

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Nursing Access–2022**

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

**Student:** Elizabeth McCloy

**Semester:** Fall

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

**Teaching Assistant:** Chandra Barnes, BSN, RN

**Graduate Student:** Chandra Barnes, BSN, RN

**Final Grade:** Satisfactory/Unsatisfactory

**Date of Completion:**

**Faculty eSignature:**

**DIRECTIONS FOR USE:**

Students evaluate themselves based on the competencies using the performance code on page 2. The performance code includes the terms **Satisfactory (S)**, **Needs Improvement (NI)**, **Unsatisfactory (U)**, and **Not Available (NA)**. The faculty member will initial if in agreement with the student's evaluation. If there is a discrepancy in the performance code evaluation between the student and the faculty member, a note is written on the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a "S, NI, 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 the 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:**

Lasater Clinical Judgment Rubric  
Faculty Feedback  
Skills Demonstration  
Evaluation of Clinical Performance Tool  
Documentation  
Skills Lab Competency Tool  
High Fidelity Simulation  
Simulation Evaluation Tool  
Skills Lab Checklist/Checkoff

**ABSENCE (Refer to Attendance Policy)**

| Date              | Number of Hours | Comments | Make Up (Date/Time) |
|-------------------|-----------------|----------|---------------------|
|                   |                 |          |                     |
| Faculty's Name    |                 |          | Initials            |
| Brittany Lombardi |                 |          | BL                  |
| Dawn Wikel        |                 |          | DW                  |
| Chandra Barnes    |                 |          | CB                  |

## PERFORMANCE CODE

### SATISFACTORY CLINICAL PERFORMANCE

**Satisfactory (S):** Safe; accurate each time, efficient, coordinated; confident, focuses on the patient; some expenditure of excess energy; within a reasonable time period; appropriate affective behavior; occasional supporting cues; minimal faculty feedback related to written clinical work.

### UNSATISFACTORY CLINICAL PERFORMANCE

**Needs Improvement (NI):** Safe; accurate each time; skillful in parts of behavior; focuses more on the skill and self rather than the patient; inefficient, uncoordinated, anxious, worried, flustered at times; expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues; faculty feedback required in several areas of clinical written work.

**Unsatisfactory (U):** Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/patients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

### OTHER

**Not Available (NA):** The clinical experience which would meet the competency was not available.

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

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| Objective                                                                                                                                            |        |         |         |         |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|---------|---------|-------|
| 1. Recognize the needs of the individual including respect for diversity using a patient-centered approach and therapeutic communication. (1,2,3,4)* |        |         |         |         |       |
| Clinical Experience                                                                                                                                  | Week 5 | Week 12 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>                                                                                                                                 |        |         |         |         |       |
| a. Identify spiritual needs of the patient and cultural factors which influence healthcare <b>(Noticing)</b> .                                       |        |         |         |         |       |
| b. Coordinate care based on respect for patient's preferences, values, and needs <b>(Responding)</b> .                                               |        |         |         |         |       |
| c. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient <b>(Interpreting)</b> .                                       |        |         |         |         |       |
| d. Communicate effectively with patients and families <b>(Responding)</b> .                                                                          |        |         |         |         |       |
| Faculty Initials                                                                                                                                     |        |         |         |         |       |
| Clinical Location                                                                                                                                    |        |         | 3T      |         |       |

#### Comments

\* End-of-Program Student Learning Outcomes

| <b>Objective</b>                                                                                                                                         |               |                |                |                |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|----------------|----------------|--------------|
| 2. Utilize steps of the nursing process including clinical judgment in the formulation of an evidence-based, patient-centered plan of care. (1,2,3,4,5)* |               |                |                |                |              |
| Clinical Experience                                                                                                                                      | <b>Week 5</b> | <b>Week 12</b> | <b>Week 15</b> | <b>Make-Up</b> | <b>Final</b> |
| a. Consider possible cause for all abnormal vital signs and assessment findings <b>(Interpreting)</b> .                                                  |               |                |                |                |              |
| b. Utilize clinical judgment skills to develop a patient-centered plan of care <b>(Responding)</b> .                                                     |               |                |                |                |              |
| <b>Faculty Initials</b>                                                                                                                                  |               |                |                |                |              |

### Comments

\* End-of-Program Student Learning Outcomes

| Objective                                                                                                                                                                              |        |         |         |         |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|---------|---------|-------|
| 3. Demonstrate effective psychomotor skills and accurate use of technology in performing assessments and documenting safe nursing care. (1,2,3,4,5,8)*                                 |        |         |         |         |       |
| Clinical Experience                                                                                                                                                                    | Week 5 | Week 12 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>                                                                                                                                                                   |        |         |         |         |       |
| a. Perform a physical assessment and obtain vital sign measurements utilizing correct techniques <b>(Noticing)</b> .                                                                   |        |         |         |         |       |
| b. Access medical information of assigned patient in Electronic Medical Record <b>(Noticing)</b> .                                                                                     |        |         |         |         |       |
| c. Demonstrate correct body mechanics and practice safety measures during the provision of patient care <b>(Responding)</b> .                                                          |        |         |         |         |       |
| d. Demonstrate beginning skill in accessing patient education material on intranet <b>(Responding)</b> .                                                                               | S      |         |         |         |       |
| e. Document the physical assessment and vital signs for assigned patient according to policy <b>(Responding)</b> .                                                                     |        |         |         |         |       |
| f. Identify the action, rationale, dosage, side effects and the nursing implications of medications <b>(Interpreting)</b> .                                                            |        |         |         |         |       |
| g. Administer oral, intra-muscular, subcutaneous, and intradermal medications using correct techniques and following the six rights of medication administration <b>(Responding)</b> . |        |         |         |         |       |
| h. Document medication administration appropriately <b>(Responding)</b> .                                                                                                              |        | S       |         |         |       |
| i. Apply the principles of asepsis and standard precautions <b>(Responding)</b> .                                                                                                      |        |         |         |         |       |
| j. Organize time providing patient care efficiently and safely <b>(Responding)</b> .                                                                                                   |        |         |         |         |       |
| Faculty Initials                                                                                                                                                                       | BL     | BL      |         |         |       |

\*Week 5: Meditech Expanse

\*Week 12: BMV

#### Comments

Week 5-3(d) Excellent job this week navigating Meditech and demonstrating beginning skill in accessing patient education material on the intranet. BL

Week 12-3(f) You are satisfactory for this competency by attending the BMV clinical orientation, actively listening, observing, and practicing with the use of the BMV scanner to safely administer medications. BL

\* End-of-Program Student Learning Outcomes

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

### Comments

\* End-of-Program Student Learning Outcomes

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

### Comments

\* End-of-Program Student Learning Outcomes



| <b>Objective</b>                                                                                                                         |        |         |         |         |       |
|------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|---------|---------|-------|
| 6. Analyze and discuss specific role changes necessary to transition from licensed practical nurse to registered nurse. (1,3,4,5,6,7,8)* |        |         |         |         |       |
| Clinical Experience                                                                                                                      | Week 5 | Week 12 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>                                                                                                                     | S      | S       |         |         |       |
| a. Incorporate instructor feedback for improvement and growth <b>(Reflecting)</b> .                                                      |        |         |         |         |       |
| b. Reflect on differences between RN and LPN role in the acute care setting <b>(Reflecting)</b> .                                        |        |         |         |         |       |
| c. Discuss care and tasks that are appropriate to delegate related to assigned patient <b>(Reflecting)</b> .                             |        |         |         |         |       |
| Faculty Initials                                                                                                                         | BL     | BL      |         |         |       |

### Comments

\* End-of-Program Student Learning Outcomes

| Objective                                                                                                                                                                          |         |         |         |         |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|-------|
| 7. Establish personal goals for success in the RN nursing program based upon concepts of self-directed learning, time management, and values clarification. (7)*                   |         |         |         |         |       |
| Clinical Experience                                                                                                                                                                | Week 5  | Week 12 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>                                                                                                                                                               | S       | S       |         |         |       |
| a. Reflect on areas of strength** <b>(Reflecting)</b> .                                                                                                                            | S       | S       |         |         |       |
| b. Reflect on areas for self-growth with a plan for improvement.** <b>(Reflecting)</b> .                                                                                           | NI<br>S | S       |         |         |       |
| c. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect <b>(Responding)</b> .                                                                     | S       | S       |         |         |       |
| d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions <b>(Responding)</b> . | S       | S       |         |         |       |
| e. Actively engage in self-reflection <b>(Reflecting)</b> .                                                                                                                        | S       | S       |         |         |       |
| <b>Faculty Initials</b>                                                                                                                                                            | BL      | BL      |         |         |       |

**\*\*7(a,b)-You must provide specific examples of areas of strength and areas for self-growth. You must also provide an explanation of how you will improve in your area for self-growth. 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 a hard time with taking a manual BP. I will get a BP cuff and practice manual BP’s with at least three members of my family over the next week.” Please ensure that you answer this section in-depth with your plan of action.**

#### Comments

7 (a) I am able to navigate throughout Meditech confidently in order to chart on a patients interventions and/or assessments. **Great job! BL**  
 7 (b) I had a hard time linking a note with a patient round. I will practice on Meditech Test during available times during lab/clinical hours. **You did a great job in Meditech this week, Elizabeth. You will have many more opportunities to practice with Meditech during lab and clinical this semester. The more experience you get, the more comfortable you will become. BL**

Wk 12 : 7 (a) I am able to navigate throughout each assessment on Meditech in order to chart on my assigned patient.

7 (b) I had a hard time correlating all the different areas on the paper for the physical head-to-toe assessment which in-turn caused me to take more time on the assessment then it should have. Although I know this is a practice patient, I will work on my time management skills during clinical/lab hours to chart in a timely and effective manner in response to my patients head-to-toe assessment. Great job! The more practice you get in clinical with documentation, the more efficient you will become. BL

\* End-of-Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing  
Nursing Access 2022  
Simulation Evaluation

|                                                        |                                    |
|--------------------------------------------------------|------------------------------------|
| <b><u>Simulation Evaluation</u></b>                    |                                    |
| Performance Codes:                                     | Simulation #1<br>(1,2,3,4,5,6,7) * |
| <b>S:</b> Satisfactory                                 |                                    |
| <b>U:</b> Unsatisfactory                               |                                    |
|                                                        | <b>Date: 11/29/2022</b>            |
| Evaluation (See Simulation Rubric)                     |                                    |
| Faculty Initials                                       |                                    |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b> |                                    |

\* Course Objectives

### Lasater Clinical Judgment Rubric Scoring Sheet

| STUDENT NAME:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | OBSERVATION DATE/TIME:      | SCENARIO #: |   |   |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------|---|---|---|--------------------------------------------------|---|---|---|---|----------------------------------------------|---|---|---|---|---------------------------------|---|---|---|---|
| <p><b>CLINICAL JUDGMENT</b></p> <p><b>COMPONENTS NOTICING:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">• Focused Observation:</td> <td style="width: 10%;">E</td> <td style="width: 10%;">A</td> <td style="width: 10%;">D</td> <td style="width: 10%;">B</td> </tr> <tr> <td>• Recognizing Deviations from Expected Patterns:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> <tr> <td>• Information Seeking:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> </table>                                          | • Focused Observation:      | E           | A | D | B | • Recognizing Deviations from Expected Patterns: | E | A | D | B | • Information Seeking:                       | E | A | D | B | <p><b>OBSERVATION NOTES</b></p> |   |   |   |   |
| • Focused Observation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Recognizing Deviations from Expected Patterns:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Information Seeking:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| <p><b>INTERPRETING:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">• Prioritizing Data:</td> <td style="width: 10%;">E</td> <td style="width: 10%;">A</td> <td style="width: 10%;">D</td> <td style="width: 10%;">B</td> </tr> <tr> <td>• Making Sense of Data:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> </table>                                                                                                                                                                                                   | • Prioritizing Data:        | E           | A | D | B | • Making Sense of Data:                          | E | A | D | B |                                              |   |   |   |   |                                 |   |   |   |   |
| • Prioritizing Data:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Making Sense of Data:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| <p><b>RESPONDING:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">• Calm, Confident Manner:</td> <td style="width: 10%;">E</td> <td style="width: 10%;">A</td> <td style="width: 10%;">D</td> <td style="width: 10%;">B</td> </tr> <tr> <td>• Clear Communication:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> <tr> <td>• Well-Planned Intervention/<br/>Flexibility:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> <tr> <td>• Being Skillful:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> </table> | • Calm, Confident Manner:   | E           | A | D | B | • Clear Communication:                           | E | A | D | B | • Well-Planned Intervention/<br>Flexibility: | E | A | D | B | • Being Skillful:               | E | A | D | B |
| • Calm, Confident Manner:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Clear Communication:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Well-Planned Intervention/<br>Flexibility:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Being Skillful:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| <p><b>REFLECTING:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">• Evaluation/Self-Analysis:</td> <td style="width: 10%;">E</td> <td style="width: 10%;">A</td> <td style="width: 10%;">D</td> <td style="width: 10%;">B</td> </tr> <tr> <td>• Commitment to Improvement:</td> <td>E</td> <td>A</td> <td>D</td> <td>B</td> </tr> </table>                                                                                                                                                                                         | • Evaluation/Self-Analysis: | E           | A | D | B | • Commitment to Improvement:                     | E | A | D | B |                                              |   |   |   |   |                                 |   |   |   |   |
| • Evaluation/Self-Analysis:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| • Commitment to Improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | E                           | A           | D | B |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |
| <p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning<br/>Based off of Lasater's Clinical Judgment Rubric</p>                                                                                                                                                                                                                                                                                                                                                                                                          |                             |             |   |   |   |                                                  |   |   |   |   |                                              |   |   |   |   |                                 |   |   |   |   |

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |                  |                           |                   |                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|---------------------------|-------------------|-------------------|
| <b>Student:</b> Elizabeth McCloy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Semester:</b> Fall 2022 |                  |                           |                   |                   |
| <b><u>Skills Lab Competency Evaluation</u></b><br>Performance Codes:<br><b>S:</b> Satisfactory = accurate, organized, safe skill performance, ≤ two general prompts from faculty following completion of skill, appropriate use of time for duration of lab, participation in computerized documentation<br><br><b>U:</b> Unsatisfactory = Any items omitted or performed incorrectly and not addressed to a satisfactory level during prompting, inappropriate use of time during any portion of lab, failure to complete computerized documentation | Week 6<br>(3,5)*           | Week 9<br>(3,5)* | Week 10<br>(3,5)*         | Week 11<br>(3,5)* | Week 12<br>(3,5)* |
| <b>Date</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10/04/<br>2022             | 10/25/<br>2022   | 11/01/<br>2022            | 11/08/<br>2022    | 11/15/<br>2022    |
| <b>Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | S                          | S                | U                         | S                 | S                 |
| Faculty Initials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | BL                         | BL               | BL                        | BL                | BL                |
| <b>Remediation: Date/Evaluation/Initials:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | NA                         | NA               | 11/01/<br>2022<br>S<br>BL | NA                | NA                |
| <b>Remediation: Date/Evaluation/Initials:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | NA                         | NA               | NA                        | NA                | NA                |

\*Course Objectives

**Comments:**

**Week 6** (Wound Care): You have satisfactorily demonstrated competency in the skill of wound assessment and care (Dry Sterile Dressing & Sterile Wet to Dry Dressing), and completed Meditech documentation related to wound care. Nice job! You also did a great job participating in the restraint station as well. BL

**Week 9** (NG Insertion/Care): Great job this week in lab demonstrating competence for Nasogastric Tube Insertion, Irrigation, and Removal through guided observation. You were able to verbalize understanding of the difference between irrigation and flushing, aspiration precautions, and familiarized yourself with the wall suction set up. Additionally, you participated in the PO intake station for accurate calculation of carbohydrate intake, accurately measured gastric output through the NG tube, and completed the assigned documentation in Meditech accurately. Keep up the hard work! BL

**Week 10** (Foley Insertion/Care): You did a great job in the lab this week and were satisfactory with the following skills: Application of Sterile Gloves and Foley Catheter Removal. No prompts were needed. While performing the Foley Catheter insertion (female), you broke sterility after you cleaned the patient's labial folds and meatus with the betadine swabs. You did not maintain separation of the labia with one hand until the catheter was inserted. You removed your hand right before insertion and then quickly replaced it. This resulted in an unsatisfactory evaluation. One prompt was also needed to remind you to cleanse the peri-urethral area with the cleansing cloth provided in the catheter kit. You correctly verbalized the differences in catheter insertion for a male patient. Great job independently completing the Meditech documentation for Urinary Catheter Management. BL

**11/01/2022-Remediation of Foley Catheter Insertion (Female)**

Elizabeth, you were satisfactory with the Foley Catheter insertion process for a female. You maintained the sterile field throughout the Foley insertion, did not contaminate the catheter or your gloves at any point, had very good communication, and were thorough throughout the observation. Great job! BL

**Week 11 (Head to Toe Assessment):** Elizabeth, great job in lab this week! You have satisfactorily demonstrated a basic head to toe assessment in the skills lab. No prompts were needed. Your approach was systematic, thorough, and overall well done. You demonstrated friendly, professional, and informative communication. You did a great job with the prioritization and delegation activity, as well as completing documentation in Meditech for vital signs, pain, safety and falls, and the physical reassessment. Keep up your excellent work! BL

**Week 12 (Documentation):** You have satisfactorily completed the documentation lab by actively participating in Meditech documentation related to vital signs, physical re-assessment, safety and falls, pain assessment, patient rounds, TED hose/SCD/Ace wrap, feeding method, Intake and Output, urinary catheter management, and writing a nurse note. You utilized your time wisely, asked appropriate questions, and gained experience with each intervention listed. Great job! BL

/home/main/code/e360/apps/v9/releases/1668611021/public/upload/firelands/media/dropbox/111843-E.McCloy-Week12ClinicalTool.docxEVALUATION OF CLINICAL  
**PERFORMANCE TOOL**  
**Nursing Access–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:** \_\_\_\_\_