

EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2023

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Alicia McGraw

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: Chandra Barnes, 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)
3/24/2023	2H	Didn't submit Quality Scav. Hunt document when due	3/27/2023 2H
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	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	S	S	S	S	N/A	N/A	S
a. Manage complex patient care situations with evidence of preparation and organization. (Responding)	S	S	S	N/A	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
b. Assess comprehensively as indicated by patient needs and circumstances. (Noticing)	S	S	S	N/A	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
c. Evaluate patient's response to nursing interventions. (Reflecting)	S	S	S	N/A S	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
d. Interpret cardiac rhythm; determine rate and measurements. (Interpreting)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA	N/A	N/A	N/A	S	S	S	N/A	N/A	S
e. Administer medications observing the six rights of medication administration. (Responding)	S	S	S	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	N/A	S	S	S	N/A	N/A	S
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. (Responding)	N/A	S	N/A	N/A	S	N/A	N/A	N/A	S	N/A	N/A	N/A	N/A	S	N/A	N/A	N/A	S
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. (Responding)	S	S	S	N/A	S	N/A	N/A	N/A	S	N/A	N/A	S	S	S	S	N/A	N/A	S
Faculty Initials	FB	AR	FB	AR	BL	BL	BL	BL	BL	AR	AR	AR	CB	BL	CB	CB	CB	CB
Clinical Location	3T	3T	4N	QC /PC	DH					SP - cancel led	CD	IC	ICU	4P SP	ICU	NA	NA	

Comments:

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

Week 3 (1,b)- Excellent job managing and prioritizing patient care during Patient Management clinical experiences this week. Keep up the great work! AR

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

*End-of- Program Student Learning Outcomes

Week 5 (1c)- Satisfactory during Patient Advocate/Discharge Planner clinical and with discussion via CDG posting. Preceptor comments “Satisfactory in all areas.” Keep up the great work! AR

Week 6-1(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)- Satisfactory during Cardiac Diagnostics clinical and with discussion via CDG posting. Preceptor comments: “Excellent in all areas. Had no patients in the morning, but Alicia spoke with the pacer nurse, cath lab nurse showed her some things, spoke with her about stress tests and CV, showed her the Zoll, spoke of definity and bubble studies. Alicia traded her afternoon clinical (scavenger hunt) to the morning and came back and observed a cardioversion, heart cath, and stress test. Very good!” AR

Week 11 (1c)- Satisfactory during Infusion Center clinical and with discussion via CDG posting. Preceptor comments: “Satisfactory in ‘Actively engaged in the clinical experience.’, ‘demonstrates prior knowledge of departmental/nursing responsibilities.’, and ‘appropriate use of communication skills.’. Excellent in all other areas. Primed IV lines, watched pt. receive blood products and titrate blood products.”. Great job! AR

Week 12(1a,d,e): Great job this week managing complex care situations. You did a great job being prepared for clinical, and ensuring that your assessments were detailed and thorough. You were able to identify and measure cardiac rhythm strips for your ECG booklet. You did a great job administering medications to your patient this week, following the six rights of medication administration. Great job! CB

Week 13-1(a-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 complete your ECG booklet in which you determined rates and measurements on several ECG strips, and practiced interpreting cardiac rhythms. Your medication passes were very well done and you followed all six rights. Great job monitoring your patient very closely to ensure positive patient outcomes. 1(b,c) Excellent job discussing nursing interventions you observed during your Special Procedures clinical this week. You also did a nice job evaluating the patients’ response to the nursing interventions performed as well. Comments from your preceptor in Special Procedures: “Excellent in all areas. Several IV starts, sterile tray set-up, observed bone marrow biopsy, fistulagram, paracentesis. Asked great questions.” Keep up all your hard work! BL

Week 14(1b): Alicia, you did a great job this week of assessing your patients’ needs and responding appropriately. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

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

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

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 (2a,e): You did a great job on your pathophysiology, please see the grading rubric below. Also, good job in debriefing discussing cultural and racial inequalities that were assessed while providing care for your patient. CB

*End-of- Program Student Learning Outcomes

Week 13-2(d) Satisfactory completion of your Nursing Care Map assignment. Please see the Nursing Care Map Rubric at the end of this document for my feedback.
2(e) You did a great job this week in debriefing discussing social determinants of health that may have impacted your patient's health, well-being, and quality of life. BL

Week 14(2b,c,d): Excellent job in debriefing discussing potential risk for your patient, actions you took due to changes in your patients status, and nursing diagnosis that are appropriate for your patient. CB

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

Comments:

Week 2 (3a,b,c) These competencies will be completed during a future clinical experience, therefore they were changed to a NA. (3d,e)- Great discussion, noticing accountability of delegation and the clarification of roles. You also did a great job interpreting facts to determine the need for prioritization of assigned patient during this clinical rotation. FB

Week 3 (3e) Satisfactory during both days of Patient Management this week. RN comments: 1/24- "Excellent in all areas, but Delegation (Satisfactory) Alicia demonstrated competence in all patient care provided today. Asked relevant questions and was able to demonstrate new skills learned."; 1/25- "Excellent in all areas, but Establishment of Plan of Care and Delegation (Satisfactory). Alicia did very well today, and works well independently." Satisfactory discussion via CDG posting related to your Patient Management experience. Keep it up! 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 OR or OB!"; Core Measures- "Satisfactory in all areas."; Rapid Response and Standards of Care- "Excellent in all areas." Great job! AR

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

*End-of- Program Student Learning Outcomes

Week 11 (3c)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Great job! AR

Week 12 (3a): Alicia, this week in clinical you were able to witness different types of communication between your patient's family, different healthcare providers, the bedside nurse, respiratory therapy, wound nurses, and pharmacy. CB

Week 13-3(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

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

Comments:

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

Week 10 (4c)- You have received an unsatisfactory for this competency due to not following the instructions for the Quality Scavenger Hunt and failing to submit the completed document to the appropriate drop box by the due date and time. Be sure to review the directions at the front of this tool to adequately address this U for Week 11. AR

-In the upcoming weeks, I will make sure to read all directions completely so that I do not miss any instructions pertaining to assignments, their due dates, and where they need to be placed. AM **AR**

Week 12(4a): Alicia, you did a great job in debriefing discussing legal and ethical issues that you observed in the clinical setting, and how important these issues are. CB

Week 14(4b,c): Great job this week engaging with your patient and his family, allowing autonomous decisions to be made. You present yourself in a professional manner, keep up the great work! CB

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:	S	S	S	N/A	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	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	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. (Interpreting)	S	S	S	S	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
d. Maintain the principles of asepsis and standard/infection control precautions (Responding)	S	S	S	S	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
e. Practice use of standardized EBP tools that support safety and quality. (Responding)	S	S	S	N/A	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
f. Utilize faculty feedback to improve clinical performance. (Responding & Reflecting)	S	S	S	S	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
Faculty Initials	FB	AR	FB	AR	BL	BL	BL	BL	BL	AR	AR	AR	CB	BL	CB	CB	CB	CB

Comments:

Week 2 (5a)- Reported on by assigned RN during clinical rotation 1/17/2023– Satisfactory in all areas. Additional Preceptor comments: “Alicia will be an amazing RN soon! She has the compassionate care the textbooks give examples of. She talked to her patient’s family on a personal level as for other patients she got to know them.” LC/FB

Week 4 (5a) Reported on by assigned RN during clinical rotation on 1/31/2023 – Excellent in all areas except Manager of Care: delegation-Satisfactory Student goals: “Care for 4 patients confidently.” Additional Preceptor comments: “Alicia is going to make a great nurse. She came prepared. Very knowledgeable and willing to help others.” LC/FB Reported on by assigned RN during clinical rotation on 2/1/2023 – Excellent in all areas. Student goals: “Be more comfortable passing medications” Additional Preceptor comments: “Amazing initiative! You are going to be an awesome nurse!” CO/FB

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

Week 12 (5c,e) Excellent job this week during debriefing; you were actively involved in the discussion of factors that create a culture of safety, and EBP tools that are used to support safety and quality. CB

*End-of- Program Student Learning Outcomes

Week 13-5(b) Alicia, you do an excellent job working independently and taking initiative in completing nursing interventions for your patient. You took excellent care of your patient this week. Keep up all your great work! BL

Week 14(5d): Alicia, you did a very good job maintaining asepsis, and ensuring that you “foam in and out” when entering a patient’s room. CB
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	N/A	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
a. Establish collaborative partnerships with patients, families, and coworkers. (Responding)																		
b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding)	S	S	S	N/A	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. (Responding)	S	S	S	N/A S	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
d. Deliver effective and concise hand-off reports. (Responding)	S NA	S	S	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	N/A	S	S NI	S	N/A	N/A	S
e. Document interventions and medication administration correctly in the electronic medical record. (Responding)	S	S	S	N/A	N/A	N/A	N/A	N/A	S	N/A	N/A	N/A	S	S NI	S	N/A	N/A	S
f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	S	S	S	S	S NA	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
Faculty Initials	FB	AR	FB	AR	BL	BL	BL	BL	BL	AR	AR	AR	CB	BL	CB	CB	CB	CB

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 (6d)- Satisfactory hand-off report based on RN completion of competency rubric. Great job! (6f)- Satisfactory discussion via CDG posting related to your patient management clinical experience. Keep up the great work! AR

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

Week 5 (6c)- Satisfactory discussion via CDG posting related to your Patient Advocate/Discharge Planner clinical. (6f)- Satisfactory CDG postings related to Patient Advocate/Discharge Planner and Quality/Core Measures. Keep up the great work! AR

*End-of- Program Student Learning Outcomes

Week 10 (6f)- Satisfactory discussion via CDG postings related to your Cardiac Diagnostics and Quality Scavenger Hunt clinical experiences. Keep up the great work! AR

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

Week 12 (6e,f): Great job this week documenting all interventions thoroughly and efficiently. Great job on your cdg ensuring that you included an intext citation and reference to meet Satisfactory requirements. CB

Week 13-6(a,b,c) Excellent job in debriefing discussing these competencies, as well as applying them to practice during your clinical experience this week. 6(d) You received 24/30 points (Needs Improvement) for your hand-off report that was given during debriefing. Areas in need of growth in order to be satisfactory include providing all safety information (ex. Room number, isolation precautions, fall risk, etc.), providing all detailed assessment information (Ex. Respiratory, cardiac, pain and skin assessment), and to ensure you are communicating important information such as when dressings are due to be changed and how often certain interventions need to be completed. It will be helpful for you to utilize the hand-off report sheet rather than writing all your information on a blank piece of paper. Utilizing the hand-off report sheet will ensure you are covering all critical components. 6(e) This competency was changed to an “NI” for this week because you had some difficulty on both Tuesday and Wednesday with completing your documentation. There were several interventions incompletely documented that had to be revised. We discussed the importance of ensuring you are dropping down all the tabs when documenting to help prevent this same occurrence going forward. 6(f) Excellent job with your CDGs this week! Your Nursing Care Map and Special Procedures CDG was well done. BL

-I will make sure to utilize the handoff sheet in future handoff reports to ensure that all of the pertinent information is passed forward to the incoming nurse. AM/CB

Week 14(6d,e): Alicia, you were very thorough and detailed with your hand-off report, scoring 30/30 on the hand-off report rubric. You also completed documentation on your patient's this week in a timely manner, ensuring that all areas were documented on, great job! CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	S	S	S	S	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	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	N/A	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
c. Comply with the FRMCSN "Student Code of Conduct Policy." (Responding)	S	S	S	S	S	S NA	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	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	N/A	N/A	S	N/A	S	S	S	S	S	N/A	N/A	S
Faculty Initials	FB	AR	FB	AR	BL	BL	BL	BL	BL	AR	AR	AR	CB	BL	CB	CB	CB	CB

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. Great job! AR

Week 12 (7d) Alicia, you are very caring and compassionate when providing care for your patient. Keep up the great work! CB

Week (7b): Alicia, you did a great job summarizing your evidenced-based article "Engaging pain management nurses in research and evidence-based practice." CB

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

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 placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium

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

Student Name: Alicia McGraw				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 13							
Criteria		3	2	1	0	Points Earned	Comments
Noticing	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Great job identifying abnormal assessment, lab and diagnostic findings for your patient. You also did an excellent job identifying all risk factors relevant to the patient as well.
	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	2	Excellent job listing nursing priorities for your patient. I would recommend including Decreased Tissue Perfusion, Impaired Skin Integrity, Decreased Activity Tolerance and Acute pain as nursing priorities as well. I agree that “Impaired Gas Exchange” is the top priority problem. Relevant data that supports your priority nursing problem such as SpO2, SOB, RR, clubbed fingernails and CO2 were not highlighted and should be included. Excellent job identifying all potential complications with signs and symptoms of each listed.
	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	Great job with your nursing interventions. Remember when you are prioritizing your interventions, assessments should be highest priority, followed by medication administration, and then education. For your head to toe assessment frequency, you would want to be doing this every 4 hours for your patient rather than once a shift. You may also want to consider
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	2	
	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	adding a pain assessment since your patient was actively complaining of pain. Great job with your rationales.
Reflecting	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	Great job with your evaluation. Remember you only need to evaluate the highlighted reassessment findings for the top nursing priority rather than all of the findings you have listed.
	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: Satisfactory Nursing Care Map. Excellent job, Alicia!							Total Points: 39/42 Faculty/Teaching Assistant Initials: BL

Care Map Evaluation Tool
AMSN
2023

Date	Care Map **	Evaluation & Instructor Initials	Remediation & Instructor Initials
04/11/-04/12/2023	Impaired Gas Exchange	S/BL	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.

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

Student Name: Alicia McGraw	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: Great job discussing your patient's current diagnosis and past medical history. CB
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: Great job explaining the pathophysiology of your patient's current diagnosis. CB
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: All patient's signs and symptoms are included with an explanation of how they correlate to your patient's current diagnosis. You also provided signs and symptoms that are typically seen with the diagnosis. CB
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 providing all relevant lab results, normal values, a rationale for why each lab was performed, and an explanation of how the results correlate to your patient's current diagnosis. Great job! CB
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: Great job providing all relevant diagnostic test, normal results, a rationale for why each test was performed, and an explanation of how the results correlate to your patient's current diagnosis. CB
6. Correlate the patient's current diagnosis with all related medications. (3 points total)	Total Points: 3 Comments: Great job listing all related medications

• 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)	for your patient, why each medication is used, and how it correlates to your patient's current diagnosis. CB
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: Great job correlating the patient's past medical history with current diagnosis. CB
8. Describe nursing interventions related to current diagnosis. (1 point total) • All nursing interventions provided for patient explained and rationales provided (1)	Total Points: 0.5 Comments: You provided pertinent nursing interventions for your patient with rationales. I would have also included vital signs, assessments of the respiratory system, neurological system, a cardiac assessment, ventilator assessment, checking gastric residual, suctioning of the patient, medical restraints, etc. CB
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: 3 Comments: Great job identifying the role of current interdisciplinary team member's, and listing additional interdisciplinary team members that should be included to ensure positive patient outcomes. CB
Total possible points = 23 18-23 = Satisfactory 13-17 = Needs improvement <12 = Unsatisfactory	22.5/23- Alicia you did a great job on your pathophysiology, keep up all of your hard work! CB

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

<u>vSim Evaluation</u> 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	S
Faculty Initials	BL	BL	BL	AR	AR	AR	CB	CB
Remediation: Date/Evaluation/ Initials	NA	NA	NA	NA	NA	NA	NA	NA

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Hailey Giles, Katelyn Howard, Alicia McGraw, Neil Trautman

GROUP #: 1

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): February 27, 2023 0800-1000

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 SpO2 is 93% on room air. Notices patient's heart rate is low and rhythm is sinus bradycardia. Notices patient's heart rate decreases to 29 and has a change in heart rhythm. Notices patient has a rhythm change after Atropine is administered with continued decreasing heart rate. Notices patient's heart rate is elevated and rhythm is abnormal. Notices patient is short of breath, complaining of dizziness and palpitations. Notices patient's heart rhythm and rate is unchanged after administering medication. Notices patient is complaining of dizziness and blood pressure is decreased. Notices patient has crackles after fluid bolus is administered. Initially does not notice patient is unresponsive without a pulse.				
INTERPRETING: (1,2)* - Prioritizing Data: E A D B - Making Sense of Data: E A D B	Interprets patient's SpO2 as low. Interprets patient's initial heart rhythm as sinus bradycardia. Interprets patient's heart rhythm change as a second degree type II heart block. Recognizes a need for medication to increase heart rate. Interprets Atropine dose as 1 mg IVP. Initially interprets patient's second heart 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; then sinus tachycardia. Recognizes a need for medication to decrease heart rate. Interprets dose of diltiazem as 25 mg IV to be given over 15 minutes. Prioritizes medication administration. Prioritizes stopping the fluid bolus. Initially interprets patient's heart rhythm as ventricular tachycardia with a pulse; then realizes patient is pulseless. 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/Flexibility: E A D B - Being Skillful: E A D	Introduces self and identifies patient. Obtains patient's vital signs. Puts the patient on 2L oxygen via nasal cannula. Completes a focused GI assessment. Notifies the physician of patient's low heart rate and sinus bradycardia rhythm. Notifies the physician of patient's continued decreasing heart rate and rhythm change to second degree type II heart block. Places fast patches on patient. Rechecks patient's vital signs. Administers 1 mg of Atropine IVP. Notifies physician of heart rhythm change for a second time with a decreasing heart rate.				

*End-of- Program Student Learning Outcomes

B	Introduces self and identifies patient. Obtains patient's vital signs. Places patient on the monitor. Asks the patient to bear down. Places the patient on 2L oxygen via nasal cannula. Notifies physician that patient is in atrial fibrillation with a heart rate of 160. Reassures patient and communicates calmly. Administers diltiazem bolus. Reassesses patient, obtains vital signs. Increases patient's oxygen. Notifies physician that patient's heart rate and rhythm is unchanged after medication administration. Administers diltiazem 10 mg/hr IV. Reassesses patient and obtains vital signs. Notifies physician of decreased blood pressure with unchanged heart rhythm and rate. Administers a bolus of fluids to increase blood pressure. Reassesses patient. Notifies physician of fluid overload. Places patient on monitor and obtains vital signs. Calls physician. Assesses patient's radial pulse. Begins CPR, applies fast patches. Administers epinephrine 1 mg IVP. Reassesses pulse. Defibrillates patient. Begins CPR.
REFLECTING: (1,2,5)* - Evaluation/Self-Analysis: E A D B - Commitment to Improvement: E A D B	Discussed first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Talked about holding medication to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi, dopamine). Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for medication). Excellent teamwork! Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Great teamwork and communication. Discussed the importance of immediate CPR and defibrillation with pulseless v-tach. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!
SUMMARY COMMENTS: * = Course Objectives Satisfactory completion of the simulation scenario is a score of "Developing" or higher in all areas of the rubric. E= Exemplary A= Accomplished D= Developing B= Beginning	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: Focuses on the most relevant and important data useful for explaining the patient's condition. In most situations, interprets the patient's

*End-of- Program Student Learning Outcomes

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)*	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. 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. You are satisfactory for this simulation. Great job!
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Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Hailey Giles, Macy Schafer, Alicia McGraw, Abigail Woodyard, Rebecca Lamons, Jenna Strayer, Tamica Ivey, Gloria Plue

GROUP #: 3

SCENARIO: Comprehensive Simulation

OBSERVATION DATE/TIME(S): 4/21/2023 1000-1300

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

*End-of- Program Student Learning Outcomes

					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. 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)* • 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	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 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.

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:

*End-of- Program Student Learning Outcomes

Student eSignature & Date:

Alicia McGraw 4/25/2023

ar 12/20/2022