

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

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

1. Need to improve on confidence while working with the IV pumps and the bed and chair alarms. Had to ask for help several times. **You will become much more comfortable with these things as the semester progresses. BS**

Week 2- 1a,b,e- Nice job assessing and providing care to your patients this week Mallory. Medications were all administered while observing the rights of medication administration. Several rhythm strips were interpreted and measured. BS

*End-of- Program Student Learning Outcomes

Week 3-1(a-e, g) Excellent job this week managing complex patient care situations. Your care was very well organized, and you did a great job with your time management. Your head to toe assessments were very thorough and well done. You satisfactorily completed your ECG book and were able to determine rates and measurements on numerous EKG strips, as well as practice interpreting cardiac rhythms. All six rights of medication administration were followed during all medication passes. Great job monitoring your patient very closely to ensure positive patient outcomes. BL

Week 4- 1a-e,g- Nice work this week assessing and managing care for your critical care patient who was mechanically ventilated. Nice work with medication administration (SQ, OG, IVP, IV) this week and observing the six rights. BS

Week 5 (1b)- Satisfactory Cardiac Diagnostics clinical experience and with discussion via CDG posting. Preceptor comments: "Excellent in all areas. Pacer clinic, stress tests, cath. Student asked very insightful questions." Great job! AR

Week 6-1(b,c) Mallory, excellent job discussing nursing interventions you observed during your Special Procedures and Infusion Center clinical this week. You also did a nice job evaluating the patients' response to the nursing interventions performed as well. Comments from your preceptor in Special Procedures: Satisfactory in all areas. "Observed bone marrow biopsy, angiogram and modified barium swallow." Keep up all your great work! BL

Objective

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

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

Comments:

Week 2- 2a,c,d,e- Nice job correlating the relationships among your patient’s disease process, past medical history, symptoms, and present condition utilizing your clinical judgment skills. Pathophysiology- Satisfactory! BS

Week 3-2(b,e) Excellent job monitoring your patient’s heart rhythm, rate and blood pressure closely this week to anticipate possible early complications. You did a great job this week in debriefing discussing social determinants of health that may have impacted your patient’s health, well-being, and quality of life. BL

Week 4- 2a,b,c,d- Great job correlating the relationships among your patient’s disease process, history, symptoms, and present condition utilizing your clinical judgment skills to formulate a prioritized nursing plan of care. (40/42- Satisfactory). Great job also monitoring your patient for potential complications, recognizing changes in your patient’s status, and responding with the appropriate actions. BS

*End-of- Program Student Learning Outcomes

Week 6-2(a) Excellent job in your CDG correlating the patient's signs and symptoms to the vascular procedure you observed in your Special Procedures clinical experience this week. BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	S	S	NA	S													
a. Critique communication barriers among team members. (Interpreting)																		
b. Participate in QI, core measures, monitoring standards and documentation. (Interpreting & Responding)	S	S	S	S	S													
c. Discuss strategies to achieve fiscal responsibility in clinical practice. (Responding)	NA	NA S	NA	S	S													
d. Clarify roles & accountability of team members related to delegation. (Noticing)	S	S	S	NA	NA													
e. Determine the priority patient from assigned patient population. (Interpreting) (Patient Mgmt.)	NA	NA	S	NA	NA													
Faculty Initials	BS	BL	BS	AR	BL													

Comments:

Week 3-3(c) You did a great job ensuring you used the PAR system appropriately when obtaining care items for your patient this week in clinical. This is just one important way to ensure fiscal responsibility in clinical practice. BL

Week 5 (3b,c)- Satisfactory documentation and discussion via CDG posting related to your Quality Scavenger Hunt clinical experience. Great job! AR

Week 6 3a- Talked with the nurses about communication barriers since the infusion center is an outpatient clinic. They use written orders but still try to communicate with the providers. Sat in on a call to an office nurse regarding a patient whose condition was deteriorating but they phone call took several attempts. Also listened in on a call about a medication that was sent up even though the required trough level was not completed yet.

Week 6-3(c) Excellent job discussing witnessed strategies to achieve fiscal responsibility that you observed during your Infusion Center clinical in your CDG this week. BL

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

Comments:

Week 2- 4a,b,c- Good participation during post-clinical discussion of legal and ethical issues observed in the clinical setting. Professional behavior in the clinical setting observed at all times. BS

Week 4- 4b,c- Nice job engaging with your sedated patient. As you witnessed, even though a patient is sedated, they can still hear what you say and respond to some commands. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	S	S	S	S													
a. Reflect on your overall performance in the clinical area for the week. (Responding)	S	S	S	S	S													
b. Demonstrate initiative in seeking new learning opportunities. (Responding)	S	S	S	S	S													
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. (Interpreting)	S	S	S	S	S													
d. Maintain the principles of asepsis and standard/infection control precautions (Responding)	S	S	S	S	S													
e. Practice use of standardized EBP tools that support safety and quality. (Responding)	S	S	S	NA	NA													
f. Utilize faculty feedback to improve clinical performance. (Responding & Reflecting)	S	S	S	S	S													
Faculty Initials	BS	BL	BS	AR	BL													

Comments:

Week 2- 5a,c,e- Good overall performance in the clinical setting. During post-clinical discussion you were able to describe factors that create a culture of safety and discuss the use of EBP tools that support safety and quality. BS

Week 3-5(b) Mallory, you do an excellent job working independently and taking initiative in completing nursing interventions for your patient. You are very organized and consistently well prepared. You took excellent care of your patient this week. Keep up all your great work! BL

Week 4- 5a,b,d- Great performance in the clinical setting this week, caring for a mechanically ventilated and sedated patient. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

6. Engage with members of the healthcare team, patients, families, faculty, and peers through written, verbal and nonverbal methods, and by utilizing computer technology. (1,2,6,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	S	S	S	S													
a. Establish collaborative partnerships with patients, families, and coworkers. (Responding)																		
b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding)	S	S	S	NA	S													
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. (Responding)	S	S	S	S	S													
d. Deliver effective and concise hand-off reports. (Responding)	S	S	S	NA	NA													
e. Document interventions and medication administration correctly in the electronic medical record. (Responding)	S	S	S	NA	NA													
f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	S	S	S	S	S													
Faculty Initials	BS	BL	BS	AR	BL													

Comments:

Week 2- 6a,b,c,d,e- Nice job interacting with the nursing staff and your classmates, which can help lead to positive patient outcomes. Very good job on your hand-off report (30/30). Nice job with documentation too. BS

Week 3-6(a,b,c) Excellent job in debriefing discussing these competencies, as well as applying them to practice during your clinical experience this week. BL

Week 3-6(e,f) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You also did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. You did an excellent job with your CDG this week. Keep up the great work! BL

Week 4- 6a-f- Great job collaborating with the nursing staff, your fellow students, and your patient this week. Great job with documentation and medication administration also. Excellent work on your Care Map, keep up the good work! BS

*End-of- Program Student Learning Outcomes

Week 5 (6f)- Satisfactory CDG postings related to your Cardiac Diagnostics and Quality Scavenger Hunt clinical experiences! Keep up the great work! AR

Week 6-6(a,c) Excellent job identifying and discussing witnessed examples of collaboration amongst healthcare team members during your Infusion Center clinical in your CDG this week. BL

Week 6-6(f) Satisfactory completion of all CDGs this week. Excellent job! BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

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

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

Comments:

Week 3-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "Comparison of Bolus Dosing of Methohexital and Propofol in Elective Direct Current Cardioversion." Excellent job! BL

Nice work this first part of the semester Mallory, keep it up as graduation approaches. It will be here before you know it. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Skills Lab Evaluation Tool
AMSN
2023

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

***Course Objectives**

Comments:

Meditech: 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

*End-of- Program Student Learning Outcomes

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

ECG/Telemetry/Chest Tube: Satisfactory participation with review of monitoring tutorial and placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium tutorial. BL/BS

ECG Measurements: Satisfactory participation in and practice of ECG measurements during the ECG

Care Map
Evaluation Tool
AMSN

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
01/31-02/01/2023	2023	Satisfactory-BS	NA

** 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: M. Lewis		Course Objective: 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)*					
Date or Clinical Week: Week 4							
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	Nice job identifying abnormal assessment findings, lab/diagnostic values, and risk factors.
	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	Patient with many nursing priorities. Priority problem identified and all relevant assessment data highlighted. Potential complications identified with signs and symptoms for each provided.
	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	3	
	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	

*End-of- Program Student Learning Outcomes

Responding	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	2	Great job prioritizing interventions. A few suggestions: intervention for smoking cessation education; monitor lab values, ABGs, CXR to determine effectiveness of mechanical ventilation; monitor WBC daily to gage effectiveness of antibiotic therapy; neuro assessment.
	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	3	
	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	
Reflecting	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	2	Most highlighted assessment data re-evaluated.
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> • Continue plan of care • Modify plan of care • Terminate plan of care 	Complete			Not complete	3	
<p>Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory*</p> <p>*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.</p> <p>Faculty/Teaching Assistant Comments:</p>						<p>Total Points: 40/42 Satisfactory. BS</p>	
						<p>Faculty/Teaching Assistant Initials: Nice work Mallory! BS</p>	

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

Student Name: M. Lewis

Clinical Date: 1/17-1/18/2023

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

<p>6. Correlate the patient’s current diagnosis with all related medications. (3 points total)</p> <ul style="list-style-type: none"> • All related medications included (1) • Rationale provided for the use of each medication (1) • Explanation of how each of the patient’s relevant medications correlate with current diagnosis (1) 	<p>Total Points: 3 Comments: Nice job correlating medications with the diagnosis and providing rationales.</p>
<p>7. Correlate the patient’s current diagnosis with all pertinent past medical history. (2 points total)</p> <ul style="list-style-type: none"> • All pertinent past medical history included (1) • Explanation of how patient’s pertinent past medical history correlates with current diagnosis (1) 	<p>Total Points: 2 Comments:</p>
<p>8. Describe nursing interventions related to current diagnosis. (1 point total)</p> <ul style="list-style-type: none"> • All nursing interventions provided for patient explained and rationales provided (1) 	<p>Total Points: 0.5 Comments: Some nursing interventions included.</p>
<p>9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total)</p> <ul style="list-style-type: none"> • Identifies all interdisciplinary team members currently involved in the care of the patient (1) • Explains how each current interdisciplinary team member contributes to positive patient outcomes (1) • Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (1) 	<p>Total Points: 3 Comments: Nice job discussing the interdisciplinary team.</p>
<p>Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory</p>	<p>22.5/23 Satisfactory. Nice work Mallory! BS</p>

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

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

* Course Objectives

EVALUATION OF CLINICAL PERFORMANCE TOOL
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

*End-of- Program Student Learning Outcomes