

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Medical Surgical Nursing – 2023**

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

**Student:** Veronica Cromwell

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

**Faculty:** Dawn Wikel, MSN, RN, CNE; Lora Malfara, MSN, RN; Kelly Ammanniti, MSN, RN, CHSE;  
Monica Dunbar, MSN, RN; Nick Simonovich, MSN, RN

**Faculty eSignature:**

**Teaching Assistant:** Rachel Haynes, BSN, RN

**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 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 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”. 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:**

- Skills Lab Competency Tool & Skills Checklists
- Simulation, Prebriefing, PEARLS Debriefing, & Reflection Journals
- Nursing Care Map Rubric
- Meditech Documentation
- Clinical Debriefing
- Clinical Discussion Group Grading Rubric
- Evaluation of Clinical Performance Tool
- Lasater’s Clinical Judgment Rubric & Scoring Sheet
- Virtual Simulation Scenarios

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make-up (/Date/Time)
1/18/2023	1 hour	EBP Lab	1/19/2023, 1 hour
1/26/2023	7 hours	Missed Rehab Clinical	

Faculty’s Name	Initials
Kelly Ammanniti	KA
Monica Dunbar	MD
Rachel Haynes	RH
Lora Malfara	LM
Nick Simonovich	NS
Dawn Wikel	DW

## 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/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 boxes do not need a student evaluation rating or faculty/teaching assistant initials.**

Date	Care Map Top Nursing Priority	Evaluation & Instructor Initials	Remediation & Instructor Initials	Remediation & Instructor Initials
2/2/23	Risk for electrolyte imbalance	S/KA	NA	NA

Note: Students are required to submit two satisfactory care maps over the course of the semester. If the care map is not evaluated as satisfactory upon initial submission, the student may revise the care map based on instructor feedback/remediation and resubmit until satisfactory. At least one care map must be submitted prior to midterm.

---

**Objective**

1. Illustrate correlations to demonstrate the pathophysiological alterations in adult patients with medical-surgical problems. (2,3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S	S	N/A	S											
a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)			S	S	S	S											
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			S	S	S	S											
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			S	S	S	S											
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			S	S	N/A	S											
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			S	S	S	S											
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			S	S	S	S											
g. Assess developmental stages of assigned patients. (Interpreting)			S	S	N/A	S											
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		S	S	S	S											
	Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly.	Meditech, FSBS, IV Pump Sessions	Rehab, 76, functional deficits	3T, 63, UTI	Digestive health/ Infection Control	3T, 85, Frequent falls/Acute kidney injury											
Instructors Initials	DW		MD	KA	DW												

**Comments:**

Week 1 (1h)- During week 1, the Meditech, FSBS, and IV pump sessions were all considered clinical hours. You came prepared to each of them and demonstrated competency accordingly. For this reason, you have earned an S for this competency. DW

Week 3 Objectives 1B and D-This week you did a nice job with correlating your patient's symptoms and pharmacotherapy with what was going on with the patient. MD

Week 4 – 1a , b, c, e– You did a nice job discussing on clinical your patient's disease process and what nursing was doing to help the patient. You were able to discuss symptoms we were monitoring and managing in your patient as well as pertinent labs for your patient diagnosis. You were able to discuss the different patients on your team and prioritize the patients according to their diagnosis and assessment. You utilized your knowledge and change in patient status to reprioritize the patients as the day went on. KA

Week 4 – 1d – You did a nice job reviewing all your medications before you administered them to the patient. You were able to discuss the reason why the patient was taking the medication as well as what we were monitoring the patient for. You also were able to discuss what information was needed to determine if the medication should be administered (i.e. blood pressure, pulse). You were able to discuss the medications of all the patients on your team and was able to work with your team member to determine appropriateness of medication administration. KA

**Objective**

2. Perform physical assessments as a method for determining deviations from normal. (3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S	S	N/A	S											
a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing)			S	S	N/A	S											
b. Conduct a fall assessment and implement appropriate precautions. (Noticing)			S	S	N/A	S											
c. Conduct a skin risk assessment and implement appropriate precautions and care. (Noticing)			S	S	N/A	S											
d. Communicate physical assessment. (Responding)			S	S	N/A	S											
e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)			S	S	N/A	S											
f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)	S		S	S	S	S											
	DW		MD	KA	DW												

**Comments:**

Week 1 (2f)- By attending the Meditech clinical update & providing your full, undivided attention during the demonstration of documenting insulin, IV solutions, saline flushes and IV site assessments you are satisfactory for this competency. NS

Week 3 Objective 2-You did an excellent job with this objective this week in clinical! You were able to perform an accurate assessment and interpret the findings and access the EMR to accurately document the findings. MD

Week 4 – 2a, d – You did a nice job thoroughly assessing you patient and notifying your nurse of any pertinent information. You were also able to work with your team to keep up on the assessment changes occurring with all patients on the team. KA

Week 4 – 2f – You utilized the EMR to research your patient and determine what care needed to be provided to your patient throughout the day. You also used the EMR to research all the patients on your team and to check your classmates charting for accuracy. KA

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>	S		S	S	N/A	S											
a. Perform standard precautions. (Responding)	S		S	S	N/A	S											
b. Demonstrate nursing measures skillfully and safely. (Responding)	S		NI	S	N/A	S											
c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)			S	S	N/A	S											
d. Appropriately prioritizes nursing care. (Responding)			S	S	N/A	S											
e. Recognize the need for assistance. (Reflecting)			S	S	N/A	S											
f. Apply the principles of asepsis where indicated. (Responding)	S		S	S	N/A	S											
g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)			N/A	N/A	N/A	N/A											
h. Implement DVT prophylaxis (early ambulation, SCDs, and TED hose) based on assessment and physicians' orders (Responding)			N/A	S	N/A	S											
i. Identify the role of evidence in determining best nursing practice. (Interpreting)	S		S	S	N/A	S											
j. Identify recommendations for change through team collaboration. (Reflecting)			S	S	N/A	S											
	<b>DW</b>		<b>MD</b>	<b>KA</b>	<b>DW</b>												

**Comments:**

Week 3 Objective 3B-With this objective there were a couple of points where I believe you did have a little trouble with skillful measures. This will improve over time! MD

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>																	
k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)			S	S	N/A	S											
l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)			S	S	N/A	S											
m. Calculate medication doses accurately. (Responding)			S	S	N/A	S											
n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding)			N/A	S	N/A	N/A											
o. Regulate IV flow rate. (Responding)	S		N/A	N/A	N/A	N/A											
p. Flush saline lock. (Responding)			N/A	S	N/A	S											
q. D/C an IV. (Responding)			N/A	N/A	N/A	N/A											
r. Monitor an IV. (Noticing)	S		N/A	<del>N/A</del> S	N/A	S											
s. Perform FSBS with appropriate interventions. (Responding)	S		N/A	N/A	N/A	S											
	DW		MD	KA	DW												

**Comments:**

Week 1 (3o, r)- By attending the IV Pump clinical and providing your full, undivided attention and active participation during the demonstration of the Alaris pump, documentation of IV site maintenance and recognition of potential IV complications, you are satisfactory for this competency. LM  
 (3s)- You were able to demonstrate understanding of the rationale of FSBS and the use of the glucometer. You were able to perform a Quality Control check of the glucometer as well as demonstrate skills and knowledge required of proper sample ID, collection, and handling of blood. DW

Week 3 Objectives 3K, L, and M-You did an awesome job with medication administration this week! You had a lot of medications and you handled the injections! Great job! MD

Week 4 – 3k – You did a nice job administering your medications this week. You observed the rights of medication administration and was able to answer all questions about your medications. You had the opportunity to pass PO and SQ medications this week. You performed the medication administration process with beginning dexterity. You also worked with your classmates on your team to determine appropriateness of medication administration for their patients and assist them with following the rights of the medication administration process. KA

Week 4 – 3p – You did a nice job flushing the patient’s IV this week and ensuring patency of the IV line when administering the IV push. You were able to document this appropriately in the EMR. KA

Week 4 – 3r – You did a nice job monitoring your patient’s IV site this week and documenting your assessment in the EMR. KA

**Objective**

4. Use therapeutic communication techniques to establish a baseline for nursing decisions. (1,5,7)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S	S	S	S											
a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)			S	S	S	S											
b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)			S	S	S	S											
c. Report promptly and accurately any change in the status of the patient. (Responding)			S	S	N/A	S											
d. Maintain confidentiality of patient health and medical information. (Responding)			S	S	S	S											
e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)			S	S U	N/A S	S											
f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)			S	S	N/A	S											
g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)			S	S	N/A	S											
			MD	KA	DW												

**Comments:**

Week 3 Objective 4B-You did a great job with SBAR communication with me as well as the primary RN. MD

Week -4 – 4b, g – You did a nice job keeping your nurse up-to-date on all pertinent information throughout the day. You also provided the nurse with a concise report at the end of the day before leaving. You did a nice job working with your team members to stay up-to-date with their patients and to ensure the nurse is notified as needed. KA

Week 4 – 4e – Roni, you did a nice job responding to the CDG questions on your team leading experience. You could have been a little clearer on which principles of the Team STEPPS process you utilized while on clinical this week as team leader. I could not locate a reference of in-text citation for your response or a response to your classmate this week. Please remember since you are receiving a U for this competency to write a comment on how you will prevent receiving a U in this competency in the future. If you have any questions please let me know. KA

Week 4- I accidentally misread the instructions for the assignment because I was rushing myself during the assignment. For future CDGs, I will allot enough uninterrupted time so that I am able to read the instructions thoroughly and complete the assignment appropriately. DW

Week 4 (4e)- According to the CDG Grading Rubric, you have earned an S for your participation in the Infection Control discussion this week. Your post answered all of the questions posed and was supported by evidence. Suggestions for future improvement with APA formatting- 1. The author and year of publication are separated by a comma in the in-text citation. Ex- (Cleveland Clinic, 2019). 2. The appropriate order for formatting a reference is the author or organization, year of publication, title (in italics), and the website. Ex- Cleveland Clinic. (2019, April). *C.diff (Clostridioides difficile) infection*. Retrieved February 9, 2023, from <https://my.clevelandclinic.org/health/diseases/15548-c-diff-clostridioides-difficile-infection>. A couple resources to help with APA formatting include the APA Formatting Examples document available on Edvance360 in the MSN Clinical Resources and the Purdue Owl website ([www.owl.purdue.edu](http://www.owl.purdue.edu)). DW

**Objective**

5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
<b>Competencies:</b>			S	S	N/A	S											
<b>a. Describe a teaching need of your patient.** (Reflecting)</b>			S	S	N/A	S											
<b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b>			S	S NI	N/A	S											
			MD	KA	DW												

**\*\*5a & b- You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab- describe the patient education you provided; be specific- include the topic, method of delivery, reason for teaching need, materials to support learning through above resources (if applicable), and method used to validate learning.**

**Example: Education related to orthostatic hypotension (changing positions slowly by sitting at the side of the bed or chair for a few minutes before moving to another position, utilizing the walker when ambulating) was provided to my patient through discussion and demonstration. This was necessary to maintain patient safety as he/she was experiencing a drop-in blood pressure and dizziness when getting out of bed. A patient education sheet was printed from Lexicomp and given to the patient. The teach back method was used to validate learning.**

**Comments:**

**Week 3:** The patient I was assigned to this week was experiencing pain from a history of chronic back pain. I educated the patient on pain management, especially since she was active with therapy. We discussed alternatives such as using ice and heating pads due to the patient’s preferences against using medications. She was not aware the hospital had heating pads and stated she would let me know if she needed one. **Great! MD**

**Week 4:** I was assigned to a patient who had an infection from the removal of an HD catheter. The morning before clinical, he had a surgical procedure that washed the infection out and closed the site. I educated the patient on keeping his new surgical site dry and clean to prevent the chance of new infections or developing sepsis. He verbalized understanding. **This was great education to provide to your patient and family. In the future make sure to include the resource you utilized to satisfy 5b satisfactorily. KA**

**Week 6:** The patient had a history of diabetes and experienced numbness and tingling in both feet. I gave the patient a handout related to her diabetes from Lexicomp and educated the patient on maintaining proper glucose levels. She verbalized understanding and stated she would occasionally go a couple days without checking her glucose while at home before her hospitalization. She stated that she would start better habits after discharge.

**Objective**

6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)			S NA	S	N/A	S											
b. <b>Identify factors associated with Social Determinants of Health (SDOH) &amp;/or cultural elements that have the potential to influence patient care.**</b> (Noticing, Interpreting, Responding, Reflecting)			S	S	S	S											
			MD	KA	DW												

**\*\*6b-** You must address this competency in the comments on a weekly basis. For all clinicals - provide an example of SDOH &/or cultural elements that influenced your patient's care; be specific.

**Comments:**

See Care Map Grading Rubrics below.

**Week 3:** The patient I was assigned to was the caretaker of her mother who was in her 90s. She vocalized her stress regarding her mother who was at home in Norwalk and how worried she was being in Sandusky, even though she was receiving the care she needed. The patient was contemplating leaving the hospital early before her daughter was able to step in as the caretaker while she received therapy. She is now able to return home with her hand almost back to normal function and she stated her relief that her mother had someone to look after her while she was away. **Great observation! MD**

**Week 3 Objective 6A-**You did not complete a care map this week. This objective is an NA. MD

**Week 4:** The patient lives with his mother and daughter with his mother keeping track of all his medications except insulin. Having the extra help at home will aide his healing, especially when he does not have full range of motion yet. Family was present during our conversation about reducing the risk of infection, so they will also be able to look for signs during the healing process. **Support is an SDOH that can positively or negatively impact the patient's health and in this case it definitely has a positive impact. Good job! KA**

**Week 4 – 6a –** You satisfactorily completed your care map. Please see comments on the rubric for further details. KA

**Week 5:** A patient in Digestive Health was getting a colonoscopy. She was in her 80s, performed all care by herself, and lived alone. This could negatively impact her health now or in the near future with the risk of cognitive decline or decrease in mobility. DW

**Week 6:** The patient was living at home alone before she was admitted. She had a history of frequent falls due to her legs giving out and in her most recent fall she was unable to get up by herself. This could potentially be extremely dangerous for her given her weakened condition, however, she has decided to go to a nursing home that will be able to provide constant care for her. This is a safer discharge plan than going home alone.



## Objective

7. Illustrate professional conduct including self-examination, responsibility for learning, and goal setting. (7)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	Make Up	Final
a. Reflect on an area of strength. ** (Reflecting)	S		S	S	S	S											
b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)	S		S	S	S	S											
c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)	S		S	S	S	S											
d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)	S		S	S	S	S											
e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)	S		S	S	S	S											
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)	S		S	S	S	NI											
g. Demonstrate the ability to give and receive constructive feedback. (Responding)	S		S	S	S	S											
h. Actively engage in self-reflection. (Reflecting)	S		S	S	S	S											
	DW		MD	KA	DW												

**\*\*7a and 7b: You must address these competencies in the comments section on a weekly basis. Please write a different comment each week. 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 trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical."**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Comments:**

**Week 1:** I felt confident handling the IV tubing and calculating the drip rate manually while in lab. **Agreed! You did a great job with these skills; extremely efficient. DW** However, I got stuck on some steps during the IM injection. During the next week, I will review materials twice regarding IM injections to get a more concrete understanding of the material before clinicals. **Excellent idea! This time of year, all patients are evaluated for needing a flu vaccine. This may be an opportunity for you to demonstrate confidence in this skill following your review of the steps. DW**

**Week 3:** Overall, I felt comfortable with the medications, but I felt a lot of pressure with therapy waiting on me to finish so they could take her to her session. I was not as prepared for clinicals as I should have been this week. I did not realize my drum fell off my stethoscope which forced me to borrow a classmate's for my assessment and I forgot my scissors which I needed to administer a lidocaine patch. For the next clinical, I will make sure I have everything laid out the night before instead of just my uniform and clipboard. **You did great with medication administration even with the stress of therapy waiting on you! You handled it like a pro! As far as your preparation for clinical- I think this is a great goal for you! Being as prepared as possible the night before will help you have a great day in clinical! MD**

**Week 4:** I felt way more comfortable this week with medications and injections. It was more smooth and I felt less rushed and more confident in my knowledge of the medications I was passing. I did prepare my clinical things the night before to allow me to be more organized. I felt my paperwork for my patient and Team Lead position was a little hectic. I plan on reworking the medication list paper to give myself room and be more organized. **You did a nice job completing the medication administration process after your patient returned from his procedure. You did well managing your team and keep them on task. There are many different ways to organize yourself. I hope the reorganization of your paper works better for your next team leading process, however this disorganization was not evident in the way you managed your team. You were very effective in this new role. KA**

**Week 5:** While in digestive health, I was worried about being in the way so I was not as involved with patients as I could have been. The whole process was extremely interesting and I was glad to be able to experience the procedure. During infection control, I felt extremely confident with the different isolation procedures and navigating the hospital. It was interesting to be able to see that side of the hospital. For future clinicals, I will work on being more confident so I do not miss opportunities with patients. **Veronica, this is the start of a good goal, but it is missing a few details. How are you going to actively work towards building your confidence in unfamiliar settings? Also, how often are you going to do it and when will you do it by? These extra details will assist in actually following through with your goal and giving you a timeline to do so. Sometimes you have to think outside of the box to achieve goals sooner than later, rather than waiting for another opportunity to come along. Please make sure all of your future goals include the three details highlighted in green above to avoid receiving a U for 7b. Please let me know if you have any questions or need further assistance in developing goals in the future. DW**

**Week 6:** This week, I felt more comfortable with medication administration and interacting with the patient in a different role. However, I was thrown off this morning when I had forgotten the appropriate shoes for clinical. I left in a hurry and did not pay attention to what shoes I had worn to take the trash out before getting in the car. Being unprepared for clinicals has been a problem in the past, so for future clinicals, I will conduct a list of every item needed for clinical. I will review the list 3 times to ensure it is correct before Sunday this week. Before every clinical, I will review the list before leaving to be prepared and more professional.

Student Name: Veronica Cromwell		Course Objective: Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*					
Date or Clinical Week: 2/2/23							
Criteria		3	2	1	0	Points Earned	Comments
Noticing	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Roni, you did a nice job completing the noticing section of your care map. I would suggest adding ascites into the assessment section for this patient. KA
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Roni, you did a nice job identifying the patient's nursing priorities and potential complications along with their signs and symptoms. You listed the nursing priority as "Risk for electrolyte imbalances" however I think it is better stated as "Imbalanced electrolytes" since the patient has actual imbalances not just the risk for them. When highlighting the assessment section edema and jaundice could be associated with the electrolyte imbalance. All other important areas were highlighted. Nice job! KA
	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	2	
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
Responding	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Roni, you did a nice job including appropriate nursing interventions and prioritizing them. In the future consider breaking out each medication into their own intervention. This will especially be useful if there are different frequencies. For interventions you would maybe want to add assessing the patient's edema and the patient's fluid restriction. Both of these interventions relate to the patient's nursing priority. KA
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	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	
Ref	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	Roni, you did a nice job completing this section. If you would highlight the 2 areas of the assessment suggested above you

ecting	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	3	would want to add them to this section. However with how it is currently written everything is appropriately addressed. KA
Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory* <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>  <b>Faculty/Teaching Assistant Comments: Roni, you have satisfactorily completed your care map. See comments above on areas to address in the future to improve your care maps. Nice work! KA</b>							<b>Total Points: 40/42</b>
							<b>Faculty/Teaching Assistant Initials: KA</b>

Student Name:		Course Objective: Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*					
Date or Clinical Week:							
Criteria		3	2	1	0	Points Earned	Comments
Noticing	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)		
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)		
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)		
Interpreting	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete		
	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		
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)		
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)		
Responding	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete		
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete		
	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete		
	11. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete		
	12. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete		
Ref	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		

	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>	<b>Complete</b>			<b>Not complete</b>		
<p>Total Possible Points= 42 points            42-33 points = Satisfactory            32-21 points = Needs Improvement*            &lt; 21 points = Unsatisfactory*  <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:</b></p>							<p><b>Total Points:</b></p>
							<p><b>Faculty/Teaching Assistant Initials:</b></p>

Firelands Regional Medical Center School of Nursing  
**Medical Surgical Nursing 2023**  
**Skills Lab Competency Tool**

Student name: Veronica Cromwell								
<b>Skills Lab Competency Evaluation</b>	<b>Lab Skills</b>							
	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 2</b>	<b>Week 9</b>
	<b>IV Math (3,7)*</b>	<b>Assessment (2,3,4,5,7)*</b>	<b>Insulin (2,3,5,7)*</b>	<b>Lab Day (1,2,3,4,5,6,7)*</b>	<b>IV Skills (2,3,5,7)*</b>	<b>Trach (1,2,3,4,5,6,7)*</b>	<b>EBP (3,7)*</b>	<b>Lab Day (1,2,3,4,5,6,7)*</b>
	<b>Date: 1/11 or 1/12/23</b>	<b>Date: 1/10/23</b>	<b>Date: 1/10/23</b>	<b>Date: 1/11 or 1/12/23</b>	<b>Date: 1/13/23</b>	<b>Date: 1/18 or 1/19/23</b>	<b>Date: 1/18 or 1/19/23</b>	<b>Date: 3/13 or 3/14/23</b>
	Evaluation:	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Faculty/Teaching Assistant Initials	<b>DW</b>	<b>DW</b>	<b>DW</b>	<b>DW</b>	<b>DW</b>	<b>DW</b>	<b>DW</b>	
<b>Remediation: Date/Evaluation/Initials</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	

\*Course Objectives

**Comments:**

**Week 1**

(IV Math)-You satisfactorily participated in the IV Math learning session on 1/10/23 as well as the assigned IV Math practice questions and the IV Math Application lab on 1/12/23. KA/DW

(Assessment)- You were able to satisfactorily demonstrate the Basic Head to Toe Assessment during lab. KA/RH

(Insulin)- You were able to correctly prepare an insulin pen and administer subcutaneous insulin. Insulin requirements were accurately identified and calculated through the corrective scale and carbohydrate coverage orders. MD

(Lab Day)- You satisfactorily completed the mandatory lab review of nursing foundational skills. This was achieved through simulating care for a patient in a scenario requiring competency in assessment, communication, medication administration (including PO and IM injection), nasogastric tube insertion and maintenance, patient mobility and hygiene, use of PPE for Contact Isolation, wound care, and foley insertion. NS/LM

(IV Skills)- You have satisfactorily completed the IV lab including a saline flush, IV push, hanging a primary and secondary IV solution, adjusting a flow rate to run by gravity, discontinuing IV solution, and monitoring the IV site for infiltration, phlebitis, and signs of complication. NS/MD/RH

**Week 2**

(Trach Care & Suctioning 1/19/2023) – During this lab, you satisfactorily demonstrated competence with tracheal airway suctioning and tracheostomy care. You did a good job explaining the procedure to your patient. Take your time and slow down some of your steps. You did break the sterile field but identified it immediately. Slowing down will decrease your chances of contaminating in practice. Keep up the good work! RH

(EBP Lab)- You actively participated in the online searching process for evidence-based practice literature, as well as reviewing example articles to determine appropriate selection and information needed when summarizing a research article. LM/LK

Firelands Regional Medical Center School of Nursing  
 Medical Surgical Nursing 2023  
 Simulation Evaluations

<b><u>Simulation Evaluation</u></b>	<b>Student Name: Veronica Cromwell</b>							
	<b>vSim- Vincent Brody</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>vSim- Juan Carlos</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)	<b>vSim- Marilyn Hughes</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>Simulation #1</b> (Musculoskeletal & Resp) (*1, 2, 3, 4, 5, 6, 7)	<b>Simulation #2</b> (GI & Endocrine) (*1, 2, 3, 4, 5, 6, 7)	<b>vSim- Stan Checketts</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>vSim- Harry Hadley</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)	<b>vSim- Yoa Li</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)
	<b>Date:</b> 1/30/23	<b>Date:</b> 2/13/23	<b>Date:</b> 2/24/23	<b>Date:</b> 3/1 or 3/2/23	<b>Date:</b> 4/12 or 4/13/23	<b>Date:</b> 4/17/23	<b>Date:</b> 4/27/23	<b>Date:</b> 5/1/23
Performance Codes:  S: Satisfactory  U: Unsatisfactory								
Evaluation	S	S						
Faculty/Teaching Assistant Initials	MD	DW						
<b>Remediation:</b> Date/Evaluation/Initials	NA	NA						

\* Course Objectives

**Comments:**

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**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 and Date:

12/9/2022