

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
Nursing Access–2023

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

**Student:**

**Final Grade: Satisfactory/Unsatisfactory**

**Semester: Fall**

**Date of Completion:**

**Faculty: Brittany Lombardi, MSN, RN, CNE**  
**Dawn Wikel, MSN, RN, CNE**  
**Frances Brennan, MSN, RN**

**Faculty eSignature:**

**DIRECTIONS FOR USE:**

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 on 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 the 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:**

- Lasater Clinical Judgment Rubric
- Faculty Feedback
- Skills Demonstration
- Evaluation of Clinical Performance Tool
- Documentation
- Skills Lab Competency Tool
- Simulation Evaluation Tool
- Skills Lab Checklist/Checkoff

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make Up (Date/Time)
<b>Faculty’s Name</b>			<b>Initials</b>
Brittany Lombardi			BL
Dawn Wikel			DW
Frances Brennan			FB

## 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 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, 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/patients/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.

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<b>Objective</b>					
1. Recognize the needs of the individual including respect for diversity using a patient-centered approach and therapeutic communication. (1,2,3,4)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b>					
a. Identify spiritual needs of the patient and cultural factors which influence healthcare ( <b>Noticing</b> ).					
b. Coordinate care based on respect for patient’s preferences, values, and needs ( <b>Responding</b> ).					
c. Use Maslow’s Hierarchy of needs to determine the care needs of the assigned patient ( <b>Interpreting</b> ).					
d. Communicate effectively with patients and families ( <b>Responding</b> ).					
<b>Faculty Initials</b>					
<b>Clinical Location</b>			3T		

\* End-of-Program Student Learning Outcomes

**Comments:**

<b>Objective</b>					
2. Utilize steps of the nursing process including clinical judgment in the formulation of an evidence-based, patient-centered plan of care. (1,2,3,4,5)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
a. Consider possible cause for all abnormal vital signs and assessment findings ( <b>Interpreting</b> ).					
b. Utilize clinical judgment skills to develop a patient-centered plan of care ( <b>Responding</b> ).					
<b>Faculty Initials</b>					

\* End-of-Program Student Learning Outcomes

**Comments:**



<b>Objective</b>					
1. Choose evidence-based strategies and legal-ethical concepts which may be applied to health care settings. (7)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b>					
a. Comply with patient’s Bill of Rights <b>(Responding)</b> .					
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations <b>(Responding)</b> .					
c. Follow the standards outlined in the FRMCSN policy, “Student Code of Conduct” <b>(Responding)</b> .					
<b>Faculty Initials</b>					

\* End-of-Program Student Learning Outcomes

**Comments:**

<b>Objective</b>					
2. Analyze and discuss specific role changes necessary to transition from licensed practical nurse to registered nurse. (1,3,4,5,6,7,8)*					
Clinical Experience	Week 5	Week 12	Week 15	Make-Up	Final
<b>Competencies:</b> a. Incorporate instructor feedback for improvement and growth ( <b>Reflecting</b> ).	S				
b. Reflect on differences between RN and LPN role in the acute care setting ( <b>Reflecting</b> ).					
c. Discuss care and tasks that are appropriate to delegate related to assigned patient ( <b>Reflecting</b> ).					
<b>Faculty Initials</b>					

<b>Objective</b>					
4. Develop an individualized teaching plan based on patient needs. (2,3,5,6)*					
Clinical Experience	Week 5	Week 12	Week 15	Make-Up	Final
<b>Competencies:</b> a. Utilize appropriate resources and terminology when providing patient education ( <b>Responding</b> ).					
<b>Faculty Initials</b>					

\* End-of-Program Student Learning Outcomes

**Comments:**

\* End-of-Program Student Learning Outcomes

**Comments:**

<b>Objective</b>					
5. Establish personal goals for success in the RN nursing program based upon concepts of self-directed learning, time management, and values clarification. (7)*					
Clinical Experience	<b>Week 5</b>	<b>Week 12</b>	<b>Week 15</b>	<b>Make-Up</b>	<b>Final</b>
<b>Competencies:</b>	s				
a. Reflect on areas of strength** <b>(Reflecting)</b> .					
b. Reflect on areas for self-growth with a plan for improvement.** <b>(Reflecting)</b> .	s				
c. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect <b>(Responding)</b> .	s				
d. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions <b>(Responding)</b> .	s				
e. Actively engage in self-reflection <b>(Reflecting)</b> .	s				
<b>Faculty Initials</b>					

**\*\*7(a,b)-You must provide specific examples of areas of strength and areas for self-growth. You must also provide an explanation of how you will improve in your area for self-growth. Remember that a goal includes what you will do to improve, how often you will do it, and when you will do it by. Example, “I had a hard time with taking a manual BP. I will get a BP cuff and practice manual BP’s with at least three members of my family over the next week.” Please ensure that you answer this section in-depth with your plan of action.**

\* End-of-Program Student Learning Outcomes

**Comments:**

7(a)- Areas of strength are navigating meditech. 7(b) Areas for improvement or growth would be to utilize the resources provide withing meditech. Reviewing information about patients diagnosis.

### Simulation Evaluation

<p><b><u>Simulation Evaluation</u></b></p> <p>Performance Codes:</p> <p><b>S:</b> Satisfactory</p> <p><b>U:</b> Unsatisfactory</p>	<p>Simulation #1 (1,2,3,4,5,6)*</p>
	<b>Date: 11/21/2023</b>
Evaluation (See Simulation Rubric)	
Faculty Initials	
<b>Remediation:</b> <b>Date/Evaluation/Initials</b>	

\* Course Objectives

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S) AND ROLE(S):

GROUP #:

SCENARIO:

OBSERVATION DATE/TIME(S):

<b>CLINICAL JUDGMENT COMPONENTS</b>	<b><u>OBSERVATION NOTES</u></b>
<p><b>NOTICING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E       A       D       B</li> <li>• Recognizing Deviations from   Expected Patterns:           E       A       D       B</li> <li>• Information Seeking:         E       A       D       B</li> </ul>	
<p><b>INTERPRETING: (2,5)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:            E       A       D       B</li> <li>• Making Sense of Data:       E       A       D       B</li> </ul>	
<p><b>RESPONDING: (1,2,3,4,5)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:     E       A       D       B</li> <li>• Clear Communication:        E       A       D       B</li> <li>• Well-Planned Intervention/   Flexibility:                   E       A       D       B</li> <li>• Being Skillful:               E       A       D       B</li> </ul>	
<p><b>REFLECTING: (2,5,6)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:    E       A       D       B</li> <li>• Commitment to Improvement: E       A       D       B</li> </ul>	

<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Beginning” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p>	<p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p><b>Noticing:</b></p> <p><b>Interpreting:</b></p> <p><b>Responding:</b></p> <p><b>Reflecting:</b></p>
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**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:

Lynnette Swinehart

**Student eSignature & Date:** \_\_\_\_\_