EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2022

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Kendall Bigler

Semester: ~~Spring~~

Final Grade: Satisfactory/Unsatisfactory

Date of Completion:

Faculty: Frances Brennan, MSN, RN; Amy M. Rockwell, MSN, RN
Chandra Barnes, BSN, RN; Brian Seitz, MSN, RN
Brittany Lombardi, MSN, RN

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 in 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" the following week. 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:
Clinical Assignments
Completion of Patient Care
Meditech Documentation
Observation of Clinical Performance
Evaluation of Clinical Performance Tool
Onsite Clinical Debriefing
Clinical Discussion Rubric
Preceptor Feedback
Nursing Care Plan Rubric
Skills Lab Checklists/Competency Tool
Lasater Clinical Judgment Rubric
Virtual Simulation scenarios
Pathophysiology Grading Rubric

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)
2/11/2022	1	Did not complete Quality Scavenger Hunt survey	2/18/2022 0800

Initials	Faculty Name
CB	Chandra Barnes, BSN, RN
FB	Fran Brennan, MSN, RN
BL	Brittany Lombardi, MSN, RN
AR	Amy Rockwell, MSN, RN
BS	Brian Seitz, MSN, RN

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 needed 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, and 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 weekly competency boxes do not need a student evaluation rating or faculty/teaching assistant initials.

Objective

1. Engage in the coordination and delivery of nursing care measures to groups of patients and to patients with complex problems. (1,3,4,5,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies: a. Manage complex patient care situations with evidence of preparation and organization. **(Responding)**	S	S	S	S	S	S	NA	NA	S									
b. Assess comprehensively as indicated by patient needs and circumstances**. (Noticing)**	S	S	S	S	S	S	NA	NA	S									
c. Evaluate patient's response to nursing interventions. **(Reflecting)**	S	S	S	S	S	S	NA	NA	S									
d. Interpret cardiac rhythm; determine rate and measurements. **(Interpreting)**	S	S	S	S	NA	NA	NA	NA	S									
e. Administer medications observing the six rights of medication administration. **(Responding)**	S	S	S	NA	NA	NA	NA	NA	S									
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. **(Responding)**	NA	NA	S	NA	S	S	NA	NA	S									
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. **(Responding)**	S	S	S	S	NA	S	NA	NA	S									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									
Clinical Location	4C	4C	4P	CD/SH	SP	IS												

Comments:

Week 2 (1c,d,e): Kendall, you did a great job this week evaluating your patient and her response to the interventions you performed. You also did a great job finding cardiac rhythm strips, asking appropriate questions, and measuring correctly. You were satisfactory with administering IV and subcutaneous medications for your patient, performing the six rights of medication administration first. Great job this week! CB

Week 3 (1a): Excellent job this week when your patient was deteriorating. The bedside nurse was appreciative of all of your help. CB

*End-of- Program Student Learning Outcomes

Week 4-1(a-g) Kendall, you did an excellent job this week managing complex patient care situations. You were well prepared for clinical, and completed all your nursing interventions in a timely manner. You did a great job with your EKG book in which you were able to determine rates and measurements, as well as interpret cardiac rhythms. You were able to attempt an IV start, and although it was unsuccessful, you demonstrated correct technique. You were able to administer PO and IV medications, and you followed all six rights of medication administration. Great job! BL

Week 5-1(b) Excellent job with your CDG in which you identified the appropriate nursing interventions associated with each cardiac diagnostic test based on the patient needs and circumstances. Comments from preceptor in Cardiac Diagnostics: Excellent in all areas. "Witnessed Lexiscan stress test, cardio pacemaker clinic." BL

Week 6-1(a,b,c,f) Excellent job discussing the nursing interventions associated with the procedures you witnessed in your Special Procedures clinical experience. You did an excellent job explaining the interventions, as well as evaluating the patient's response to the nursing interventions. Comments from preceptor in Special Procedures: Satisfactory in all areas. "Started several IV's and lab draws. Observed 2 angio cases; pleasant and asked good questions." BL

Week 7-1(a-c,f,g) Kendall, excellent job during your Infusion Center clinical experience. You did a great job with your CDG in which you discussed the nursing interventions you performed during this experience. Comments from preceptor in the Infusion Center: Satisfactory in "Demonstrates prior knowledge of departmental/nursing responsibilities," excellent in all other areas. "Kendall was professional and helpful with patient, lots of IV starts. Observed blood administration, and many other infusions." BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies: a. Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. **CC (Noticing, Interpreting, Responding)**	S	S	S	S	S	S	NA	NA	**S**									
b. Monitor for potential risks and anticipate possible early complications. **(Noticing, Interpreting, Responding)**	S	S	S	S	S	S	NA	NA	**S**									
c. Recognize changes in patient status and take appropriate action. **(Noticing, Interpreting, Responding)**	S	S	S	S	S	S	NA	NA	**S**									
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. **CC (Noticing, Interpreting, Responding, Reflecting)**	NA	NA	S	NA	NA	NA	NA	NA	**S**									
e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									

Comments:

Week 2 (2a,b,c): You did a great job this week with your cdg, correlating past medical history and your patients present condition. You did great with clinical judgement, monitoring your patient's blood pressure while receiving sedation, for potential risks. You recognized changes in your patient condition, and appropriately communicated this with the bedside nurse. CB

Week 2 (2c): Kendall, you did a great job recognizing changes in your patient's condition and responding to those changes appropriately. CB

Week 4-2(b,c,d) Great job in debriefing discussing how you monitored your patient for potential risks and anticipated early complications. You also did a great job discussing changes in patient status you noticed, as well as how you responded and took action. Your Nursing Care Plan was very well done. Please see the Nursing Care Plan Rubric at the end of this document for my feedback. BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies: a. Critique communication barriers among team members. **(Interpreting)**	S	S	S	NA	NA	NA	NA	NA	**S**									
b. Participate in QI, core measures, monitoring standards and documentation. **(Interpreting & Responding)**	S	S	S	S	~~S~~ NA	NA	NA	NA	**S**									
c. Discuss strategies to achieve fiscal responsibility in clinical practice. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
d. Clarify roles & accountability of team members related to delegation. **(Noticing)**	S	S	S	S	S	S	NA	NA	**S**									
e. Determine the priority patient from assigned patient population. **(Interpreting)** (**Patient Mgmt.**)	NA	NA	NA	NA	NA	NA	NA	NA	**NA**									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									

Comments:

Week 2 (3c): We discussed achieving fiscal responsibility when discussing the appropriate way to charge items to your patient from the par room. CB

Week 3 (3a): Kendall, you were able to observe communication between nurses, doctors, and family members during an emergent situation. Then you were able to notice parts of the communication and respond appropriately. CB

Week 4-3(c) You did a great job ensuring you used the PAR system appropriately when obtaining care items for your patient this week in clinical. This is just one important way to ensure fiscal responsibility in practice. BL

Week 5-3(b,c) Excellent job with the Quality Scavenger Hunt clinical experience, as well as with your CDG for this experience. You did an excellent job discussing the fiscal impact associated with the variances that you found. BL

Week 7-3(c) Great job with your CDG discussing strategies to achieve fiscal responsibility in clinical practice. BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

4. 4. Plan for a future in the nursing profession by analyzing information concerning employment, licensure, ethical, and legal issues in nursing focusing on accountability and respecting patient autonomy. (1,2,4,5)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies: a. Critique examples of legal or ethical issues observed in the clinical setting. **(Interpreting)**	S	S	S	NA	NA	NA	NA	NA	**S**									
b. Engage with patients and families to make autonomous decisions regarding healthcare. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									

Comments:
Week 2 (4a,c): You were able to discuss legal and ethical issues about your patient in debriefing. We discussed restraints and how to appropriately use them while continuously monitoring your patient. You presented yourself in a professional way, and were respectful to your patient and peers while in the clinical setting. CB
Week 3 (4b,c): Kendall, you had great communication skills with your patient's mother, and you exhibited professional behavior during your time in the ICU. CB

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

Objective

5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies: a. Reflect on your overall performance in the clinical area for the week. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
b. Demonstrate initiative in seeking new learning opportunities. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. **(Interpreting)**	S	S	S	S	S	S	NA	NA	**S**									
d. Perform Standard/Standard Plus Precautions. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
e. Practice use of standardized EBP tools that support safety and quality. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
f. Utilize faculty feedback to improve clinical performance. **(Responding & Reflecting)**	S	S	S	S	S	S	NA	NA	**S**									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									

Comments:

Week 2 (5c,e): We discussed areas of safety and EBP tools that supported safety and quality in debriefing. We talked about interventions that you completed (John Hopkins fall assessment, oral care, ect.) and why each of those were important. CB

Week 3 (5b): Kendall, you did a great job with seeking opportunities to perform tasks. Great job with the removal of a foley. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

6. Engage with members of the healthcare team, patients, families, faculty, and peers through written, verbal and nonverbal methods, and by utilizing computer technology. (1,2,6,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies: a. Establish collaborative partnerships with patients, families, and coworkers. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
b. Teach patients and families based on readiness to learn and discharge learning needs. **(Interpreting & Responding)**	S	S	S	S	S	S	NA	NA	**S**									
c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
d. Deliver effective and concise hand-off reports. **(Responding)**	S	S	S	NA	NA	NA	NA	NA	**S**									
e. Document interventions and medication administration correctly in the electronic medical record. **(Responding)**	S	S	S	NA	NA	NA	NA	NA	**S**									
f. Consistently and appropriately posts in clinical discussion groups. **(Responding and Reflecting)**	S	S	S	S	S	S	NA	NA	**S**									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									

Comments:

Week 2 (6c,d,e,f): Kendall, you did a great job collaborating with other members of the healthcare team. You reported information to the bedside nurse in a timely manner, and delivered appropriate information in a hand off report before leaving the unit. You performed appropriate interventions in a timely manner, and were able to appropriately document on those. You did an excellent job on your cdg this week, and you were able to find an EBP article related to your patient. Great job this week! CB

Week 3 (6b,c): Great job this week teaching a patient about the removal of a foley catheter, and also collaborating with other members of the healthcare team on the care for your patients. CB

Week 4-6(a) Kendall, you did an excellent job communicating with your patient and collaborating with other members of the healthcare team. BL

Week 4-6(e,f) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You did a great job taking my feedback on Tuesday and applying it to your documentation on Wednesday. You also did an excellent job with your Nursing Care Plan CDG. BL

*End-of- Program Student Learning Outcomes

Week 5-6(f) Excellent job with your CDG posts this week! Your responses were very thorough and you demonstrated much knowledge regarding your clinical experiences. BL

Week 6-6(f) Great job with your CDG post this week. Keep up all your great work! BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

7. Devise methods utilized by nursing to develop the profession, advance the knowledge base, ensure accountability, and improve the outcomes of care delivery. (1,3,4,6,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	**Make up**	**Mid-term**	9	10	11	12	13	14	15	**Make up**	**Final**
Competencies: a. Value the need for continuous improvement in clinical practice based on evidence. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
b. Accountable for investigating evidence-based practice to improve patient outcomes. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
c. Comply with the FRMCSN *"Student Code of Conduct Policy."* **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions**.** **(Responding)**	S	S	S	S	S	S	NA	NA	**S**									
Faculty Initials	**CB**	**CB**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**	**BL**									

Comments:

Week 2 (7b): You were able to find an appropriate evidenced-based practice article that was associated with the care your patient was receiving. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Skills Lab Evaluation Tool
AMSN
2022

*End-of- Program Student Learning Outcomes

Skills Lab Competency Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	**Lab Skills**									
	Meditech Document (1,2,3,4,5,6)*	**Physician Orders** (1,2,3,4,5,6)*	**Prioritization/ Delegation** (1,2,3,4,5,6)*	**Resuscitation** (1,3,6,7)*	**IV Start** (1,3,4,6)*	**Blood Admin./IV Pumps** (1,2,3,4,5,6)*	**Central Line/Blood Draw/Ports/IV Push** (1,2,3,4,6)*	**Head to Toe Assessment** (1,2,6)*	**ECG/Telemetry Placements/CT** (1,6)*	**ECG Measurements** (1.2.4.5.6)*
	Date: 1/11/2022	**Date: 1/11/2022**	**Date: 1/11/2022**	**Date: 1/11/2022**	**Date: 1/13/2022**	**Date: 1/13/2022**	**Date: 1/14/2022**	**Date: 1/14/2022**	**Date: 1/14/2022**	**Date: 1/14/2022**
Evaluation:	**S**	**S**	**S**	**S**	**S**	**S**	**S**	**S**	**S**	**S**
Faculty Initials	FB	BS	BL	AR	FB	AR	CB/FB	BS	BL/BS	AR
Remediation: Date/Evaluation/Initials										

***Course Objectives**

Comments:

Resuscitation: Satisfactory participation in the practice of Hands-Only CPR, discussion regarding use of and ventilation with bag- valve mask/Ambu bag, and review of crash cart and Code Blue team duties and documentation. AR

Meditech: Satisfactory participation of assessment documentation including physical re-assessment, safety and fall assessment, RN mechanical ventilator assessment, IV location assessment, and documentation editing. Great job! FB

Physician Orders: Satisfactory completion of physician's order lab utilizing SBAR communication and taking orders over the phone. Good job! CB

Prioritization/Delegation: Satisfactory completion of the prioritization and delegation skills lab. You satisfactorily prioritized care for multiple patients using multiple methods (e.g. Maslow's hierarchy of needs, ABC, Nursing Process, etc.). You were able to appropriately delegate nursing tasks for the patients, and you actively participated in the group discussion on delegation of nursing tasks. Great job! BL

Blood administration/IV pump: Satisfactory completion of practice with blood administration safety checks activity. Great job with IV pump practice, the use of the medication library, and pump set up of primary and secondary IV medication infusion. AR

IV Starts: Satisfactory participation in the IV Start lab, including practice with technique, initiation and discontinuation of IV site, and placement of IV dressing. BS

Head to Toe Assessment: You are satisfactory for the head-to-toe assessment competency. Nice Job! BL

ECG/Telemetry/Chest Tube: Satisfactory participation with review of monitoring tutorial and placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium tutorial. BL/BS

Ports/Blood Draw: You were satisfactory in accessing an Infusaport device, demonstrated proper technique for CVAD cap change and satisfactorily demonstrated how to draw blood from a CVAD per hospital policy. Nice work! CB

Central Line Dressing/IV push: Satisfactory central line dressing change using proper technique, as well as line flushing. Great job with preparation of mixing a medication with normal saline and administering as an IV push through the central line. FB

Nursing Care Plan Grading Tool
AMSN
2022

Student Name: Kendall Bigler **Clinical Date:** 2/1-2/2/2022

Pathophysiology Grading Rubric

*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Advanced Medical Surgical Nursing
2022

Student Name: **Kendall Bigler** **Clinical Date:** **1/26/22-1/27/22**

1. Provide a description of your patient including current diagnosis and past medical history. (2 points total) • Current Diagnosis (1) • Past Medical History (1)	**Total Points:2** **Comments: Great job explaining your patient's current and past diagnosis!**
2. Describe the pathophysiology of your patient's current diagnosis. (1 point total) • Pathophysiology-what is happening in the body at the cellular level (1)	**Total Points:1** **Comments: Excellent job on your pathophysiology!**
3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total) • All patient's signs and symptoms included (1) • Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1) • Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)	**Total Points:3** **Comments: You did an amazing job explaining your patient's symptoms, expected symptoms, and how they intertwine!**
4. Correlate the patient's current diagnosis with all related labs. (4 points total) • All patient's relevant lab result values included (1) • Rationale provided for each lab test performed (1) • Explanation provided of what a normal lab result should be in the absence of current diagnosis (1) • Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)	**Total Points:4** **Comments: Kendall, great work on explaining the labs, why they may be altered with your patient's diagnosis, and tying it all together.**
5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total) • All patient's relevant diagnostic tests and results included (1) • Rationale provided for each diagnostic test performed (1) • Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1) • Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)	**Total Points:4** **Comments: Great job explaining diagnostic findings and explaining why they would be altered with your patient's current diagnosis.**
6. Correlate the patient's current diagnosis with all related medications. (3 points total) • All related medications included (1)	**Total Points:3** **Comments: All medications were listed and explained as to why your patient would be receiving**

*End-of- Program Student Learning Outcomes

• Rationale provided for the use of each medication (1) • Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)	**them related to their diagnosis.**
7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total) • All pertinent past medical history included (1) • Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)	**Total Points:2** **Comments: You did a great job explaining your patient's past medical history, and why that may play a role in what was wrong now.**
8. Describe nursing interventions related to current diagnosis. (1 point total) • All nursing interventions provided for patient explained and rationales provided (1)	**Total Points:1** **Comments: You listed all appropriate nursing interventions with an explanation of why they were important for your patient's care.**
Total possible points = 20 17-20 = Satisfactory 14-16 = Needs improvement <13 = Unsatisfactory	**Kendall, you did an amazing job on your pathophysiology, you were very detailed and included all pertinent information. CB**

Simulation Evaluations

vSim Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	**Rachael Heidebrink (Pharmacology) (1, 2, 6, 7)***	**Week 8: Dysrhythmia Simulation** (see rubric)	**Junetta Cooper (Pharmacology) (1, 2, 6, 7)***	**Mary Richards (Pharmacology) (1, 2, 6, 7)***	**Lloyd Bennett (Medical-Surgical) (1, 2, 6, 7)***	**Kenneth Bronson (Medical-Surgical) (1, 2, 6, 7)***	**Carl Shapiro (Pharmacology) (1, 2, 6, 7)***	**Comprehensive Simulation** (see rubric)
	Date: 2/18/2022	**Date:** 3/2-3/2022	**Date:** 3/4/2022	**Date:** 3/18/2022	**Date:** 3/25/2022	**Date:** 3/31/2022	**Date:** 4/28/2022	**Date:** 4/28/2022
Evaluation	S	S	S					
Faculty Initials	BL	BL	BL					
Remediation: Date/Evaluation/ Initials	NA	NA	NA					

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: K. Bigler OBSERVATION DATE/TIME: 3/2/22 SCENARIO #: 1

*End-of- Program Student Learning Outcomes

CLINICAL JUDGMENT	OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)* • Focused Observation: **E** A D B • Recognizing Deviations from Expected Patterns: E **A** D B • Information Seeking: E **A** D B	Identifies patient, begins assessment. HR noted to be bradycardic. Rhythm change noticed. Patient identified, CO palpitations, monitor applied, noticed elevated heart rate. VS. Patient CO SOB. Crackles noted. Patient noted to be unresponsive, pulseless.
INTERPRETING: (2, 4)* • Prioritizing Data: E **A** D B • Making Sense of Data: E **A** D B	Interprets HR to be bradycardic, rhythm sinus brady. Rhythm change noticed, determined to be 2nd degree type 2. Heart rhythm interpreted to be a-fib, symptomatic, and in need of treatment. SOB interpreted to be because of fluid overload. Rhythm determined to be Vtach.
RESPONDING: (1, 2, 3, 5)* • Calm, Confident Manner: E **A** D B • Clear Communication: **E** A D B • Well-Planned Intervention/ Flexibility: **E** A D B • Being Skillful: E **A** D B	Call to provider (identify yourself), requests atropine. Order received and read back. Atropine prepared, patient identified, medication administered. Call to provider (identify yourself) to inform of new rhythm, recommends transcutaneous pacing, epi drip. Call to provider to report a-fib with RVR, requests CCB (diltiazem). Correct dosages provided, order received and read back. Medication prepared, patient identified, bolus infused, drip initiated. Call to provider to report no relief in symptoms, lower BP, recommends cardioversion. Order for fluid bolus received. Fluid prepared, patient identified, bolus initiated. Patient with SOB. Patient unresponsive and pulseless, CPR initiated, (call Code Blue), patches applied, shock delivered, epi given, joules increased, second shock delivered. Remember to protect airway. Amiodarone discussed as an alternative to epi (300/150/drip).
REFLECTING: (6)* • Evaluation/Self-Analysis: E **A** D B • Commitment to Improvement: **E** A D B	Discussed first scenario, identification and treatments for symptomatic bradycardias. Talked about the different heart blocks and that atropine will likely not work with a complete heart block. Reviewed chart to look for causes of heart block (metoprolol, patient history). Talked about holding medication to see if sinus rhythm gets restored. Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for medication). Good teamwork! Discussed recognition of a-fib and associated symptoms. Talked about

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	goals of diltiazem therapy (and amiodarone as an alternative. Discussed importance on providing PHM (low EF) to physician as an aid to guide treatment. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Discussed the importance of immediate CPR with pulseless Vtach. Nice job getting fast patches applied quickly. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks.
SUMMARY COMMENTS: E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are Satisfactory for this simulation. Nice work!**

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:

ar 12/15/2021

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