

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

**Faculty eSignature:** \_\_\_\_\_

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.

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

## 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.

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Objective

1. Engage in the coordination and delivery of nursing care measures to groups of patients and to patients with complex problems. (1,3,4,5,7,8)\*

| Weeks of Course:                                                                                             | 2         | 3         | 4         | 5               | 6                   | 7                    | 8         | Make up   | Mid-term  | 9         | 10        | 11 | 12 | 13 | 14 | 15 | Make up | Final |
|--------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------------|---------------------|----------------------|-----------|-----------|-----------|-----------|-----------|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>                                                                                         | S         | S         | S         | S               | S                   | S                    | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b> | S         | S         | S         | S               | S                   | S                    | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>                 | S         | S         | S         | S               | S                   | S                    | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| c. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>                                 | S         | S         | S         | S               | S                   | S                    | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| d. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>                          | S         | S         | S         | NA              | S                   | NA                   | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| e. Administer medications observing the six rights of medication administration. <b>(Responding)</b>         | S         | S         | S         | S               | NA                  | NA                   | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| f. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>      | NA        | NA        | NA        | NA<br>S         | NA                  | S                    | NA        | NA        | S         | NA        | NA        | NA |    |    |    |    |         |       |
| g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>  | S         | S         | S         | S               | NA                  | NA                   | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                                      | <b>BL</b> | <b>BS</b> | <b>CB</b> | <b>BL</b>       | <b>AR</b>           | <b>AR</b>            | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>FB</b> | <b>FB</b> |    |    |    |    |    |         |       |
| <b>Clinical Location</b>                                                                                     | 4P        | 4C        | 4C        | Infusion center | Cardiac diagnostics | Specials and Quality | NA        | NA        |           | NA        | 4N        | 3T |    |    |    |    |         |       |

Comments:

Week 2-1(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 were able to determine rates and measurements on several EKG strips, and practice interpreting cardiac rhythms. Your medication passes were very well done, and you had the opportunity to administer PO and SQ medications all while following the six rights. Your patient had several wounds that needed dressing changes, and you did an excellent job completing them. You monitored your patient very closely to ensure positive patient outcomes. Great job! BL

\*End-of- Program Student Learning Outcomes

Week 3- 1a-e,g- Nice work this week assessing and managing care for your patient(s) in the Critical Care unit. Especially good day on day 2, as you were exposed to a truly critical patient and were able to do some new interventions related to his condition. Several cardiac rhythms were identified and measured. Medications were all administered (PO, SQ) while observing the six rights, good job! BS

Week 4(1a,d,e): Becca, excellent 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 (through an NG tube), IV, and IVP medications, while following the six rights of medication administration. You completed you EKG booklet, interpreting and measuring strips appropriately. Keep up the great work! CB

Week 5-1(b,c) Becca, excellent job discussing nursing interventions you observed during your Infusion Center clinical this week in your CDG. Comments from your preceptor in Infusion Center: Excellent in all areas except “demonstrates prior knowledge of departmental/nursing responsibilities” satisfactory. “Becca was able to complete a lab draw from a PICC line, unsuccessful attempt of IV x1, observed bilateral nephrostomy dressing change, palpated port. Very soft spoken, could use more confidence when speaking to nurses, appears comfortable talking to patients.” Keep up all your hard work! BL

Week 6 (1b)- Satisfactory during Cardiac Diagnostics clinical experience and with discussion via CDG posting. Preceptor comments: “Excellent in all areas. She observed a cath that needed stented, observed definity, monitor reading of holter, spoke about stress tests, bubble studies, and fetal circulation.” AR

Week 7 (1b,c)- Satisfactory during Special Procedures clinical and with CDG posting. Preceptor comments- “Excellent in ‘Actively engaged in the clinical experience’. Satisfactory in all other areas. A few IV starts, observed paracentesis and fistulograms. Very eager to learn and observe.” Great job! AR

Week 10 (1a,b)- Great job managing patient care and prioritizing care based on your comprehensive assessments. FB

**Objective**

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

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

**Comments:**

Week 2-2(e) Great job in debriefing discussing cultural considerations and racial inequalities that may need to be assessed while caring for patients. BL

Week 3- 2a-e- Nice job correlating the relationships among your patient's disease process, symptoms, and present condition utilizing your clinical judgment skills and formulating a prioritized nursing plan of care (care map). BS

Week 4(2a,b,c,d): Great job on your pathophysiology, please see the grading rubric below. This week you were able to recognize changes in your patient's status and take appropriate action, while also monitoring potential risks for your patient. Great job in debriefing discussing nursing diagnosis that would be relevant for your patient. CB

Week 10 (2a,b)- Great use of clinical judgement skills to determine patient needs, plan care for patients, and implement appropriate nursing interventions. FB

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

## Comments:

Week 2-3(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 4(3a): Becca, this week you were able to witness different types of communication among team members and also among your patient's family. CB

Week 5-3(c) Excellent job discussing witnessed strategies to achieve fiscal responsibility that you observed during your Infusion Center clinical in your CDG this week. BL

Week 6 (3b,c)- Satisfactory during Quality Scavenger Hunt, with documentation, and CDG posting discussion. Great job! AR

Week 7 (3b)- Satisfactory Quality/Core Measures observation and discussion via CDG posting. RN comments: Stroke- "Satisfactory in all areas. Nice job participating! Good luck!"; Rapid Response and Standards of Care- "Excellent in all areas."; Core Measures- "Satisfactory in all areas.". Great job! AR

\*End-of- Program Student Learning Outcomes

Week 10 (3a,b,c) These competencies are addressed during other clinical rotations. (3d,e)- Great discussion, noticing accountability of delegation and the clarification of roles. You also did a great job interpreting facts to determine the need for prioritization of assigned patient during this clinical rotation. FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

## Objective

4. 4. Plan for a future in the nursing profession by analyzing information concerning employment, licensure, ethical, and legal issues in nursing focusing on accountability and respecting patient autonomy. (1,2,4,5,7)\*

| Weeks of Course:                                                                                     | 2         | 3         | 4         | 5         | 6         | 7         | 8         | Make up   | Mid-term  | 9         | 10        | 11 | 12 | 13 | 14 | 15 | Make up | Final |
|------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>                                                                                 | S         | S         | S         | S         | S         | S         | NA        | NA        | S         | NA        | S<br>NA   | 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         | S         | S         | S         | S         | S         | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| c. Exhibit professional behavior in appearance, responsibility, integrity and respect. (Responding)  | S         | S         | S         | S         | S         | S         | NA        | NA        | S         | NA        | S         | S  |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                              | <b>BL</b> | <b>BS</b> | <b>CB</b> | <b>BL</b> | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>FB</b> | <b>FB</b> |    |    |    |    |    |         |       |

## Comments:

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

Week 3- 4c- Professional behavior observed in the clinical setting at all times. BS

Week 4(4b): Becca, you did an amazing job this week with your patient and engaging with his family. CB

Week 10 (4a) This competency is addressed during another clinical rotation. Make sure you are reading the competencies that you are self-rating. Being thorough is very important as you start your career as a nurse. (4c)-You are doing a great job presenting yourself in a professional manner through your attitude, commitment, and eagerness to learn. FB

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

**Comments:**

Week 2-5(b) Becca, 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 2-5(c,e) Excellent job this week during debriefing in which you were actively involved in the discussion of these competencies. BL

Week 3- 5 a,b,d,e- Great overall performance in the clinical setting. I'm proud of you for overcoming and fears or insecurities you may have had in caring for your mechanically ventilated, sedated, and paralyzed patient. I hope you have gained some confidence in caring for this patient because you did a nice job, and should be proud. Nice work! BS

Week 4(5b): Becca, you did a great job caring for your patient this week. You were prepared and confident in the care you provided. I am really proud of you this week, and I hope that you remain confident in your knowledge! CB

\*End-of- Program Student Learning Outcomes

Week 7 (5c)- Satisfactory CDG posting related to your Quality/Core Measures observation. Great job! AR

Week 10 (5a)- Reported on by assigned RN during clinical rotation 3/21/2023. Satisfactory in all areas. Student goals: Be more on top of meds and giving them at the right times. Additional Preceptor comments: Have confidence in yourself, you know what you are doing! Great with charting and staying caught up with charting, however make sure you check your MAR and stay caught up on meds 1 hour before/after! Time management will come with time and practice. Good job today. AW/FB  
No report was provided for 3/22/2023. FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

### Objective

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

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

Comments:

\*End-of- Program Student Learning Outcomes

Week 2-6(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 2-6(d) Becca, great job giving an organized, thorough and accurate hand-off report during debriefing. You received 30/30 points. BS

Week 3- 6 a,b,c,e,f- Great job during debriefing discussing collaboration with patients and coworkers, teaching patients and families based on readiness to learn and discharge learning needs, and communication with fellow healthcare workers, patients, and families. Nice job also with your documentation this week. Your Care Map received a grade of Satisfactory, nice job Becca! BS

Week 4(6f): Becca, great job on your pathophysiology, please see the grading rubric below. You met all criteria for your cdg, great job! CB

Week 5-6(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 5-6(f) Satisfactory completion of your CDG this week. Excellent job! BL

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

Week 7 (6f)- Satisfactory CDG postings related to your Quality/Core Measures observation and Special Procedures clinical. Great job! AR

Week 10 (6d)- First attempt at hand off report was unsatisfactory 24/30, RN report: The more you do it the better you'll get! Good job today. AW/FB Satisfactory completion of hand off report 30/30 points on second attempt. RN reported: Becca did a great job! AT/FB

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<br>up | Mid-<br>term | 9         | 10        | 11 | 12 | 13 | 14 | 15 | Make<br>up | Final |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|--------------|-----------|-----------|----|----|----|----|----|------------|-------|
| <b>Competencies:</b>                                                                                                                                                          | S         | S         | S         | S         | S         | S         | NA        | NA         | S            | NA        | S         | S  |    |    |    |    |            |       |
| a. Value the need for continuous improvement in clinical practice based on evidence.<br>(Responding)                                                                          | S         | S         | S         | S         | S         | S         | NA        | NA         | S            | NA        | S         | S  |    |    |    |    |            |       |
| b. Accountable for investigating evidence-based practice to improve patient outcomes.<br>(Responding)                                                                         | S         | S         | S         | S         | S         | S         | NA        | NA         | S            | NA        | S         | S  |    |    |    |    |            |       |
| c. Comply with the FRMCSN "Student Code of Conduct Policy." (Responding)                                                                                                      | S         | S         | S         | S         | S         | S         | NA        | NA         | S            | NA        | S         | S  |    |    |    |    |            |       |
| d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions.<br>(Responding) | S         | S         | S         | S         | S         | S         | NA        | NA         | S            | NA        | S         | S  |    |    |    |    |            |       |
| <b>Faculty Initials</b>                                                                                                                                                       | <b>BL</b> | <b>BS</b> | <b>CB</b> | <b>BL</b> | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>AR</b>  | <b>AR</b>    | <b>FB</b> | <b>FB</b> |    |    |    |    |    |            |       |

**Comments:**

Week 2-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "Independent Risk Factors for Pressure Ulcer Development in a High-Risk Nursing Home Population Receiving Evidence-Based Pressure Ulcer Prevention." Excellent job! BL

Week 4(7d): Becca, you did an amazing job incorporating an "ACE" attitude during your clinical experience this week. Great job! CB

\*End-of- Program Student Learning Outcomes

Week 7 (7a)- Satisfactory CDG posting related to your Quality/Core Measures observation. Keep up the great work! AR

Midterm- Great job during all clinical experiences in the first half of the semester! Keep up the great work as you proceed to graduation! AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

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

**\*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

**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

**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 Measurements Lab. You accurately measured and interpreted a 6-second rhythm strip for Normal Sinus Rhythm. Great job! AR

\*End-of- Program Student Learning Outcomes

Care Map Evaluation Tool  
AMSN  
2023

| Date      | Care Map ** | Evaluation &<br>Instructor Initials | Remediation &<br>Instructor Initials |
|-----------|-------------|-------------------------------------|--------------------------------------|
| 1/27/2023 | 4T          | 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: R. Norman       |                                                                                                                      |                                                     |                 | 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 3 |                                                                                                                      |                                                     |                 |                                                                                                                                                                                                                 |                                     |               |                                                                                                                                                                                                                                                                               |
| 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*)<br>*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 and lab/diagnostic findings. Good job also of identifying relative risk factors.                                                                                                                                            |
|                               | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3 |                 | (lists 3 but no specific patient data included)                                                                                                                                                                 | (lists < 3 or gives no explanation) | 3             |                                                                                                                                                                                                                                                                               |
|                               | 3. Identify all risk factors relevant to the patient.                                                                | (lists at least 5*)<br>*provides explanation if < 5 | (lists 4)       | (lists 3)                                                                                                                                                                                                       | (lists < 3 or gives no explanation) | 3             |                                                                                                                                                                                                                                                                               |
| Interpreting                  | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                                  | 0% complete                         | 3             | Good job overall. I would suggest that HTN, history of MI and stroke, obesity, and family history are all related to your top priority problem. I would suggest that your patient’s HTN, morbid obesity, COPD, and chronic lung disease are relevant to the priority problem. |
|                               | 5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                                  | 0% complete                         | 2             |                                                                                                                                                                                                                                                                               |
|                               | 6. Identify all potential complications for the top nursing priority problem.                                        | (lists at least 3)                                  | (lists 2)       |                                                                                                                                                                                                                 | (lists < 2)                         | 3             |                                                                                                                                                                                                                                                                               |
|                               | 7. Identify signs and symptoms to monitor for each complication.                                                     | (lists at least 3)                                  | (lists 2)       |                                                                                                                                                                                                                 | (lists < 2)                         | 3             |                                                                                                                                                                                                                                                                               |
| Responding                    | 8. List all nursing interventions relevant to the top nursing priority.                                              | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                                  | 0% complete                         | 3             | Nice work on interventions!                                                                                                                                                                                                                                                   |
|                               | 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             |                                                                                                                                                                                                                                                                               |

\*End-of- Program Student Learning Outcomes

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |                |                 |                |              |                                                             |                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|----------------|--------------|-------------------------------------------------------------|------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                 | 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                                                           | Not all highlighted areas from noticing boxes addressed in evaluation. |
|                                                                                                                                                                                                                                                                                                                                 | 14. Evaluation includes one of the following statements: <ul style="list-style-type: none"><li>Continue plan of care</li><li>Modify plan of care</li><li>Terminate plan of care</li></ul> | Complete       |                 |                | Not complete | 3                                                           |                                                                        |
| Total Possible Points= 42 points<br>42-33 points = Satisfactory<br>32-21 points = Needs Improvement*<br>< 21 points = Unsatisfactory*<br>*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. |                                                                                                                                                                                           |                |                 |                |              | Total Points: 40/42<br>Satisfactory                         |                                                                        |
| Faculty/Teaching Assistant Comments:                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                           |                |                 |                |              | Faculty/Teaching Assistant Initials: Nice work<br>Becca! BS |                                                                        |

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

**Student Name:** **Rebecca Norman**

**Clinical Date:** **1/31-2/1/23**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Provide a description of your patient including current diagnosis and past medical history. (2 points total)</b> <ul style="list-style-type: none"> <li>Current Diagnosis (1)</li> <li>Past Medical History (1)</li> </ul>                                                                                                                                                                                                                                                                                                             | <b>Total Points: 2</b><br><b>Comments: Great job describing your patient, including their current and past diagnosis. CB</b>                                                                                                                                                                                                                                                        |
| <b>2. Describe the pathophysiology of your patient's current diagnosis. (1 point total)</b> <ul style="list-style-type: none"> <li>Pathophysiology-what is happening in the body at the cellular level (1)</li> </ul>                                                                                                                                                                                                                                                                                                                        | <b>Total Points: 1</b><br><b>Comments: Great job discussing your patient's diagnosis and explaining what is happening at a cellular level. CB</b>                                                                                                                                                                                                                                   |
| <b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total)</b> <ul style="list-style-type: none"> <li>All patient's signs and symptoms included (1)</li> <li>Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1)</li> <li>Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)</li> </ul>                                                                  | <b>Total Points: 3</b><br><b>Comments: You provided all of your patient's signs and symptoms with a description of why these correlate with the diagnosis. You also explained which symptoms are usually seen that your patient did not have. Good job! CB</b>                                                                                                                      |
| <b>4. Correlate the patient's current diagnosis with all related labs. (4 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant lab result values included (1)</li> <li>Rationale provided for each lab test performed (1)</li> <li>Explanation provided of what a normal lab result should be in the absence of current diagnosis (1)</li> <li>Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)</li> </ul>                                                | <b>Total Points: 4</b><br><b>Comments: You did a great job with the chart to showing what your patients lab values are, what is normal, and why they are affected by his diagnosis. CB</b>                                                                                                                                                                                          |
| <b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant diagnostic tests and results included (1)</li> <li>Rationale provided for each diagnostic test performed (1)</li> <li>Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1)</li> <li>Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)</li> </ul> | <b>Total Points: 3</b><br><b>Comments: You explained diagnostic test your patient had, and although the patient had a daily CXR ordered because he was intubated, the rationale behind that is because they are monitoring to see if there is a reduction of the pleural effusion that he has and to see if his lungs were healing at all, not just checking tube placement. CB</b> |
| <b>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</b> <ul style="list-style-type: none"> <li>All related medications included (1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                    | <b>Total Points: 2</b><br><b>Comments: Great job explaining your patient's medications that were ordered related to your</b>                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Rationale provided for the use of each medication (1)</li> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <p><b>patient's diagnosis. Phenylephrine was being used because your patient was hypotensive, and the Lasix was on hold because your patient was hypotensive. CB</b></p>                                                                                                                   |
| <p><b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total)</b></p> <ul style="list-style-type: none"> <li>• All pertinent past medical history included (1)</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)</li> </ul>                                                                                                                                                                                                                                    | <p><b>Total Points: 2</b><br/> <b>Comments: You appropriately explained your patient's past medical history and how it was pertinent to his current diagnosis. Great job! CB</b></p>                                                                                                       |
| <p><b>8. Describe nursing interventions related to current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>• All nursing interventions provided for patient explained and rationales provided (1)</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p><b>Total Points: 1</b><br/> <b>Comments: Great job discussing interventions that were provided to your patient based on their current diagnosis, with rationales included. CB</b></p>                                                                                                   |
| <p><b>9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies all interdisciplinary team members currently involved in the care of the patient (1)</li> <li>• Explains how each current interdisciplinary team member contributes to positive patient outcomes (1)</li> <li>• Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (1)</li> </ul> | <p><b>Total Points: 3</b><br/> <b>Comments: You were able to identify all healthcare team members that are involved in your patient's care, and list appropriate interdisciplinary team members that could be involved to ensure high quality care for your patient. Great job! CB</b></p> |
| <p>Total possible points = 23<br/> <b>18-23 = Satisfactory</b><br/> 13-17 = Needs improvement<br/> &lt;12 = Unsatisfactory</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Total Points: 21/23. Becca, great job on your pathophysiology! You were very thorough and met all requirements per the grading rubric. CB</b></p>                                                                                                                                    |

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

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

\* Course Objectives

Week 8- Satisfactory during Week 8 simulation. See simulation rubric on the following page. AR

## Lasater Clinical Judgment Rubric Scoring Sheet

\*End-of- Program Student Learning Outcomes

STUDENT NAME(S): N. Miracle, R. Norman, M. Wilson, J. Guseman

GROUP #: 8

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): 2/28/2023 1430-1630

| CLINICAL JUDGMENT COMPONENTS                                                                                                                                                                                                                                                            | OBSERVATION NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p><b>NOTICING: (1,2) *</b></p> <ul style="list-style-type: none"> <li>Focused Observation: E <b>A</b> D B</li> <li>Recognizing Deviations from Expected Patterns: E <b>A</b> D B</li> <li>Information Seeking: E <b>A</b> D B</li> </ul>                                               | <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 palpitations. Notices rapid heart rate. Notices patient is in atrial fibrillation. Notices patient's blood pressure is decreased after medication is administered. Notices patient has crackles in lungs.</p> <p>Notices patient is unresponsive, code blue called.</p>                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |
| <p><b>INTERPRETING: (1,2) *</b></p> <ul style="list-style-type: none"> <li>Prioritizing Data: E <b>A</b> D B</li> <li>Making Sense of Data: E <b>A</b> D B</li> </ul>                                                                                                                   | <p>Interprets patient's initial heart rhythm as sinus bradycardia. Recognizes a need for medication to increase patient's heart rate. Correctly interprets heart rhythm change as a second-degree type II heart block. With prompting, interprets second heart rhythm change as a third-degree heart block, first identified as a first-degree block.</p> <p>Initially interprets patient's heart rhythm as sinus tachycardia, re-interpreted as atrial flutter, then correctly interpreted 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>Patient interpreted to be in cardiac arrest. Interprets correct doses of medications- EPI 1 mg.</p> |  |  |  |  |
| <p><b>RESPONDING: (1,2,3,5,6,7) *</b></p> <ul style="list-style-type: none"> <li>Calm, Confident Manner: E <b>A</b> D B</li> <li>Clear Communication: E <b>A</b> D B</li> <li>Well-Planned Intervention/ Flexibility: <b>E</b> A D B</li> <li>Being Skillful: E <b>A</b> D B</li> </ul> | <p>Introduces self and identifies patient. Establishes orientation. Obtains patient's vital signs. Inquires about patient's symptoms and admitting diagnosis. MET called.? Allergies assessed. Call to provider with good SBAR with recommendation for atropine. Order received, remember to read back. Atropine prepared, patient identified, medication administered. Oxygen applied and titrated. MET called. Rhythm change noted. Call to provider to inform of rhythm change, recommends temporary pacemaker. Alternate medications suggested (dopamine, epinephrine). Order received and not read back.</p>                                                                                                                                                                                                                                                                                                         |  |  |  |  |

\*End-of- Program Student Learning Outcomes

|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                     | <p>Introduces self and identifies patient. Establishes orientation. Inquires about patient's admitting diagnosis and symptoms. Places patient on the monitor. Obtains vital signs. Inquires about patient's activities prior to visit. Call to provider report sinus tachycardia (A-fib) with recommendation for beta blocker, then diltiazem. Order received for diltiazem bolus and drip (correct dosages provided), orders read back. Patient identified, diltiazem bolus infused and drip initiated. Reassesses patient and vital signs. Notifies physician of patient's dizziness, decreased blood pressure. Recommends a fluid bolus. Fluid bolus recommended, order received, order read back, fluid administered. Patient coughing and complaining of SOB. Notifies physician of patient's fluid overload symptoms, requests amiodarone and/or cardioversion.</p> <p>Patient placed on monitor. V-fib recognized on monitor. Code blue called, CPR initiated. Fast-patches applied, EPI administered, q3 min. Shock delivered. CPR, 2<sup>nd</sup> shock. Amiodarone identifies as an alternate drug to epi.</p>                                                                                                                                                                                                                                                                      |
| <p><b>REFLECTING: (1,2,5) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: <b>E</b>      A      D      B</li> <li>• Commitment to Improvement: <b>E</b>      A      D      B</li> </ul> | <p>Discussed first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Talked about holding medication to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi, dopamine). Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for medication). Good teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms, importance of informing physician of patient history (CHF, EF_ 40%). 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 pulseless patient. Discussed alternative to epi (amiodarone). Discussed the importance of not being in contact with any part of the patient of the bed when delivering a shock. 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> |

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| <p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li><b>Differentiate the clinical characteristics and ECG patterns of common dysrhythmias. (1,2)*</b></li> <li><b>Choose nursing interventions for patients who are experiencing dysrhythmias. (1)*</b></li> <li><b>Differentiate between defibrillation and cardioversion. (1,2,6)*</b></li> <li><b>Communicates collaboratively to other healthcare providers utilizing SBAR. (3,5,6,7)*</b></li> </ul> | <p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p><b>Noticing:</b> Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. 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><b>Interpreting:</b> 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 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><b>Responding:</b> Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p><b>Reflecting:</b> 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**

**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:

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Student eSignature & Date:

ar 12/20/2022