EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2023

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Rebecca Lamons

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)
2/17/2023	2 hours	Incomplete vSim assignment	2/17/2023 1400
2/21/2023	12.5 hours	Patient management absence	4/18/2023 0700-1930

Initials	Faculty Name
CB	Chandra Barnes, MSN, RN
FB	Fran Brennan, MSN, RN
BL	Brittany Lombardi, MSN, RN
AR	Amy Rockwell, MSN, RN
BS	Brian Seitz, MSN, RN, CNE

PERFORMANCE CODE

SATISFACTORY CLINICAL PERFORMANCE

Satisfactory (S): Safe; accurate each time, efficient, coordinated; confident, focuses on the patient; some expenditure of excess energy; within a reasonable time period; appropriate affective behavior; occasional supporting cues; minimal faculty feedback needed related to written clinical work.

UNSATISFACTORY CLINICAL PERFORMANCE

Needs Improvement (NI): Safe, accurate each time, skillful in parts of behavior, focuses more on the skill and self rather than the patient, inefficient, uncoordinated, anxious, worried, and flustered at times, expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues, faculty feedback required in several areas of clinical written work.

Unsatisfactory (U): Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

OTHER

Not Available (NA): The clinical experience which would meet the competency was not available.

Grey shaded weekly competency boxes do not need a student evaluation rating or faculty/teaching assistant initials.

Objective

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

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

Comments:

Week 3(1c): Satisfactory during patient advocate/discharge planner observation and with discussion via CDG posting. RN comments: "Rebecca was wonderful with patients. Communicated well and asks a lot of great questions. She also had a great suggestion to help improve patient experience and comfort on 5T!" Excellent in all areas. CB

Week 4 (1f)- Great job performing IV starts during the digestive health clinical. Proper technique and aseptic procedures were followed. Keep up the great work! FB

*End-of- Program Student Learning Outcomes

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

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 9- 1a-e,g- Nice job this week assessing and providing care to your patient(s). You were also able to interpret a few cardiac rhythms. BS

Week 10- 1a-e,g- Nice work this week assessing and providing care to your patient who was sedated and on mechanical ventilation. Nice job also of administering medications through various routes (IV, IVP) while observing the six rights of medication administration. BS

Week 11-1(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 numerous ECG strips, and practice interpreting cardiac rhythms. Your medication passes were very well done, and you had the opportunity to administer PO, IV and transdermal medications all while following the six rights. You had the opportunity to insert a Foley catheter, and the RN reported that you did a great job. Keep up all your hard work! BL

Week 12 (1b)- Satisfactory during Cardiac Diagnostics clinical and with discussion via CDG posting. Preceptor comments: “Excellent in all areas. Was able to see nuclear stress ambulating and Lexiscan stress. Spoke with and observed cath lab procedure. Spoke of Definity and bubble studies. Asked great questions.” Great job!
(1c)- Satisfactory during Infusion Center clinical and with discussion via CDG posting. Preceptor comments: “Excellent in all areas.”. Great job! AR

Week 12- 1a-c,e,g- Great job this week assessing and managing care for your patient. Nice job also administering medications through various routes (PO, Topical)) while observing the six rights of medication administration. BS

Week 13 (1b,c)- Satisfactory during Special Procedures clinical and with discussion via CDG posting. Preceptor comments: “Satisfactory in ‘Demonstrates prior knowledge of departmental/nursing responsibilities’ and ‘Appropriate use of communication skills’; Excellent in all other areas. IV starts, observed myelogram, lumbar puncture and bone marrow biopsy.” Great job! AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

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

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

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- 2a-e- Nice job correlating the relationships among your patient's disease process, history, symptoms, and present condition utilizing your clinical judgment skills and using that data to forma prioritized care map. Nice job also discussing cultural considerations assessed while caring for your patient. BS

*End-of- Program Student Learning Outcomes

Week 10- 2a,e- Great job correlating the relationships among your patient's disease process, history, symptoms, and present condition, and utilizing your clinical judgment skills in completing your pathophysiology CDG. Nice job also discussing social determinants of health that could have an impact on your patient's health and quality of life. BS

Week 11-2(b,c) Great job in debriefing discussing how you monitored your patient for potential risks and anticipated early complications. You also did a great job discussing changes in patient status you noticed, as well as how you responded and took action. BL

Week 12- 2e- Nice job discussing cultural considerations/racial inequalities assessed while caring for your patients this week during debriefing. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Objective

3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	**Make up**	**Mid-term**	9	10	11	12	13	14	15	**Make up**	**Final**
Competencies: a. Critique communication barriers among team members. **(Interpreting)**	S	S	S	~~S~~ NA	NA	NA	NA	NA	**S**	S	S	S	S	S	NA	NA	NA	
b. Participate in QI, core measures, monitoring standards and documentation. **(Interpreting & Responding)**	S	NA	NA	NA	NA	NA	NA	NA	**S**	S	S	S	S	~~S~~ NA	NA	NA	NA	
c. Discuss strategies to achieve fiscal responsibility in clinical practice. **(Responding)**	S	S	NA	~~S~~ NA	NA	NA	NA	NA	**S**	NA	NA	S	S	S	NA	NA	NA	
d. Clarify roles & accountability of team members related to delegation. **(Noticing)**	S	NA	S	S	S	S	NA	NA	**S**	NA	NA	~~NA~~ S	S	~~S~~ NA	S	NA	NA	
e. Determine the priority patient from assigned patient population. **(Interpreting)** (**Patient Mgmt.**)	NA	NA	NA	S	S	S	NA	NA	**S**	NA	NA	NA	NA	NA	S	NA	NA	
Faculty Initials	**AR**	**CB**	**AR**	**FB**	**FB**	**FB**	**FB**	**FB**	**FB**	**BS**	**BS**	**BL**	**BS**	**AR**				

Comments:

Week 2 (3b)- Satisfactory during Quality Assurance/Core Measures observation and with discussion via CDG posting. RN comments: Rapid Response & Standards of Care- "Excellent in all areas. Good participation in discussion"; Core Measures "Excellent in all areas. Did a great job researching her CHF patient"; Stroke- "Satisfactory in all areas. Great participation. Best of luck discovering your path!" AR

Week 5 (3a,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 11-3(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

*End-of- Program Student Learning Outcomes

Week 12 (3b,c)- Satisfactory with Quality Scavenger Hunt clinical, documentation, and CDG posting. Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Keep up the great work! AR

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

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

Week 10- 4c- Professional behavior observed at all times in the clinical setting. BS

Week 12- 4c- Professional behavior observed at all times in the clinical setting. BS

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

Comments:

Week 2 (5c)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation. Keep up the great work! AR

Week 5 (5a)- Reported on by assigned RN during clinical rotation 2/7/2023. Excellent in all areas. Student goals: Make sure you are providing some self-goals for yourself each patient management clinical rotation. Additional Preceptor comments: You're off to great places! You went beyond on what you were supposed to do not only did you have your 2 patients you helped me with my other patient load! Your made to do this! LC/FB

Week 6 (5a)- Reported on by assigned RN during clinical rotation 2/14/2023. Excellent in all areas. Student goals: Improve time management with documentation. Additional Preceptor comments: Rebecca did a great job today! She communicated with the patients and staff well and did a great job with charting. She also did a great job keeping up with reading the physician reports and scans. JC/FB Reported on by assigned RN during clinical rotation 2/15/2023 Student goals: continue efforts related to documentation time management. Next shift come with plan for morning routine. Additional Preceptor comments: Great knowledge of patients and medical care. Able to correlate patient information. Great bedside manner. Will be an excellent nurse. JW/FB

*End-of- Program Student Learning Outcomes

Week 7 (5a) Reported on by assigned RN during clinical rotation on 2/22/2023 – Excellent in all areas, except satisfactory in Provider of care: establishment of plan of care, and Manager of care: delegation. Student goals: "Focus more on charting as I go charting so charting doesn't get behind. Additional Preceptor comments: "Excellent job using nursing judgement on prioritization of care." CO/FB

Week 9- 5a,c,e- Nice job working together with your fellow student to provide care to your patient this week. Nice job during debriefing discussing factors that create a culture of safety and the use of EBP tools that support safety and quality. BS

Week 11- 5d- I gave myself NI for this competency because I responded to an alarm by entering a patient's room who was on precautions without checking first to see which type of precautions they were on. I recognize that this could have put me at risk, as well as others on the unit. Going forward, I will use this moment as a reminder to first check that I am appropriately protected before entering any room where a patient is on precautions. Excellent job, Rebecca! It is just as important to protect yourself as it is the patient. I know you were trying to assist the patient quickly to prevent any falls or other safety concerns. Great job recognizing an area for growth, I know you will be sure to follow all precautions going forward. BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 10- 5a,c- Great performance in the clinical setting this week Rebecca. You were also able to observe several bedside procedures (intubation, central line placement, bronchoscopy, extubation). Nice work! BS

Week 11-5(b,c) Rebecca, you do an excellent job working independently and taking initiative in completing nursing interventions for your patient. Great job discussing actions you took to create a culture of safety for your patient in your CDG this week. BL

*End-of- Program Student Learning Outcomes

Objective

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

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

Comments:

Week 2 (6f)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation. Great job! AR

Week 3(6c,6f): Satisfactory discussion via cdg posting related to patient advocate/discharge planner. CB

Week 7 (6 d, e)- Satisfactory completion of hand off report 30/30. Great job with documenting accurately and appropriately for all aspects of care delivered. FB

Week 9- 6a,c,e,f- Great job this week working collaboratively with the nursing staff and fellow student to help achieve optimal patient outcomes. Satisfactory care map- Nice work! BS

Week 5- 6f- Nice work documenting nursing interventions and medication administration correctly in the electronic health record. BS

*End-of- Program Student Learning Outcomes

Week 10- 6d- This week in debriefing I demonstrated hand-off reporting to my peers and clinical instructors. I marked myself NI for this objective area due to having overlooked (forgot to mention) some relevant assessment findings as I delivered the report. Going forward, I will continue to practice skills related to hand-off reporting and use of the hand-off report sheets while on clinical. I also plan to look online for resources that might provide more practice opportunities. 3/23/23 RL. I changed this to an S because we thought you did an excellent job with your hand-off report. BS

Week 10- 6f- I marked myself as unsatisfactory for this week's objective related to clinical discussion due to not having finish my CDG Assignment by the due date/time. Between the difficulty accessing patient information due to my account being locked, and committing to several hours at the volunteer event last night, I did not afford myself enough time to complete the assignment. Going forward I will exercise more effort toward pre-planning and try to avoid overcommitting to extracurricular engagements to help ensure all clinical discussion assignments are turned in by the due date/time. RL 3/24/23 Despite it being late you did an excellent job on your pathophysiology CDG! BS
Week 10- 6a,b,c- Nice job during debriefing of discussing communication and collaboration among patients, families, and co-workers. Nice job also discussing patient and family teaching based on their readiness to learn and their discharge learning needs. BS

Week 11-6(e,f) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You also did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. You did an excellent job with your CDG this week. Keep up the great work! BL

Week 12 (6c,f)- Excellent CDG postings related to your Quality Scavenger Hunt, Cardiac Diagnostics, and Infusion Center clinical experiences! You provided excellent information and references. Keep up the great work! AR

Week 12- 6f- Nice work documenting nursing interventions and medication administration correctly in the electronic health record. BS

Week 13 (6f)- Satisfactory CDG posting related to your Special Procedures clinical experience. Great job! AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

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

Comments:

Week 2 (7a)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation. 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 11-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "An Exploration of Learning Needs: Identifying Knowledge Deficits Among Hospitalized Adults with Heart Failure." Excellent job! BL

Week 11-7(d) Rebecca, you demonstrated all the core values of "ACE" during your time on 4P this week. You gave excellent care to your patient, and you were extremely helpful to your fellow classmates and other nurses on the floor. Keep up all your hard work! 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
2023

*End-of- Program Student Learning Outcomes

Skills Lab Competency Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	**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)*	**ECG/Telemetry Placements/CT** (1,6)*	**ECG Measurements** (1.2.4.5.6)*
	Date: 1/10/2023	**Date: 1/10/2023**	**Date: 1/10/2023**	**Date: 1/10/2023**	**Date: 1/12/2022**	**Date: 1/12/2023**	**Date: 1/13/2023**	**Date: 1/13/2023**	**Date: 1/13/2023**	**Date: 1/13/2023**
Evaluation:	**S**	**S**	**S**	**S**	**S**	**S**	**S**	**S**	**S**	**S**
Faculty Initials	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Course Objectives**

Comments:

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

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

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

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

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

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

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

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

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

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

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

Student Name: R. Lamons	**Course Objective:** Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*
Date or Clinical Week: Week 9	

	Criteria	**3**	**2**	**1**	**0**	**Points Earned**	**Comments**
Noticing	1.Identify all abnormal assessment findings (subjective and objective); include specific patient data.	**(lists at least 7*) *provides explanation if < 7**	**(lists 5-6)**	**(lists 5-7 but no specific patient data included)**	**(lists < 5 or gives no explanation)**	3	Great job identifying abnormal assessment/lab/diagnostic findings and the relevant risk factors.
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	**(lists at least 3*) *provides explanation if < 3**		**(lists 3 but no specific patient data included)**	**(lists < 3 or gives no explanation)**	3	
	3. Identify all risk factors relevant to the patient.	**(lists at least 5*) *provides explanation if < 5**	**(lists 4)**	**(lists 3)**	**(lists < 3 or gives no explanation)**	3	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	Nice job identifying nursing priorities for your patient and the assessment data that supports your priority problem.
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	6. Identify all potential complications for the top nursing priority problem.	**(lists at least 3)**	**(lists 2)**		**(lists < 2)**	3	
	7. Identify signs and symptoms to monitor for each complication.	**(lists at least 3)**	**(lists 2)**		**(lists < 2)**	3	
Responding	8. List all nursing interventions relevant to the top nursing priority.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	Great job with interventions.
	9. Interventions are prioritized	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	10. All interventions include a frequency	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	11. All interventions are individualized and realistic	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	

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	12. An appropriate rationale is included for each intervention	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
Reflecting	13. List all of the highlighted reassessment findings for the top nursing priority.	**>75% complete**	**50-75% complete**	**<50% complete**	**0% complete**	2	Nice job here also. (you would normally re-evaluate your labs and diagnostics (from the assessment section) here also, but since your patient had just arrived you wouldn't have had any new values)
	14. Evaluation includes one of the following statements: • Continue plan of care • Modify plan of care • Terminate plan of care	**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.** **Faculty/Teaching Assistant Comments:**	**Total Points: 41/42** Satisfactory! BS **Faculty/Teaching Assistant Initials:** Nice work Rebecca! BS

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Care Map Evaluation Tool
AMSN
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
3/14-3/15/2023		S/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.

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

Student Name: **R. Lamons** **Clinical Date:** **3/21-3/22/2023**

1. Provide a description of your patient including current diagnosis and past medical history. (2 points total) • Current Diagnosis (1) • Past Medical History (1)	**Total Points:** **2** **Comments:** **Great job describing your patient's diagnosis and past medical history.**
2. Describe the pathophysiology of your patient's current diagnosis. (1 point total) • Pathophysiology-what is happening in the body at the cellular level (1)	**Total Points:** **1** **Comments:** **Nice job discussing the pathophysiology of your patient's diagnosis.**
3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total) • All patient's signs and symptoms included (1) • Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1) • Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)	**Total Points:** **3** **Comments:** **Nice work correlating your patient's diagnosis with his presenting signs and symptoms.**
4. Correlate the patient's current diagnosis with all related labs. (4 points total) • All patient's relevant lab result values included (1) • Rationale provided for each lab test performed (1) • Explanation provided of what a normal lab result should be in the absence of current diagnosis (1) • Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)	**Total Points:** **4** **Comments:** **Great job correlating your patient's lab values with his diagnosis and providing rationales and normal values.**
5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total) • All patient's relevant diagnostic tests and results included (1) • Rationale provided for each diagnostic test performed (1) • Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1) • Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)	**Total Points:** **4** **Comments:** **Excellent work correlating the patient's diagnosis with all related diagnostic tests, providing rationales, and explanations of normal results for the tests.**
6. Correlate the patient's current diagnosis with all related medications. (3 points total)	**Total Points:** **3** **Comments:** **Excellent job discussing the patient's**

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• All related medications included (1) • Rationale provided for the use of each medication (1) • Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)	**medications, rationales for their use, and how they correlated to his diagnosis.**
7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total) • All pertinent past medical history included (1) • Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)	**Total Points: 2** **Comments: Again, great job!**
8. Describe nursing interventions related to current diagnosis. (1 point total) • All nursing interventions provided for patient explained and rationales provided (1)	**Total Points: 0.5** **Comments: Good description of nursing interventions, rationales not provided.**
9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total) • Identifies all interdisciplinary team members currently involved in the care of the patient (1) • Explains how each current interdisciplinary team member contributes to positive patient outcomes (1) • Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (1)	**Total Points: 2** **Comments: Great job discussing the roles of the various members of the interdisciplinary team Additional members not identified.**
Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory	**21.5/23** **Satisfactory.** **Excellent work Rebecca! BS**

*End-of- Program Student Learning Outcomes

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

vSim Evaluation Performance Codes: **S**: Satisfactory **U**: Unsatisfactory	**Rachael Heidebrink (Pharmacology) (1, 2, 6, 7)***	**Week 8: Dysrhythmia Simulation** (see rubric)	**Junetta Cooper (Pharmacology) (1, 2, 6, 7)***	**Mary Richards (Pharmacology) (1, 2, 6, 7)***	**Lloyd Bennett (Medical-Surgical) (1, 2, 6, 7)***	**Kenneth Bronson (Medical-Surgical) (1, 2, 6, 7)***	**Carl Shapiro (Pharmacology) (1, 2, 6, 7)***	**Comprehensive Simulation** (see rubric)
	Date: 2/17/2023	**Date:** 2/27-28/2023	**Date:** 3/3/2023	**Date:** 3/17/2023	**Date:** 3/24/2023	**Date:** 3/30/2023	**Date:** 4/21/2023	**Date:** 4/21/2023
Evaluation	U	S	S	S	S	S		
Faculty Initials	FB	FB	FB	BS	BS	BL		
Remediation: Date/Evaluation/ Initials	217/2023 S FB	NA	NA	NA	NA	NA		

* Course Objectives

2/17/2023 0800am – vSim posttest for Rachael Heidebrink was not completed by assigned date and time. The posttest was completed in the afternoon of 2/17/2023 after notification of incomplete assignment. 2 hours of missed time recorded. FB
I have reviewed the requirements related to vSim assignments, and I will be sure to have all vSim assignments completed in full by the due dates going forward. RL

*End-of- Program Student Learning Outcomes

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Dorresha Green, Tamica Ivey, Rebecca Lamons, Jenna Strayer
GROUP #: 2
SCENARIO: Week 8 Simulation
OBSERVATION DATE/TIME(S): February 27, 2023 1000-1200

CLINICAL JUDGMENT COMPONENTS					OBSERVATION NOTES
NOTICING: (1,2)*					Notices patient is complaining of fatigue and nausea. Notices patient's heart rhythm is initially sinus bradycardia. Notices patient has a rhythm change after Atropine is administered; blood pressure is decreased. Notices patient has a second rhythm change. Notices patient has an elevated heart rate with complaints of palpitations. Notices patient is in atrial fibrillation. Notices patient's blood pressure is decreased after medication is administered. Notices patient has crackles in lungs. Notices patient is unresponsive and in ventricular tachycardia.
• Focused Observation:	E	A	D	B	
• Recognizing Deviations from Expected Patterns:	E	A	D	B	
• Information Seeking:	E	A	D	B	
INTERPRETING: (1,2)*					Initially prioritizes performing a focused GI assessment. Initially does not prioritize patient's low heart rate. Interprets patient's initial heart rhythm as sinus bradycardia. Recognizes the patient's ordered metoprolol may be contributing to the low heart rate. Prioritizes treating nausea and vomiting before decreased heart rate when phoning physician. Recognizes a need to administer medication to treat patient's low heart rate. Interprets rhythm change as a second degree type II heart block. Initially interprets second rhythm change as a first degree heart block; then interprets it as a third degree heart block. Interprets patient's heart rhythm as atrial fibrillation. Recognizes patient has a need for medication to decrease heart rate. 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. Interprets patient's heart rhythm as pulseless ventricular tachycardia. Interprets correct dose of medications. Interprets patient's low potassium as a potential cause for cardiac arrest.
• Prioritizing Data:	E	A	D	B	
• Making Sense of Data:	E	A	D	B	
RESPONDING: (1,2,3,5,6,7)*					Introduces self and identifies patient. Obtains patient's vital signs. Inquires about patient's symptoms and admitting diagnosis. Performs a focused GI assessment. Places patient on the monitor. Notifies physician of patient's symptoms and heart rhythm of sinus bradycardia; recommends an order for something to treat nausea and vomiting. Recommends a dose of Atropine 0.5 mg IVP. Administers Atropine 0.5 mg IVP. Notifies physician of decreasing
• Calm, Confident Manner:	E	A	D	B	
• Clear Communication:	E	A	D	B	
• Well-Planned Intervention/					

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Flexibility: • Being Skillful: B	E	A E	D A	B D	heart rate and change in rhythm. Places 2L of oxygen via nasal cannula on the patient after prompted by physician. Reassesses patient's vital signs. Places fast patches on patient. Reassures and calms patient. Notifies physician of patient's increasing symptoms and heart rhythm change. Introduces self and identifies patient. Inquires about patient's admitting diagnosis and symptoms. Places patient on the monitor. Obtains vital signs. Applies oxygen 2L via nasal cannula. Notifies physician of patient's abnormal heart rhythm and vital signs. Recommends diltiazem bolus followed by a drip. Administers diltiazem. Reassesses patient and vital signs. Places fast patches on patient. Notifies physician of patient's decreased blood pressure. Recommends a fluid bolus. Administers fluid bolus. Notifies physician of patient's fluid overload symptoms. Calls for help. Does not check for pulse. Initiates CPR. Calls code blue. Places fast patches on patient. Administers epinephrine 1 mg IVP. Defibrillates patient. Restarts CPR.
REFLECTING: (1,2,5)* • Evaluation/Self-Analysis: • Commitment to Improvement:	E E	A A	D D	B B	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! 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. 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!
SUMMARY COMMENTS: * = Course Objectives **Satisfactory completion of the simulation scenario is a score of "Developing" or higher in all areas of the rubric.** **E= Exemplary** **A= Accomplished**					Lasater Clinical Judgement Rubric Comments: 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. Interpreting: Generally focuses on the most important data and seeks further

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D= Developing **B= Beginning** **Scenario Objectives:** • **Differentiate the clinical characteristics and ECG patterns of common dysrhythmias. (1,2)*** • **Choose nursing interventions for patients who are experiencing dysrhythmias. (1)*** • **Differentiate between defibrillation and cardioversion. (1,2,6)*** • **Communicates collaboratively to other healthcare providers utilizing SBAR. (3,5,6,7)***	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. 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. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy. 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. You are satisfactory for this simulation. Great job!

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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

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