EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2023

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Dorresha Green

Final Grade: **Satisfactory**

Semester: **Spring**

Date of Completion: 04/25/2023

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: Brittany Lombardi, MSN, RN

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)
4/7/2023	1	Quality Scavenger Hunt Survey	4/10/2023- BS
04/24/2023	1	Did not complete Comprehensive Simulation survey	04/25/2023

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

Comments:

Week 2(1a,b)- Great job managing patient care and prioritizing care based on comprehensive assessments. FB

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

Week 4 (1c)- Great job evaluating the plan of care and patient needs to determine the order of care as you cared for several patients during this clinical rotation. FB

*End-of- Program Student Learning Outcomes

Week 7-1(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 10 (1b,c,f)- Satisfactory during Special Procedures clinical and with discussion via CDG posting. Preceptor comments: “Excellent in all areas. Several successful IV starts, observed 2 angioplasty, paracentesis. Nice job today.” Great job Dorresha! AR

Week 11 (1c)- Satisfactory during Infusion Center clinical experience and with discussion via CDG posting. Preceptor comments: “Excellent in all areas.” Great job! AR

Week 12- 1a-e,g- Great job this week assessing and managing care for your patient, who was intubated and on mechanically ventilated. Additional rhythm strips were interpreted and measured. Nice job also administering medications through various routes (SQ, IVP, IV, OG) while observing the six rights of medication administration. 1f- You also showed proper technique when attempting to start an IV on your patient this week. BS

Week 13- 1a-e,g- Great job this week assessing and managing care for your patients, one of which was intubated and on mechanically ventilated. Additional rhythm strips were interpreted and measured. Nice job also administering medications through various routes (SQ, IVP, IV, PO) while observing the six rights of medication administration. BS

Week 14-1(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. Your medication passes were well done, and you had the opportunity to administer PO, SQ, and IVP medications all while following the six rights. You did an excellent job monitoring your patients closely to ensure positive outcomes. Keep up all your hard work! BL

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	S	S	NA	NA	NA	NA	NA	**S**	NA	NA	NA	S	S	S	NA	NA	**S**
b. Monitor for potential risks and anticipate possible early complications. **(Noticing, Interpreting, Responding)**	S	S	S	NA	NA	NA	NA	NA	**S**	NA	NA	S	S	S	S	NA	NA	**S**
c. Recognize changes in patient status and take appropriate action. **(Noticing, Interpreting, Responding)**	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. **(Noticing, Interpreting, Responding, Reflecting)**	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. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
Faculty Initials	**FB**	**AR**	**FB**	**AR**	**BL**	**BL**	**BL**	**BL**	**BL**	**AR**	**AR**	**AR**	**BS**	**BS**	**BL**	**BL**	**BL**	**BL**

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- 2b,e- Nice job monitoring information contained in the electronic health record and from your own observations to provide great care to your patient. Nice job also identifying social determinants of health during debriefing that could have an impact on your patient's health, well-being, and quality of life. BS

Week 13- 2a,b,e- Great job correlating the relationships among your patient's disease process, history, symptoms, and present condition utilizing your clinical judgment skills, and formulating a prioritized plan of care. Nice job monitoring information contained in the electronic health record and from your own observations to provide

*End-of- Program Student Learning Outcomes

great care to your patients. Nice job also identifying social determinants of health during debriefing that could have an impact on your patient's health, well-being, and quality of life. BS

Week 14-2(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

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)**	NA	NA	NA	NA	NA	NA	NA	NA	**NA**	NA	NA	NA	NA	NA	S	NA	NA	**S**
b. Participate in QI, core measures, monitoring standards and documentation. **(Interpreting & Responding)**	NA	NA	NA	S	NA	NA	NA	NA	**S**	NA	NA	NA	S	S	S	NA	NA	**S**
c. Discuss strategies to achieve fiscal responsibility in clinical practice. **(Responding)**	NA	NA	NA	NA	NA	NA	NA	NA	**NA**	NA	NA	S	S	S	S	NA	NA	**S**
d. Clarify roles & accountability of team members related to delegation. **(Noticing)**	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. **(Interpreting)** (**Patient Mgmt.**)	S	S	S	NA	NA	NA	NA	NA	**S**	NA	NA	NA	NA	NA	NA	NA	NA	**S**
Faculty Initials	**FB**	**AR**	**FB**	**AR**	**BL**	**BL**	**BL**	**BL**	**BL**	**AR**	**AR**	**AR**	**BS**	**BS**	**BL**	**BL**	**BL**	**BL**

Comments:

Week 2 (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- "Excellent in all areas. Dorresha was very attentive to her patients, rounding every few hours. She recognized focused assessments and assisted in sterile wound dressing changes." 1/25- "Excellent in all areas. Eager to learn new things and help whenever needed. Great time management and bedside manner!". Satisfactory discussion via CDG posting related to your patient management clinical experiences this week! Great job! 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

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

*End-of- Program Student Learning Outcomes

Week 11 (3c)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Keep up the good work! AR
Week 12 (3b,c)- Satisfactory during Quality Scavenger Hunt, with documentation, and discussion via CDG posting. Great job! AR

Week 14-3(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

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)**	NA	NA	NA	NA	NA	NA	NA	NA	**NA**	NA	NA	NA	S	S	S	NA	NA	**S**
b. Engage with patients and families to make autonomous decisions regarding healthcare. **(Responding)**	S	S	S	NA	NA	S	NA	NA	**S**	NA	NA	NA	S	S	S	NA	NA	**S**
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
Faculty Initials	**FB**	**AR**	**FB**	**AR**	**BL**	**BL**	**BL**	**BL**	**BL**	**AR**	**AR**	**AR**	**BS**	**BS**	**BL**	**BL**	**BL**	**BL**

Comments:
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- 4a, c- Nice job discussing examples of legal/ethical issues you observed in the clinical setting. Professional behavior observed at all times in the clinical setting. BS
Week 13- 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**	NA	S	S	S	S	S	NA	NA	**S**
b. Demonstrate initiative in seeking new learning opportunities. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. **(Interpreting)**	NA	NA	NA	S	NA	NA	NA	NA	**S**	NA	NA	NA	S	S	S	NA	NA	**S**
d. Maintain the principles of asepsis and standard/infection control precautions **(Responding)**	S	S	S	NA	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
e. Practice use of standardized EBP tools that support safety and quality. **(Responding)**	S	S	S	S	S	NA	NA	NA	**S**	NA	NA	NA	S	S	S	NA	NA	**S**
f. Utilize faculty feedback to improve clinical performance. **(Responding & Reflecting)**	S	S	S	S	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
Faculty Initials	**FB**	**AR**	**FB**	**AR**	**BL**	**BL**	**BL**	**BL**	**BL**	**AR**	**AR**	**AR**	**BS**	**BS**	**BL**	**BL**	**BL**	**BL**

Comments:

Week 2 (5a)- Reported on by assigned RN during clinical rotation 1/17/2023. Excellent in all areas. Student goals: Be more confident when interacting with patients. Take on at least two patients and work on organizational and prioritization skills. Additional Preceptor comments: Dorresha does a fantastic job and is going to be a fantastic nurse. She is kind to patients, helpful to me and always willing to learn. She demonstrated confidence in stepping up to do compressions in the code! So proud of her! HR/FB

Week 4 (5a) Reported on by assigned RN during clinical rotation on 1/31/2023 – Excellent in all areas. Student goals: "Time management and continue to check orders and medications" Additional Preceptor comments: "Dorresha is going to be a fantastic nurse. She demonstrated so much confidence and independence today. She is doing so much better than I ever did at this point in school. Always happy to have her as my student!" HR/FB Reported on by assigned RN during clinical rotation on 2/1/2023 – Excellent in all areas.Student goals: "time management!!" Additional Preceptor comments: "Dorresha did excellent today! She was extremely independent and did not need my help with anything we did today. I think she is beyond ready to be a nurse and take her won assignments. It was a pleasure working with her!" HR/FB

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

*End-of- Program Student Learning Outcomes

Week 12- 5a,b,e- Nice job discussing factors that create a culture of safety in the acute care setting, and also discussing the use of standardized EBP tools that support safety and quality. Great job in the clinical setting this week Dorresha! You were also able to initiate your patient's tube feeding. BS

Week 13- 5a- You performed well in the clinical setting this week, providing great care to your patients. Nice work! BS

Week 14-5(b,c) Dorresha, 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

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*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	NA	NA	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
b. Teach patients and families based on readiness to learn and discharge learning needs. **(Interpreting & Responding)**	S	S	S	NA	NA	NA	NA	NA	**S**	NA	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. **(Responding)**	S	S	S	NA	S	NA	NA	NA	**S**	NA	NA	S	S	S	S	NA	NA	**S**
d. Deliver effective and concise hand-off reports. **(Responding)**	~~S~~ NA	NA	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. **(Responding)**	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. **(Responding and Reflecting)**	S	S	S	S	S	NA	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
Faculty Initials	**FB**	**AR**	**FB**	**AR**	**BL**	**BL**	**BL**	**BL**	**BL**	**AR**	**AR**	**AR**	**BS**	**BS**	**BL**	**BL**	**BL**	**BL**

Comments:

Week 2 (6d)-This competency can be rated a "S" when you hand in the hand-off report competency rubric completed by your assigned RN. FB

Week 3 (6f)- Satisfactory CDG posting related to your patient management clinical experience. Keep up the great work! AR

Week 4 (6d) – Hand off report was completed satisfactory with 30/30 points per the hand off report competency rubric. RN comments: "Dorresha gave an awesome report! I did not have to chime in at all. She included all pertinent details. Very proud of her!" HR/FB (6e)- Great job with documenting accurately and appropriately for all aspects of care delivered. FB

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

*End-of- Program Student Learning Outcomes

Week 6-6(c,f) Dorresha, 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. Keep up all your hard work! BL

Week 10 (6f)- Satisfactory CDG posting related to your Special Procedures clinical experience. Keep up the great work! AR

Week 11 (6c,f)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Keep it up! AR

Week 12- 6a,b,c,f- Nice job this week working together with the nursing staff and your fellow students to provide quality care to your patient. As I'm sure you realized, teamwork is truly important in the critical care environment, as most patients are dealing with their primary problem and many other co-morbidities. BS

Week 13- 6a,b,c,d,f- Nice job this week working together with the nursing staff and your fellow students to provide quality care to your patient. As I'm sure you realized, teamwork is truly important in the critical care environment, as most patients are dealing with their primary problem and many other co-morbidities. Documentation of interventions and medication administration was organized and well-done. Great job on your Care Map CDG this week. You gave a very good handoff report this week in debriefing- 30/30. BS

Week 14-6(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

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**	NA	S	S	S	S	S	NA	NA	**S**
b. Accountable for investigating evidence-based practice to improve patient outcomes. **(Responding)**	S	S	S	S	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
c. Comply with the FRMCSN *"Student Code of Conduct Policy."* **(Responding)**	S	S	S	S	S	S	NA	NA	**S**	NA	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**.** **(Responding)**	S	S	S	S	S	S	NA	NA	**S**	NA	S	S	S	S	S	NA	NA	**S**
Faculty Initials	**FB**	**AR**	**FB**	**AR**	**BL**	**BL**	**BL**	**BL**	**BL**	**AR**	**AR**	**AR**	**BS**	**BS**	**BL**	**BL**	**BL**	**BL**

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 5 (7a)- Satisfactory discussion via CDG posting related to your Quality/Core Measures observation. Keep it up! AR

Week 14-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "Evidence-Based Practice for Peripheral Intravenous Catheter Management" Excellent job! BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Skills Lab Evaluation Tool
AMSN
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	FB	FB	FB	FB	FB	FB	FB	FB	FB	FB
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***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

ECG/Telemetry/Chest Tube: Satisfactory participation with review of monitoring tutorial and

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

Student Name: D. Green **Date or Clinical Week:** Week 13				**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)*		
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	Nice job identifying abnormal assessment data, lab/diagnostic results, 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	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	Nursing priorities identified and related or relevant assessment data highlighted. Potential complications are provided along with associated symptoms, nice job!
	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	Nice job providing a list of prioritized nursing interventions related to your patient's top nursing priority. Interventions are individualized and realistic, with rationales included.
	9. Interventions are prioritized	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	10. All interventions include a frequency	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	11. All interventions are individualized and realistic	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	

*End-of- Program Student Learning Outcomes

	12. An appropriate rationale is included for each intervention	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
Reflecting	13. List all of the highlighted reassessment findings for the top nursing priority.	**>75% complete**	**50-75% complete**	**<50% complete**	**0% complete**	3	Nice job including the relevant assessment data in your evaluation.
	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: **42/42**
Satisfactory. BS

Faculty/Teaching Assistant Initials:
Nice work Dorresha! BS

*End-of- Program Student Learning Outcomes

Care Map Evaluation Tool
AMSN
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
4/14/2023		Satisfactory BS	NA

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

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

Student Name: **D. Green** **Clinical Date:** **4/4-4/5/2023**

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:** **Nice job describing your patient's current diagnosis and what led up to her being in the hospital.**
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 explanation of what happens in the body at the cellular level with alcoholism.**
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 job correlating your patient's symptoms with his diagnosis.**
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 identifying labs related to your patient's diagnosis, providing rationales, and explaining how the lab values relate to the diagnosis**
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:** **Good job correlating the diagnostic tests performed on your patient and correlating the results to her diagnosis.**
6. Correlate the patient's current diagnosis with all related medications. (3 points total)	**Total Points:** **3** **Comments:** **Nice job explaining how each of your**

*End-of- Program Student Learning Outcomes

• 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)	**patient's medications correlate to her diagnosis. Rationales also provided.**
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: Nice job correlating your patient's diagnosis with his past medical history.**
8. Describe nursing interventions related to current diagnosis. (1 point total) • All nursing interventions provided for patient explained and rationales provided (1)	**Total Points: 1** **Comments: Nice job describing interventions and providing rationale**
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: 2.5** **Comments: Great job discussing the interdisciplinary team and the roles each member plays in caring for the patient. I would suggest adding the bedside nurse as an important member of the team.**
Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory	**22.5/30** **Satisfactory. BS** **Great work Dorresha!**

*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	S	S	S	S	S	S	S	U
Faculty Initials	BL	BL	BL	AR	AR	AR	BL	BL
Remediation: Date/Evaluation/ Initials	NA	NA	NA	NA	NA	NA	NA	S 04/25/23 BL

* Course Objectives

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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)* • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B	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.
INTERPRETING: (1,2)* • Prioritizing Data: E A D B • Making Sense of Data: E A D B	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.
RESPONDING: (1,2,3,5,6,7)* • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/	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

*End-of- Program Student Learning Outcomes

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)*					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!
• Evaluation/Self-Analysis: • Commitment to Improvement:	E E	A A	D D	B B	
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!

*End-of- Program Student Learning Outcomes

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): D. Green
GROUP #: 4
SCENARIO: Comprehensive Simulation
OBSERVATION DATE/TIME(S): 4/21/2023 1200-1500

CLINICAL JUDGMENT COMPONENTS					OBSERVATION NOTES
NOTICING: (2,6) *					Recognized all signs and symptoms associated with patient's inferior wall MI upon arrival to the ER (ex. chest pain, diaphoresis, vital signs, labs) 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. 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 STEMI so that the appropriate equipment can be prepared to treat an inferior STEMI, with catheters that will engage the right coronary artery. Recognized patient's allergy to contrast dye and the importance of pre-medicating so that any potential allergic reaction can be minimized. Recognized the appropriate patient information pertinent to communication with next caregiver following SBAR. Recognized the necessary components of assessment for the post Inferior STEMI patient upon return from the cardiac cath lab. Recognized abnormal vital sign, Atrial fibrillation, impending heart failure, and ecchymosis at right radial arterial site upon admission to critical care unit.
• Focused Observation:	E	A	D	B	
• Recognizing Deviations from Expected Patterns:	E	A	D	B	
• Information Seeking:	E	A	D	B	

*End-of- Program Student Learning Outcomes

	Recognized the different medical diagnosis and past medical history that needed to be considered when developing a discharge education plan.
INTERPRETING: (1,2,3,6) * • Prioritizing Data: E A D B • Making Sense of Data: E A D B	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. ECG interpreted correctly. Recognized the need to continually interpret vital signs, heart rhythm, and pain throughout the case. Interpreted the areas affected by an inferior wall MI and artery responsible for this particular MI. Excellent job prioritizing appropriate data to include in communication using the SBAR format. 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. Interpreted current diagnosis and past medical history and determined the need for education on current and past health issues as well as lifestyle modifications.
RESPONDING: (2,3,6,7) * • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B	Multiple dosage calculations performed accurately. Several IV drips and boluses (heparin, nitroglycerin, Bivalirudin, amiodarone) were calculated and initiated appropriately. Sedation medications were 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. Provided patient/family education related to lifestyle modifications including medication compliance and smoking cessation. Demonstrated clear communication providing the necessary components to include during-hand-off report for transition of care utilizing SBAR.

*End-of- Program Student Learning Outcomes

	Applied appropriate interventions based on assessment findings in all departments. Active engagement throughout scenario. Provided accurate and pertinent information when phoning healthcare provider; accurately read orders back to verify. Provided appropriate communication and conflict management responses to daughter.
REFLECTING: (4,5,6,7) * • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B	Able to identify new knowledge obtained through the simulation and how to apply to future patient care scenarios. Acknowledged the importance of customizing teaching to accommodate patient lifestyle. Asked appropriate questions to gain understanding of information provided. Identified areas of improvement to foster clear and concise communication using SBAR. Reflected on ways to resolve conflict in appropriate manner.
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** **D= Developing** **B= Beginning** **Scenario Objectives:** • **Assessment of ACS/STEMI, HF, and Atrial Fibrillation from admission to discharge. (1,6)*** • **Initiate treatment protocols for ACS/STEMI, HF, and Atrial Fibrillation. (1,6)***	Lasater Clinical Judgement Rubric Comments: 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. 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 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. Responding: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Generally communicates well; explains carefully to patients; gives clear

*End-of- Program Student Learning Outcomes

• **Collaborate and communicate with interdisciplinary health care providers while transitioning from admission to discharge. (1,2,6)*** • **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)*** • **Demonstrate ability to resolve conflict among interdisciplinary healthcare team members. (6,7)*** ***Course Objectives**	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. 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. Overall excellent performance during the comprehensive simulation on a patient experiencing an inferior myocardial infarction. Total care from ED to Catheterization lab to ICU and discharge education was completed satisfactorily.

*End-of- Program Student Learning Outcomes

EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2023

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

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

Student eSignature & Date:

ar 12/20/2022

*End-of- Program Student Learning Outcomes