

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Final Grade: Satisfactory/Unsatisfactory

Date of Completion:	
Faculty eSignature:	

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.

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)
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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Manage complex patient care situations with evidence of preparation and organization. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
b. Assess comprehensively as indicated by patient needs and circumstances. (Noticing)	S	S	N/A	S	S	S	N/A	N/A	S									
c. Evaluate patient's response to nursing interventions. (Reflecting)	S	S	N/A	S	S	S	N/A	N/A	S									
d. Interpret cardiac rhythm; determine rate and measurements. (Interpreting)	S	N/A	N/A	S	S	S	N/A	N/A	S									
e. Administer medications observing the six rights of medication administration. (Responding)	N/A	S	N/A	S	S	S	N/A	N/A	S									
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. (Responding)	N/A	S	N/A	N/A	S	N/A	N/A	N/A	S									
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. (Responding)	N/A	S	N/A	S	S	S	N/A	N/A	S									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									
Clinical Location	CD/QS	SP/IS	N/A	4C	4c	4P	N/A	N/A										

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 2- 1b- Nice job discussing the diagnostic procedures you were able to observe and summarizing the nursing interventions related to each procedure, as well as providing rationales as to why these interventions are performed. Nice job of discussing the cardiac information/results from the cardiac diagnostic tests you observed that the healthcare team can use to guide treatment. BS

*End-of- Program Student Learning Outcomes

Week 3- 1a,b,c- Great job discussing the patients you worked with at the infusion center, the medications they received, and the interventions provided. Good job also of explaining the medications administered. Also, nice job of evaluating the patient's responses to the interventions provided. BS

Week 5- 1a-e,g- Nice job assessing and caring for your critical care patient this week. You were able to identify several rhythm strips and did a good job administering medications while observing the six rights. BS

Week 6- 1a-e,f- Great job this week closely assessing and managing care for your patient.. You were also able to interpret and measure several cardiac rhythm strips this week. All medications were administered via several routes (IV, IVP, ophthalmic, and SQ) while observing the six rights. Nice work! BS

Week 7-1(a-e,g) Roni, excellent job this week managing complex patient care situations. Your care was very well organized, and you did a great job with your time management. Your head to toe assessments were very thorough and well done. 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 did an excellent job with your medication passes and followed all six rights of medication administration. You also did a great job with your central line dressing change, and you demonstrated correct sterile technique. BL

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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. CC (Noticing, Interpreting, Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
b. Monitor for potential risks and anticipate possible early complications. (Noticing, Interpreting, Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
c. Recognize changes in patient status and take appropriate action. (Noticing, Interpreting, Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. CC (Noticing, Interpreting, Responding, Reflecting)	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	S									
e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									

Comments:

Week 3- 2a,b- Good job discussing some of the potential risks associated with the procedures you were able to observe at the Infusion Center and in the Special Procedures Department. BS

Week 5- 2e- Nice job contributing during debriefing and discussing cultural/racial inequalities assessed while caring for your patient. BS

Week 6- 2a,e- Your pathophysiology CDG is Satisfactory. Please see rubric below for feedback. Nice job identifying and discussing the social determinants of health that may have an impact on your patient's health and quality of life. BS

Week 7-2(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

*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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Critique communication barriers among team members. (Interpreting)																		
b. Participate in QI, core measures, monitoring standards and documentation. (Interpreting & Responding)	N/A S	S	N/A	S	S	S NA	N/A	N/A	S									
c. Discuss strategies to achieve fiscal responsibility in clinical practice. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
d. Clarify roles & accountability of team members related to delegation. (Noticing)	N/A	S	N/A	S	S	S	N/A	N/A	S									
e. Determine the priority patient from assigned patient population. (Interpreting) (Patient Mgmt.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									

Comments:

Week 2- 3b,c- You did a good job of discussing the resources you utilized to complete the scavenger hunt, and of discussing potential variances that are associated with VAP, CAUTI, and Catheter-related bloodstream infections. You also discussed ways in which these variances can affect the fiscal health of the organization. BS

Week 3- 3c- Nice job discussing witnessed strategies to achieve fiscal responsibility for the patient and the organization. Drug cocktails, like the one you discuss, can help prevent severe allergic reactions. BS

Week 7-3(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

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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Critique examples of legal or ethical issues observed in the clinical setting. (Interpreting)																		
b. Engage with patients and families to make autonomous decisions regarding healthcare. (Responding)	N/A	S	N/A	S	S	S	N/A	N/A	S									
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. (Responding)	S	S	N/A	S U	S	S	N/A	N/A	S									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									

Comments:

Week 5- 4a, - Nice job discussing potential legal/ethical issues from the clinical setting this week. 4c- Although I do believe this was an honest mistake, I had to give you a U in this competency for not having your tool posted by 0800. Please respond below regarding how you will prevent this from happening in the future.

Professional behavior observed at all times during clinical. BS

I Will make sure to double check that my tool is uploaded every Thursday night to ensure I am not missing anything BS

Week 6- 4b,c- Great job engaging with your patient and his family members. Professional behavior observed at all times in the clinical setting. BS

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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Reflect on your overall performance in the clinical area for the week. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
b. Demonstrate initiative in seeking new learning opportunities. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. (Interpreting)	S	S	N/A	S	S	S	N/A	N/A	S									
d. Perform Standard/Standard Plus Precautions. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
e. Practice use of standardized EBP tools that support safety and quality. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
f. Utilize faculty feedback to improve clinical performance. (Responding & Reflecting)	S	S	N/A	S	S	S	N/A	N/A	S									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									

Comments:

Roni Daughenbaugh with Marthe Ruiz

1/19/22- Excellent in all areas. Observed a 24 hr. EEG placement, Pacemaker clinic, Lexiscan stress nuclear- review afib/flutter CV sync VS defib Mowter use- Good concersation skills with patients.

Roni Daughenbaugh with Mary Grieger

1-27-22 – Excellent in all areas. “IV starts, port access, jumped in and helped!”

Roni Daughenbaugh with Angela Auxter

1-26-22 – Satisfactory in all areas except Actively engaged in the clinical experience and Appropriate use of communication skills (Excellent). “Had several IV starts with lab draw; observed thoracentesis, paracentesis, lung biopsy; asked many career based questions.”

Week 5- 5c,e- Nice job discussing factors that create a culture of safety and quality, and identifying standardized EBP tools that support safety and quality. BS

Week 6- 5a,b,c- Good performance in the clinical setting. You were also able to observe two extubations. BS

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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Establish collaborative partnerships with patients, families, and coworkers. (Responding)																		
b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding)	S	S	N/A	S	s	S	N/A	N/A	S									
c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
d. Deliver effective and concise hand-off reports. (Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S									
e. Document interventions and medication administration correctly in the electronic medical record. (Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S									
f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	S	S	N/A	S	S	S	N/A	N/A	S									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									

Comments:

Week 3- 6c- Great job providing examples of collaboration you witnessed at the infusion center. Things go very well when members of the team work together effectively, and as you point out, they do this very well. BS

Week 5- 6a,c,e,f- You did a good job working and collaborating with your nurses and with your fellow student. Nice job documenting interventions and medication administration. Nice work on your CDG this week. BS

Week 6- 6a,b,c,e,f- Nice job of working collaboratively with your nurse, patient, family members, and other members of the healthcare team in an effort to support optimal patient outcomes. Interventions and medication administration were all documented appropriately. Good work! BS

*End-of- Program Student Learning Outcomes

Week 7-6(e,f) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You also did an excellent job with your Nursing Care Plan. Unfortunately, I did have to change competency 6(f) to a “U” because you did not include an in-text citation or a reference in your Nursing Care Plan CDG. Please be sure to address this “U” for next week. BL

To ensure this does not happen again, ill double check to make sure my citation is included before submitting.

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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:	S	S	N/A	S	S	S	N/A	N/A	S									
a. Value the need for continuous improvement in clinical practice based on evidence. (Responding)																		
b. Accountable for investigating evidence-based practice to improve patient outcomes. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
c. Comply with the FRMCSN “Student Code of Conduct Policy.” (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)	S	S	N/A	S	S	S	N/A	N/A	S									
Faculty Initials	BS	BS	BS	BS	BS	BL	BL	BL	BL									

Comments:

Week 5- 7a,b- Great job discussing an EBP article you were able to find regarding VAP, certainly pertinent to your patient this week. Nice work. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Skills Lab Evaluation Tool
AMSN
2022

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	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Course Objectives**

Comments:

Meditech Documentation: 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/BS

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

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

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

Blood Admin/IV Pumps: 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

Central Line Dressing Change/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

Blood Draw/Ports: 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

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

ECG/Telemetry Placements/CT: 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

ECG Measurements: Satisfactory participation in and practice of ECG measurements during the ECG Measurements Lab. You accurately measured and interpreted a 6-second rhythm strip for Normal Sinus Rhythm. Great job! AR

Nursing Care Plan Grading Tool
AMSN
2022

Student Name: Roni Daughenbaugh

Clinical Date: 2/22-2/23/2022

Pathophysiology Grading Rubric
Firelands Regional Medical Center School of Nursing
Advanced Medical Surgical Nursing
2022

Student Name: **Roni Daughenbaugh**

Clinical Date: **2/15/22-2/16/22**

1. Provide a description of your patient including current diagnosis and past medical history. (2 points total) - Current Diagnosis (1) 1 - Past Medical History (1) 1	Total Points: 2 Comments: Nice job providing your patient's diagnosis and PMH.
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) 1	Total Points: 1 Comments: Nice job discussing the pathophysiology of altered tissue perfusion.
3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total) - All patient's signs and symptoms included (1) 1 - Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1) 1 - Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1) 1	Total Points: 3 Comments: Nice job correlating your patient's diagnosis with his signs and symptoms.
4. Correlate the patient's current diagnosis with all related labs. (4 points total) - All patient's relevant lab result values included (1) 1 - Rationale provided for each lab test performed (1) 0.5 - Explanation provided of what a normal lab result should be in the absence of current diagnosis (1) 1 - Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1) 0.5	Total Points: 3 Comments: Rationales not clearly defined.
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) 1 - Rationale provided for each diagnostic test performed (1) 1 - Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1) 1 - Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)	Total Points: 3.5 Comments: Rationales and correlation with diagnosis not clearly defined.

0.5	
6. Correlate the patient's current diagnosis with all related medications. (3 points total) - All related medications included (1) 0.5 - Rationale provided for the use of each medication (1) 1 - Explanation of how each of the patient's relevant medications correlate with current diagnosis (1) 0.5	Total Points: 2 Comments: Suggestions: peridex, eye drops, pantoprazole).
7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total) - All pertinent past medical history included (1) 1 - Explanation of how patient's pertinent past medical history correlates with current diagnosis (1) 1	Total Points: 2 Comments:
8. Describe nursing interventions related to current diagnosis. (1 point total) All nursing interventions provided for patient explained and rationales provided (1) 0.5	Total Points: 0.5 Comments: Suggestions: turn and reposition, oral care, mech. Vent. Assessment, monitor NG, tube feed, administer medications).
Total possible points = 20 17-20 = Satisfactory 14-16 = Needs improvement <13 = Unsatisfactory	17/20 Satisfactory. BS

Simulation Evaluations

<u>vSim Evaluation</u> 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	BS	BL	BL					
Remediation: Date/Evaluation/ Initials	NA	NA	NA					

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

*End-of- Program Student Learning Outcomes

STUDENT NAME: R. Daughenbaugh

OBSERVATION DATE/TIME: 3/2/22

SCENARIO #: 1

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	Enter room and begins assessment. Establishes orientation. Patient identified. VS. Rhythm change noted. Inquiring about patient symptoms, remember to identify patient. Patient CO dizziness, palpitations. Patient showing signs of fluid overload following bolus. Patient found unresponsive.				
INTERPRETING: (2, 4)* - Prioritizing Data: E A D B - Making Sense of Data: E A D B	SPO2 noted to be low, O2 applied. Heart rhythm interpreted to be 2 nd degree type 2. Rhythm change noted and interpreted as 3 rd degree block. Rhythm noted to be a-fib. Patient symptoms determined to be signs of fluid overload. Patient unresponsive, pulseless.				
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	Fast patches applied, patient CO dizziness and being tired. Call to physician, informs of heart block (good report). Suggests atropine and pacing. Order for atropine received and read back. Atropine prepared and administered (remember to identify patient). Called a MET. Complete heart block noticed. Alternate drugs for complete heart block discussed (epi, dopamine). Good communication among team members. Call to provider, patient identified, report given. Amiodarone recommended. Diltiazem recommended. Dose requested from physician. Bolus/drip dose provided. Order received and read back. Bolus and drip initiated. Patient CO increasing dizziness. Attempted Valsalva maneuvers. Fast patches applied. A-fib explained to patient. Call to provider (low BP). Diltiazem drip stopped. Alternate medications proposed. Fluid bolus recommended. Order received. Recognized that patient is experiencing fluid overload. (PMH shows an EF of 40%). Cardioversion suggested. Patient found unresponsive, Code Blue, CPR initiated, patches applied, , shock delivered, epi given q3 min, (remember to maintain airway). Amiodarone mentioned 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. 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				

*End-of- Program Student Learning Outcomes

	goals of diltiazem therapy. Discussed importance on providing PHM 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!

EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced 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 & Date:

ar 12/15/2021