



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

**Comments:**

Week 2 (1a,b)- Great job managing patient care and prioritizing care based on comprehensive assessment. (1d) Rhythm interpretation takes practice, you will get better with more exposure and seeing different kinds of rhythms. Take it one step at a time, recognize it is abnormal based off of measurements first and then determine rhythm based off the knowledge you have about those measurements. FB

1d. Pt on 4N was on tele and was tachycardic with A-fib. I was able to notice the irregular rhythm, but I still need to work on the actual reading of a monitor. I will continue to study and read about it to work on it for next week. Great job! Soon you will be great at reading these strips! AR

\*End-of- Program Student Learning Outcomes

Week 3 (1a,b,c)- Satisfactory in managing your patients during your patient management clinical experiences this week! AR

Week 4 1g. Pt on 3T who wasn't mine had their IV pump and call light going off for >5 min. Answered call light and pt stated her IV was done. I should have called the nurse before turning off her empty heparin infusion, which I didn't know was continuous. I will use this mistake as a learning experience and study heparin continuous infusions, and also not touch IV pumps if they're not my patient and if I don't know anything about their infusion. And I hope the patient didn't go too long without their heparin drip and that I did not cause any harm to them. Livia, great learning experience and making sure to always check with the primary RN is always a great decision. It is always important to know what is going on with the patient before performing any tasks especially when it is medication related. FB

Week 4 (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 5-1(f) Great job performing IV starts during the digestive health clinical. Proper technique and aseptic procedures were followed. Keep up the great work! FB

Week 9 (1c)- Satisfactory during Infusion Center clinical and with discussion via CDG posting. Preceptor comments: "Satisfactory in 'demonstrates prior knowledge of departments/nursing responsibilities', excellent in all other areas. Livia took initiative in her clinical experience. She changed a PICC dressing, drew blood from and accessed an Infusaport and assisted in multiple infusions and wound dressing changes. Livia engaged with the patients and staff in a courteous and professional manner." Great job! AR

Week 10 (1b)- Satisfactory during your Cardiac Diagnostics clinical and with discussion via CDG posting. Preceptor comments: "Excellent in all areas. Saw cardioversion, stress test, and angiography in the cath lab." Great job! A

Week 11 (1b,c,f)- Satisfactory during Special Procedures clinical and with discussion via CDG posting. Preceptor comments: "Satisfactory in 'demonstrates safe completion of nursing skills' and 'demonstrates professionalism in nursing'; Excellent in all other areas. Multiple IV starts with labs. Observed paracentesis, lymph node biopsy. Asked good questions. Friendly with patients." Great job! AR

Week 12-1(a-e, g) Excellent job this week managing complex patient care situations. Your care was well organized and you did a great job with your time management. Your head to toe assessments were very thorough and well done. Your medication passes were nicely done, and you had the opportunity to administer PO, IVP, SQ and transdermal medications all while following the six rights. Great job monitoring your patients closely to ensure positive patient outcomes. BL

Week 13(1a,d,e): Great job this week managing complex care situations. You did a great job being prepared for clinical, and ensuring that your assessments were detailed and thorough. You were able to complete your ECG booklet, identifying and measuring cardiac rhythm strips. You did a great job administering medications to your patient this week, following the six rights of medication administration. Great job! CB

Week 14- 1a-e,f- Great job this week assessing and managing care for your patient who was sedated and on a mechanical ventilator. Nice job doing thorough assessments and documenting interventions. Medications were all administered through various routes (OG, SQ, IV, IVP, IVPB) while following the six rights. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

## Objective

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

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

### Comments:

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

Week 4 (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 12-2(a) Livia, your pathophysiology was very well done. Please see the Pathophysiology Rubric at the end of this document for my feedback. 2(e) Great job in debriefing discussing cultural considerations and racial inequalities that may need to be assessed while caring for patients. BL

Week 13(2d,e): Great job this week formulating a nursing care map for your patient, please see the grading rubric below. 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. CB

Week 14- 2b,c,d- Nice job participating during debriefing and discussing these topics: great job monitoring for potential risks and anticipating early complications; and recognizing potential changes in patient status and taking appropriate action; nice job also of choosing two priority nursing diagnoses for your patient. BS

\*End-of- Program Student Learning Outcomes

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

**Comments:**

Week 2 (3a,b,c) These competencies will be completed during a future clinical experience, therefore they were changed to a NA. (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 3 (3e)- Satisfactory during patient management clinical experiences this week. RN comments: 1/24- “Satisfactory – Collection/Documentation of Data, Establishment of Plan of Care, Communication Skills and Delegation. Excellent – Demonstrates prior knowledge of departmental/nursing responsibilities, demonstrates safe completion of nursing skills and Demonstrates professionalism in nursing.

Experienced removal of NGT, central line, foley placement and TPN administration.” 1/25- “Satisfactory – Collection/Documentation of Data, Establishment of Plan of Care, Communication Skills and Delegation. Excellent – Demonstrates prior knowledge of departmental/nursing responsibilities, demonstrates safe completion of nursing skills and Demonstrates professionalism in nursing. Handled workload well with 3 patients. I am confident that she will succeed with 4.”. Satisfactory discussion via CDG posting related to your patient management clinical experiences. Keep up the great work! AR

Week 4 (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

\*End-of- Program Student Learning Outcomes

Week 6 (3b)- Satisfactory during Quality/Core Measures observation and with discussion via CDG posting. RN comments: Stroke- "Satisfactory in all areas. Good luck on surgical floor!"; Core Measures- "Satisfactory in all areas."; Rapid Response and Standards of Care- "Excellent in all areas.". Great job! AR

Week 9 (3c)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Keep up the great work! AR

Week 10 (3b,c)- Satisfactory during Quality Scavenger Hunt clinical, with documentation, and with discussion via CDG posting. Great job! AR

Week 12-3(c) You did a great job ensuring you used the PAR system appropriately when obtaining care items for your patients this week in clinical. This is just one important way to ensure fiscal responsibility in clinical practice. BL

Week 13(3a): Livia, this week in clinical you were able to witness different types of communication between your patients family, different healthcare providers, bedside nurses, respiratory therapy, and wound nurses. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	<b>S</b>	NA	<b>NA</b>	NA	NA	NA	S	S	S	NA	NA	<b>S</b>						
a. Critique examples of legal or ethical issues observed in the clinical setting. <b>(Interpreting)</b>	<b>NA</b>																	
b. Engage with patients and families to make autonomous decisions regarding healthcare. <b>(Responding)</b>	S	S	S	NA	NA	NA	NA	NA	<b>S</b>	S	S	S	S	S	S	NA	NA	<b>S</b>
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. <b>(Responding)</b>	S	S	S	S	S	NA	S	NA	<b>S</b>	S	S	S	S	S	S	NA	NA	<b>S</b>
<b>Faculty Initials</b>	<b>FB</b>	<b>AR</b>	<b>FB</b>	<b>BL</b>	<b>AR</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>	<b>CB</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>

**Comments:**

Week 2 (4a)- This competency will be addressed in a future clinical experience. Week 2 (4c)-You are doing a great job presenting yourself in a professional manner through your attitude, commitment, and eagerness to learn. FB

Week 12-4(a) Excellent job this week during debriefing in which you were actively involved in the discussion of this competency. You gave great examples of legal and ethical issues observed in the clinical setting. BL

Week 13(4c): Great job exhibiting professional behavior during your clinical rotation. Keep up the good work! CB

Week 14- 4c- Professional behavior observed at all times in the clinical setting. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

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

**Comments:**

(5a)- Reported on by assigned RN during clinical rotation 1/17/2023– Excellent in all areas. Student goals: “Time management and start IV.” Additional Preceptor comments: “Great willingness to learn! Did very well when it comes to interventions: TPN, foley catheter, discontinuing IV’s etc! Fun to work with!!” KL/FB  
 Week 4 (5a) Reported on by assigned RN during clinical rotation on 1/31/2023 – Excellent in all areas. Student goals: “Manage 4 patients with better time management.” Additional Preceptor comments: “I had a lot of compliments from multiple staff stating how great of a nurse Livia will be. Very willing and eager to do different tasks, and looked for different learning opportunities. Also assisted with patients outside of her group today. Functioned very well independently, cannot say enough great things about Livia!” CA/FB  
 Reported on by assigned RN during clinical rotation on 2/1/2023 – Excellent in all areas. Student goals: “To be able to recognize disease processes and handle an intensive care patient.” Additional Preceptor comments: “Amazing job! Handled four patients today, and had great time management. Recognized important abnormal lab values. Initiated patient skills without needing prompted. Great team player by assisting orderlies with patient care. Again, multiple compliments from staff, and patients. *Great IV start also! Overall will make a great nurse!*” CA/FB  
 Week 6 (5c)- Satisfactory discussion via CDG posting related to your Quality/Core Measures observation. Great job! AR  
 Week 12-5(b) Livia, 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. 5(c,e) Great job this week during debriefing in which you were actively involved in the discussion of these competencies. BL

\*End-of- Program Student Learning Outcomes

Week 13(5a): Livia, you did a great job seeking opportunities to learn. You are very engaged during clinical and always ask appropriate questions so that you understand. Keep up all your hard work! CB

Week 14- 5a,b,c- Great performance in the clinical setting this week. You were well prepared and paid attention to detail, which are great qualities. Nice job discussing actions you took to create a culture of safety for your patient while doing your CDG. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

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

**Comments:**

(6d)- Satisfactory completion of Hand-Off Report competency rubric, 30/30 points. RN comments: Livia was able to give a great and informative report! She was able to fill in all of the blanks. KA/FB (6f)- CDG was posted following all rubric criteria and on-time. FB

Week 3 (6f)- Satisfactory CDG posting related to your patient management clinical experience. Great job! AR

Week 4 (6e)- Great job with documenting accurately and appropriately for all aspects of care delivered. FB

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

Week 8-6(c,f) Livia, you did an excellent job discussing how the patient advocate and discharge planner each collaborate with members of the healthcare team to achieve optimal patient outcomes in your CDG. Your CDG was very thorough and well done this week. Comments from your preceptor for your Patient Advocate/Discharge Planner clinical experience: Excellent in all areas. "Livia asked a lot of great questions during clinical! Great job!" Keep up all your hard work! BL

Week 9 (6c,f)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Keep up the great work! AR

\*End-of- Program Student Learning Outcomes

Week 10 (6f)- Satisfactory CDG posting related to your Cardiac Diagnostics and Quality Scavenger Hunt clinical experiences. Keep up the great work! AR  
Week 11 (6f)- Satisfactory discussion via CDG posting related to your Special Procedures clinical experience. Great job! AR  
Week 12-6(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 an excellent job with your CDG this week. Keep up the great work! BL  
Week 13(6a,b,c,d,e,f): Great job this week collaborating with peers and bedside nurses to achieve optimal patient outcomes. You did a great job on your hand-off report, scoring 30/30 per the 4T hand-off report grading rubric. Good job with your documentation this week, it was very thorough and completed on time. Your CDG was Satisfactory, meeting all requirements. CB  
Week 14- 6a,c,e,f- Great job this week collaborating and working together with your nurses and fellow student to provide quality care to your patient. Documentation was timely and well done, nice work! Nice work on your CDG this week. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	NA	S	NA	S	S	S	S	S	S	S	NA	NA	S
a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>	S	S	S	S	S	NA	S	NA	S	S	S	S	S	S	S	NA	NA	S
b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>	S	S	S	S	S	NA	S	NA	S	S	S	S	S	S	S	NA	NA	S
c. Comply with the FRMCSN "Student Code of Conduct Policy." <b>(Responding)</b>	S	S	S	S	S	NA	S	NA	S	S	S	S	S	S	S	NA	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	NA	S	NA	S	S	S	S	S	S	S	NA	NA	S
<b>Faculty Initials</b>	<b>FB</b>	<b>AR</b>	<b>FB</b>	<b>BL</b>	<b>AR</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>BL</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>	<b>CB</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>

**Comments:**

Week 4 (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 6 (7a)- Satisfactory discussion via CDG posting related to your Quality/Core Measures observation. Keep it up! AR

Week 14- 7a,b- Great job searching for and summarizing an evidence-based article that was very pertinent to your patient's situation. BS

You did it Livia!! Congratulations and good luck!! Brian

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

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>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>FB</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**

Week 1 Lab 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

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

Student Name: <b>Livia Suresh</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>4/11-4/12/2023</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	Great job providing specific abnormal patient data and relevant risk factors for your patient.
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	2	You did a great job listing nursing priorities, but I would have also included (risk for falls, aspiration, shock, impaired cardiovascular function, decreased cardiac tissue perfusion; self-care deficit, acute urinary retention, impaired physical mobility, and impaired dentition). You did a great job highlighting abnormal findings that correlated with your top nursing priority of impaired gas exchange. Potential complications were listed and you were able to also list signs and symptoms related to each of them.
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
<b>Respo</b>	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	You did a great job listing realistic interventions that were related to your patient, that were prioritized.
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

\*End-of- Program Student Learning Outcomes

<b>nding</b>	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	You provided a rationale for each intervention that was pertinent to your patient, and each intervention included a frequency.
	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	1	When completing the evaluation of your top nursing priority, you are to reevaluate anything that is highlighted in the assessment box, lab and diagnostic box, and the risk factor box. Great job including to continue the plan of care.
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul>	Complete			Not complete	3	
<p>Total Possible Points= 42 points  <b>42-33 points = Satisfactory</b>  32-21 points = Needs Improvement*  &lt; 21 points = Unsatisfactory*</p> <p><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: Livia, you did a great job on your nursing care map, scoring 39/42, receiving a Satisfactory. Please read the comments for my feedback.</b></p>						<p><b>Total Points:</b>  <b>39/42.</b></p> <p><b>Faculty/Teaching Assistant Initials:</b>  <b>CB</b></p>	

Care Map Evaluation Tool  
AMSN  
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
4/11-4/12/2023	Impaired Gas Exchange	S/CB	NA/CB

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

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

**Student Name:** Livia Suresh

**Clinical Date:** 04/04-04/05/2023

<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)-1</li> <li>• Past Medical History (1)-1</li> </ul>	<p><b>Total Points: 2</b>  <b>Comments:</b> Great job discussing your patient's current diagnosis and past medical history.</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)-1</li> </ul>	<p><b>Total Points: 1</b>  <b>Comments:</b> Excellent job! Pathophysiology is detailed and accurate.</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)-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)-1</li> <li>• Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)-1</li> </ul>	<p><b>Total Points: 3</b>  <b>Comments:</b> All patient's signs and symptoms included with detailed explanation of correlation to current diagnosis. Great job discussing the signs and symptoms that are typically expected with a patient who is diagnosed with this disease.</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)-1</li> <li>• Rationale provided for each lab test performed (1)-1</li> <li>• Explanation provided of what a normal lab result should be in the absence of current diagnosis (1)-1</li> <li>• Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)-1</li> </ul>	<p><b>Total Points: 4</b>  <b>Comments:</b> Excellent job, Livia! This section is very thorough and well done.</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)-1</li> <li>• Rationale provided for each diagnostic test performed (1)-1</li> <li>• Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1)-1</li> <li>• Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)-1</li> </ul>	<p><b>Total Points: 4</b>  <b>Comments:</b> All diagnostic tests and results included. Detailed rationales provided. Great job correlating the diagnostic test results with the patient's diagnosis.</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)-1</li> <li>• Rationale provided for the use of each medication (1)-1</li> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)-1</li> </ul>	<p><b>Total Points: 3</b>  <b>Comments:</b> Great job! All information is detailed and accurate.</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)-1</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)-1</li> </ul>	<p><b>Total Points: 2</b>  <b>Comments:</b> Great job correlating the patient's past medical history with current diagnosis.</p>
<p><b>8. Describe nursing interventions related to current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>• All nursing interventions provided for patient explained and rationales provided (1)-1</li> </ul>	<p><b>Total Points: 1</b>  <b>Comments:</b> Excellent job! All pertinent nursing interventions provided with detailed rationales.</p>
<p><b>9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies all interdisciplinary team members currently involved in the care of the patient (1)-1</li> <li>• Explains how each current interdisciplinary team member contributes to positive patient outcomes (1)-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)-1</li> </ul>	<p><b>Total Points: 3</b>  <b>Comments:</b> Great job identifying additional interdisciplinary team members that should be included to ensure positive outcomes for your patient.</p>
<p>Total possible points = 23  18-23 = Satisfactory  13-17 = Needs improvement  &lt;12 = Unsatisfactory</p>	<p><b>Total points: 23/23</b>  Excellent job, Livia! Your pathophysiology was very detailed, thorough and well done. Keep up all your hard work! BL</p>

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:</b> 2/17/2023	<b>Date:</b> 2/27-28/2023	<b>Date:</b> 3/3/2023	<b>Date:</b> 3/17/2023	<b>Date:</b> 3/24/2023	<b>Date:</b> 3/30/2023	<b>Date:</b> 4/21/2023	<b>Date:</b> 4/21/2023
Evaluation	S	S	S	S	U	S	S	S
Faculty Initials	AR	BL	BL	AR	AR	AR	BS	BS
<b>Remediation: Date/Evaluation/ Initials</b>	NA	NA	NA	NA	3/27/2023 S AR	NA	NA	NA

\* Course Objectives

3/24/2023- Did not complete vSim for LB prior to due date and time. AR

3/27/2023- Satisfactory completion of vSim LB. AR

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Sarah Kopp, Gloria Plue, Livia Suresh, John Zura

GROUP #: 4

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): February 27, 2023 1430-1630

CLINICAL JUDGMENT COMPONENTS						OBSERVATION NOTES
<p><b>NOTICING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E       A       D       B</li> <li>• Recognizing Deviations from Expected Patterns:           E       A       D       B</li> <li>• Information Seeking:           E       A       D       B</li> </ul>						<p>Notices patient is complaining of fatigue and nausea. Notices patient's heart rate is low. Notices patient's SpO2 is decreased. Notices patient's heart rhythm change with a decrease in blood pressure. Notices second heart rhythm change.</p> <p>Notices patient's heart rate is elevated and SpO2 is decreased. Notices there is no change in patient's heart rate or rhythm after medication administration. Notices decreased blood pressure. Notices patient is in fluid overload. Notices patient has crackles.</p> <p>Notices patient is unresponsive and pulseless.</p>
<p><b>INTERPRETING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:               E       A       D       B</li> <li>• Making Sense of Data:       E       A       D       B</li> </ul>						<p>Initially prioritizes performing assessment. Interprets patient's initial heart rhythm as sinus bradycardia. Recognizes a need for medication to increase heart rate. Interprets heart rhythm change as a second degree type II heart block. Interprets second heart rhythm change as first degree heart block.</p> <p>Initially interprets patient's heart rhythm as atrial flutter; then recognizes it is atrial fibrillation. Recognizes a need to administer medication to decrease patient's heart rate. Recognizes a need for a fluid bolus to increase patient's blood pressure. Prioritizes stopping patient's fluids when patient shows signs of fluid overload.</p> <p>Interprets patient's heart rhythm as ventricular fibrillation.</p>
<p><b>RESPONDING: (1,2,3,5,6,7)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:       E       A       D       B</li> <li>• Clear Communication:       E       A       D       B</li> <li>• Well-Planned Intervention/ Flexibility:                   E       A       D       B</li> <li>• Being Skillful:                   E       A       D       B</li> </ul>						<p>Introduces self and identifies patient. Obtains vital signs, performs assessment. Notifies physician of patient's decreased heart rate and SpO2. Recommends Atropine 0.5-1 mg IVP. Applies 2L of oxygen via nasal cannula. Calms and reassures the patient. Administers Atropine 0.5 mg IVP. Reassesses patient's heart rhythm. Notifies physician of rhythm change. Obtains vital signs, increases oxygen. Reassesses heart rhythm.</p> <p>Introduces self and identifies patient. Obtains vital signs and places patient on the monitor. Applies oxygen 2L via nasal cannula. Auscultates patient's heart. Notifies physician of patient's elevated heart rate and abnormal rhythm. Recommends administering diltiazem bolus followed by a drip. Asks the patient to cough and bear down to help bring down heart rate. Educates patient on diltiazem. Administers diltiazem bolus and drip. Reassesses patient</p>

\*End-of- Program Student Learning Outcomes

	<p>and obtains vital signs. Notifies physician about patient’s decreased blood pressure. Recommends IV fluid bolus. Administers fluid bolus IV. Reassesses patient and vital signs. Stops IV fluids when patient has symptoms of fluid overload. Performs a focused respiratory assessment. Calms and reassures the patient. Notifies physician that patient is in fluid overload after IV fluid bolus. Recommends administering Amiodarone or performing a cardioversion.</p> <p>Calls MET. Initiates CPR. Applies fast patches. Defibrillates patient. Restarts CPR. Administers epinephrine 1 mg IVP.</p>
<p><b>REFLECTING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:     <b>E</b>     <b>A</b>     <b>D</b>     <b>B</b></li> <li>• Commitment to Improvement: <b>E</b>     <b>A</b>     <b>D</b>     <b>B</b></li> </ul>	<p>Discussed first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Talked about holding medication to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi, dopamine). Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for medication). Excellent teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Great teamwork and communication.</p> <p>Discussed the importance of immediate CPR and defibrillation with pulseless v-tach. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate the clinical characteristics and</b></li> </ul>	<p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p>Responding: Generally displays leadership and confidence and is able to</p>

<p><b>ECG patterns of common dysrhythmias. (1,2)*</b></p> <ul style="list-style-type: none"> <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>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.</p> <p>Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p>You are satisfactory for this simulation. Great job!</p>
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**Lasater Clinical Judgment Rubric Scoring Sheet**

STUDENT NAME(S): L. Suresh  
 GROUP #:  
 SCENARIO: Comprehensive Simulation  
 OBSERVATION DATE/TIME(S): 4/21/2023

<b>CLINICAL JUDGMENT COMPONENTS</b>						<b><u>OBSERVATION NOTES</u></b>
<b>NOTICING: (2,6) *</b>						
• Focused Observation:	E	A	D	B		Recognized all signs and symptoms associated with patient’s inferior wall MI upon arrival to the ER (ex. chest pain, diaphoresis, vital signs, labs)
• Recognizing Deviations from Expected Patterns:	E	A	D	B		Recognized the need to clarify patient’s last dose of Sildenafil in order to administer nitrates, as well as the importance of holding patient’s Metformin for 48 hours after the heart catheterization.
• Information Seeking:	E	A	D	B		Recognized the appropriate use of MONAH (morphine, oxygen, nitrates, aspirin, heparin), fluid resuscitation, diuretics, and potassium use for the inferior wall MI patient.
						Recognized the association between patient history, including non-compliance, and current findings.
						Recognized the importance of identifying the culprit vessel during a

\*End-of- Program Student Learning Outcomes

	<p>STEMI so that the appropriate equipment can be prepared to treat an inferior STEMI, with catheters that will engage the right coronary artery.</p> <p>Recognized patient's allergy to contrast dye and the importance of pre-medicating so that any potential allergic reaction can be minimized.</p> <p>Recognized the appropriate patient information pertinent to communication with next caregiver following SBAR.</p> <p>Recognized the necessary components of assessment for the post Inferior STEMI patient upon return from the cardiac cath lab.</p> <p>Recognized abnormal vital sign, Atrial fibrillation, impending heart failure, and ecchymosis at right radial arterial site upon admission to critical care unit.</p> <p>Recognized the different medical diagnosis and past medical history that needed to be considered when developing a discharge education plan.</p>
<p><b>INTERPRETING: (1,2,3,6) *</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:           E       A       D       B</li> <li>• Making Sense of Data:    E       A       D       B</li> </ul>	<p>Accurately interprets abnormal assessment findings (chest pain, diaphoresis, SOB), vital signs (BP, HR, SpO2), ECG (ST elevation-Inferior wall MI), and lab values (Troponin) in ER.</p> <p>ECG interpreted correctly. Recognized the need to continually interpret vital signs, heart rhythm, and pain throughout the case.</p> <p>Interpreted the areas affected by an inferior wall MI and artery responsible for this particular MI.</p> <p>Excellent job prioritizing appropriate data to include in communication using the SBAR format.</p> <p>Excellent interpretation of data. Upon reviewing the vital signs and monitor/ECG, Afib was noticed and interpreted to be a priority. When reviewing patient's symptom upon arrival to the Critical Care Unit, symptoms were interpreted to indicate heart failure/fluid overload.</p> <p>Interpreted current diagnosis and past medical history and determined the need for education on current and past health issues as well as lifestyle modifications.</p>
<p><b>RESPONDING: (2,3,6,7) *</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:   E       A       D       B</li> </ul>	<p>Multiple dosage calculations performed accurately. Several IV drips and boluses (heparin, nitroglycerin, Bivalirudin, amiodarone) were calculated and initiated appropriately. Sedation medications were</p>

\*End-of- Program Student Learning Outcomes

<ul style="list-style-type: none"> <li>• Clear Communication: E A D B</li> <li>• Well-Planned Intervention/ Flexibility: E A D B</li> <li>• Being Skillful: B E A D</li> </ul>	<p>calculated, verbalized, and administered. IV pump correctly programmed for bivalirudin bolus and drip. Nice job with SBAR communication when transferring patient throughout the scenarios. Appropriate medications were chosen to treat Afib and heart failure/fluid overload.</p> <p>Provided patient/family education related to lifestyle modifications including medication compliance and smoking cessation.</p> <p>Demonstrated clear communication providing the necessary components to include during-hand-off report for transition of care utilizing SBAR.</p> <p>Applied appropriate interventions based on assessment findings in all departments.</p> <p>Active engagement throughout scenario.</p> <p>Provided accurate and pertinent information when phoning healthcare provider; accurately read orders back to verify.</p> <p>Provided appropriate communication and conflict management responses to daughter.</p>
<p><b>REFLECTING: (4,5,6,7) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E A D B</li> <li>• Commitment to Improvement: E A D B</li> </ul>	<p>Able to identify new knowledge obtained through the simulation and how to apply to future patient care scenarios.</p> <p>Acknowledged the importance of customizing teaching to accommodate patient lifestyle.</p> <p>Asked appropriate questions to gain understanding of information provided.</p> <p>Identified areas of improvement to foster clear and concise communication using SBAR. Reflected on ways to resolve conflict in appropriate manner.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of Developing or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p>	<p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. Even when facing complex, conflicting, or confusing</p>

\*End-of- Program Student Learning Outcomes

<p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment of ACS/STEMI, HF, and Atrial Fibrillation from admission to discharge. (1,6)*</b></li> <li>• <b>Initiate treatment protocols for ACS/STEMI, JF, and Atrial Fibrillation. (1,6)*</b></li> <li>• <b>Collaborate and communicate with interdisciplinary health care providers while transitioning from admission to discharge. (1,2,6)*</b></li> <li>• <b>Summarize the nursing implications for medications and treatments utilized in the care of patients with ACS/STEMI, HF, and Atrial Fibrillation and develop plan for discharge. (1,2,3,5,6,7)*</b></li> <li>• <b>Demonstrate ability to resolve conflict among interdisciplinary healthcare team members. (6,7)*</b></li> <li>• <b>*Course Objectives</b></li> </ul>	<p>data, is able to (a) note and make sense of patterns in the patient’s data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of success.</p> <p>Responding: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p>Overall excellent performance during the comprehensive simulation on a patient experiencing an inferior myocardial infarction. Total care from ED to Catherization lab to ICU and discharge education was completed satisfactorily.</p>
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**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Advanced Medical Surgical Nursing- 2023**

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

I was given the opportunity to review my final clinical ratings in each course competency. I was given the opportunity to ask questions about my clinical performance. I have the following comments to make about my clinical performance/final clinical evaluation:

Student eSignature & Date:

Livia Suresh, 04/24/2023

ar 12/20/2022