

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

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

Student:

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)
2/13/2023	2 hours	Late vSim post-quiz (J. Carlos)	2/13/2023, 2 hours

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

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
Competencies:			S	S	N/A	S											
a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)			S	S	N/A	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	Rehab82, knee replacement surgery with infection	4N, 68, Hip surgery with possible infection, Team	Infection Control	5T, 67, Lung CA with mets to brain and bone											
Instructors Initials	LM		LM	NS	DW												

Comments:

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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. LM

Week 3 objective 1 (a-h)- Caitlyn, you analyzed the pathophysiology and correlated your patient's signs and symptoms to his disease process. You used this information to provide appropriate nursing care for your patient on the rehab unit. Your patient had a Lt. knee infection, S/P Lt. Total Knee Arthroplasty. You interpreted lab results, nutritional needs, and medical treatments to help guide you in your decision-making process. Great job! LM

Week 4 1(a-h) – Nice job this week correlating the patient's disease process with your findings. On day 2 you cared for a patient s/p hip replacement with possible incision site infection. You were able to discuss the pathophysiology involved and the potential worsening complication of sepsis. You correlated her signs and symptoms of pain and redness to the incision site at being related to her admitting problem. As team leader, you did a nice job of correlating the disease processes of each of the three patient's you oversaw. In that role, you reviewed labs and diagnostics pertinent to the priority problems. Great job discussing pharmacotherapy and treatments related to each patient problem. Discussions were held related to small bowel obstructions with open laparotomy, malnutrition, and deconditioning. I appreciated the insight provided in our discussions! NS

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
Competencies:			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											
	LM	LM	LM	NS	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 (a-f)- Caitlyn, you performed a thorough head-to-toe assessment on your patient. You accurately conducted a fall risk assessment and skin assessment on your patient. You responded by instituting proper measures to reduce your patient's risk for falls and skin breakdown. You properly cared for your patient's Lt. leg cast and assessed the Prevena wound vac and skin surrounding the wound vac. You are continuing to become more comfortable with accessing and documenting in the EMR. Keep up the good work! LM

Week 4 2(a,c,f) – Great job this week with your assessments and findings. On day two, you noticed numerous deviations from normal in your physical assessment, including the use of dentures which were not present with her at the hospital, anxiety related to her current condition with family support, rhonchi upon auscultation, 1+ pitting edema with redness to her right hip with burning type pain, generalized weakness, and incisional redness among other findings. Due to her recent hip surgery and

*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

pain experienced, you conducted a thorough fall assessment score to maintain safety. Your documentation, and review of other students' documentation during the team leading experience, were spot on. You were thorough in your approach and communicated your findings effectively. Nice work. NS

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
Competencies:	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		S	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)			S	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	S	S											
	LM	LM	LM	NS	DW												

Comments:

*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 3 objective 3 (b, c, d)- Caitlyn, you demonstrated safe, skillful nursing measures throughout your clinical days on the rehab unit. You were cognizant of your patient's needs regarding promotion of skin integrity, fall risk, transferring limitations, hygiene needs, and emotional needs. You organized and prioritized your time well, including structuring your medication pass around OT and PT times. You did a terrific job! LM

Week 4 3(c,d) – As team leader this week, you were tasked with enhancing your time management and prioritization skills by overseeing the care of three patients. I thought you demonstrated good clinical judgement in your discussion of priority patient problems. You appropriately identified the patient with a small bowel obstruction that underwent an exploratory laparotomy the night before with an NG tube connected to suction as the priority patient. You then switched your focus to the patient admitted with dehydration and abnormal electrolytes that was admitted two days prior with continuous tube feed being administered. The patient was non-verbal and reliant on others for care and had safety concerns related to the foley catheter and PEG tube. Lastly, you prioritized the patient admitted with respiratory failure the week before who was improving and pending discharge. Good though process in your discussion of each. You also did well managing your time and prioritizing medication administration based on the medications ordered for each patient. Overall you did well with your first experience of managing the care of multiple patients in the acute care setting. NS

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
Competencies:			S	S	N/A	S											
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	N/A	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	N/A	N/A	N/A											
q. D/C an IV. (Responding)			N/A	N/A	N/A	N/A											
r. Monitor an IV. (Noticing)	S		N/A S	S	N/A	N/A											
s. Perform FSBS with appropriate interventions. (Responding)	S		N/A	N/A	N/A	N/A											
	LM	LM	LM	NS	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

*End-of-Program Student Learning Outcomes
 Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 3 objective 3 (k, l, m, r)- Caitlyn, you administered oral medications to your patient this week. You also instilled ear drops into your patient's ears, following proper procedure. You were knowledgeable about each medication's use, dosage, route, common side effects, classification, and nursing considerations. You observed the rights of medication administration and completed the 3 medication checks appropriately. You gave prn pain medication to your patient and accurately assessed his pain level an hour after administering the medication. You also monitored your patient's PICC line by assessing the skin around the insertion site. Great job! LM

Week 4 3(k-s) – Good job with medication administration this week! You were well-prepared by reviewing each medication and discussing the implications, side effects, and nursing assessments required, both as the primary student nurse and as team leader. You communicated well with your patient and ensured safety measures were in place and performed, including the 3 safety checks and 6 patient rights. You gained experience administering numerous PO medications using the BMV process appropriately. You also assisted with crushing and administering medications through a PEG tube, flushing each medication and administering each medication separately. Overall a successful week of medication administration! NS

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
Competencies:			S	S	N/A	S											
a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)			S	S	N/A	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	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											
	LM	LM	LM	NS	DW												

Comments:

Week 3 objective 4 (a, b, e)- Caitlyn, you communicated effectively with your patient and other members of the health care team throughout each clinical day. You explained each task before performing them. You accurately completed a detailed CDG, including your initial post and peer post. You provided an in-text citation and a reference for both your initial post and your peer post! Keep up the great work! LM

*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 4 4(a,b) – As team leader, it was important that you maintained professionalism in all communications. I thought you did a great job of collaborating with your fellow classmates, communicating findings in their charting, and ensuring everyone stayed on task. Your communication was thorough and professional throughout the week. NS
Week 4 4(e) – Nice work with your CDG this week related to your team leading experience. I appreciate the thought and insight provided in your initial post and your response post to Keyara. See my comments on your posts for further details and comments related to your thoughts. According to the CDG grading rubric, all criteria were met for a satisfactory evaluation. APA formatting looked good. Overall very well done! NS

Week 5 (4e)- According to the CDG Grading Rubric, you have earned an S for your participation in the Infection Control discussion this week. Your post was detailed, thoughtful and supported by evidence. Good job with your APA formatting. 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
Competencies:			S	S	N/A	S											
a. Describe a teaching need of your patient.** (Reflecting)			NI														
b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)			S	S	N/A	S											
	LM	LM	LM	NS	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: A. A teaching need for my patient was the need to ambulate early even though it may be hard in order to prevent DVTs and other complications. B. I learned this in class and by my Lewis textbook that this is very important for the patient to thrive. If DVTs occur it only causes more issues and possibly a longer hospital stay. **Caitlyn, this is a great example. What are some other ways in which you could prevent a DVT? How did you teach your patient about the importance of DVT prevention and how was the learning validated? Please refer to the example above that is highlighted when providing an example. Also, what resources did you use for this teaching need? LM**

Week 4: A. A teaching need for my patient was the need to have a standby assist while ambulating. She was used to walking by herself at the nursing home and wanted to do it at the hospital, but I had to explain that the hospital floors are slippery and are not carpet and she needs to have someone with her at all times. B. I learned this in class and in my Lewis textbook how important it is to assist patients when ambulating. I used the teach-back method to make sure she understood that she needed to call when she needed help ambulating. She did a very good job with this, as she called every time she needed to get up to use the restroom. **Very good! Based on her recent hip surgery and being in a new environment, safety was a priority. Nice job using your textbook resources to gather knowledge used to implement the education to your patient. Great use of the teach-back method to ensure understanding! NS**

Week 6: A. A teaching need for my patient was the need to avoid alcohol when discharged. He was used to drinking 4-5 glasses of scotch everyday but while he is on the medications that he is now on, that is no longer an option because it could make the side effects worse. B. I learned this through skyscape and provided him some print offs from Lexicomp about the side effects if alcohol is consumed with the medication. He verified that he understood by the teach-back method and stating that he understands the risks if he chooses to consume alcohol.

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)			N/A	N/A	N/A	S											
b. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting)			S	S	S	S											
	LM	LM	LM	NS	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: I noticed that my patient was very stressed which falls under the community and social context of the social determinants of health. He was very stressed about going home and taking care of his wife because she is very ill and he always did everything in the house and while he's not as mobile as he used to be he is scared he is not going to be able to complete the tasks needed. I responded by assuring him that there is home health out there that is able to help when needed and therapy is also working with him to make sure he is able to complete ADLs. We reflected on that and he felt better after we had that conversation and was a little less stressed and worried about going home. **This is a great example! LM**

Week 4: I noticed that my patient was very worried about how she was going to pay for all of the medical bills she keeps acquiring, this falls under economic stability of the social determinants of health. She is worried because she has medical bills, nursing home rehab bills, utility bills for her house, all while not having a steady income coming in. I responded by asking if she has family or anyone to help, she said that she has a grandson that lives with her that is going to be helping with bills and cooking food. I also reassured her that her health is the top priority, and the bills will get settled in the future and we are just focused on her recovering right now. We reflected on the conversation we had and she said it definitely made her feel better and not worry about money so much and finally put her health first. **Very good reflection on SDOH! You identified this potential barrier through strong communication and connection. Good thought process on how this could impact her health overall. NS**

Week 5: Quality of care falls under the health care system within the social determinants of health, this is relevant to patients in isolation because using the proper PPE is proving a great quality of care. If staff is not using the proper PPE, it is risking their life along with all of the other patients they are taking care of because they could be exposing them to whatever the reason for isolation is. **Great reflection! DW**

Week 6: I noticed that my patient was worried about the safety when he is discharged back into his own home which falls under the neighborhood and physical environment category of social determinants of health. There are no railings leading up the stairs into his house as well as safety shower and bathroom bars. I understood that this could be hard for him if he didn't have these things, I talked to the therapists he was working with and they let me know that his wife is going to have these installed before he gets discharged. I reassured him that his wife was handling all things safety so he would be able to be mobile without any obstacles in the way.

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	S											
g. Demonstrate the ability to give and receive constructive feedback. (Responding)	S		S	S	N/A	S											
h. Actively engage in self-reflection. (Reflecting)	S		S	S	S	S											
	LM	LM	LM	NS	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 Strength: I felt confident with FSBS and being able to use the lancet in the correct position in order to get blood without hurting the patient. **Great job! LM**

Week 1 Weakness: I believe my weakness is priming IV tubing, I need to remember to always clamp the tubing before priming. I will practice for the next two weeks in order to help me remember for clinical. **This is an appropriate area for improvement. You will feel more confident with this skill the more you are able to practice. LM**

Week 3 Strength: I felt confident with being able to manage my time effectively with therapy sessions, providing my care, and passing medication within the time frame allowed. **Great job! LM**

Week 3 Weakness: I felt like my weakness was charting on IV and wound assessments. I will review how to on meditech test, two times within the next week to be better at clinical. **This is an appropriate area for improvement along with a suitable action plan. LM**

Week 4: I felt confident with being able to communicate with my patient and being able to create a sense of trust between us. **Awesome strength to note! That's what nursing is all about, creating a connection with others and caring for them during a difficult and vulnerable time in their lives. She had great things to say about the care you provided, a week to be proud of! NS**

Week 4: I felt like my weakness was being team leader and managing the care of 3 patients, I know this will come with time as we progress in the program but I will review my notes, and watch videos for the next week in order to be more prepared for the next time I am team leader in clinical. **I thought you did very well in this role, especially with this being the first time you have had to manage multiple patients. Your plan to enhance your understanding of time management and prioritization for your next experience should help tremendously. The more prepared you are, the better the experience will be. Keep up the hard work! NS**

Week 5 Strength: I felt very confident with being able to recognize when staff was or was not wearing the proper PPE when going into isolation rooms. **Excellent! DW**

Week 5 Weakness: I felt like my weakness was determining what disease/illness goes into which isolation precaution. To get better at this I am going to review and try to find tricks in order to remember them better within the next two weeks so I am more prepared as a nurse if I ever need to initiate precautions. **Great idea! One additional suggestion is keeping a cheat sheet on your clip board. You were given a quick reference guide during course orientation and I believe it is also available for printing in the MSN Clinical Resources on Edvance360 if you aren't able to find it. DW**

Week 5 (7g)- This competency should always be evaluated if you have clinical; whether it be receiving guidance from Sydney Cmar as your IC preceptor or even just review the faculty feedback from last week and adjusting as needed. **The only time you will want to mark NA is if you have absolutely no clinical in a given week. I know you work hard to improve on a weekly basis. Why not take credit for it. DW**

Week 6 Strength: I felt very confident with communication with other healthcare professionals involved in my patients care such as ST, PT, OT, and the other nurses in order to maintain the best outcome for the patient.

Week 6 Weakness: I felt like my weakness was prioritizing which medications to give first since my patient was known to not take all of his meds. To get better at this I will look at sample medication lists and prioritize from most important to least such as antibiotics first and multivitamins last. I will do this twice before the next clinical I am scheduled.

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		

ecting	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		
<p>Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory* *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>						Total Points:	
						Faculty/Teaching Assistant Initials:	

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		
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	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"> • Continue plan of care • Modify plan of care • Terminate plan of care 	Complete			Not complete		
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							<p>Faculty/Teaching Assistant Initials:</p>

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

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

*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 1/11/23. 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) - During this lab, you satisfactorily demonstrate competence with tracheostomy care and tracheostomy suctioning. DW/RH/NS

(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

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

* Course Objectives

Comments:

Juan Carlos- Due to late submission of the vSim post-quiz, the initial evaluation of the vSim experience is U. Following completion of the post-quiz, the remediation evaluations is now S. DW

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