of evidence in determining best nursing practice. (Interpreting)	S		S	NA	S												
j. Identify recommendations for change through team collaboration. (Reflecting)			S	NA	S												
	LM	**LM**	**KA**	**DW**													

Comments:

Week 3 – 3b – You provided your assigned patient with safe, holistic nursing care. KA
Week 3 – 3g – You did a great job monitoring and maintaining your patient's Foley catheter. You performed Foley care and documented correctly in the EMR. KA

*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
Competencies: k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)			S	NA	S												
l. Calculate medication doses accurately. (Responding)			S	NA	S												
m. Administer IV therapy, piggybacks and/or adding solution to a continuous infusion line. (Responding)			NA	NA	S												
n. Regulate IV flow rate. (Responding)	S		NA	NA	S												
o. Flush saline lock. (Responding)			NA	NA	S												
p. D/C an IV. (Responding)	NI		NA	NA	NA												
q. Monitor an IV. (Noticing)	S		S	NA	S												
r. Perform FSBS with appropriate interventions. (Responding)	S		S	NA	NA												
	LM	**LM**	**KA**	**DW**													

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
You have given yourself an NI for the D/C IV competency; continue to practice this skill and seek out opportunities as you will feel much more comfortable the more you practice. LM
(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

Week 3 – 3k – You had the opportunity to administer PO medications this week observing all the rights of medication administration. Please be mindful of what related data you need to look up before administering the medications to make the medication administration process goes smooth.
Week 3 – 3l – We utilized a patient's tube feeding orders to calculate the duration of the feeding accurately. Nice job! KA

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

Week 3 – 3q – You monitored the patient's IV site and documented the assessment in the EMR. KA

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

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
Competencies: a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)			S	NA	S												
b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)			S	NA	S												
c. Report promptly and accurately any change in the status of the patient. (Responding)			S	NA	S												
d. Maintain confidentiality of patient health and medical information. (Responding)			S	NA	S												
e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)			S	NA	S												
f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)			S	NA	S												
g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)			S	NA	S												
	LM	**LM**	**KA**	**DW**													

Comments:

Week 3 – 4b – You performed SBAR report with your patient's nurse when leaving at the end of the day. KA

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

Week 3 – 4e – Becca, you did a nice job choosing an appropriate nursing EBP article and sharing it with your classmates in your CDG. The article on pressure injuries related to your patient very well. Please remember only the first letter of the first work of the title of the article and the first word after a colon in the title are capitalized. Also remember when in-text citing a direct quote include the page number in your citation. KA

*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
Competencies: **a. Describe a teaching need of your patient.**** (Reflecting)			S	NA	S												
b. Utilize appropriate terminology and resources when providing patient education. (Responding)			S	NA	S												
	LM	**LM**	**KA**	**DW**													

****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.

Comments:
WEEK 3, 5A; The teaching needs that my patient needed this week was that she needed to be on a 1500 ml diet because she had fluid overload. I just explained to her why she was on restrictions and made sure to tell her that if she wants anything to drink to ask and we will make sure she doesn't go over her restriction limits. Nice job explaining this change to the patient. I know fluid restrictions can be very difficult to follow and understand for patients. KA

WEEK 5, 5A; This week my patient came in with dehydration and risk for sepsis. I educated her on hydration and explained to her she needed to drink more fluids even though she was on fluids. These fluids will help her with her fever and infection.

*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)			NA	NA	S												
b. **Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.**** (Noticing, Interpreting, Responding, Reflecting)			U	NA	S												
	LM	**LM**	**KA**	**DW**													

****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.**

Comments:

Week 3, 6B; Something that could have influenced my care was that my patient was morbidly obese and since we all have bias some might think that it is crazy how big someone can get, but you can't judge someone on size. My patient had hypothyroidism and she had rheumatoid arthritis, making it so painful to move. You cannot judge a book by their cover and instead learn why they are the way they are and find ways to help the patient. I agree your patient's morbid obesity is part of her SDOH, but try to think about it in the aspect of how this affects the overall care of her disease processes. What impact does morbid obesity have on her rheumatoid arthritis and hypothyroidism? Unfortunately, any competency left blank is marked with a "U" according to policy. Please remember to make a comment on how you will prevent receiving a "U" in this competency in the future. KA WEEK 4, 6B. I DID NOT REALIZE THAT I LEFT THIS BOX EMPTY. I WILL MAKE SURE TO TRIPLE CHECK FOR FUTURE REFERENCE. I DID COMPLETE THE OBJECTIVE, MUST HAVE PASSED BY AND FORGOT TO PUT AN 'S' IN THE BOX. DW

WEEK 5 6B; The SDOH for my patient was her age this week. As patients age we have bias against older people whether we chose or not. We judge the elderly and think they can be helpless and judge them for that. Aging is natural and we should not judge older individuals because of natural aging processes. I went in thinking since my patient was 70 years old that she was going to need lots of help, but that was not the case. My patient despite her disease process she was so independent and didn't want much help. I did stay with her if she needed up and to the bathroom only because I knew her blood pressure was running lower from her disease process and didn't want her to become dizzy.

*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

Course 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)*	**Student Name:** **Date:**
Top Nursing Priority:	

		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: • Continue plan of care • Modify plan of care • Terminate plan of care					

48-33 points = Satisfactory 32-17 points = Needs Improvement ≤ 16 points = Unsatisfactory	Total Points Earned: Comments: Faculty Initials:

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

Care Map Grading Rubric

Course 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)*	**Student Name:** **Date:**

Top Nursing Priority:

		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: • Continue plan of care • Modify plan of care • Terminate plan of care					

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)*

*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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		S	NA	S												
b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)	S		~~S~~ NI	NA	S												
c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)	S		S	NA	S												
d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)	S		S	NA	S												
e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)	S		S	NA	S												
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)	S		S	NA	S												
g. Demonstrate the ability to give and receive constructive feedback. (Responding)	S		S	NA	S												
h. Actively engage in self-reflection. (Reflecting)	S		S	NA	S												
	LM	**LM**	**KA**	**DW**													

****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:

7. Week 1A). I think my strength this week was just being prepared and having a good mental and outlook on this semester. Great job, Becca! LM
7. Week 1 B.) I think a weakness for me has to be the narrative nursing notes. I plan on writing more notes in the clinical setting and going over the first couple of weeks of notes with my instructors to have them give me feedback until I feel comfortable and confident in the narrative nursing notes. This is an excellent area for improvement! LM

Week 3 a.) My strength this week was getting to know the patient. She was very talkative and was willing to tell me about her diagnosis. I feel like I made a bond with this patient that I haven't yet made with any of my patients before. Great job developing rapport with your patient. KA
Week 3 b.) My weakness this week was fusing my time more wisely to do more research my patients' chart. I wish I had better time management to look more into her past to understand her disease process better. Remember to set a goal for how you will improve this area of weakness. KA MY GOAL IS TO MAKE MORE TIME AND HAVE BETTER TIME MANAGERMENT TO LOOK AT THE CHART. I AM GOING TO SPEND MORE TIME READING THE PATIENTS CHART IN THE FUTURE CLINICALS TO COME. Rebecca, this is a goal, but what we are looking for students to do is to establish something that can be done over the week before the next scheduled clinical, in order to see results the next time you are on clinical. If you wait till next week's clinical to try and make improvements to time management, you may be less

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

successful as opposed to working on time management over the week and having a specific game plan to better manage time during clinical. Sometimes you have to think outside of the box when you are setting the goal and it often requires reviewing something multiple times before your next clinical. See the green highlighted example above and let me know if you need additional support with creating specific goals in the future. I would be happy to help. DW I did review you comment and the example, thank you for this clarification. I hope the goal I have set for week 5 is correct. I plan on making sure my gola is something I can work on before my next clinicals and are applicable to the criteria listed above. RN.

WEEK 5 A.) My strength this week was using my spare time to get every call light I could. I used to be scared to grab call lights, but my confidence has grown so much, and I feel so comfortable to go in any patient's room now. It used to scare me to go into a room, because you don't know what you are going into, but in the end that experience and I need that to grow into a strong well-rounded nurse.
Week 5 B.) My weakness is I.V. pumps I don't feel confident changing the channels or adding channels. The way I am going to work on this goal is to watch the youtube videos we were provided on the alaris pump and take notes to remember where the buttons are and how to set the pump up.

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

Student name: Rebecca Norman								
Skills Lab Competency Evaluation	**Lab Skills**							
	Week 1	**Week 1**	**Week 1**	**Week 1**	**Week 2**	**Week 2**	**Week 2**	**Week 11**
Performance Codes: **S**: Satisfactory **U**:Unsatisfactory	**IV Math** (3,7)*	**Assessment** (2,3,4,5,7)*	**Insulin** (2,3,5,7)*	**Lab Day** (1,2,3,4,5,6,7)*	**IV Skills** (2,3,5,7)*	**Trach** (1,2,3,4,5,6,7)*	**EBP** (3,7)*	**Lab Day** (1,2,3,4,5,6,7)*
	Date: 1/12 or 1/13/22	**Date:** 1/11/22	**Date:** 1/11/22	**Date:** 1/12 or 1/13/22	**Date:** 1/18/22	**Date:** 1/19 or 1/20/22	**Date:** 1/19 or 1/20/22	**Date:** 3/28 or 3/29/22
Evaluation:	**S**	**S**	**S**	**S**	**S**	**S**	**S**	
Faculty/Teaching Assistant Initials	**LM**	**LM**	**LM**	**LM**	**LM**	**LM**	**LM**	
Remediation: Date/Evaluation/Initials	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	

*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. Great job, Becca! LM
(Trach Care & Suctioning) - During this lab, you satisfactorily demonstrated competence with tracheostomy care and tracheostomy suctioning. 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

Simulation Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	**Student Name:** Rebecca Norman							
	vSim- Vincent Brody (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	**vSim**- Juan Carlos (Pharmacology) (*1, 2, 3, 4, 5, 6)	**vSim**- Marilyn Hughes (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)	**vSim**- Stan Checketts (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	**vSim**- Harry Hadley (Pharmacology) (*1, 2, 3, 4, 5, 6)	**vSim**- Yoa Li (Pharmacology) (*1, 2, 3, 4, 5, 6)
	Date: 1/31/22	**Date: 2/14/22**	**Date: 2/25/22**	**Date: 2/28 or 3/1/22**	**Date: 4/12 or 4/13/22**	**Date: 4/19/22**	**Date: 4/28/22**	**Date: 5/2/22**
Evaluation	S							
Faculty/Teaching Assistant Initials	KA							
Remediation: Date/Evaluation/Initials	NA							

* 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:
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12/22/2021