

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

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

Student: Rebecca Norman

Final Grade: Satisfactory

Semester: Spring

Date of Completion: April 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: Fran Brennan 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)
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:	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
a. Manage complex patient care situations with evidence of preparation and organization. (Responding)																		
b. Assess comprehensively as indicated by patient needs and circumstances. (Noticing)	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	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	NA	S	NA	NA	S
d. Interpret cardiac rhythm; determine rate and measurements. (Interpreting)	S	S	S	NA	S	NA	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
e. Administer medications observing the six rights of medication administration. (Responding)	S	S	S	S	NA	NA	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. (Responding)	NA	NA	NA	NA	NA	S	NA	NA	S	NA	NA	NA	S	NA	NA	NA	NA	S
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. (Responding)	S	S	S	S	NA	NA	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
Faculty Initials	BL	BS	CB	BL	AR	AR	AR	AR	AR	FB	FB	FB	AR	AR	FB	FB	FB	FB
Clinical Location	4P	4C	4C				NA	NA		NA	4N	3T	Digestive Health and Patient Advocacy/discharge planner	NA	3T	NA	NA	
				Infusion center	Cardiac diagnostics	Specials and Quality												

Comments:

*End-of- Program Student Learning Outcomes

Week 2-1(a-e, g) Excellent job this week managing complex patient care situations. Your care was very well organized, and you did a great job with your time management. Your head to toe assessments were very thorough and well done. You were able to determine rates and measurements on several EKG strips, and practice interpreting cardiac rhythms. Your medication passes were very well done, and you had the opportunity to administer PO and SQ medications all while following the six rights. Your patient had several wounds that needed dressing changes, and you did an excellent job completing them. You monitored your patient very closely to ensure positive patient outcomes. Great job! BL

Week 3- 1a-e,g- Nice work this week assessing and managing care for your patient(s) in the Critical Care unit. Especially good day on day 2, as you were exposed to a truly critical patient and were able to do some new interventions related to his condition. Several cardiac rhythms were identified and measured. Medications were all administered (PO, SQ) while observing the six rights, good job! BS

Week 4(1a,d,e): Becca, excellent job this week managing complex patient care situations. You were well prepared for clinical, and you performed very thorough assessments. You were able to administer PO (through an NG tube), IV, and IVP medications, while following the six rights of medication administration. You completed you EKG booklet, interpreting and measuring strips appropriately. Keep up the great work! CB

Week 5-1(b,c) Becca, excellent job discussing nursing interventions you observed during your Infusion Center clinical this week in your CDG. Comments from your preceptor in Infusion Center: Excellent in all areas except “demonstrates prior knowledge of departmental/nursing responsibilities” satisfactory. “Becca was able to complete a lab draw from a PICC line, unsuccessful attempt of IV x1, observed bilateral nephrostomy dressing change, palpated port. Very soft spoken, could use more confidence when speaking to nurses, appears comfortable talking to patients.” Keep up all your hard work! BL

Week 6 (1b)- Satisfactory during Cardiac Diagnostics clinical experience and with discussion via CDG posting. Preceptor comments: “Excellent in all areas. She observed a cath that needed stented, observed definity, monitor reading of holter, spoke about stress tests, bubble studies, and fetal circulation.” AR

Week 7 (1b,c)- Satisfactory during Special Procedures clinical and with CDG posting. Preceptor comments- “Excellent in ‘Actively engaged in the clinical experience’. Satisfactory in all other areas. A few IV starts, observed paracentesis and fistulograms. Very eager to learn and observe.” Great job! AR

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

Week 11 (1,b)- Excellent job managing and prioritizing patient care during Patient Management clinical experiences this week. Great job comprehensively assessing patients to provide care that is required. Keep up the great work! FB

Week 12 (1c)- Satisfactory during Patient Advocate/Discharge Planner clinical experience and with CDG posting. Preceptor comments: “Excellent in all areas.”. (1f)- Great job performing IV starts during the digestive health clinical. Proper technique and aseptic procedures were followed. Keep up the great work! FB

Week 14 (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

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:	S	S	S	S	S	S	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding)	S	S	S	S	S	S	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
b. Monitor for potential risks and anticipate possible early complications. (Noticing, Interpreting, Responding)	S	S	S	S	S	S	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
c. Recognize changes in patient status and take appropriate action. (Noticing, Interpreting, Responding)	S	S	S	S	S	S	NA	NA	S	NA	S	S	NA	NA	S	NA	NA	S
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. (Noticing, Interpreting, Responding, Reflecting)	NA S	S	S	S	S	S	NA	NA	S	NA	S	S	NA	NA	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	NA	S	NA	NA	S
Faculty Initials	BL	BS	CB	BL	AR	AR	AR	AR	AR	FB	FB	FB	AR	AR	FB	FB	FB	FB

Comments:

Week 2-2(e) Great job in debriefing discussing cultural considerations and racial inequalities that may need to be assessed while caring for patients. BL

Week 3- 2a-e- Nice job correlating the relationships among your patient’s disease process, symptoms, and present condition utilizing your clinical judgment skills and formulating a prioritized nursing plan of care (care map). BS

*End-of- Program Student Learning Outcomes

Week 4(2a,b,c,d): Great job on your pathophysiology, please see the grading rubric below. This week you were able to recognize changes in your patient's status and take appropriate action, while also monitoring potential risks for your patient. Great job in debriefing discussing nursing diagnosis that would be relevant for your patient. CB

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

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

Week 14 (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

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

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

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

Comments:

Week 2-3(c) You did a great job ensuring you used the PAR system appropriately when obtaining care items for your patient this week in clinical. This is just one important way to ensure fiscal responsibility in clinical practice. BL

Week 4(3a): Becca, this week you were able to witness different types of communication among team members and also among your patient’s family. CB

Week 5-3(c) Excellent job discussing witnessed strategies to achieve fiscal responsibility that you observed during your Infusion Center clinical in your CDG this week. BL

Week 6 (3b,c)- Satisfactory during Quality Scavenger Hunt, with documentation, and CDG posting discussion. Great job! AR

Week 7 (3b)- Satisfactory Quality/Core Measures observation and discussion via CDG posting. RN comments: Stroke- “Satisfactory in all areas. Nice job participating! Good luck!”; Rapid Response and Standards of Care- “Excellent in all areas.”; Core Measures- “Satisfactory in all areas.”. Great job! AR

*End-of- Program Student Learning Outcomes

Week 10 (3a,b,c) These competencies are addressed during other clinical rotations. (3d,e)- Great discussion, noticing accountability of delegation and the clarification of roles. You also did a great job interpreting facts to determine the need for prioritization of assigned patient during this clinical rotation. FB

Week 11 (3e) Great job being able to prioritize care for a group of patients during this clinical rotation. FB

Week 14 (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

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
Competencies:	S	S	S	S	S	S	NA	NA	S	NA	S NA	NA	NA	NA	NA	NA	NA	S
a. Critique examples of legal or ethical issues observed in the clinical setting. (Interpreting)	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
b. Engage with patients and families to make autonomous decisions regarding healthcare. (Responding)	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	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	NA	S	NA	NA	S
Faculty Initials	BL	BS	CB	BL	AR	AR	AR	AR	AR	FB	FB	FB	AR	AR	FB	FB	FB	FB

Comments:

Week 2-4(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 3- 4c- Professional behavior observed in the clinical setting at all times. BS

Week 4(4b): Becca, you did an amazing job this week with your patient and engaging with his family. CB

Week 10 (4a) This competency is addressed during another clinical rotation. Make sure you are reading the competencies that you are self-rating. Being thorough is very important as you start your career as a nurse. (4c)-You are doing a great job presenting yourself in a professional manner through your attitude, commitment, and eagerness to learn. FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

Comments:

Week 2-5(b) Becca, you do an excellent job working independently and taking initiative in completing nursing interventions for your patient. You are very organized and consistently well prepared. You took excellent care of your patient this week. Keep up all your great work! BL

Week 2-5(c,e) Excellent job this week during debriefing in which you were actively involved in the discussion of these competencies. BL

Week 3- 5 a,b,d,e- Great overall performance in the clinical setting. I'm proud of you for overcoming and fears or insecurities you may have had in caring for your mechanically ventilated, sedated, and paralyzed patient. I hope you have gained some confidence in caring for this patient because you did a nice job, and should be proud. Nice work! BS

Week 4(5b): Becca, you did a great job caring for your patient this week. You were prepared and confident in the care you provided. I am really proud of you this week, and I hope that you remain confident in your knowledge! CB

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

*End-of- Program Student Learning Outcomes

Week 10 (5a)- Reported on by assigned RN during clinical rotation 3/21/2023. Satisfactory in all areas. Student goals: Be more on top of meds and giving them at the right times. Additional Preceptor comments: Have confidence in yourself, you know what you are doing! Great with charting and staying caught up with charting, however make sure you check your MAR and stay caught up on meds 1 hour before/after! Time management will come with time and practice. Good job today. AW/FB
No report was provided for 3/22/2023. FB

Week 11 (5a)- Reported on by assigned RN during clinical rotation 3/28/2023. Excellent in all areas, except satisfactory in provider of care: demonstrates prior knowledge of departmental/nursing responsibilities. Student goals: Have better time management and getting assessments and meds done on time. Additional Preceptor comments: More self confidence in knowledge. ER/FB Reported on by assigned RN during clinical rotation 3/29/2023 Satisfactory in all areas. Student goals: I want to be better at learning what meds are for and why the patient is taking the meds. Additional Preceptor comments: Progressing as expected. BD/FB

Week 14 (5a)- Reported on by assigned RN during clinical rotation 4/18/2023. Excellent in all areas. Student goals: Continue to improve on time management as I continue my nursing career. Additional Preceptor comments: She got to remove an IV, do a dressing change, and draw labs off of a port. Great job! TS/FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
a. Establish collaborative partnerships with patients, families, and coworkers. (Responding)	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding)	S	S	S	S	S	S	NA	NA	S	NA	S	S	NA	NA	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	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
d. Deliver effective and concise hand-off reports. (Responding)	NA S	S	S	NA	NA	NA	NA	NA	S	NA	S	S	NA	NA	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	S	S	NA	NA	S	NA	NA	S
f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
Faculty Initials	BL	BS	CB	BL	AR	AR	AR	AR	AR	FB	FB	FB	AR	AR	FB	FB	FB	FB

Comments:

Week 2-6(e,f) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You also did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. You did an excellent job with your CDG this week. Keep up the great work!
BL

Week 2-6(d) Becca, great job giving an organized, thorough and accurate hand-off report during debriefing. You received 30/30 points. BS

*End-of- Program Student Learning Outcomes

Week 3- 6 a,b,c,e,f- Great job during debriefing discussing collaboration with patients and coworkers, teaching patients and families based on readiness to learn and discharge learning needs, and communication with fellow healthcare workers, patients, and families. Nice job also with your documentation this week. Your Care Map received a grade of Satisfactory, nice job Becca! BS

Week 4(6f): Becca, great job on your pathophysiology, please see the grading rubric below. You met all criteria for your cdg, great job! CB

Week 5-6(a,c) Excellent job identifying and discussing witnessed examples of collaboration amongst healthcare team members during your Infusion Center clinical in your CDG this week. BL

Week 5-6(f) Satisfactory completion of your CDG this week. Excellent job! BL

Week 6 (6f)- Satisfactory discussion via CDG postings related to your Quality Scavenger Hunt and Cardiac Diagnostics clinical experiences. Keep up the great work! AR

Week 7 (6f)- Satisfactory CDG postings related to your Quality/Core Measures observation and Special Procedures clinical. Great job! AR

Week 10 (6d)- First attempt at hand off report was unsatisfactory 24/30, RN report: The more you do it the better you'll get! Good job today. AW/FB Satisfactory completion of hand off report 30/30 points on second attempt. RN reported: Becca did a great job! AT/FB

Week 11(6f)- Satisfactory discussion via CDG posting related to your patient management clinical experience. Keep up the great work! FB

Week 12 (6c,f)- Satisfactory CDG discussion and posting related to your Patient Advocate/Discharge Planner clinical experience. Great job!AR

Week 14 (6e)- Great job with documenting accurately and appropriately for all aspects of care delivered. (6f)- Satisfactory discussion via CDG posting related to your patient management clinical experience. Keep up the great work! FB

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:	S	S	S	S	S	S	NA	NA	S	NA	S	S	S	NA	S	NA	NA	S
a. Value the need for continuous improvement in clinical practice based on evidence. (Responding)																		
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	NA	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	NA	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	NA	S	NA	NA	S
Faculty Initials	BL	BS	CB	BL	AR	AR	AR	AR	AR	FB	FB	FB	AR	AR	FB	FB	FB	FB

Comments:

Week 2-7(a,b) You researched and summarized an interesting EBP article in your CDG titled "Independent Risk Factors for Pressure Ulcer Development in a High-Risk Nursing Home Population Receiving Evidence-Based Pressure Ulcer Prevention." Excellent job! BL

Week 4(7d): Becca, you did an amazing job incorporating an "ACE" attitude during your clinical experience this week. Great job! CB

Week 7 (7a)- Satisfactory CDG posting related to your Quality/Core Measures observation. Keep up the great work! AR

Midterm- Great job during all clinical experiences in the first half of the semester! Keep up the great work as you proceed to graduation! AR

Week 14 (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

*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

Skills Lab Competency Evaluation	Lab Skills									
	Meditech Document (1,2,3,4,5,6)*	Physician Orders/SBAR (1,2,3,4,5,6)*	Prioritization/Delegation (1,2,3,4,5,6)*	Resuscitation (1,3,6,7)*	IV Start (1,3,4,6)*	Blood Admin./IV Pumps (1,2,3,4,5,6)*	Central Line/Blood Draw/Ports/IV Push (1,2,3,4,6)*	Head to Toe Assessment (1,2,6)*	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
Performance Codes: S: Satisfactory U: Unsatisfactory										
Evaluation:	S	S	S	S	S	S	S	S	S	S
Faculty Initials	FB	CB/BS	BL	AR	CB/FB/BS	AR	CB/FB	BL/BS	BL/BS	AR
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Course Objectives**

Comments:

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

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

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

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

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

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

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

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

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

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

ECG Measurements: Satisfactory participation in and practice of ECG measurements during the ECG Measurements Lab. You accurately measured and interpreted a 6-second rhythm strip for Normal Sinus Rhythm. Great job! AR

Care Map Evaluation Tool
AMSN
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
1/27/2023	4T	Satisfactory- BS	NA

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

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

Student Name: R. Norman		Course Objective: Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*					
Date or Clinical Week: Week 3							
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 findings and lab/diagnostic findings. Good job also of identifying relative risk factors.
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Good job overall. I would suggest that HTN, history of MI and stroke, obesity, and family history are all related to your top priority problem. I would suggest that your patient's HTN, morbid obesity, COPD, and chronic lung disease are relevant to the priority problem.
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	2	
	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 work on interventions!
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

*End-of- Program Student Learning Outcomes

	11. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	12. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
Reflecting	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	2	Not all highlighted areas from noticing boxes addressed in evaluation.
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> • Continue plan of care • Modify plan of care • Terminate plan of care 	Complete			Not complete	3	
<p>Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory*</p> <p>*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.</p> <p>Faculty/Teaching Assistant Comments:</p>						<p>Total Points: 40/42 Satisfactory</p> <p>Faculty/Teaching Assistant Initials: Nice work Becca! BS</p>	

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

Student Name: Rebecca Norman		Clinical Date: 1/31-2/1/23	
1. Provide a description of your patient including current diagnosis and past medical history. (2 points total) <ul style="list-style-type: none"> • Current Diagnosis (1) • Past Medical History (1) 	Total Points: 2 Comments: Great job describing your patient, including their current and past diagnosis. CB		
2. Describe the pathophysiology of your patient's current diagnosis. (1 point total) <ul style="list-style-type: none"> • Pathophysiology-what is happening in the body at the cellular level (1) 	Total Points: 1 Comments: Great job discussing your patient's diagnosis and explaining what is happening at a cellular level. CB		
3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total) <ul style="list-style-type: none"> • 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: You provided all of your patient's signs and symptoms with a description of why these correlate with the diagnosis. You also explained which symptoms are usually seen that your patient did not have. Good job! CB		
4. Correlate the patient's current diagnosis with all related labs. (4 points total) <ul style="list-style-type: none"> • 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: You did a great job with the chart to showing what your patients lab values are, what is normal, and why they are affected by his diagnosis. CB		
5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total) <ul style="list-style-type: none"> • 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: 3 Comments: You explained diagnostic test your patient had, and although the patient had a daily CXR ordered because he was intubated, the rationale behind that is because they are monitoring to see if there is a reduction of the pleural effusion that he has and to see if his lungs were healing at all, not just checking tube placement. CB		
6. Correlate the patient's current diagnosis with all related medications. (3 points total) <ul style="list-style-type: none"> • All related medications included (1) 	Total Points: 2 Comments: Great job explaining your patient's medications that were ordered related to your		

<ul style="list-style-type: none"> • Rationale provided for the use of each medication (1) • Explanation of how each of the patient's relevant medications correlate with current diagnosis (1) 	<p>patient's diagnosis. Phenylephrine was being used because your patient was hypotensive, and the Lasix was on hold because your patient was hypotensive. CB</p>
<p>7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total)</p> <ul style="list-style-type: none"> • All pertinent past medical history included (1) • Explanation of how patient's pertinent past medical history correlates with current diagnosis (1) 	<p>Total Points: 2 Comments: You appropriately explained your patient's past medical history and how it was pertinent to his current diagnosis. Great job! CB</p>
<p>8. Describe nursing interventions related to current diagnosis. (1 point total)</p> <ul style="list-style-type: none"> • All nursing interventions provided for patient explained and rationales provided (1) 	<p>Total Points: 1 Comments: Great job discussing interventions that were provided to your patient based on their current diagnosis, with rationales included. CB</p>
<p>9. Discuss the role of interdisciplinary team members in the care of the patient. (3 points total)</p> <ul style="list-style-type: none"> • 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) 	<p>Total Points: 3 Comments: You were able to identify all healthcare team members that are involved in your patient's care, and list appropriate interdisciplinary team members that could be involved to ensure high quality care for your patient. Great job! CB</p>
<p>Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory</p>	<p>Total Points: 21/23. Becca, great job on your pathophysiology! You were very thorough and met all requirements per the grading rubric. CB</p>

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

<u>vSim Evaluation</u>								
	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)
Performance Codes: S: Satisfactory U: Unsatisfactory	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	S
Faculty Initials	AR	AR	AR	FB	FB	FB	FB	FB
Remediation: Date/Evaluation/ Initials	NA	NA	NA	NA	NA	NA	NA	NA

* Course Objectives

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

Lasater Clinical Judgment Rubric Scoring Sheet

*End-of- Program Student Learning Outcomes

STUDENT NAME(S): N. Miracle, R. Norman, M. Wilson, J. Guseman

GROUP #: 8

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): 2/28/2023 1430-1630

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p>NOTICING: (1,2) *</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 						<p>Notices patient is complaining of being tired and nauseous. Notices bradycardia. Notice low SpO2. Patient CO dizziness and nausea. Notices a rhythm change. Another rhythm change noticed.</p> <p>Notices patient has an elevated heart rate with complaints of palpitations. Notices rapid heart rate. Notices patient is in atrial fibrillation. Notices patient's blood pressure is decreased after medication is administered. Notices patient has crackles in lungs.</p> <p>Notices patient is unresponsive, code blue called.</p>
<p>INTERPRETING: (1,2) *</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 						<p>Interprets patient's initial heart rhythm as sinus bradycardia. Recognizes a need for medication to increase patient's heart rate. Correctly interprets heart rhythm change as a second-degree type II heart block. With prompting, interprets second heart rhythm change as a third-degree heart block, first identified as a first-degree block.</p> <p>Initially interprets patient's heart rhythm as sinus tachycardia, re-interpreted as atrial flutter, then correctly interpreted as atrial fibrillation. Recognizes patient has a need for medication to decrease heart rate/convert rhythm. Recognize that the diltiazem is causing patient's blood pressure to decrease. Recognizes a need for fluids to increase blood pressure. Prioritizes stopping fluids when crackles in lungs are noticed.</p> <p>Patient interpreted to be in cardiac arrest. Interprets correct doses of medications- EPI 1 mg.</p>
<p>RESPONDING: (1,2,3,5,6,7) *</p> <ul style="list-style-type: none"> • 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 <p style="padding-left: 40px;">B</p>						<p>Introduces self and identifies patient. Establishes orientation. Obtains patient's vital signs. Inquires about patient's symptoms and admitting diagnosis. MET called.? Allergies assessed. Call to provider with good SBAR with recommendation for atropine. Order received, remember to read back. Atropine prepared, patient identified, medication administered. Oxygen applied and titrated. MET called. Rhythm change noted. Call to provider to inform of rhythm change, recommends temporary pacemaker. Alternate medications suggested (dopamine, epinephrine). Order received and not read back.</p>

*End-of- Program Student Learning Outcomes

	<p>Introduces self and identifies patient. Establishes orientation. Inquires about patient's admitting diagnosis and symptoms. Places patient on the monitor. Obtains vital signs. Inquires about patient's activities prior to visit. Call to provider report sinus tachycardia (A-fib) with recommendation for beta blocker, then diltiazem. Order received for diltiazem bolus and drip (correct dosages provided), orders read back. Patient identified, diltiazem bolus infused and drip initiated. Reassesses patient and vital signs. Notifies physician of patient's dizziness, decreased blood pressure. Recommends a fluid bolus. Fluid bolus recommended, order received, order read back, fluid administered. Patient coughing and complaining of SOB. Notifies physician of patient's fluid overload symptoms, requests amiodarone and/or cardioversion.</p> <p>Patient placed on monitor. V-fib recognized on monitor. Code blue called, CPR initiated. Fast-patches applied, EPI administered, q3 min. Shock delivered. CPR, 2nd shock. Amiodarone identifies as an alternate drug to epi.</p>
<p>REFLECTING: (1,2,5) *</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B 	<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). Good teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms, importance of informing physician of patient history (CHF, EF_ 40%). 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 patient. Discussed alternative to epi (amiodarone). Discussed the importance of not being in contact with any part of the patient of the bed when delivering a shock. Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!</p>

*End-of- Program Student Learning Outcomes

<p>SUMMARY COMMENTS: * = Course Objectives</p> <p>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p> <p>Scenario Objectives:</p> <ul style="list-style-type: none"> • 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)* 	<p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Recognizes most obvious patterns and deviations in data and uses these to continually assess. 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. 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: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p>You are satisfactory for this simulation. Great job! BS</p>
---	--

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Rebecca Norman, Julia Fide, Rachel Stadler, Cassidy Hall, Mignon Koth, Marisol Fick, Hannah Wyble, Jill Guseman

GROUP #: 2

SCENARIO: Comprehensive Simulation

OBSERVATION DATE/TIME(S): 4/21/2023

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
NOTICING: (2,6) *						
• 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) 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.	
• Recognizing Deviations from Expected Patterns:	E	A	D	B		
• Information Seeking:	E	A	D	B		

*End-of- Program Student Learning Outcomes

	<p>Recognized the appropriate use of MONAH (morphine, oxygen, nitrates, aspirin, heparin), fluid resuscitation, diuretics, and potassium use for the inferior wall MI patient.</p> <p>Recognized the association between patient history, including non-compliance, and current findings.</p> <p>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.</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>INTERPRETING: (1,2,3,6) *</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<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>

*End-of- Program Student Learning Outcomes

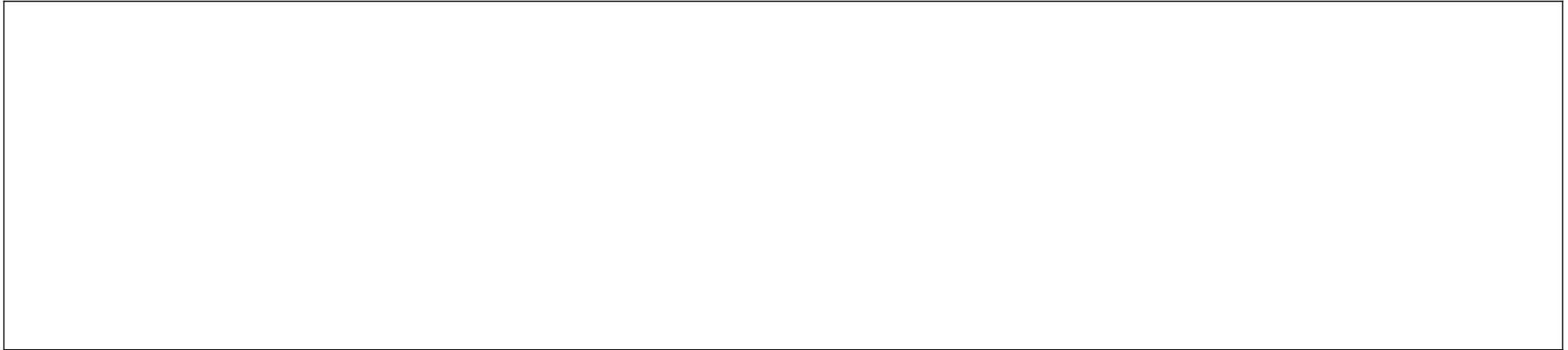
<p>RESPONDING: (2,3,6,7) *</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: B E A D 	<p>Multiple dosage calculations performed accurately. Several IV drips and boluses (heparin, 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.</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>REFLECTING: (4,5,6,7) *</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B 	<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>SUMMARY COMMENTS: * = Course Objectives</p> <p>Satisfactory completion of the simulation scenario is a score of Developing or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p> <p>Scenario Objectives:</p> <ul style="list-style-type: none"> • Assessment of ACS/STEMI, HF, and Atrial Fibrillation from admission to discharge. (1,6)* • Initiate treatment protocols for ACS/STEMI, JF, and Atrial Fibrillation. (1,6)* • 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 	<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 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>
--	---

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:

Rebecca Norman 04/25/2023

ar 12/20/2022