

SEVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2023

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Audra Howes

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) |
|-----------|----------------------------|---------------------------|---------------------|
| 1/20/2023 | 1 hour | Didn't complete SP survey | 1/20/2023 (1H) |
| | | | |
| | | | |
| | | | |
| | | | |
| 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 | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| a. Manage complex patient care situations with evidence of preparation and organization. (Responding) | | | | | | | | | | | | | | | | | | |
| b. Assess comprehensively as indicated by patient needs and circumstances. (Noticing) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| c. Evaluate patient’s response to nursing interventions. (Reflecting) | S | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| d. Interpret cardiac rhythm; determine rate and measurements. (Interpreting) | NA | NA | NA | S | S | S | NA | NA | S | NA | | | | | | | | |
| e. Administer medications observing the six rights of medication administration. (Responding) | NA | NA | NA | S | S | S | NA | NA | S | NA | | | | | | | | |
| f. Perform venipuncture skill with beginning dexterity and evidence of preparation. (Responding) | NA S | NA | NA | NA | NA | NA | NA | NA | S | NA | | | | | | | | |
| g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. (Responding) | S | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| Faculty Initials | AR | AR | AR | CB | CB | BS | BS | BS | BS | | | | | | | | | |
| Clinical Location | SP | QC | CD SH IS | 4C | 4C | 4C | SIMU LATI ON | | | | | | | | | | | |

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 2 (1b,c,f)- Satisfactory during Special Procedures clinical experience, and with discussion via CDG posting. Preceptor comments: “Satisfactory in all areas. Several IV starts today, able to observe a paracentesis, lung biopsy. Set up a sterile tray.”. AR

*End-of- Program Student Learning Outcomes

Week 4 (1b)- Satisfactory during Cardiac Diagnostics clinical and with discussion via CDG posting. Preceptor comments: "Excellent in all areas". Observed a TEE with bubble study, stress echo, stress test/echo, tilt table. There was also a positive bubble test on an echo. Spoke of fetal circulation.". (1c)- Satisfactory during Infusion Center clinical experience and with discussion via CDG posting. Preceptor comments: "Satisfactory in all areas. This was a very quiet day; unfortunately there was not for Audra to see and even less opportunity for hands on experience." AR

Week 5(1a,d,e): Audra, good job this week managing complex patient care situations. You were well prepared for clinical, and you performed very thorough assessments. You were able to administer PO and IV medications, while following the six rights of medication administration. You worked on your ECG booklet, interpreting and measuring strips appropriately. Keep up the great work! CB

Week 6(1c,d): Audra, great job this week evaluating your patient's response to interventions performed and responding accordingly. Great job interpreting and measuring rhythm strips and completing your ECG booklet. CB

Week 7- 1a-e,f- Great job this week assessing and managing care for your patient who was sedated and on a mechanical ventilator. Nice job doing thorough assessments and documenting interventions. Medications were all administered through various routes (OG, SQ, IV, IVPB, IVP) while following the six rights. Keep up the good work! BS

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 | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding) | S | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| b. Monitor for potential risks and anticipate possible early complications. (Noticing, Interpreting, Responding) | S | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| c. Recognize changes in patient status and take appropriate action. (Noticing, Interpreting, Responding) | S | NA | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. (Noticing, Interpreting, Responding, Reflecting) | NA | NA | NA | S | S | S | NA | NA | S | NA | | | | | | | | |
| e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. (Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | CB | CB | BS | BS | BS | BS | | | | | | | | | |

Comments:

Week 5(2e) Great job in debriefing discussing cultural considerations and racial inequalities that may need to be assessed while caring for your patient. CB

Week 6(2d,e): Great job this week with your care map, please see the grading rubric below. You also did a great job in debriefing discussing social determinants of health that may impact your patient’s health and well-being. CB

*End-of- Program Student Learning Outcomes

Week 7- 2b,c,d- Nice job participating during debriefing and discussing these topics: great job monitoring for potential risks and anticipating early complications; and recognizing potential changes in patient status and taking appropriate action; nice job also of choosing two priority nursing diagnoses for your patient. Nice job also correlating the relationships between your patient’s disease process, history, symptoms, and present condition and using that information to formulate a care map (19.5/23) for your patient! BS

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

Comments:

Week 3 (3b,c)- Satisfactory during Quality Assurance/Core Measures observation. RN comments: Stroke- “Satisfactory in all areas. Thank you for your participation!”; Core Measures and Rapid Response & Standards of Care- “Excellent in all areas.”. Satisfactory discussion via CDG posting related to this observation experience. Keep up the great work! AR

*End-of- Program Student Learning Outcomes

Week 4 (3b,c)- Satisfactory Quality Scavenger Hunt documentation along with discussion for this experience and Infusion Center, via CDG posting. Keep up the great work! AR

Week 5(3a): Audra, this week you were able to witness different types of communication among team members and your patient's family. CB

Week 6(3a): Audra, this week you were able to witness different types of communication among team and the importance of communication when it comes to patient outcomes. CB

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

Comments:

Week 5(4a): Great job discussing in debriefing this week, legal and ethical issues that you observed during clinical. CB

Week 6(4c): Audra, great job in clinical displaying professional behavior, and being a team player! CB

Week 7- 4c- Professional behavior observed at all times in the clinical setting. BS

*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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 | S | NA | NA | S | S | | | | | | | | |
| a. Reflect on your overall performance in the clinical area for the week. (Responding) | S | S | S | S | S | S | NA | NA | S | S | | | | | | | | |
| b. Demonstrate initiative in seeking new learning opportunities. (Responding) | S | S | S | S | S | S | NA | NA | S | S | | | | | | | | |
| c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. (Interpreting) | S | S | S | S | S | S | NA | NA | S | S | | | | | | | | |
| d. Maintain the principles of asepsis and standard/infection control precautions (Responding) | S | S | S | S | S | S | NA | NA | S | S | | | | | | | | |
| e. Practice use of standardized EBP tools that support safety and quality. (Responding) | S | S | S | S | S | S | NA | NA | S | S | | | | | | | | |

*End-of- Program Student Learning Outcomes

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|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----|--|--|--|--|--|--|--|--|
| f. Utilize faculty feedback to improve clinical performance. (Responding & Reflecting) | S | S | S | S | S | S | NA | NA | S | NA | | | | | | | | |
| Faculty Initials | AR | AR | AR | CB | CB | BS | BS | BS | BS | | | | | | | | | |

Comments:

Week 3 (5c)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation experience. AR

Week 5(5c,e): Great job this week discussing in debriefing and your CDG ways to create a culture of safety and evidence based tools that are used in the clinical setting to support safety and quality. CB

Week 6(5b): Audra, you do a great job in clinical looking for new opportunities to learn, keep up the great work! CB

Week 7- 5a,b- Good performance in the clinical setting this week. Nice job working together with the nursing staff and your fellow students. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

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

| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Mid-term | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Make up | Final |
|--|----|----|----|----|----|---|----|---------|----------|----|----|----|----|----|----|----|---------|-------|
| Competencies: | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| a. Establish collaborative partnerships with patients, families, and coworkers. (Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. (Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| d. Deliver effective and concise hand-off reports. (Responding) | NA | NA | NA | NA | NA | S | NA | NA | S | NA | | | | | | | | |

*End-of- Program Student Learning Outcomes

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|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|--|--|--|--|--|--|--|
| e. Document interventions and medication administration correctly in the electronic medical record. (Responding) | NA | NA | NA | S | S | S | NA | NA | S | NA | | | | | | | | |
| f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting) | S | S | S NI | S | S | S | NA | NA | S | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | CB | CB | BS | BS | BS | BS | BS | | | | | | | | |

Comments:

Week 2 (6f)- Satisfactory CDG posting related to your Special Procedures clinical experience. For future posts please watch your grammar, sentence structure, etc. It may help to read the post out loud to yourself. Great job in your first week back to the school! AR

Week 3 Will read out loud my CDG this week to help with grammar, and sentence structure. I also wrote on my calendar to do clinical surveys hopefully I will not forget to do them. Thank you, Audra! Great plan! AR

Week 3 (6f)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation experience. Keep up the great work! AR

Week 4 (6c)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. (6f)- While the three CDG postings for this week were Satisfactory as far as content, overall you have received a “NI” due to repeated grammar errors and issues with sentence structure. I will be glad to go over any concerns you have related to this issue. AR

Week 5 I double checked my grammar errors and sentence structure this week I hope it is improving if not I will seek your help so I can be successful in this area.

Week 5(6c,e,f): Great job this week collaborating with your peers to provide optimal patient outcomes. Your documentation of assessments and medications was thorough and complete. Your CDG was Satisfactory this week. CB

Week 6(6a,b,c): Great job this week collaborating and communicating with peers and your patient to achieve optimal patient care. You also did a great job discussing in debriefing education needs for your patient. I changed your “NA” to an “S” for competency 6d because you do report off to the bedside nurse before leaving clinical for the day. CB

Week 7- 6a,c,d,e,f- Great job this week working together with nursing and other staff, and your fellow students to provide excellent care to your patient. You also did a nice job during debriefing with your hand-off report (30/30). Your documenting of nursing interventions and medication administration was also very well done. Keep up the good work! BS

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 |
|------------------|---|---|---|---|---|---|---|---------|----------|---|----|----|----|----|----|----|---------|-------|

*End-of- Program Student Learning Outcomes

| | | | | | | | | | | | | | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|--|--|--|--|--|--|--|--|
| Competencies: | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| a. Value the need for continuous improvement in clinical practice based on evidence. (Responding) | | S | | | | | | | | | | | | | | | | |
| b. Accountable for investigating evidence-based practice to improve patient outcomes. (Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| c. Comply with the FRMCSN “Student Code of Conduct Policy.” (Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions. (Responding) | S | NA | S | S | S | S | NA | NA | S | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | CB | CB | BS | BS | BS | BS | | | | | | | | | |

Comments:

Week 3 (7a)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation experience. AR

Week 5(7a,b) You researched and summarized an EBP article in your CDG titled “Reducing Risk and Improving Vascular Access Outcomes.” Excellent job! CB

Week 7- 7a,b- Nice work striving for continuous improvement during clinical activities this week Audra. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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)* | EKG/Telemetry Placements/CT (1,6)* | EKG Measurements (1,2,4,5,6)* |
| Performance Codes: S: Satisfactory U: Unsatisfactory | 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 |
| Evaluation: | S | S | S | S | S | S | S | S | S | S |
| Faculty Initials | AR | AR | AR | AR | AR | AR | AR | AR | AR | AR |
| 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

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

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

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

| Student Name: Audra Howes | | Course Objective: Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. | | | | | |
|--|--|---|-----------------|---|-------------------------------------|----------|--|
| Date or Clinical Week: 2/14-2/15/23 | | | | | | | |
| 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 | Great job including all abnormal assessment findings. The only suggestion I would make is to add that your patient uses a hooyer lift for transfers, he is hard of hearing, and that he has hemodialysis M-W-F. CB |
| | 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 | You did a great job of highlighting your patient's top priority, and listing potential complications with s/sx to monitor for each of them. The only suggestion I have is highlighting toxin build up that is one of your risk factors to correlate that with your top nursing priority. Good job! CB |
| | 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 | |
| Responding | 8. List all nursing interventions relevant to the top nursing priority. | > 75% complete | 50-75% complete | < 50% complete | 0% complete | 3 | You listed appropriate interventions that were prioritized and included a frequency and rationale. The only suggestion I have is for your education interventions, the frequency would be on admission, PRN, and on discharge. You were very thorough and detailed, great job! |
| | 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 | > 75% complete | 50-75% complete | < 50% complete | 0% complete | 3 | |

*End-of- Program Student Learning Outcomes

| | | | | | | | |
|---|---|---------------|-----------------|---------------|--------------|---|--|
| | included for each intervention | | | | | | CB |
| Reflecting | 13. List all of the highlighted reassessment findings for the top nursing priority. | >75% complete | 50-75% complete | <50% complete | 0% complete | 3 | Great job reassessing all findings for your top nursing priority, and evaluating your plan of care. CB |
| | 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* *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: Audra, great job on your care map. You were very detailed and thorough. Keep up all the hard work you are putting in! CB</p> | | | | | | | <p>Total Points: 42/42</p> <p>Faculty/Teaching Assistant Initials: CB</p> |

Care Map Evaluation Tool
AMSN
2023

| Date | Care Map ** | Evaluation & Instructor Initials | Remediation & Instructor Initials |
|--------------|-----------------------|----------------------------------|-----------------------------------|
| 2/14-2/15/23 | Impaired Gas Exchange | S/CB | 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.

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

Student Name: A. Howes

Clinical Date: 2/21-2/22/2023

| | |
|---|---|
| <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: 1 Comments: Nice job describing your patient's current 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: Good job discussing the pathophysiology of your patient's diagnosis.</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: 2.5 Comments: Nice job listing your patient's signs and symptoms and the symptoms associated with her diagnosis. Nice job also of explaining how her symptoms correlate with her 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: 3.5 Comments: Nice job discussing your patient's relevant lab values and including rationales and correlations as to how they relate to her 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: 3.5 Comments: Nice job correlating your patient's diagnosis with her related diagnostic tests.</p> |
| <p>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</p> | <p>Total Points: 2 Comments: Good job on the medications listed,</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) | however there were several missing. |
| <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: Nice job correlating your patient's diagnosis with her past medical history.</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: 1 Comments: Nice job prioritizing interventions.</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 work here also.</p> |
| <p>Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory</p> | <p>19.5/23 Satisfactory. Nice work Audra! BS</p> |

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

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|--|--|--|--|---|---|---|--|--|
| <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) |
| Performance Codes: S: Satisfactory U: Unsatisfactory | 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 |
| Evaluation | S | S | S | | | | | |
| Faculty Initials | CB | BS | BS | | | | | |
| Remediation: Date/Evaluation/ Initials | NA | NA | NA | | | | | |

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): L. Jenks, R. Stadler, A. Howes, M. Koth

GROUP #: 5

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): 2/28/2023 0800-1000

*End-of- Program Student Learning Outcomes

| CLINICAL JUDGMENT COMPONENTS | | | | | | OBSERVATION NOTES |
|---|--|--|--|--|--|---|
| <p>NOTICING: (1,2) *</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B | | | | | | <p>Notices patient is complaining of being tired and nauseous. Notices bradycardia. Notice low SpO2. Patient CO dizziness and nausea. Notices a rhythm change. Another rhythm change noticed.</p> <p>Notices patient has an elevated heart rate with complaints of dizziness. Notices patient is in atrial fibrillation. Notices patient's blood pressure is decreased after medication is administered. Patient complains of coughing; notices patient has crackles in lungs. Notices patient is unresponsive and in ventricular fibrillation.</p> |
| <p>INTERPRETING: (1,2) *</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B | | | | | | <p>Initially prioritizes a focused GI assessment, continues. Low HR of 45 not initially prioritized. Interprets the need for oxygen in response to low SpO2. New rhythm interpreted as 2nd degree type 2 block. New rhythm change interpreted to be 3rd degree block.</p> <p>Interprets patient's heart rhythm as atrial fibrillation. Recognizes patient has a need for medication to decrease heart rate/convert rhythm. Recognize that the diltiazem is causing patient's blood pressure to decrease. Recognizes a need for fluids to increase blood pressure. Prioritizes stopping fluids when crackles in lungs are noticed.</p> <p>Interprets patient's heart rhythm as ventricular fibrillation. Interprets correct dose of medications.</p> |
| <p>RESPONDING: (1,2,3,5,6,7) *</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: B E A D | | | | | | <p>Introduces self and identifies patient, establishes orientation, patient placed on monitor. Call to provider to report sinus bradycardia with recommendation for atropine. Order received and read back. Atropine prepared and administered. Call to provider to report rhythm change, symptoms; recommends atropine/epi/transcutaneous pacing. Order received and read back. O2 increased. Call to provider to report 3rd degree block, recommends transcutaneous pacing, patches applied.</p> <p>Introduces self and identifies patient. Places patient on the monitor. Obtains vital signs. Call to provider to report A-fib with RVR and recommendation for oxygen and amiodarone or diltiazem bolus and drip. Order received and read back. O2 applied. Diltiazem initiated. Call to provider to report symptoms, recommends IV fluid. Order received for fluid bolus, not read back. Remember to assess patient. Fluid bolus stopped in response to new patient symptoms. Call to provider to report potential for fluid overload. Remember to consult patient history prior to phoning provider (patient has an EF of 40%,</p> |

*End-of- Program Student Learning Outcomes

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| | <p>hx of CHF.</p> <p>Code-blue called. CPR started. EPI administered. Fast-patches applied, shock delivered, CPR. EPI. Amiodarone suggested as an alternative drug.</p> |
| <p>REFLECTING: (1,2,5) *</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B | <p>Discussed first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Reviewed heart block interpretation. Talked about holding beta blocker to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi (drip), dopamine). Discussed low BP due to cardiac output going down. Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for pain medication. Great teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Great teamwork and communication.</p> <p>Discussed the importance of immediate CPR and defibrillation with v-fib. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!</p> |
| <p>SUMMARY COMMENTS: * = Course Objectives</p> <p>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p> <p>Scenario Objectives:</p> | <p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan</p> |

*End-of- Program Student Learning Outcomes

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| <ul style="list-style-type: none"> • Differentiate the clinical characteristics and ECG patterns of common dysrhythmias. (1,2)* • Choose nursing interventions for patients who are experiencing dysrhythmias. (1)* • Differentiate between defibrillation and cardioversion. (1,2,6)* • Communicates collaboratively to other healthcare providers utilizing SBAR. (3,5,6,7)* | <p>and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse</p> <p>Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Shows mastery of necessary nursing skills.</p> <p>Reflecting: Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p>You are satisfactory for this simulation. Great job! BS</p> |
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**EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2023**

*End-of- Program Student Learning Outcomes

**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