

EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Access–2022

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student:
Semester:

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**

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.

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
Competencies:					
a. Identify spiritual needs of the patient and cultural factors which influence healthcare (Noticing) .			S	N/A	S
b. Coordinate care based on respect for patient's preferences, values, and needs (Responding) .			S	N/A	S
c. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting) .			S	N/A	S
d. Communicate effectively with patients and families (Responding) .			S	N/A	S
Faculty Initials			BL	BL	BL
Clinical Location			3T		

Comments

Week 15-1(a-d) Tabitha, excellent job this week providing individualized care to your patient while respecting her preferences, values, and needs. Your communication with your patient was great as well. BL

* End-of-Program Student Learning Outcomes

Objective					
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	Week 5	Week 12	Week 15	Make-Up	Final
a. Consider possible cause for all abnormal vital signs and assessment findings (Interpreting) .			S	N/A	S
b. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding) .			S	N/A	S
Faculty Initials			BL	BL	BL

Comments

Week 15-2(a) Great job discussing all your patient's abnormal vital signs and assessment findings during debriefing. You were able to correctly identify possible causes for all of the findings as well. BL

* 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
Competencies:			S	N/A	S
a. Perform a physical assessment and obtain vital sign measurements utilizing correct techniques (Noticing) .			S	N/A	S
b. Access medical information of assigned patient in Electronic Medical Record (Noticing) .			S	N/A	S
c. Demonstrate correct body mechanics and practice safety measures during the provision of patient care (Responding) .			S	N/A	S
d. Demonstrate beginning skill in accessing patient education material on intranet (Responding) .	S		S	N/A	S
e. Document the physical assessment and vital signs for assigned patient according to policy (Responding) .			S	N/A	S
f. Identify the action, rationale, dosage, side effects and the nursing implications of medications (Interpreting) .			S	N/A	S
g. Administer oral, intra-muscular, subcutaneous, and intradermal medications using correct techniques and following the six rights of medication administration (Responding) .			S	N/A	S
h. Document medication administration appropriately (Responding) .		S	S	N/A	S
i. Apply the principles of asepsis and standard precautions (Responding) .			S	N/A	S
j. Organize time providing patient care efficiently and safely (Responding) .			S	N/A	S
Faculty Initials	BL	BL	BL	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(h) 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

Week 15-3(a,e,f-h) Excellent job obtaining vital signs and performing a physical assessment on your patient. Your documentation in Meditech was accurate and very well done. You did a great job with your medication pass and followed all the six rights of medication administration. BL

* End-of-Program Student Learning Outcomes

Objective					
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
Competencies:			S	N/A	S
a. Comply with patient's Bill of Rights (Responding) .			S	N/A	S
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding) .			S	N/A	S
c. Follow the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care" (Responding) .			S	N/A	S
Faculty Initials			BL	BL	BL

Comments

* End-of-Program Student Learning Outcomes

Objective					
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
Competencies: a. Utilize appropriate resources and terminology when providing patient education (Responding) .			S	N/A	S
Faculty Initials			BL	BL	BL

Comments

* End-of-Program Student Learning Outcomes

Objective					
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
Competencies:	S	S	S	N/A	S
a. Incorporate instructor feedback for improvement and growth (Reflecting) .			S	N/A	S
b. Reflect on differences between RN and LPN role in the acute care setting (Reflecting) .			S	N/A	S
c. Discuss care and tasks that are appropriate to delegate related to assigned patient (Reflecting) .			S	N/A	S
Faculty Initials	BL	BL	BL	BL	BL

Comments

Week 15-6(b,c) Excellent job reflecting on the differences between the RN and LPN role in the acute care setting during debriefing. You were also able to give several examples of tasks that would have been appropriate for you to delegate to the unlicensed assistive personnel (UAP) for the care of your patient. Great job! BL

* 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
Competencies:	S	S	S	N/A	S
a. Reflect on areas of strength** (Reflecting) .	S	S	S	N/A	S
b. Reflect on areas for self-growth with a plan for improvement.** (Reflecting) .	S	S	S	N/A	S
c. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding) .	S	S	S	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	S	N/A	S
e. Actively engage in self-reflection (Reflecting) .	S	S	S	N/A	S
Faculty Initials	BL	BL	BL	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

7a. My areas of strength are that I bring a positive attitude to learning and am eager to absorb the knowledge that is given to me. I will continue to improve on self-growth by listening with intention. BL

7b. I had some difficulty with my original navigation of the Meditech system. I will review the system and help tools thoroughly to be able to navigate efficiently in the future. You did a great job in Meditech this week, Tabitha. 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

Week 12

7a. My areas of strength is steady improvement in navigating Meditech and continue to ask questions when I am unsure.

7b. While I am improving on the navigation of Meditech, there is much work to be done. I will continue to utilize all of the provided materials to aide in more efficient documentation in a timely manner. With improvement of speed, (while maintaining accuracy) I can take that time to focus on patient centered care.

Great job this week, Tabitha! The more practice you get in clinical with documentation, the more efficient you will become. BL

Week 15

7a. My area of strength is the student nurse/patient interaction. This positive engagement with the patient allows for more effective communication and improves the quality of the care that is provided. Excellent job! BL

7b. An area that presented some difficulty is organizing tasks in a more systematic manner. I plan to improve by completing the assigned tasks in order of importance. With this, time management will improve as well. Great job! You will have many opportunities next semester in clinical to work on practicing your prioritization and time management. Keep up all your hard work as you move into the spring semester. BL

* End-of-Program Student Learning Outcomes

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

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

* Course Objectives

**Firelands Regional Medical Center School of Nursing
Nursing Access 2022**

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **B. Busby (A), E. McCloy (A), T. Thom (M)** OBSERVATION DATE/TIME: **11/29/2022 0915-1015** SCENARIO #: **1**

CLINICAL JUDGMENT	OBSERVATION NOTES
COMPONENTS NOTICING: • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B	Notices patient has a productive cough. Notices patient has abnormal lung sounds. Notices the patient is in pain after patient prompts with moaning. Notices the patient does not have any medication ordered for pain.
INTERPRETING: • Prioritizing Data: E A D B • Making Sense of Data: E A D B	Prioritizes head to toe assessment. Does not prioritize vital signs or pain assessment. Interprets patient's lung sounds correctly as crackles. Interprets patient's pain level as 6/10. Prioritizes giving pain medication.
RESPONDING: • 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	Assessment nurse introduces self and identifies patient. Raises head of bed to help with patient's breathing. Auscultates heart sounds, lung sounds and abdominal sounds over the gown. Asks about characteristics of cough. Completes comprehensive head to toe assessment. Communicates with patient throughout assessment, attempts to build rapport.

	Does not complete a full set of vital signs. Medication nurse introduces self, identifies patient and allergies. Administers ordered medications and provides education. Provides education on increasing fluids, coughing and deep breathing, incentive spirometer and smoking cessation. Performs pain assessment after patient begins moaning. Assessment and medication nurse calls healthcare provider and utilizes SBAR. Assessment nurse reads order back to the physician. Medication nurse administers pain medication as ordered. Medication nurse verifies patient's vital signs before administering metoprolol.
REFLECTING: - Evaluation/Self-Analysis: E A D B - Commitment to Improvement: E A D B	Participated well in debriefing. Each member of the team reflected on the experience and asked appropriate questions. Members of the team noticed areas for improvement such as taking a full set of vital signs, pain assessment, and having all patient information gathered before phoning the healthcare provider. Group members discussed ways to make improvements in the future.
SUMMARY COMMENTS: Satisfactory completion of the simulation scenario is a score of "Beginning" or higher in all areas of the rubric. E= Exemplary A= Accomplished D= Developing B= Beginning A = Assessment Nurse M = Medication Nurse	Noticing: Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family. Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. Even when facing complex, conflicting, or confusing data, is able to (a) note and make sense of patterns in the patient's data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be

	justified in terms of their likelihood of success. Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy. Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.
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E = exemplary, A = accomplished, D = developing, B = Beginning
Based off of Lasater's Clinical Judgment Rubric

Skills Lab Competency Tool

Student: Tabitha Thom	Semester: Fall 2022				
<u>Skills Lab Competency Evaluation</u> Performance Codes: S: 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 U: 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 (3,5)*	Week 9 (3,5)*	Week 10 (3,5)*	Week 11 (3,5)*	Week 12 (3,5)*
Date	10/04/ 2022	10/25/ 2022	11/01/ 2022	11/08/ 2022	11/15/ 2022
Evaluation	S	S	S	S	S
Faculty Initials	BL	BL	CB	BL	BL
Remediation: Date/Evaluation/Initials:	NA	NA	NA	NA	NA
Remediation: Date/Evaluation/Initials:	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, Foley Catheter Insertion (female), and Foley Catheter Removal. No prompts were needed. 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! You correctly verbalized the differences in catheter insertion for a male patient. You independently completed the Meditech documentation for Urinary Catheter Management. Keep up the excellent work! CB

Week 11 (Head to Toe Assessment): Tabitha, great job in lab this week! You have satisfactorily demonstrated a basic head to toe assessment in the skills lab. One prompt was needed for a reminder to ask the patient about any presence of nausea, vomiting, diarrhea, constipation, or flatus. 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

Nursing Access–2022

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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: _____