



## 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>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
c. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
d. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>	S	S	S	N/A	N/A	S	N/A	NA	S	NA	N/A	N/A	N/A	NA	NA			
e. Administer medications observing the six rights of medication administration. <b>(Responding)</b>	S	S	S	N/A	S	N/A	N/A	NA	S	NA	S	S	S	NA	NA			
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>	N/A	N/A	N/A	N/A	N/A	S	N/A	NA	S	NA	N/A	N/A	N/A	NA	NA			
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>				
<b>Clinical Location</b>	4C 71	4P 69	4C 59	QC	IC	SP CD	N/A	NA		NA	4N 2	3T 3/3	DH 4N (4)	N/A	Pt Adv ocate			

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

\*End-of- Program Student Learning Outcomes

Week 3-1(a-e, g) Excellent job this week managing complex patient care situations. Your care was very well organized, and you did a great job with your time management. Your head to toe assessments were very thorough and well done. You were able to determine rates and measurements on several ECG strips, and practice interpreting cardiac rhythms. Your medication passes were very well done, and you had the opportunity to administer PO, IV and IVP medications all while following the six rights. Great job monitoring your patient very closely to ensure positive patient outcomes. BL

Week 4- 1a-e, g- Caring for patients going through withdrawal can be very taxing at times, and takes a lot of patient. I though you did an excellent job this week assessing and managing care for your patient. You were very attentive to her needs and treated her with respect. Several cardiac rhythms were interpreted and measured accurately. Medications were administered (IV, IVP, PO, SQ) in a timely manner while observing the six rights. BS

Week 6-1(b,c) Cassidy, excellent job discussing nursing interventions you observed during your Infusion Center clinical this week in your CDG. BL

Week 7 (1b)- Satisfactory during Cardiac Diagnostics clinical and with CDG posting. Preceptor comments- "Excellent in all areas. Cassidy was able to observe a transesophageal echocardiogram, a regular (GXT) stress test, a STEMI patient that had an intervention and heart cath!". (1b,c)- Satisfactory during Special Procedures clinical and with CDG posting. Preceptor comments- "Satisfactory in 'appropriate use of communication skills' and 'demonstrates professionalism in nursing'. Excellent in all other areas. Multiple IV starts with labs. Observed MRI, helped with patient having chest pain and transfer to ER." Great job this week Cassidy! AR

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

Week 11 (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

Week 12 (1c,e) Great job evaluating the needs of your assigned patients and adjusting the plan of care when appropriate. Awesome job with medication following all rights of administration. (1f)- Great job with IV insertion using proper technique and several successful attempts. 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	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
b. Monitor for potential risks and anticipate possible early complications. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. <b>(Noticing, Interpreting, Responding, Reflecting)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. <b>(Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	N A	NA			
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>				

**Comments:**

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

\*End-of- Program Student Learning Outcomes

Week 3-2(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 4- 2a,b,c,d- Great job correlating the relationships among your patient's disease process, history, symptoms, and present condition utilizing your clinical judgment skills to formulate a prioritized nursing plan of care. (42/42- Satisfactory). Great job also monitoring your patient for potential complications, recognizing changes in your patient's status, and responding with the appropriate actions. BS

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

Week 11 (2c) Good job recognizing changes in patient status and taking appropriate action. FB

Week 12 (2e) Great job respecting patients and families values and adapting plan of care when appropriate. 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	N/A	S	S	N/A	NA	S	NA	S	N/A	N/A	NA	NA			
a. Critique communication barriers among team members. <b>(Interpreting)</b>											NA							
b. Participate in QI, core measures, monitoring standards and documentation. <b>(Interpreting &amp; Responding)</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	N/A	N/A	NA	NA			
c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	N/A	N/A	NA	NA			
d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mgmt.)</b>	S NA	N/A	N/A	N/A	N/A	N/A	N/A	NA	NA	NA	S	S	S	NA	NA			
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>				

**Comments:**

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

Week 5 (3b)- Satisfactory during Quality/Core Measures observation and with discussion via CDG posting. RN comments: Stroke- "Satisfactory in all areas. Good luck in the future!"; Core Measures- "Satisfactory in all areas."; Rapid Response and Standards of Care- "Excellent in all areas." Great job! AR

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

Week 7 (3b,c)- Satisfactory Quality Scavenger Hunt, documentation, and discussion via CDG posting! Keep up the great work! 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

Week 11 (3e) Great job being able to prioritize care for a group of patients 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	N/A	N/A	N/A	N/A	NA	S	NA	S NA	N/A	N/A	NA	NA			
a. Critique examples of legal or ethical issues observed in the clinical setting. <b>(Interpreting)</b>																		
b. Engage with patients and families to make autonomous decisions regarding healthcare. <b>(Responding)</b>	S	S	S	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. <b>(Responding)</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	S			
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>				

**Comments:**

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

Week 4- 4,b,c- Great job this week interacting with your patient and treating her with respect as she experienced her current stage of withdrawal. BS

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

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

**Objective**

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

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

**Comments:**

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

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

Week 4- a,b,d- Great job of working independently while caring for your patient this week. From your work over the last few weeks, I think you would function well taking care of high-acuity patients if you choose to. BS

Week 5 (5c)- Satisfactory discussion via CDG posting related to your Quality/Core Measures observation. Keep up the great work! AR

Week 10 5b. I was able to successfully remove a triple lumen central line and JP tube that was sutured into one of my patients. Great job, being able to perform those skills helps boost your confidence and is a great learning experience. FB

Week 10 (5a)- Reported on by assigned RN during clinical rotation 3/21/2023. Excellent in all areas. Student goals: Being more confident in infusing IV meds through PICC lines. Additional Preceptor comments: Cassidy successfully discontinued a right IJ and a JP drain. She performed focused assessments and assisted in a woundvac change. She communicated with her patients making sure all questions/concerns were addressed. KA/FB Report by assigned RN for 3/22/2023. Excellent for all areas Student goals: Continue to practice IV skills and become more comfortable. Additional preceptor comments: Great clinical day with lots of skills and opportunities. Very knowledgeable of patient's medical information and how it correlates. Each clinical will provide more confidence to patient care. Will be a great asset. JW/FB

Week 11 (5a)- Reported on by assigned RN during clinical rotation 3/28/2023. Excellent in all areas. Student goals: I would like to improve on time management in the morning time. Additional Preceptor comments: Cassidy has a strong knowledge base of her meds and is very confident in her skills. She works very independently and asks questions when necessary. Extremely professional. CR/FB Reported on by assigned RN during clinical rotation 3/29/2023 Excellent in all areas. Student goals: For the next experience a goal of mine is to get more comfortable with discharge instructions and education information. Additional Preceptor comments: Great job with time management. TS/FB

Week 12 (5a)- Reported on by assigned RN during clinical rotation 4/5/2023, Excellent in all areas. Student goals: Better adaptation with changes throughout shifts. Additional preceptor comments: Patients were very happy to have you as their nurse. Excellent job keeping up on when tasks and meds were due. CO/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	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
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	N/A	S	S	N/A	NA	S	NA	S	S	S	NA	NA			
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	N/A	NA	S	NA	S	S	S	NA	S			
d. Deliver effective and concise hand-off reports. <b>(Responding)</b>	N/A	N/A	S	N/A	N/A	N/A	N/A	NA	S	NA	S	S	N/A	NA	NA			
e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>	S	S	S	N/A	N/A	N/A	N/A	NA	S	NA	S	S	S	NA	NA			
f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	S			
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>				

**Comments:**

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

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

Week 3-6(e,f) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You also did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. Overall your CDG is nicely done, but some of your responses were too brief. Question number one specifically was lacking a lot of detail. Going forward, please be cautious of being too brief in your CDGs and be sure to provide enough information and detail. BL

\*End-of- Program Student Learning Outcomes

Week 4- 6a-f- Great job collaborating with the nursing staff, your fellow students, and your patient this week. Very good job on your hand-off report (30/30). Great job with documentation and medication administration also. Excellent work on your Care Map, keep up the good work! BS

Week 5 (6f)- Satisfactory discussion via CDG posting related to your Quality/Core Measures observation. Keep it up! AR

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

Week 6-6(f) Although your CDG was nicely done this week, unfortunately you did not include an in-text citation. Remember to include both an in-text citation and a reference in all your CDGs in order to be graded as satisfactory. BL

Week 7 (6f)- Satisfactory with all three CDG postings this week! Great job! Keep it up! AR

Week 10 (6d)- This competency will be satisfactory after completion of hand off report and rubric. FB

Week 11 (6d) Satisfactory hand-off report 30/30 completion. RN comments: Organized and thorough report. TS/FB (6f)- Satisfactory discussion via CDG posting related to your patient management clinical experience. Keep up the great work! FB

Week 12 (6 e,f)- Great job documenting interventions and medication administration accurately and within a timely manner. Satisfactory completion of CDG for this clinical experience. 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 up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	S			
a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	S			
b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	S			
c. Comply with the FRMCSN "Student Code of Conduct Policy." <b>(Responding)</b>	S	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	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	S	S	S	S	S	N/A	NA	S	NA	S	S	S	NA	S			
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>				

**Comments:**

Week 3-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "Improving Hypertension Control and Cardiovascular Health: An Urgent Call to Action for Nursing." Excellent job! BL

Great job this first part of the semester Cassidy, you have been good to work with! Keep it up, you'll be done in a few short months, good luck! BS

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

Midterm- Great job with all clinical experiences during the first half of the semester! Keep up the good work as you progress through the semester! AR  
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

2023

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

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

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

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

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

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

\*End-of- Program Student Learning Outcomes

Care Map Evaluation Tool  
AMSN  
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
01/31-02/01/2023	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: <b>C. Hall</b>		Course Objective: <b>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)*</b>					
Date or Clinical Week: <b>Week 4</b>							
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	<b>Nice job identifying abnormal assessment findings, lab/diagnostic values, and risk factors.</b>
	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	<b>Priority problem identified and all relevant assessment data highlighted. Potential complications identified with signs and symptoms for each provided.</b>
	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	<b>Great job prioritizing interventions.</b>
	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	
<b>Reflecting</b>	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	All highlighted assessment data re-evaluated.
	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	
<p>Total Possible Points= 42 points  42-33 points = Satisfactory  32-21 points = Needs Improvement*  &lt; 21 points = Unsatisfactory*  <b>*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></p> <p><b>Faculty/Teaching Assistant Comments:</b></p>							<b>Total Points: 42/42</b> <b>Satisfactory. BS</b>
							<b>Faculty/Teaching Assistant Initials:</b> <b>Excellent job, Cassidy! BS</b>

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

<b>vSim Evaluation</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>
Evaluation	U	S	S	S	S	S		
Faculty Initials	BL	AR	AR	FB	FB	FB		
<b>Remediation: Date/Evaluation/ Initials</b>	2/17/2023 S AR	NA	NA	NA	NA	NA		

\* Course Objectives

I registered for the vsim pharmacology course but did not register in the class. I was still able to complete my entire vsim and posttest on time without it alerting me I was not in Firelands classroom. I turned in a screenshot 1/14/23 to my dropbox and was notified Friday 2/17/23 at 0810 that I was not in the classroom itself. I still don't know how I was able to do the simulation without being in a classroom, but I reached out to Amy to verify I was in the classroom now. I did the rest of the vsims for the rest of the semester so I hope it will not be an issue again. **Thank you for this reply Cassidy. You were still able to complete the vSim as you had access to the content, however if you do not enroll in the class we are unable to see it. Thank you. AR**

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

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): M. Fick, C. Hall, J. West, J. Fide

GROUP #: 7

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): 2/28/2023 1230-1430

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<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:           <b>E</b>       A       D       B</li> <li>• Information Seeking:           <b>E</b>       A       D       B</li> </ul>						<p>Notices patient is complaining of being tired and nauseous. Notices bradycardia. Notices low SpO2. Patient CO dizziness and nausea. Notices a rhythm change. Another rhythm change noticed.</p> <p>Notices patient's heart rate is elevated and rhythm is abnormal. Notices there is no change in patient's heart rate or rhythm after medication administration. Notices patient's blood pressure is low. Notices patient has cough, crackles, and shortness of breath following fluid bolus.</p> <p>Notices patient is unresponsive, code blue called. CPR.</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. Interprets heart rhythm change as a second-degree type II heart block. Interprets second heart rhythm change as a first-degree block initially, then correctly interprets third-degree heart block.</p> <p>Heart rhythm identified as atrial fibrillation. Initially does not recognize that the diltiazem is causing patient's blood pressure to decrease. Recognizes a need for fluids to increase blood pressure. Prioritizes stopping fluids after patient begins to have crackles in lungs.</p> <p>Patient interpreted to be in cardiac arrest. Interprets correct doses of medications.</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> </ul>						<p>Introduces self and identifies patient. Places patient on the monitor and obtains vital signs. Call to provider to report sinus bradycardia and associated symptoms, recommends atropine. Orders received and read back. Atropine prepared, patient identified, medication administered. 2<sup>nd</sup> dose administered. Call to provider reporting 2<sup>nd</sup> degree type 2 heart block with recommendation. Another rhythm</p>

\*End-of- Program Student Learning Outcomes

<ul style="list-style-type: none"> <li>• Being Skillful: B</li> </ul>	E	A	D	<p>change noted, dopamine or epinephrine drip recommended.</p> <p>Introduces self and identifies patient. Places patient on the monitor. Obtains vital signs. Orientation established. Call to provider to report Afib with RVR, palpitations, recommends diltiazem or amiodarone, dose for Diltiazem provided (bolus of 5 mg [should be 25 mg] and drip 25 mL/hr [should be 5-15 mL/hr]). Orders received and read back. Dietary education provided while diltiazem prepared. Diltiazem prepared and administered. Call to provider with recommendation for IV fluid. Order received for fluid bolus. Bolus began. Fluids stopped when patient begins having symptoms. Call to provider following bolus to report symptoms.</p> <p>Monitor applied. CPR initiated immediately. Ambu-bag. 1 mg EPI administered. Fast-patches applied. EPI. Shock delivered, CPR resumed. EPI continued q 3 min. Amiodarone verbalized as an alternative drug in the situation.</p>
<p><b>REFLECTING: (1,2,5) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E</li> <li>• Commitment to Improvement: E</li> </ul>	A	A	D	<p>Discussed the first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Reviewed heart block interpretation. Talked about holding beta blocker to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi (drip), dopamine). Discussed low BP due to cardiac output going down. Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for pain medication. Great teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Discussed the importance of examining patient history when determining a fluid bolus. 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). 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>

\*End-of- Program Student Learning Outcomes

<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 subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family</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> Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Shows mastery of necessary nursing skills.</p> <p><b>Reflecting:</b> Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses</p> <p>You are satisfactory for this simulation. Great job! BS</p>
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Pathophysiology Grading Rubric  
Firelands Regional Medical Center School of Nursing  
Advanced Medical Surgical Nursing  
2023

**Student Name: C. Hall**

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

\*End-of- Program Student Learning Outcomes

<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: Good explanation of the patient's diagnoses and past medical history.</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:</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: Nice job correlating the patient's signs and symptoms to her diagnoses.</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: Great job discussing the patient's lab values and providing rationales for them. Nice job also of explaining their relevance to her diagnoses.</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: All relevant diagnostic tests included with correlation to diagnoses, rationales provided.</b></p>
<p><b>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</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>Total Points: 3</b>  <b>Comments: Nice job correlating medications with the diagnosis and providing rationales.</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> </ul>	<p><b>Total Points: 2</b>  <b>Comments:</b></p>

<ul style="list-style-type: none"> <li>Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)</li> </ul>	
<b>8. Describe nursing interventions related to current diagnosis. (1 point total)</b> <ul style="list-style-type: none"> <li>All nursing interventions provided for patient explained and rationales provided (1)</li> </ul>	<b>Total Points: 1</b> <b>Comments: Nice job with interventions.</b>
<b>9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total)</b> <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>	<b>Total Points: 3</b> <b>Comments: Nice job discussing the interdisciplinary team and identifying other disciplines that could help ensure positive patient outcomes.</b>
Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory	<b>23/23</b> <b>Satisfactory.</b> <b>Nice work Cassidy! BS</b>

**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