

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Advanced Medical Surgical Nursing- 2023**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

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

**Faculty eSignature:**

**DIRECTIONS FOR USE:**

Each week the students evaluate themselves based on the competencies using the performance code on page 2. The performance code includes the terms **Satisfactory (S)**, **Needs Improvement (NI)**, **Unsatisfactory (U)**, and **Not Available (NA)**. The faculty member will initial if in agreement with the student’s evaluation. If there is a discrepancy in the performance code evaluation between the student and the faculty member, a note is written in the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a “S, NI, U, or NA”. If the student does not self-rate, then it is an automatic “U”. A student who submits the clinical evaluation tool late will be rated as “U” in the appropriate competency(s) for that clinical week. Whenever a student receives a “U” in a competency, it must be addressed with a comment as to why it is no longer a “U” the following week. If the student does not state why the “U” is corrected, it will be another “U” until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. If the final performance code is unsatisfactory or needs improvement in any one of the competencies, a grade of unsatisfactory is given. If a pattern of unsatisfactory performance occurs after performing the competency satisfactorily, this also constitutes a grade of unsatisfactory. An unsatisfactory or needs improvement as a final score in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.

**METHODS OF EVALUATION:**

- Clinical Assignments
- Completion of Patient Care
- Meditech Documentation
- Observation of Clinical Performance
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Clinical Discussion Rubric
- Preceptor Feedback
- Nursing Care Map Rubric
- Skills Lab Checklists/Competency Tool
- Lasater Clinical Judgment Rubric
- Virtual Simulation scenarios
- Pathophysiology Grading Rubric
- SBAR/Physician Orders Rubric
- Hand-Off Report Competency Rubric

**ABSENCE (Refer to Attendance Policy)**

| Date     | Number of Hours            | Comments | Make Up (Date/Time) |
|----------|----------------------------|----------|---------------------|
|          |                            |          |                     |
|          |                            |          |                     |
|          |                            |          |                     |
|          |                            |          |                     |
|          |                            |          |                     |
|          |                            |          |                     |
| Initials | Faculty Name               |          |                     |
| CB       | Chandra Barnes, MSN, RN    |          |                     |
| FB       | Fran Brennan, MSN, RN      |          |                     |
| BL       | Brittany Lombardi, MSN, RN |          |                     |
| AR       | Amy Rockwell, MSN, RN      |          |                     |
| BS       | Brian Seitz, MSN, RN, CNE  |          |                     |

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

**Comments:**

**Week 2(1a,b,c,d,e,g): Erika, you did a great job this week on 4C with your patient who was experiencing alcohol withdrawal. You were able to anticipate your patient's needs, respond appropriately, and evaluate your patient's response to interventions performed. You were able to interpret cardiac rhythm strips, documenting correct measurements. Great job this week passing medications, following the six rights of medication administration. CB**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

**Objective**

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

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

**Comments:**

Week 2-2(b,c,e) Erika, you did a great job monitoring your patient for hallucinations, tremors, and other factors that were indicative of your patient needing medicated, via the CIWA scale. Excellent job in debriefing discussing cultural considerations and racial inequalities that were assessed while caring for your patient. Although in the clinical setting you were able to a plan of care for your patient, the care map completed this week for your cdg, received 31/42 points which is “Needs Improvement”. Please see the grading rubric below for feedback and suggestions, and email your revised care map to me by Wednesday 1/25/23 at 0800. CB I will utilize my skyscape and fix the necessary portions of my care map to obtain a satisfactory before 1/25/23

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

| <b>Objective</b>  |           |    |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
|---|-----------|----|---|---|---|---|---|---------|----------|---|----|----|----|----|----|----|---------|-------|
| 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 |
| <b>Competencies:</b>  | S         | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| a. Critique communication barriers among team members. <b>(Interpreting)</b>  |           |    |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| b. Participate in QI, core measures, monitoring standards and documentation. <b>(Interpreting &amp; Responding)</b>           | NA<br>S   | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>                              | NA<br>S   | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>                                    | NA        | NA |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mgmt.)</b>                     | NA        | NA |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>CB</b> |    |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |

**Comments:**

Week 2-3(c) Great job with documentation on your IV assessment of the use of Curoc caps, ensuring that we are following standards of care. 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 clinical practice. CB

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**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. (1,2,4,5,7)\*

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

**Comments:**

Week 2-4(a) Excellent job this week during debriefing in which you were actively involved in the discussion of this competency. You gave great examples of legal and ethical issues observed in the clinical setting. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

| <b>Objective</b>   |           |    |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
|--|-----------|----|---|---|---|---|---|---------|----------|---|----|----|----|----|----|----|---------|-------|
| 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 |
| <b>Competencies:</b>   | S         | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| a. Reflect on your overall performance in the clinical area for the week. <b>(Responding)</b>  |           |    |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| b. Demonstrate initiative in seeking new learning opportunities. <b>(Responding)</b>   | S         | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. <b>(Interpreting)</b>         | S         | NA |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| d. Maintain the principles of asepsis and standard/infection control precautions <b>(Responding)</b>                                       | S         | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| e. Practice use of standardized EBP tools that support safety and quality. <b>(Responding)</b>   | S         | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| f. Utilize faculty feedback to improve clinical performance. <b>(Responding &amp; Reflecting)</b>  | S         | S  |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>  | <b>CB</b> |    |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |

**Comments:**

Week 2-5(c,e) Excellent job this week during debriefing in which you were actively involved in the discussion of factors that create a culture of safety, and EBP tools that are used to support safety and quality. CB

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

**Comments:**

Week 2(6d,f): Erika, although you did not deliver a whole patient report, you did appropriately update your patient’s bedside nurse before leaving the clinical floor. Your “NA” for 2f was changed to a “S” because you followed the cdg grading rubric, including ensuring you included an intext citation and reference. CB

\*End-of- Program Student Learning Outcomes

**Objective**

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

| Weeks of Course:  | 2         | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Mid-term | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Make up | Final |
|---|-----------|---|---|---|---|---|---|---------|----------|---|----|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>  | S         | S |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>  |           |   |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>   | S         | S |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| c. Comply with the FRMCSN "Student Code of Conduct Policy." <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 |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>CB</b> |   |   |   |   |   |   |         |          |   |    |    |    |    |    |    |         |       |

**Comments:**

Week 2-7(d) Erika, you are very caring and compassionate when providing care for your patient. Keep up the great work! CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Firelands Regional Medical Center School of Nursing  
Skills Lab Evaluation Tool  
AMSN

2023

| <b>Skills Lab<br/>Competency<br/>Evaluation</b>                    | <b>Lab Skills</b>                          |  |  |                                    |                               |  |  |   |  |   |
|--|--|--|--|------------------------------------|-------------------------------|--|--|---|--|---|
|  | <b>Meditech Document</b><br>(1,2,3,4,5,6)* | <b>Physician Orders/SBAR</b><br>(1,2,3,4,5,6)* | <b>Prioritization/Delegation</b><br>(1,2,3,4,5,6)* | <b>Resuscitation</b><br>(1,3,6,7)* | <b>IV Start</b><br>(1,3,4,6)* | <b>Blood Admin./IV Pumps</b><br>(1,2,3,4,5,6)* | <b>Central Line/Blood Draw/Ports/IV Push</b><br>(1,2,3,4,6)* | <b>Head to Toe Assessment</b><br>(1,2,6)* | <b>EKG/Telemetry Placements/CT</b><br>(1,6)* | <b>EKG Measurements</b><br>(1,2,4,5,6)* |
| Performance Codes:<br><br>S: Satisfactory<br><br>U: Unsatisfactory | <b>Date:</b><br>1/10/2023                  | <b>Date:</b><br>1/10/2023                      | <b>Date:</b><br>1/10/2023                          | <b>Date:</b><br>1/10/2023          | <b>Date:</b><br>1/12/2022     | <b>Date:</b><br>1/12/2023                      | <b>Date:</b><br>1/13/2023                                    | <b>Date:</b><br>1/13/2023                 | <b>Date:</b><br>1/13/2023                    | <b>Date:</b><br>1/13/2023               |
| Evaluation:  | S  | S  | S  | S                                  | S                             | S  | S  | S   | S  | S                                       |
| Faculty Initials   | FB   | CB/BS  | BL   | AR                                 | FB/<br>BS/<br>CB/BL           | AR   | FB/CB  | BL/BS                                     | BL/BS  | AR                                      |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>             | NA   | NA   | NA   | NA                                 | NA                            | NA   | NA   | NA  | NA   | NA                                      |

**\*Course Objectives****Comments:**

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

**Physician Orders:** Satisfactory completion of physician's order lab per the SBAR skills competency rubric. You utilized SBAR communication while communicating with a physician and while 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 Starts:** 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 administration/IV pump:** Satisfactory completion of practice with blood administration safety checks and quality assurance audit. 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/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

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

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

Care Map Evaluation Tool  
AMSN  
2023

| Date      | Care Map **         | Evaluation & Instructor Initials | Remediation & Instructor Initials |
|-----------|---------------------|----------------------------------|-----------------------------------|
| 1/20/2023 | 4C- Risk for injury | NI; CB                           |                                   |

\*\* AMSN students are required to submit one satisfactory care map during the 3-week 4T clinical rotation. If the care map is not evaluated as satisfactory upon initial submission, the student has one opportunity to revise the care map based on instructor feedback.

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric  
AMSN  
2023

| Student Name: <b>Erika Gibson</b>            |  | Course Objective: <b>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)*</b> |                 |   |                                     |               |  |
|--|--|--|-----------------|---|-------------------------------------|---------------|--|
| Date or Clinical Week: <b>1/17-1/18/2023</b> |  |  |                 |   |                                     |               |  |
| Criteria                                     |  | 3  | 2               | 1   | 0                                   | Points Earned | Comments   |
| <b>Noticing</b>                              | 1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.              | (lists at least 7*)<br>*provides explanation if < 7  | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) | <b>3</b>      | <p>Recommendations for assessment findings:<br/>When identifying a pain assessment, please ensure to rate the patient's pain on a 0/10 scale (ex: 7/10).<br/>Also include under findings hallucinations and what type.<br/>Alert to self only, complains of heartburn, fall precautions, etc.<br/>You did a great job listing diagnostic and lab findings, as well as your patient's risk factors.</p>   |
|  | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3  |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) | <b>3</b>      |  |
|  | 3. Identify all risk factors relevant to the patient.  | (lists at least 5*)<br>*provides explanation if < 5  | (lists 4)       | (lists 3)   | (lists < 3 or gives no explanation) | <b>3</b>      |  |
| <b>Interpreting</b>                          | 4. List all nursing priorities and highlight the top priority problem.   | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         | <b>2</b>      | <p>You did not list all nursing priorities.</p> <ul style="list-style-type: none"> <li>- There are several priority problems that could have been included in this area, with your priority problem being acute substance withdrawal, therefore leading to risk for injury. You should also include anxiety and acute confusion.</li> </ul> <p>You did a great job highlighting all of the pertinent data from the noticing boxes, but I would have also highlighted recent miscarriage, which lead to the priority problem.<br/>Great job listing potential complications, and signs and symptoms of each. I would include malnutrition as a potential complication, due to your patient not eating significantly at this time.</p> |
|  | 5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         | <b>2</b>      |  |
|  | 6. Identify all potential complications for the top nursing priority problem.  | (lists at least 3)   | (lists 2)       |   | (lists < 2)                         | <b>3</b>      |  |
|  | 7. Identify signs and symptoms to monitor for each complication.   | (lists at least 3)   | (lists 2)       |   | (lists < 2)                         | <b>3</b>      |  |

\*End-of- Program Student Learning Outcomes

|   |   |                |                 |                |              |  |  |
|---|---|----------------|-----------------|----------------|--------------|--|--|
| <b>Responding</b>   | 8. List all nursing interventions relevant to the top nursing priority.   | > 75% complete | 50-75% complete | < 50% complete | 0% complete  | 1  | All relevant nursing interventions were not listed (ex: assess neurological status, medications as one intervention, fall precautions, assess nutritional status). Make sure all interventions are prioritized. Frequencies should be included for every intervention. Great job ensuring that all interventions were individualized for your patient, and each intervention had an appropriate rationale. |
|   | 9. Interventions are prioritized  | > 75% complete | 50-75% complete | < 50% complete | 0% complete  | 2  |  |
|   | 10. All interventions include a frequency   | > 75% complete | 50-75% complete | < 50% complete | 0% complete  | 2  |  |
|   | 11. All interventions are individualized and realistic  | > 75% complete | 50-75% complete | < 50% complete | 0% complete  | 3  |  |
|   | 12. An appropriate rationale is included for each intervention  | > 75% complete | 50-75% complete | < 50% complete | 0% complete  | 3  |  |
| <b>Reflecting</b>   | 13. List all of the highlighted reassessment findings for the top nursing priority.   | >75% complete  | 50-75% complete | <50% complete  | 0% complete  | 0  | In this section, you are to evaluate all highlighted data from the assessment findings, lab/diagnostics, and risk factors as stated in the care map guidelines. Please complete this section completely, including whether the plan of care will be continued, modified, or terminated.  |
|   | 14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul> | Complete       |                 |                | Not complete | 0  |  |
| <p>Total Possible Points= 42 points<br/> 42-33 points = Satisfactory<br/> <b>32-21 points = Needs Improvement*</b><br/> &lt; 21 points = Unsatisfactory*</p> <p><b>*Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b></p> <p><b>Faculty/Teaching Assistant Comments: Erika, please refer to my feedback on this grading rubric and email your revised care map to me by Wednesday 1/25/2023 at 0800. CB</b></p> |   |                |                 |                |              | <p><b>Total Points:</b><br/><b>31</b></p> <p><b>Faculty/Teaching Assistant Initials:</b><br/><b>CB</b></p> |  |

\*End-of- Program Student Learning Outcomes

Pathophysiology Grading Rubric  
 Firelands Regional Medical Center School of Nursing  
 Advanced Medical Surgical Nursing  
 2023

**Student Name:**

**Clinical Date:**

|   |  |
|---|--|
| <p><b>1. Provide a description of your patient including current diagnosis and past medical history. (2 points total)</b></p> <ul style="list-style-type: none"> <li>• Current Diagnosis (1)</li> <li>• Past Medical History (1)</li> </ul>   | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>2. Describe the pathophysiology of your patient's current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>• Pathophysiology-what is happening in the body at the cellular level (1)</li> </ul>  | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's signs and symptoms included (1)</li> <li>• Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1)</li> <li>• Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)</li> </ul>  | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>4. Correlate the patient's current diagnosis with all related labs. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's relevant lab result values included (1)</li> <li>• Rationale provided for each lab test performed (1)</li> <li>• Explanation provided of what a normal lab result should be in the absence of current diagnosis (1)</li> <li>• Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)</li> </ul>  | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's relevant diagnostic tests and results included (1)</li> <li>• Rationale provided for each diagnostic test performed (1)</li> <li>• Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1)</li> <li>• Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)</li> </ul> | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</b></p> <ul style="list-style-type: none"> <li>• All related medications included (1)</li> </ul>  | <p><b>Total Points:</b><br/><b>Comments:</b></p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Rationale provided for the use of each medication (1)</li> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)</li> </ul>  |  |
| <p><b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total)</b></p> <ul style="list-style-type: none"> <li>• All pertinent past medical history included (1)</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)</li> </ul>  | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>8. Describe nursing interventions related to current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>• All nursing interventions provided for patient explained and rationales provided (1)</li> </ul>   | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p><b>9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies all interdisciplinary team members currently involved in the care of the patient (1)</li> <li>• Explains how each current interdisciplinary team member contributes to positive patient outcomes (1)</li> <li>• Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (1)</li> </ul> | <p><b>Total Points:</b><br/><b>Comments:</b></p> |
| <p>Total possible points = 23<br/>18-23 = Satisfactory<br/>13-17 = Needs improvement<br/>&lt;12 = Unsatisfactory</p>   |  |

Advanced Medical Surgical Nursing 2023  
Simulation Evaluations

|  |  |   |  |   |   |   |  |   |
|--|--|---|--|---|---|---|--|---|
| <b>vSim Evaluation</b><br><br>Performance Codes:<br><br>S: Satisfactory<br><br>U: Unsatisfactory | <b>Rachael Heidebrink</b><br>(Pharmacology)<br>(1, 2, 6, 7)* | <b>Week 8:</b><br><b>Dysrhythmia</b><br>Simulation (see rubric) | <b>Junetta Cooper</b><br>(Pharmacology)<br>(1, 2, 6, 7)* | <b>Mary Richards</b><br>(Pharmacology)<br>(1, 2, 6, 7)* | <b>Lloyd Bennett</b><br>(Medical-Surgical)<br>(1, 2, 6, 7)* | <b>Kenneth Bronson</b><br>(Medical-Surgical)<br>(1, 2, 6, 7)* | <b>Carl Shapiro</b><br>(Pharmacology)<br>(1, 2, 6, 7)* | <b>Comprehensive</b><br>Simulation (see rubric) |
|  | <b>Date:</b><br>2/17/2023                                    | <b>Date:</b><br>2/27-28/2023                                    | <b>Date:</b><br>3/3/2023                                 | <b>Date:</b><br>3/17/2023                               | <b>Date:</b><br>3/24/2023                                   | <b>Date:</b><br>3/30/2023                                     | <b>Date:</b><br>4/21/2023                              | <b>Date:</b><br>4/21/2023                       |
| Evaluation   |  |   |  |   |   |   |  |   |
| Faculty Initials   |  |   |  |   |   |   |  |   |
| <b>Remediation:</b><br><b>Date/Evaluation/</b><br><b>Initials</b>                                |  |   |  |   |   |   |  |   |

\* Course Objectives

EVALUATION OF CLINICAL PERFORMANCE TOOL

\*End-of- Program Student Learning Outcomes

**Advanced Medical Surgical Nursing- 2023**  
**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 12/20/2022