

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Advanced Medical Surgical Nursing- 2023**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

**Faculty:** Frances Brennan, MSN, RN; Amy M. Rockwell, MSN, RN  
Chandra Barnes, MSN, RN; Brian Seitz, MSN, RN, CNE  
Brittany Lombardi, MSN, RN

**Faculty eSignature:**

**DIRECTIONS FOR USE:**

Each week the students evaluate themselves based on the competencies using the performance code on page 2. The performance code includes the terms **Satisfactory (S)**, **Needs Improvement (NI)**, **Unsatisfactory (U)**, and **Not Available (NA)**. The faculty member will initial if in agreement with the student’s evaluation. If there is a discrepancy in the performance code evaluation between the student and the faculty member, a note is written in the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a “S, NI, U, or NA”. If the student does not self-rate, then it is an automatic “U”. A student who submits the clinical evaluation tool late will be rated as “U” in the appropriate competency(s) for that clinical week. Whenever a student receives a “U” in a competency, it must be addressed with a comment as to why it is no longer a “U” the following week. If the student does not state why the “U” is corrected, it will be another “U” until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. If the final performance code is unsatisfactory or needs improvement in any one of the competencies, a grade of unsatisfactory is given. If a pattern of unsatisfactory performance occurs after performing the competency satisfactorily, this also constitutes a grade of unsatisfactory. An unsatisfactory or needs improvement as a final score in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.

**METHODS OF EVALUATION:**

- Clinical Assignments
- Completion of Patient Care
- Meditech Documentation
- Observation of Clinical Performance
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Clinical Discussion Rubric
- Preceptor Feedback
- Nursing Care Map Rubric
- Skills Lab Checklists/Competency Tool
- Lasater Clinical Judgment Rubric
- Virtual Simulation scenarios
- Pathophysiology Grading Rubric
- SBAR/Physician Orders Rubric
- Hand-Off Report Competency Rubric

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make Up (Date/Time)
Initials	Faculty Name		
<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.

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>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	S NI	s						
a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
c. Evaluate patient’s response to nursing interventions. <b>(Reflecting)</b>	n/a S	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
d. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
e. Administer medications observing the six rights of medication administration. <b>(Responding)</b>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	S NI	s						
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>	n/a	n/a	n/a	n/a	n/a	n/a	s	n/a	S	n/a	n/a	n/a						
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
<b>Faculty Initials</b>	<b>AR</b>	<b>CB</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>CB</b>	<b>BL</b>	<b>CB</b>						
<b>Clinical Location</b>	Patient advocacy/discharge planning/quality assurance	n/a		Patient management (PM)	Patient management (PM)	Patient management (PM)	Digestive health	n/a		ICU	4P	ICU						

**Comments:**

Week 2 (1c)- Satisfactory discussion via CDG posting related to your Patient Advocate/Discharge Planner clinical experience. Preceptor comments: “Satisfactory in all areas.”. Great job! AR

Week 5 (1a,b)- Great job managing patient care and prioritizing care based on your comprehensive assessments. FB

Week 6 (1,b)- Excellent job managing and prioritizing patient care during Patient Management clinical experiences this week. Great job comprehensively assessing patients to provide care that is required. Keep up the great work! FB

\*End-of- Program Student Learning Outcomes

Week 7 (1c)- Great job evaluating the plan of care and patient needs to determine the order of care for several patients during this clinical rotation. FB

Week 8 (1f)- Great job with several successful IV attempts, appropriate technique was demonstrated. FB

Week 9(1a,d,e): Hailey, 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 OG), SQ, and IV medications, while following the six rights of medication administration. You were able to find cardiac rhythm strips for your ECG booklet. Keep up the great work! CB

Week 10-1(a) Hailey, overall you did a nice job taking care of your patient this week. You were assigned a complex patient that required frequent assessments and intervention related to the insulin drip. I know this was a new experience for you, but at times you appeared very anxious and unsure about completing tasks that should be very familiar in your last semester (ex. obtaining blood sugars, medication administration, hygiene). It was also a concern that you were not always able to recall the blood sugar results when I asked you immediately after it was obtained. I realize you have a lot on your mind, and it can be easy to forget information. However, you need to make it a habit to write important patient information down in a timely manner so you do not forget. This is especially crucial when the data is being used to titrate a medication. I encourage you to be more confident in your nursing skills and knowledge during your final days on 4 Tower. 1(e) Although you administered your medications safely, I'm concerned that you may be having difficulty reading the medication orders on the EMAR. You seemed to have some confusion related to the subcutaneous insulin orders on both Tuesday and Wednesday. You did a great job seeking clarification for this to ensure you were administering the correct dose. Going forward, I would encourage you to make a conscious effort to spend more time navigating the EMAR to become more familiar with interpreting the medication orders. It is vital that you have a good understanding of this to ensure patient safety. I know you can do it. If you need any extra help or guidance, I would be happy to assist you. BL

Week 11(1a,d,e): Great job this week managing complex care situations. You did a great job being prepared for clinical, and ensuring that your assessments were detailed and thorough. You were able to complete your ECG booklet, identifying and measuring cardiac rhythm strips. You did a great job administering medications to your patient this week, following the six rights of medication administration. You did an excellent job on your pathophysiology, please see the grading rubric below. Great job! CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

**Comments:**

Week 5 (2a,b)- Great use of clinical judgement skills to determine patient needs, plan care for patients, and implement appropriate nursing interventions. FB

Week 6 (2c) Good job recognizing changes in patient status and taking appropriate action. FB

Week 7 (2a,b)- Good use of clinical judgement as you correlate the relationship between patient’s disease process, current symptoms, and present condition. You are also assessing for potential risks and anticipating possible complications as you prioritize care for your assigned patients. Keep up the good work! FB

Week 9(2d,e): Great job this week formulating a nursing care map for your patient, please see the grading rubric below. Great job in debriefing discussing cultural and racial inequalities that were assessed while providing care for your patient. CB

\*End-of- Program Student Learning Outcomes

Week 10-2(e) You did a great job this week in debriefing discussing social determinants of health that may have impacted your patient's health, well-being, and quality of life. BL

Week 11(2b,c,d): Great job in debriefing this week discussing potential risks, possible early complications, and changes you recognized in your patient. You were also able to discuss nursing diagnosis or priorities that would be appropriate for your patient. CB

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

**Comments:**

Week 2 (3b)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation experience. RN comments: Rapid Response & Standards of Care- “Excellent in all areas. Good participation in discussion.”; Core Measures- “Satisfactory in all areas.”; Stroke- “Satisfactory in all areas. Good luck in L&D.” AR

Week 5 (3a,b,c) These competencies will be addressed during another clinical rotation. (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

Week 6 (3e) Great job being able to prioritize care for a group of patients during this clinical rotation. FB

Week 7 (3d,e)- You have demonstrated the process of delegation, responsibility, and accountability of the interdisciplinary team members. Great job determining priority care of assigned patients and the priority patient of assigned patients. Keep up the great work! FB

Week 9(3a): This week in clinical you were able to critique communication barriers among healthcare members when you came to your patient’s care. Competency 3e was changed to “NA” because that was completed in patient management. CB

Week 10-3(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 11(3a): Hailey, this week in clinical you were able to witness different types of communication between your patients, different healthcare providers, bedside nurses, respiratory therapy, wound nurses, and speech therapy. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

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

**Comments:**

Week 5 (4a) This competency will be addressed during another clinical rotation. (4c)-You are doing a great job presenting yourself in a professional manner through your attitude, commitment, and eagerness to learn. FB

Week 9(4a): Hailey, you did a great job in debriefing discussing legal and ethical issues that you observed in the clinical setting, and how important these issues are. CB

Week 11(4c): Great job exhibiting professional behavior during your clinical rotation. Keep up the good work! CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

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

**Comments:**

Week 2 (5c)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation. Great job! AR

Week 2 (5a)- Reported on by assigned RN during clinical rotation 2/7/2023. Excellent in all areas. Student goals: My self-goals are to be more confident in the care I am providing. Additional Preceptor comments: Hailey did excellent today! She knows way more than she gives herself credit for. She just needs to be confident in herself. She communicates well and is eager to learn. She jumped into every opportunity she was given! Overall awesome job! HR/FB

Week 6 (5a)- Reported on by assigned RN during clinical rotation 2/14/2023. Excellent in all areas. Student goals: My goal is to take 3 patients on my next clinical. Additional Preceptor comments: She will be an amazing nurse. LC/FB Reported on by assigned RN during clinical rotation 2/15/2023 Student goals: to delegate more tasks. Additional Preceptor comments: Great job! JF/FB

Week 7 (5a) Reported on by assigned RN during clinical rotation on 2/21/2023 – Satisfactory in all areas. Student goals: “My goal for the next clinical experience is to be more organized.” Additional Preceptor comments: “Student did very well with patients. Verification, med administration, charting, addressing their needs. Everyone of them said how thankful they were for us.” LS/FB Reported on by assigned RN during clinical rotation on 2/22/2023 – Excellent in all areas. Student goals: “My goal for my next clinical experience is to chart more in real time. Additional Preceptor comments: “Hailey communicates great with the patients she is very organized. She will be a great nurse!” AT/FB

Week 9(5c,e,f) Excellent job this week during debriefing in which you were actively involved in the discussion of factors that create a culture of safety, and EBP tools that are used to support safety and quality. Hailey, I would recommend that you find time to navigate through Meditech to ensure that you are able to find all information that is needed for your patient, because this is a crucial piece of being a safe competent nurse, which is why I changed the competency 5f to a “NI”. CB

Week 10-5(b) Hailey, going forward I encourage you to have more confidence in your nursing knowledge and skills. At times you appeared timid and a little hesitant to participate in care related to your patient. I understand that it can be overwhelming and a little intimidating being in a new environment for the first time. As you move closer to transitioning to the RN role, I would encourage you to try to be more independent and eager to participate in new learning experiences when the opportunity presents itself. It is normal to want to remain in your comfort zone; however, stepping outside of your comfort zone will allow you to gain much more experience. BL

Week 11(5f): Hailey, you were able to take faculty feedback the last couple of weeks and improve upon areas in clinical such as being more independent and taking initiative to complete task and documentation without being told, and stepping out of your comfort zone and gaining experience with things you have never done. I am very proud of you! CB

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	n/a	n/a	s	s	s	n/a	n/a	S	s	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>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. <b>(Responding)</b>	s	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
d. Deliver effective and concise hand-off reports. <b>(Responding)</b>	n/a	n/a	n/a	S NA	s	n/a	n/a	n/a	S	n/a S	s	s						
e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>	n/a	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>	s	n/a	n/a	s	s	s	n/a	n/a	S	s	S U	s						
<b>Faculty Initials</b>	<b>AR</b>	<b>CB</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>CB</b>	<b>BL</b>	<b>CB</b>						

**Comments:**

Week 2 (6c,f)- Satisfactory discussion via CDG postings related to your Patient Advocate/Discharge Planner clinical, and your Quality Assurance/Core Measures observation. Keep up the great work! AR

Week 5 (6d)-This competency can be rated a “S” when you hand in the hand-off report competency rubric completed by your assigned RN.

Week 6 (6d)- Satisfactory hand-off report 30/30 completion. RN comments: To the point and made sure she went slow enough for RN to write. LC/FB (6f)- Satisfactory discussion via CDG posting related to your patient management clinical experience. Keep up the great work! FB

Week 7 (6e)- Great job with documenting accurately and appropriately for all aspects of care delivered. FB

Week 9(6e,f): Great job this week documenting all interventions appropriately and efficiently. Great job on your cdg, ensuring that you included an intext citation and reference. CB

\*End-of- Program Student Learning Outcomes

Week 10-6(a,b,c) Excellent job in debriefing discussing these competencies, as well as applying them to practice during your clinical experience this week. 6(d) Great job giving an organized, thorough and accurate hand-off report during debriefing. You received 30/30 points. BL

Week 10-6(e) Excellent job with your documentation this week in clinical. You did a nice job taking my feedback on Tuesday and applying it to your documentation on Wednesday. 6(f) Your CDG was very well done this week, but unfortunately you did not answer all of the questions. You omitted question 3- "Explain how nursing informatics is used in the clinical setting." Per the CDG grading rubric, if a student does not answer all of the questions then the CDG is graded as unsatisfactory. Please be sure to address this "U" on your clinical tool next week following the guidelines on page 2 of this document. Let me know if you have any questions. BL  
I am addressing this U on my clinical tool from last week, to never forget to complete an assignment fully I will recheck the outline before turning it in. CB

Week 11(c,d,e,f): Great job this week collaborating with peers and bedside nurses to achieve optimal patient outcomes. Good job with your documentation this week, it was very thorough and completed on time. Your CDG was Satisfactory, meeting all requirements. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	s	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>	s	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>	s	n/a	n/a	s	s	s	n/a	n/a	S	s	s	s						
c. Comply with the FRMCSN "Student Code of Conduct Policy." <b>(Responding)</b>	s	n/a	n/a	s	s	s	s	n/a	S	s	s	s						
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. <b>(Responding)</b>	s	n/a	n/a	s	s	s	s	n/a	S	s	s	s						
<b>Faculty Initials</b>	<b>AR</b>	<b>CB</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>CB</b>	<b>BL</b>	<b>CB</b>						

**Comments:**

Week 2 (7a)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation experience. Great job! AR

Week 7 (7d)- Great job displaying a great attitude, commitment to provide optimal care, and enthusiasm for the caring of individuals at a very vulnerable and often difficult time. FB

Week 9 (7d) Hailey, you are very caring and compassionate when providing care for your patient. Keep up the great work! CB

Week 10-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "Patients' Hand Washing and Reducing Hospital-Acquired Infection." Excellent job! BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing  
Skills Lab Evaluation Tool  
AMSN  
20

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

**\*Course Objectives**

**Comments:**

**Meditech:** Satisfactory participation of assessment documentation including physical re-assessment, safety and fall assessment, RN mechanical ventilator assessment, IV location assessment, and documentation editing. Great job! FB

**Physician Orders:** Satisfactory completion of physician's order lab per the SBAR skills competency rubric. You utilized SBAR communication while communicating with a physician and while taking orders over the phone. Good job! CB/BS

**Prioritization/Delegation:** Satisfactory completion of the prioritization and delegation skills lab. You satisfactorily prioritized care for multiple patients using multiple methods (e.g. Maslow's hierarchy of needs, ABC, Nursing Process, etc.). You were able to appropriately delegate nursing tasks for the patients, and you actively participated in the group discussion on delegation of nursing tasks. Great job! BL

**Resuscitation:** Satisfactory participation in the practice of Hands-Only CPR, discussion regarding use of and ventilation with bag- valve mask/Ambu bag, and review of crash cart and Code Blue team duties and documentation. AR

**IV Starts:** Satisfactory participation in the IV Start lab, including practice with technique, initiation and discontinuation of IV site, and placement of IV dressing. FB/BS/CB/BL

**Blood administration/IV pump:** Satisfactory completion of practice with blood administration safety checks and quality assurance audit. Great job with IV pump practice, the use of the medication library, and pump set up of primary and secondary IV medication infusion. AR

**Central Line Dressing/IV push:** Satisfactory central line dressing change using proper technique, as well as line flushing. Great job with preparation of mixing a medication with normal saline and administering as an IV push through the central line. FB

**Ports/Blood Draw:** You were satisfactory in accessing an Infusaport device, demonstrated proper technique for CVAD cap change and satisfactorily demonstrated how to draw blood from a CVAD per hospital policy. Nice work! CB

\*End-of- Program Student Learning Outcomes

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

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

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

Student Name: Hailey Giles		Course Objective: Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment.					
Date or Clinical Week: 3/15/23							
Criteria		3	2	1	0	Points Earned	Comments
<b>Noticing</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Great job providing specific abnormal patient data and relevant risk factors for your patient.
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Great job providing all pertinent nursing priorities and highlighting the top priority for your patient. Potential complications were listed and you were able to also list signs and symptoms related to each of them.
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
<b>Responding</b>	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	You did a great job listing realistic interventions that were related to your patient, that were prioritized. You provided a rationale for each intervention that was pertinent to your patient, and each intervention included a frequency.
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	11. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

\*End-of- Program Student Learning Outcomes

	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	3	Great job reassessing all highlighted findings that were pertinent to your nursing priority. You also included to continue the plan of care.
	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 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory* *Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.						<b>Total Points:</b> <b>42/42</b>	
<b>Faculty/Teaching Assistant Comments:</b> Hailey, you did a great job on your care map. You included all abnormal assessment findings, nursing priorities, potential complications, interventions, and reassessment findings. Great job!						<b>Faculty/Teaching Assistant Initials:</b> <b>CB</b>	

Care Map Evaluation Tool  
AMSN  
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
3/15/23	Impaired Gas Exchange	S/CB	NA

\*\* AMSN students are required to submit one satisfactory care map during the 3-week 4T clinical rotation. If the care map is not evaluated as satisfactory upon initial submission, the student has one opportunity to revise the care map based on instructor feedback.

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

**Student Name: Hailey Giles**

**Clinical Date: 3/28-3/29/23**

<p><b>1. Provide a description of your patient including current diagnosis and past medical history. (2 points total)</b></p> <ul style="list-style-type: none"> <li>• Current Diagnosis (1)</li> <li>• Past Medical History (1)</li> </ul>	<p><b>Total Points: 2</b>  <b>Comments: Great job describing your patient, including their current and past diagnosis. CB</b></p>
<p><b>2. Describe the pathophysiology of your patient's current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>• Pathophysiology-what is happening in the body at the cellular level (1)</li> </ul>	<p><b>Total Points: 1</b>  <b>Comments: Great job discussing your patient's diagnosis, and explaining what is happening at a cellular level. CB</b></p>
<p><b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total)</b></p> <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>	<p><b>Total Points: 3</b>  <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></p>
<p><b>4. Correlate the patient's current diagnosis with all related labs. (4 points total)</b></p> <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>	<p><b>Total Points: 4</b>  <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 effected by his diagnosis. CB</b></p>
<p><b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total)</b></p> <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>	<p><b>Total Points: 4</b>  <b>Comments: You explained diagnostic test your patient had, why the results were related to your patient's diagnosis, and what normal results should be. Good job! CB</b></p>
<p><b>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</b></p>	<p><b>Total Points: 3</b>  <b>Comments: You explained all medication your</b></p>

<ul style="list-style-type: none"> <li>• All related medications included (1)</li> <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 was prescribed and how it was related to your patient's diagnosis. 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>  <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>  <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: 2</b>  <b>Comments: You were able to identify all healthcare team members that are involved in your patient's care and explain their role. You did not include any interdisciplinary team members that should be involved in your patient's care, some suggestions I would have are case management due to the fact he doesn't want to go back to the nursing home he came from, and palliative due to his current condition. CB</b></p>
<p>Total possible points = 23  18-23 = Satisfactory  13-17 = Needs improvement  &lt;12 = Unsatisfactory</p>	<p><b>Total Points: 22/23. Hailey, 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>								
	<b>Rachael Heidebrink (Pharmacology) (1, 2, 6, 7)*</b>	<b>Week 8: Dysrhythmia Simulation (see rubric)</b>	<b>Junetta Cooper (Pharmacology) (1, 2, 6, 7)*</b>	<b>Mary Richards (Pharmacology) (1, 2, 6, 7)*</b>	<b>Lloyd Bennett (Medical-Surgical) (1, 2, 6, 7)*</b>	<b>Kenneth Bronson (Medical-Surgical) (1, 2, 6, 7)*</b>	<b>Carl Shapiro (Pharmacology) (1, 2, 6, 7)*</b>	<b>Comprehensive Simulation (see rubric)</b>
Performance Codes:  S: Satisfactory  U: Unsatisfactory	<b>Date: 2/17/2023</b>	<b>Date: 2/27-28/2023</b>	<b>Date: 3/3/2023</b>	<b>Date: 3/17/2023</b>	<b>Date: 3/24/2023</b>	<b>Date: 3/30/2023</b>	<b>Date: 4/21/2023</b>	<b>Date: 4/21/2023</b>
Evaluation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>		
Faculty Initials	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>CB</b>	<b>BL</b>	<b>CB</b>		
<b>Remediation: Date/Evaluation/ Initials</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

\* Course Objectives

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Hailey Giles, Katelyn Howard, Alicia McGraw, Neil Trautman

GROUP #: 1

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): February 27, 2023 0800-1000

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E        A        D        B</li> <li>• Recognizing Deviations from Expected Patterns:           E        A        D        B</li> <li>• Information Seeking:           E        A        D        B</li> </ul>						<p>Notices patient is complaining of fatigue and nausea. Notices patient's SpO2 is 93% on room air. Notices patient's heart rate is low and rhythm is sinus bradycardia. Notices patient's heart rate decreases to 29 and has a change in heart rhythm. Notices patient has a rhythm change after Atropine is administered with continued decreasing heart rate.</p> <p>Notices patient's heart rate is elevated and rhythm is abnormal. Notices patient is short of breath, complaining of dizziness and palpitations. Notices patient's heart rhythm and rate is unchanged after administering medication. Notices patient is complaining of dizziness and blood pressure is decreased. Notices patient has crackles after fluid bolus is administered.</p> <p>Initially does not notice patient is unresponsive without a pulse.</p>
<p><b>INTERPRETING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:               E        A        D        B</li> <li>• Making Sense of Data:        E        A        D        B</li> </ul>						<p>Interprets patient's SpO2 as low. Interprets patient's initial heart rhythm as sinus bradycardia. Interprets patient's heart rhythm change as a second degree type II heart block. Recognizes a need for medication to increase heart rate. Interprets Atropine dose as 1 mg IVP. Initially interprets patient's second heart rhythm change as a first degree heart block; then interprets it as a third degree heart block.</p> <p>Interprets patient's heart rhythm as atrial fibrillation; then sinus tachycardia. Recognizes a need for medication to decrease heart rate. Interprets dose of diltiazem as 25 mg IV to be given over 15 minutes. Prioritizes medication administration. Prioritizes stopping the fluid bolus.</p> <p>Initially interprets patient's heart rhythm as ventricular tachycardia with a pulse; then realizes patient is pulseless. Interprets correct dose of medications. Interprets patient's low potassium as a potential cause for cardiac arrest.</p>
<p><b>RESPONDING: (1,2,3,5,6,7)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:       E        A        D        B</li> <li>• Clear Communication:         E        A        D        B</li> </ul>						<p>Introduces self and identifies patient. Obtains patient's vital signs. Puts the patient on 2L oxygen via nasal cannula. Completes a focused GI assessment. Notifies the physician of patient's low heart rate and sinus bradycardia rhythm. Notifies the physician of patient's continued decreasing heart rate and rhythm change to second degree type II heart block. Places fast patches</p>

\*End-of- Program Student Learning Outcomes

<ul style="list-style-type: none"> <li>• Well-Planned Intervention/ Flexibility: E A D B</li> <li>• Being Skillful: B E A D</li> </ul>	<p>on patient. Rechecks patient's vital signs. Administers 1 mg of Atropine IVP. Notifies physician of heart rhythm change for a second time with a decreasing heart rate.</p> <p>Introduces self and identifies patient. Obtains patient's vital signs. Places patient on the monitor. Asks the patient to bear down. Places the patient on 2L oxygen via nasal cannula. Notifies physician that patient is in atrial fibrillation with a heart rate of 160. Reassures patient and communicates calmly. Administers diltiazem bolus. Reassesses patient, obtains vital signs. Increases patient's oxygen. Notifies physician that patient's heart rate and rhythm is unchanged after medication administration. Administers diltiazem 10 mg/hr IV. Reassesses patient and obtains vital signs. Notifies physician of decreased blood pressure with unchanged heart rhythm and rate. Administers a bolus of fluids to increase blood pressure. Reassesses patient. Notifies physician of fluid overload.</p> <p>Places patient on monitor and obtains vital signs. Calls physician. Assesses patient's radial pulse. Begins CPR, applies fast patches. Administers epinephrine 1 mg IVP. Reassesses pulse. Defibrillates patient. Begins CPR.</p>
<p><b>REFLECTING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E A D B</li> <li>• Commitment to Improvement: E 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). Excellent teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Great teamwork and communication.</p> <p>Discussed the importance of immediate CPR and defibrillation with pulseless v-tach. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!</p>

<p><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>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: 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. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Focuses on the most relevant and important data useful for explaining the patient’s condition. 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>Responding: Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p>You are satisfactory for this simulation. Great job!</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:

Student eSignature & Date:

ar 12/20/2022

\*End-of- Program Student Learning Outcomes