

EVALUATION OF CLINICAL PERFORMANCE TOOL

Maternal Child Nursing – 2023

Firelands Regional Medical Center School of Nursing

Sandusky, Ohio

Student: Natasha Doughty

Final Grade: **Satisfactory**

Semester: Fall

Date of Completion:

11/30/2023

Faculty: **Brian Seitz, MSN, RN, CNE; Rachel Haynes MSN, RN**

Kelly Ammanniti, MSN, RN, CHSE; Monica Dunbar DNP, RN;

Brian Seitz, MSN, RN, CNE

**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 on the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a "S, NI, or U". 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, the following week it must be addressed with a comment as to why it is no longer a "U". If the student does not state why the "U" is corrected, then 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 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 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:**

- Care Maps
- Patient/Family Education
- Preparedness for Clinical/Clinical Performance
- Online Clinical Discussion Groups
- Administration of Medications
- Nursing Skills Completion of Clinical Performance Tool
- Written Reports of Clinical Experiences
- Documentation
- Conferences with the Faculty
- Lasater Clinical Judgment Rubric
- vSim
- Simulation Scenarios

**Absence: (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make-up (Date/Time)
9/19/2023	12	Missed OB Clinical	10/10/2023
11/10/2023	1	Ped. GI SIM survey	11/17/2023

Faculty's Name	Initials
Kelly Ammanniti	KA
Brian Seitz	BS
Monica Dunbar	MD
Rachel Haynes	RH

6/26/2023 MD

**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/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from instructor 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

Objective																		
1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
<b>Competencies:</b>																		
a. Provide care utilizing techniques and diversions appropriate to the patient's level of development.		NA	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
b. Provide care using developmentally appropriate communication.		NA	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
c. Use systematic and developmentally appropriate assessment techniques.		NA	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
d. Describe safety measures for various stages of development. (i.e. monitoring fall risks, restraints, and DVT assessment)		NA	S	NA	NA	NA	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
e. Identify stage of growth and development (Erikson's Stages)(List Below and explain reason for choice)*		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
<b>Clinical Location Age of patient</b>		LACT ATIO N	ER	NA	Na	BMS	B&G	S	FRMC OB 26	FTMC OB 28							NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

Week 2- Intimacy vs Isolation - new mothers developing intimate relationships with their babies. Intimate encounters during lactation, bonding with baby. BS

Week 2- 1a- You did a nice job discussing one of the visits you and the lactation nurse had with a patient. It sounds like this new mom had quite a few questions and concerns, and a partner who was not too interested in helping out. Her previous experience with breastfeeding was unsuccessful, but hopefully with the tips you and the nurse were able to provide maybe this time it will be different. BS

Week 3: Integrity vs Despair- One of our patients was a 93 year old woman who fell at home and was on the ground for several days. She was incredibly confused and appeared to be suffering from dementia, but she made remarks regarding past relationships and memories throughout her lifetime. Identity vs. role confusion- Although this patient was in the mid-thirties, I believe they were still attempting to develop through the identity vs role confusion stage. This patient was brought by the police, as a MHP. During our assessment he admitted he struggles with anger and "running off my mouth" due to "not really knowing what I'm supposed to do with my life." He seemed overall frustrated and unhappy, he went on to explain that he's incredibly alone, hates his job, and has no friends other than his parents. Nice job Tasha, this guy sounds like he needs some help. BS

Week 3- 1a- You did a great job discussing in detail one of the patient's you cared for during your FTMC ER experience. BS

Week 6- Identity vs. confusion. A lot of the students we assessed seemed to be going through a mini "identity crisis" or trying to figure out who they were. There were very unique appearances, and students self-grouped according to their friend group. At times it was very obvious to see the different groups and behaviors, with some groups acting rudely towards others. Separately, students would not really interact with others, but while they were in groups they attempted to fit in and form a self-identity based on those around them. Yes, sounds like middle-schoolers. BS

**\*End-of-Program Student Learning Outcomes**

Week 6- 1b- You did a nice job explaining how you used the concepts of growth and development as you communicated with the students at the middle school. 1e- You correctly identified the stage of growth and development of the kids you worked with at the middle school. You also identified behaviors they exhibited that support that supported them being in that stage. BS

Week 7- Industry and Inferiority. The children we encountered took great pride in their work, and were excited to succeed. It was very easy to accidentally lose all of your beads of the string due to the very small size of both the beads and the diameter of the string. Some of the students were very hard on themselves if their necklace or bracelet came apart. Some of the students were obsessed with making their necklace or bracelet "perfect", finding ways to make it unique and special compared to others. One student found a reason to dislike every bead offered stating it had to "match" a bead already on the necklace. When a matching bead was found, the student said it was not the exact shade. The older children especially were competitive, sometimes making fun of students for the way their necklace looked. Great examples, Tasha. BS

Week 7- 1b- Great job discussing the ways in which you adjusted your communication style as you educated and interacted with the different age groups at the Boys and Girls Club. 1e- You also did a nice job discussing the differences you noticed among the age groups you interacted with during your time at the Boys and Girls Club. Interests and attention spans will vary quite a bit as the children grow and mature. BS

Week 8- Trust vs. Mistrust. My patient this week was a one-day old infant, who was obviously completely reliant on caretakers. This stage is the basis for development, and is dependent on the care and security the infant has from their caregivers. My patient was developing trust through the nursing staff, but more importantly her parents as they cared for her. Mom was attempting to breastfeed, providing nutrients to baby, and dad would hold the baby and help change diapers. When breastfeeding did not work as planned, they supplemented with formula, which still provides nurturing and promotes trust with the infant. Good examples, Tasha. BS

Week 9- Identity vs. Role Confusion: Although my patient was a young adult and not an adolescent, I feel she was struggling to come to terms with her new role as a mother. This was her first pregnancy, so she was unfamiliar with being a mother, and what that entails. To add, she was still in the taking hold phase, concerned with her own needs. Although this is expected and not unusual, her transition into motherhood will have her focused-on baby's needs instead of her own. This transition can be confusing and difficult. Yes it can, and especially overwhelming for first time parents. BS

Week 9- FTMC OB Objective 1, C and D-This week you did a nice job with using systematic and developmentally appropriate assessment techniques by individualizing your assessment to the patient. You were also able to identify safety measures for your patient. MD

<b>Objective</b>																		
1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
<b>Competencies:</b> f. Describe psychological changes in response to the expectant mother's pregnancy. <b>Maternal</b>		NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
g. Discuss prenatal influences on the pregnancy. <b>Maternal</b>		NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
h. Identify the stage and progression of a woman in labor. <b>Maternal</b>		NA	NA	NA	NA	NA	NA	S	NA	S	NA	NA	NA	NA	NA	NA	NA	S
i. Discuss family bonding and phases of the puerperium. <b>Maternal</b>		S	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
j. Identify various resources available for children and the childbearing family.		S	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
k. Value patient's perspective, diversity, age and cultural factors that influence their behaviors.		S	S	NA	NA	NA	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
l. Respect the centrality of the patient/family as core members of the health team.		S	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

Week 3- 1k- You did a nice job discussing cultural implications that need to be considered when planning care for patients, such as the need for modesty, nurse preferences, and religious considerations. BS

Week 7- 1k- Great job discussing the beliefs, behaviors, and values that you witnessed in the school setting (Bellevue Middle School). You also discussed cultural aspects unique to this school. BS

Objective																		
2. Integrate principles of decision-making in utilizing evidenced-based practice in the nursing process in providing care for the childbearing family and children encompassing cultural sensitivity and diversity. (1,2,3,4,5)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
a. Engage in discussions of evidenced-based nursing practice.	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
b. Perform nursing measures safely using Standard precautions.		S	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
c. Perform nursing care in an organized manner recognizing the need for assistance.		S	S	NA	NA	S	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
d. Practice/observe safe medication administration.		NA	S	NA	NA	NA	NA	S	NA	S	NA	NA	NA	NA	NA	NA	NA	S
e. Calculate pediatric and adult drug dosages correctly and determine appropriateness of the dose.		NA	S	NA	NA	NA	NA	S	NA	S	NA	NA	NA	NA	NA	NA	NA	S
f. Utilize information obtained from patients/families as a basis for decision-making.		S	S	NA	NA	S	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
g. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting) (List Below)*		S	S	NA	NA	NA	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

Week 2- Lack of support system and knowledge deficit.- One young mom stated she wanted to exclusively formula feed because she had limited support with family and lack of knowledge with breastfeeding. **BS**

Week 2- 2c- You were able to witness the baby latch on to the breast, initially with poor placement. With education and repositioning, the baby had a better latch and you were able to hear the baby swallow. **BS**

Week 3: Lack of transportation, lack of mental health resources, lack of community support (MHP). This patient felt frustrated and alone due to the perceived cost of mental health services in the area. He explained that he wanted to meet with a counselor but was concerned with a bill he wouldn't be able to pay. The elderly woman that came in as a fall stated she wished to be a full code because it was "God's Will", she appeared to be Catholic, as she recited parts of the rosary. Lastly, there was a homeless man that was described to be as a "regular." He often comes to the ER because he cannot afford his insulin and wants a place to eat and sleep. Although his sugar was above 500, he still intended to order a lunch primarily consisting of carbohydrates. His SDOH included deficiency in knowledge of medical condition, lack of transportation, economic uncertainty, and lack of community resources. **Nice work describing the social determinants of health that must be considered when caring for the patients you encountered in the FTMC ER. BS**

Week 6: Lack of economic resources, learning deficit associated with medical condition, lack of reliable transportation. Some children needed glasses but did not have them due to financial reasons, or because they broke their previous pair and insurance wasn't due to pay for them again. The school nurse mentioned voucher programs that they have , but in the past they sometimes have issues with transportation and parents actually taking the children to the appointment. Another large challenge was children who had prescriptions, and had glasses, but refused to wear them due to a lack of self esteem and lack of education regarding their necessity to wear them. **Yes, these are common concerns for many children. Glasses are expensive, but like you mentioned, there are programs available to provide free eye exams and glasses. BS**

Week 7: Lack of support system, lack of economic stability, lack of resources. Some students reported they would not have a safe place to go after school and/or they would be left alone if they were not at boys and girls club. It was apparent that some students' families struggled financially, with some children wearing soiled clothing and shoes that did not fit appropriately. Overall, the school did an amazing job providing for the students, and giving them a safe and caring environment to be after school. However, when compared to other schools in the area, it was apparent that this school in particular did not have as many resources as other districts. The school and caretakers still provided an invaluable service to the students, but it was clear they were working within budgetary constraints.

Week 7- 2g- Good job identifying social determinants of health that may have an impact on the children. Lack of support and lack of economic resources certainly have an effect on a family, especially with little ones who benefit from having the same experiences, more or less, as their peers.

While many of these children share similar circumstances, the particulars of each child's life can vary greatly. When you get a chance to talk to some of these kids, some of them don't eat from the time they leave until the next morning at school. **BS**

**\*End-of-Program Student Learning Outcomes**

Week 8- Lack of education regarding medical condition. This week my patient struggled to feed, having a weak suck reflex and overall disinterest in eating. We attempted to educate and re-educate the parents regarding frequency of feedings, however it was a struggle to get baby to eat every 2-3 hours. The parents seemed confused regarding the feeding schedule and did not complete the I&O chart vigilantly. We attempted to educate regarding the importance of frequent feeds and their relation to hypoglycemia and hyperbilirubinemia, but they seemed confused each time and needed reminding to feed at the 2-3 hour mark. Four separate caretakers educated multiple times, and it was still unclear at discharge that the parents understood what they needed to do, which is obviously concerning. **Yes, that is concerning. I would think that just after having a baby, they would be eager to retain any education they are provided. Doesn't appear to be true in this case, at least not yet. BS**

Week 9- Lack of education regarding risk. This week my patient was uninformed regarding elective medical interventions and potential risks. She was wanting a c-section due to fears of delivering a large baby and tearing but did not consider the risks associated with a surgery. The physician attempted to educate the patient regarding operative and postoperative complications, but she was still concerned with delivering a large baby over the risks of a c-section. This was understandable, but also indicated a lack of education. Adequate support system: The patient had a very supportive and active support system, her husband waited on her every need, and was receptive to her discomfort, worry, and advocated for her. When she had questions she was self-conscious of asking, he spoke up and made sure her questions and fears were being acknowledged. **Yes, I agree, her concern is definitely understandable. Great examples and explanations, Tasha! BS**

Objective																		
3. Summarize the legal, moral and ethical issues related to care of children and the childbearing family. (2,6,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
a. Act with integrity, consistency, and respect for differing views.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
c. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct"		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
d. Critique examples of legal or ethical issues observed in the clinical setting. (List Below)*		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

Week 2- Ethical issues- charging out materials that would help mothers breastfeed. Current policy states items such as nipple shields and hydrogel pads must be paid for in person when they are provided. Some moms would benefit from these items to establish successful breastfeeding, but don't have the means to purchase them-can be very discouraging. **BS**

Week 3- The nurse described a time she was told to discharge the routine diabetic patient that is homeless. He was in the ER for three days waiting for a bed upstairs to become available, when it was decided he would be discharged. The nurse discussed feeling uncomfortable discharging him with a vial of insulin and a weeks worth of needles. Although he needed the medication, it seemed like an ethically gray area because he may not have the knowledge or understanding to dose himself appropriately and without injury. **Yes that is an interesting situation that could be a legal AND ethical issue. BS**

Week 5: I missed my clinical because I went to the wrong site. I will avoid this from happening again by not using acronyms in my planner to avoid confusion. I will also double check my planner against the clinical schedule the night before instead of relying on my planner alone. **Great plan! Since you did what you were supposed to do once a mistake was discovered, you followed the "Student Code of Conduct." BS**

Week 6: One ethical issue I recognized was the economic inequality some of the students faced. It was apparent that some of their families struggled financially, and the way they were treated by their peers, as well as the outcome of the vision screens were impacted by that. The school nurse discussed voucher programs established to help offset or eliminate economic hardship. However, she did also explain that some of the vision centers that accepted the vouchers included a considerable drive, that not all families were able to make due a lack of reliable vehicle. It seemed that the school nurse and the community really strived to eliminate the ethical issues present. **Yes, I agree, they do try. Bellevue is a pretty tight-knit community, but there are definitely cliques, just like everywhere else. BS**

Week 7: An ethical (and potentially legal) issue observed in the clinical setting recognized was the inappropriate behavior between a 6<sup>th</sup> grade boy and girl. The boy was incredibly flirtatious, attempting to obtain the girl's phone number. The girl repeatedly told the boy no, and he continued to push the issue. Veronica and I stepped in when he became disrespectful of the girl's personal space, pressing himself near her. We sternly told him to sit down, and leave her alone, as she asked him to stop. Without adult supervision and interference, it could potentially become a legal concern if the behavior advanced. **Yes, it certainly could! Kudos to you both! BS**

Week 8: This week on the OB unit, a Firelands nurse visited a new mom and her babies. I would assume that this was all done ethically, but it does open the door to a conversation about employees acting unethically regarding loved ones on the OB unit. It also allows employees to act unethically towards their co-workers if they are taking excessive breaks visiting a loved one on another unit. HIPAA violations could easily occur with access to medical records for moms and babies, as well as unwanted visits occurring due to employees having easier access to the unit. Although the unit is technically locked down, it seemed that the doors were opened for everyone who rang, even if the nurse opening the door didn't really know who the person was. It's a small hospital with a small OB unit, which I think gives a false sense of security. **Yes, these issues could easily turn into a problem if one of these people would do something illegal or unethical with the information they are exposed to. Usually in this unit they have always been strict when it comes to visitors, but it seems like that may not be the case anymore. BS**

Week 9: The situation was handled appropriately, but ethical concerns could arise regarding patients electing for procedures that carry inherent risk without properly understanding associated risks. The patient was educated regarding the risk of c-sections, but she also stated she wanted an epidural placed immediately if going into labor. The nurse educated her regarding what happens during an epidural but did not explain any associated risks such as hypotension, diaphragm paralysis, fetal distress, and spinal headaches. For lesser concerns, epidurals could prolong labor and increase c-section rates. Some medical interventions are so routine that as providers we fail to educate patients and explain potential risks. **Good catch, Tasha. These things should have definitely been gone over with the patient. BS**

Objective																		
4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)		NA	NA	NA	NA	NA	NA	S	S	NA	NA	NA	NA	NA	NA	NA	NA	S
b. Develop and implement a plan of care utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)		NA	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
c. Document assessment findings, interventions, and outcomes accurately on appropriate forms. (Including risk assessment and monitoring of wound care)		NA	NA	NA	NA	S	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
d. Summarize witnessed examples of patient/family advocacy.		NA	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
e. Provide patient centered and developmentally appropriate teaching.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
f. Analyze the involved pathophysiology of the patient's disease process. (noticing, interpreting, responding)		NA	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

Week 2- 4e- You and the lactation nurse were able to provide some valuable education to this patient. In doing so, she may have a much more positive breastfeeding experience than the last time she tried. Nice work! BS

Week 3- 4b- Nice job describing the priority nursing interventions you provided to a patient in the ER. You also did a nice job discussing how the patient responded to the interventions BS

Week 6- 4c- You did a nice job discussing how the information acquired from the hearing and vision screenings is tracked and reported. You also addressed the implications of tracking and reporting this information to the Ohio Department of Health. 4e- You identified educational needs that are important to address in the middle school age group and provided examples of the teaching you provided to the kids. BS

Week 7- 4e- Your group did a nice job of providing developmentally appropriate education to children of various ages on the topics you chose related to nursing. Nice work! BS

Week 8- 4a- Tasha, you did a great job on your care map this week. Please see rubric below for further comments. BS

Week 9- FTMC OB Objective 4, E and F-You were able to individualize and discuss education that you would or did have with your patient/patient's provider. You were also able to describe the pathophysiology of your patient. MD

Student Name: N. Doughty			Course Objective: 4			
Date or Clinical Week: 8						
Criteria	3	2	1	0	Points Earned	Comments
Noticing 1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Nice job listing abnormal observation and assessment findings based on your patient experience this week. Many abnormal

\*End-of-Program Student Learning Outcomes

	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	findings were identified and listed. Abnormal lab/diagnostic findings were also provided. Nice job reviewing and including pertinent risk factors related to your priority problem of ineffective feeding.
	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	Six high priority nursing problems were identified. Ineffective feeding was appropriately selected as the top priority problem. All relevant assessment data was highlighted pertinent to the priority problem. Three potential complications were identified, each supported with signs and symptoms to monitor for.
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
Responding	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Nursing interventions related to the top priority were listed. Interventions were appropriately prioritized. Each listed intervention included a frequency and rationale. All listed interventions were individualized and realistic to the patient situation.
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	11. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	12. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
Reflecting	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	An evaluation of all abnormal findings were provided along with a determination to discontinue the plan of care.
	14. Evaluation includes one of the following statements: ● 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*  &lt; 21 points = Unsatisfactory*</p> <p><b>*Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b></p>	<p><b>Total Points: 42/42 Satisfactory. BS</b></p>
<p><b>Faculty/Teaching Assistant Comments: Very good care plan, Tasha! BS</b></p>	<p><b>Faculty/Teaching Assistant Initials: BS</b></p>

Objective																		
4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
g. Correlate the diagnostic tests with the patient's disease process. (noticing, interpreting, responding)		Na	S	NA	Na	S	Na	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
h. Correlate the pharmacotherapy in relation to the patient's disease process. (noticing, interpreting, responding)		NA	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
i. Correlate the medical treatment in relation to the patient's disease process. (noticing, interpreting, responding)		NA	S	NA	NA	S	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
j. Correlate the nutritional needs/diet in relation to the patient's disease process. (noticing, interpreting, responding)		S	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
k. Correlate the patient's growth and developmental level in relation to the patient's disease process. (noticing, interpreting, responding)		NA	S	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

Week 3- 4h- Nice job discussing the fluid replacement your patient received and why. 4i- You did a good job describing the interventions performed for your patient related to both her disease process (dehydration) and the consequences of it (electrolyte imbalance). BS

Week 9- FTMC OB Objective 4, G-K-This week you were able to correlate diagnostic tests, pharmacotherapy, medical treatment, nutrition, and growth and developmental level in relation to your patient. MD

<b>Objective</b>																		
5. Collaborating professionally with members of the health care team, childbearing and child-rearing families, faculty, and peers through written, verbal and nonverbal methods, and by conferencing, networking, and posting through computer technology. (1,3,5,6,7,8)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
a. Demonstrate interest and enthusiasm in clinical activities.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
b. Evaluate own participation in clinical activities.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
c. Communicate professionally and collaboratively with members of the healthcare team.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
d. Document assessment findings, interventions, and outcomes accurately in the electronic health record.		NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
e. Demonstrate skill in accessing and navigating information in the electronic health record. (Responding)		NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
f. Clearly communicate care provided and needed at each transition in care using hand off communication techniques. (I-SBAR-R)		NA	S	NA	NA	S	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
g. Consistently and appropriately post comments in clinical discussion groups.		NA	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

8/29/23 – Natasha Doughty Excellent in all areas. Comments: “Very personable! Asked excellent questions! You will be an awesome nurse! Great Job! ☺” Rachel Figgins, RN, CLC Preceptor

Week 3- 5a- You were able to work with a new and unfamiliar piece of equipment this week. You did a nice job of explaining how the straight cath kits used at FTMC work, and what to watch out for when placing one. BS

Week 3- 5a- From ER RN- “excellent in all areas. Fantastic participation.”

Week 6- 5g- Great job on your CDG this week. BS

Week 7- 5a- Your group did a nice job working as a team to provide education to the students of the Boys and Girls Club. BS

Week 9- FTMC OB Objective 5, A-You showed great enthusiasm during the FTMC OB clinical experience. MD

Objective																		
6. Critique own strengths and areas for improvement modifying behaviors accordingly to achieve personal and professional goals. (7,8)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
a. Recognize areas for improvement and goals to meet these needs.(List Below)*	8/25	9/1	9/8	9/15	9/22	9/29	10/6		10/13	10/20	10/27	11/3	11/10	11/17	11/24	12/1		
b. Accept responsibility for decisions and actions.		S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
c. Demonstrate evidence of growth and self-confidence.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
d. Demonstrate evidence of research in being prepared for clinical.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
e. Exhibits professional behavior i.e. appearance, responsibility, integrity, and respect.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
f. Describe initiatives in seeking out new learning experiences.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
g. Demonstrate ability to organize time effectively.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
h. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"-attitude, commitment, and enthusiasm during all clinical interactions.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
i. Demonstrates growth in clinical judgment.		S	S	NA	NA	S	S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
		BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS

**Comments:**

Week 2: become more comfortable around new moms and babies. Felt very out of place in such an intimate situation, I didn't feel like it was my place to contribute much. Hopefully this improves when I am in the clinical setting performing tasks and patient care instead of observing. **Yes, I bet the next time you will feel much more comfortable! BS**

Week 3: Gain confidence with ER assessments. While triaging our first patient (who was later diagnosed with appendicitis and transported to surgery) the nurse asked me to do a quick assessment. I finished a complete head to toe and after leaving the room the RN explained that they do more focused assessments in the ER. I felt pretty stupid, but I did accurately assess his LRQ pain and guarding associated with his later diagnosis of appendicitis. I also attempted a straight cath on a female patient (the confused 90+YO fall). She somehow pinned my hand between her knees, and her anatomy made it impossible to see anything. The straight cath kit also resembled more of a coffee stirrer attached to a drip chamber, which I was completely thrown by. I plan on googling different cath kits to see what other versions I might encounter so I'm not so nervous next time. **Good realization Tasha. Yes, there are times and places when a focused assessment is necessary. Most ER patients would fall into this category, as most of them come in with specific complaints. This is much different than working on a floor where head to toes are done on a regular basis and focused assessments are performed when necessary (change in condition, etc.). BS**

Week 5: I missed my clinical because I went to the wrong site (went to FTMC instead of FRMC). I will avoid this from happening again by not using acronyms in my planner to avoid confusion. I will also double check my planner against the clinical schedule the night before instead of relying on my planner alone. I fully accept responsibility and am thankful for the faculty working with me to reschedule my missed clinical. **Appreciate this Tasha, but once you realized you were at the wrong place you notified Kelly and the school of the mistake, which is what we want you to do. BS**

Week 6: This week I struggled a bit with keeping the students on task because I initially felt uncomfortable redirecting them. I'm not familiar with the age group at all, and wasn't sure how to redirect them without being too forceful, or treating them too youngly. I plan on becoming more acquainted with this age group through more exposure at work with patients around this age, as well as talking with peers who have children of a similar age. **Great plan! Just remember, you know more about how they're supposed to act than they know how you're supposed to. BS**

**\*End-of-Program Student Learning Outcomes**

Week 7: This week I struggled with maintaining a positive outlook. I was frustrated with how our activity was turning out, and how difficult it was for some of the kids. I wasn't frustrated with the children but with the materials we had, because they weren't age appropriate and it was affecting the outcome of the activity. I had to take a moment to decompress and positively reframe the situation, putting things in perspective. It was apparent that the children were having a good time, and at the end of the day, that's all that matters. They spent an entire day in school, so if they didn't retain much of the education we provided, its okay. At the end of the clinical, I was just happy that the kids had a good time, and we were able to spend the afternoon with them. **Yes, you all did fine. It can be very frustrating and overwhelming when dealing with so many kids at once, that is to be expected. But you guys all worked as a team and got the job done! BS**

**Tasha, Nice work this first half of the semester. Keep it up! BS**

Week 8: This week I absolutely struggled with getting a fetal pulse. My infant had the hiccups while I was assessing her, which made it extra difficult to keep track of her heart rate. I can improve on this by using simulation videos on YouTube, getting used to how fast a babies pulse is, and keeping track of counts. If I became a nursery nurse I would also naturally improve on this skill as I would be using it everyday. **Yes! Always keep in mind..... you will get proficient at what you do. Whether it is a nursery nurse, med-surg, specialty department, etc. Whatever department you work in- you'll get good at that. BS**

Week 9: I could improve my time management and communication skills. This week I had an outpatient Cytotec trial patient as well as a postpartum mom. It was at times difficult to juggle between observing the different experiences, such as the circumcision and inversion, while also keeping tabs on the Cytotec patient and hourly rounding on the postpartum mom. I missed report for the postpartum mom due to being in the Cytotec room, so I didn't feel like I knew what was going on until a few hours into the clinical. **Yes, these are two very important skills to work on as a nurse. Be patient and persistent, you will build these skills all throughout your career. BS**

**Great work this semester, Tasha! Keep it up, only one more to go! BS**

Firelands Regional Medical Center School of Nursing

Maternal Child Nursing 2023

Skills Lab Competency Tool

<b>Skills Lab Competency Evaluation</b>  Performance Codes: S: Satisfactory U: Unsatisfactory	Lab Skills														
	Adult Head to Toe Assessment (*1, 2, 5, 6)	Breastfeeding and Bottle Feeding (*1,2,3, 6)	Breast Assessment (*1, 2, 3, 4, 5, 6)	Circumcision Care (*1,2,6)	Broselow Tape (*1,2,3,5)	Leopold's (*1, 2, 3, 5, 6)	APGAR (*2, 3, 4, 5, 6)	Breast Self-Exam (*1, 4, 5, 6)	Pediatric Vital Signs (*1,4,5)	Pediatric Lab Values (*1,4,5)	C-Section Care (*1, 2, 5, 6)	Health Literacy (*2,5,6)	Safety (*1,2,3,5, 6)	Postpartum Assessment (*1, 2, 6)	Newborn Bath and Cord Care (*2, 4)
	Date: 8/22	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23
Evaluation	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Faculty Initials	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS
<b>Remediation:</b> Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\* Course Objectives

<b>Skills Lab Competency Evaluation</b>  Performance Codes: S: Satisfactory U: Unsatisfactory	Lab Skills									
	Fundus Assessment (*1, 2, 5, 6)	Lochia Assessment (*1, 2, 4)	Pain Assessment (*1, 2, 5, 6)	Newborn Assessment (*1, 2, 5, 6)	Postpartum and Newborn DC: Ed (*1, 2, 6)	Pregnancy History (*1, 2, 3, 4, 5, 6)	Newborn Thermo. (*1, 2, 3, 4, 5, 6)	EDD (*1, 2, 3, 4, 5, 6)	Meditech (*1,2,3, 5, 6)	Amazing Race (*1, 2, 3, 4, 5, 6)
	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/23	Date: 8/24	Date: 10/16
Evaluation	S	S	S	S	S	S	S	S	S	S
Faculty Initials	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS
<b>Remediation:</b> Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\* Course Objectives

Comments:

Firelands Regional Medical Center School of Nursing

Maternal Child Nursing 2023

Simulation Evaluations

Simulation Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	Simulation											
	Pregnancy and PP Simulation (*1, 2, 3, 5, 6)	vSim Maternity Case 1 (*1, 2, 3, 5, 6)	Shoulder Dystocia and Newborn Care (*1, 2, 3, 5, 6)	vSim Maternity Case 4 (*1, 2, 3, 5, 6)	Patient Care Safety Escape Room (*1, 2, 3, 5, 6)	Pediatric Respiratory Simulation (*1, 2, 3, 5, 6)	vSim Pediatric Case 5 (*1, 2, 3, 5, 6)	Pediatric GI Simulation (*1, 2, 3, 5, 6)	vSim Pediatric Case 4 (*1, 2, 3, 5, 6)	Student Developed Simulation (*1, 2, 3, 5, 6)	Comprehensive Simulation (*1, 2, 3, 5, 6)	Empathy Simulation (*1, 2, 3, 5, 6)
	Date: 9/12	Date: 9/25	Date: 10/3	Date: 10/9	Date: 10/12	Date: 10/26	Date: 11/6	Date: 11/7	Date: 11/21	Date: 11/21	Date: 11/28	Date: 10/10
Evaluation	S	S	S	S	S	S	S	U	S	S	S	S
Faculty Initials	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	S	NA	NA	NA	NA

\* Course Objectives

**Lasater Clinical Judgment Rubric Scoring Sheet**

Student Roles: A=Assessment Nurse; M=Medication Nurse; C=Charge

STUDENT NAME(S) AND ROLE(S): Arthur (A), Doughty (C), Miller (M)

GROUP #: 2

SCENARIO: Pregnancy and PPH

OBSERVATION DATE/TIME(S): 9/12/2023 0835-1005

CLINICAL JUDGMENT COMPONENTS	OBSERVATION NOTES					
<p><b>NOTICING: (1, 2, 5) *</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>Nurses introduce themselves, begin assessment (remember to identify patient). VS obtained. Contractions noted on monitor. Patient identified, orientation established.</p> <p>Enters room and begins assessment, VS. Patient identified, CO feeling dizzy. Bleeding noticed. Notices boggy uterus.</p>					

<p><b>INTERPRETING: (2, 4) *</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>Contractions interpreted on monitor. Pain level at 5. UA results interpreted, + for glucose. FSBS- 200. From interactions, team interpreted the need for education related to blood sugar control and lifestyle changes.</p> <p>Bleeding interpreted as abnormal. Pad- 600 g. Uterus interpreted to be firm in response to fundal massage.</p>
<p><b>RESPONDING: (1, 2, 3, 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>Urine sent to lab. Fetal monitor applied. Mona requests something to smoke. Charge nurse asks questions about smoking. Call to lab for UA results. Education provided to patient RT smoking, prenatal care. Great teamwork. Cultural preferences discussed. Patient assisted to left side. Call to provider. Orders received for fluids, Procardia, and acetaminophen, orders read back. Ice chips provided. Education provided on the importance of prenatal care, gestational diabetes. Medications and IV fluid prepared, patient identified, allergies checked. Medications administered and IV fluid initiated. Call to OBGYN to set up appointment.</p> <p>BP measured in response to feeling dizzy. Uterine massage initiated in response to noticing bleeding. Call to provider to report symptoms. Orders received and read back to provider. Medication prepared and administered. O2 applied. BUBBLEE assessment completed.</p>
<p><b>REFLECTING: (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>Team discussion of the scenarios. Team recognized the significance of teamwork and communication, and did very well with each. Also discussed risk factors for postpartum hemorrhage and that it is ok to ask for help when unsure of something. Discussed the importance of lifestyle changes and prenatal care, especially with pregnancy.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of "developing" or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <p>1. Implement appropriate nursing interventions and test to monitor fetal well-being during pregnancy upon completion of nursing assessment. (1, 2, 3, 5)*</p>	<p><b>You are Satisfactory for this scenario! BS</b></p> <p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. 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 Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments Shows mastery of necessary nursing skills</p> <p>Reflecting: Evaluates and analyzes personal clinical performance with minimal prompting primarily about major events or decisions; key decision points are identified, and alternatives are considered Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing</p>

<p>2. Demonstrate correct technique of uterine massage for postpartum assessment. (1, 2, 4, 5)*</p> <p>3. Identify the signs and symptoms of postpartum hemorrhage (PPH) and implement appropriate management of the Postpartum Hemorrhage (PPH). (1, 2, 5)*</p> <p>4. Utilize therapeutic communication and interpersonal skills in the interactions with patients, families, and members of the health team. (3, 5, 6)*</p> <p>5. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</p> <p>*Course Objectives</p>	<p>experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses</p>
---	--

**Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO: Empathy Simulation**

STUDENT NAME: Doughty

OBSERVATION DATE/TIME: Week 8

<p><b>REFLECTING: (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>You reflected on many aspects of your time wearing the empathy belly. Your responses were thoughtful and reflective on how you felt and you compared your experience to a real pregnancy.</p> <p>Great job.</p> <p>I enjoyed seeing your pregnancy photo!</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing to accomplished is required for satisfactory completion of this simulation.</b></p>	<p><b>Comments</b></p> <p><b>You are satisfactory for this simulation. BS</b></p>

\*Course Objectives

**Lasater Clinical Judgment Rubric Scoring Sheet**

Student Roles: A=Assessment Nurse; M=Medication Nurse; C=Charge Nurse

STUDENT NAME(S) AND ROLE(S): Arthur (C), Doughty (M), Miller (A)

GROUP #: 2

SCENARIO: Shoulder Dystocia and Newborn Care

OBSERVATION DATE/TIME(S): 10/3/23 0835-1005

CLINICAL JUDGMENT COMPONENTS	OBSERVATION NOTES					
<p><b>NOTICING: (Link to Course Objectives) *</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>Introductions; ask preference of name and relation to support person</p> <p>Take vitals and assess patient (heart, lungs, abdomen, cervical exam)</p> <p>Ask about all prenatal appointments and diabetes management</p> <p>Pain assessment (rating and timing)</p> <p>Fundal assessment immediately post birth</p> <p>Apgar 1 minute: 9</p> <p>Apgar 5 minutes: 9</p> <p>Newborn assessment: looks at shoulder</p>					
<p><b>INTERPRETING: (Link to Course Objectives) *</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>Correlates need for PCN due to GBS+</p> <p>Offer Nubain for pain relief due to no epidural in birth plan</p> <p>Pain reassessment after medication administration</p> <p>See patient is ready to deliver and tell healthcare provider</p> <p>Dry baby off, put on hat, and swaddle to prevent heat loss</p>					
<p><b>RESPONDING: (Link to Course Objectives) *</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>Hangs PCN prior to delivery.</p> <p>Secondary bag needs to be above the primary bag for gravity to pull it in first.</p> <p>IM injection for Nubain; proper technique and needle size. Needle safety engaged.</p> <p>Education on baby medications prior to birth with consents</p> <p>Communication with provider: good sbar</p> <p>Interventions for birth: McRoberts maneuver, call provider, suprapubic pressure, roll patient, call OR, call nursery, internal rotation, remove posterior arm, evaluate for episiotomy</p> <p>Educate on breathing while pushing</p> <p>Medication administration for baby: eye ointment and IM injection. Correct needle size and needle safety engaged</p> <p>Educate and encourage skin to skin with mom</p>					
<p><b>REFLECTING: (Link to Course Objectives) *</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>Team discussion of scenario. Team recognized teamwork, communication, and proper interventions.</p> <p>Discussion of various interventions (HELPERR and types of heat loss for baby). Discussed not all interventions can be done by nursing staff, but can suggest to provider to assist delivery. Team was able to recognize correction of hanging antibiotics as secondary and were able to understand need for secondary bag to be hung above primary bag. Team did great with education to mother on medications and sticking to her birth plan.</p>					

<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of "developing" or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>● <b>Select physical assessment priorities based on individual patient needs. (1, 2)*</b></li> <li>● <b>Identify risk factors for shoulder dystocia. (1, 2, 3, 4, 5)*</b></li> <li>● <b>Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</b></li> <li>● <b>Utilize therapeutic communication and interpersonal skills in the interactions with patients, families, and members of the health team. (3, 5)*</b></li> <li>● <b>Identify ways in which heat loss occurs in infants. (1, 2, 4, 5)*</b></li> <li>● <b>Implement appropriate nursing interventions upon completion of nursing assessment that support thermoregulation in the newborn. (1, 2, 5)*</b></li> </ul>	<p><b>You are Satisfactory for this scenario! RH</b></p> <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. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data in most situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p>Responding: Generally displays leadership and confidence and is able to 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.</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>
---	--

**Lasater Clinical Judgment Rubric Scoring Sheet**

STUDENT NAME: Barber, Doughty, Huntley, Miller		OBSERVATION DATE/TIME: 10/12/2023		SCENARIO: Escape Room			
<b>CLINICAL JUDGMENT</b>			<b>OBSERVATION NOTES</b>				
<b>COMPONENTS NOTICING: (1, 2, 5)*</b>			Noticed patient safety issues throughout the room. These included sharps container on bed, patient hanging off the bed, bed not locked, armband not on patient, syringe, and side rails not up. Noticed the assessment findings in the patient assessment supporting the need for a breathing treatment. Noticed math problems in the box and recognized the need to solve. Noticed some boxes needed a code and one needed a key.				
● Focused Observation:	E	A				D	B
● Recognizing Deviations from Expected Patterns:	E	A				D	B
● Information Seeking:	E	A				D	B

<p><b>INTERPRETING: (2, 4)*</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>Interpreted the risk in the safety issues for the patient and recognized the need to be fixed. Interpreted the need to work as a group to solve problems and find clues. Interpreted the need to complete the dosage calculation to administer the correct amount of IV fluids. Interpreted the need to administer meds and the need to call HCP to administer the correct doses.</p>
<p><b>RESPONDING: (1, 2, 3, 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>Responded to safety issues by correcting each of them to provide a safe environment for the patient's care. Responded to instructor cues regarding environment and problem solving. Responded to HCP orders and picked the correct dosage of medication for the patient. Flexible with plan of care and looking for clues as well as communicating with one another effectively. Responded to the patient's respiratory distress by providing the patient with the ordered breathing treatment.</p> <p>Responded to the healthcare providers order and programed the IV to the correct rate and administered the prescribed IV fluids.</p>
<p><b>REFLECTING: (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>Worked together with communication and idea sharing. Collaborated and provided suggestions to one another to make sense of riddles, math formulas, medications, and treatments.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing to accomplished is required for satisfactory completion of this simulation.</b></p>	<p>You are successful in this simulation as you were able to provide a safe environment for the patient. You were also able to work together as a team to solve the math formulas and give appropriate dosages of medications. Good job! BS</p>

U:\SON\Diane\Bussard\Lasater Clinical Judgment Rubric Scoring Sheet.doc

## Lasater Clinical Judgment Rubric Scoring Sheet

**Student Roles: A=Assessment Nurse; M=Medication Nurse; C=Charge Nurse**

STUDENT NAME(S) AND ROLE(S): Arthur (M), Doughty (A), Miller (C)

GROUP #: 2

SCENARIO: Pediatric Respiratory

OBSERVATION DATE/TIME(S): 10/26/23 0835-1005

CLINICAL JUDGMENT COMPONENTS	OBSERVATION NOTES
<p><b>NOTICING: (1, 2, 5) *</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>Respiratory assessment. Lifts gown to visualize chest. Asks about allergens and exposures to toxins. Educates on how to protect against secondhand smoke or toxins.</p> <p>Called pharmacy to identify if medication can be crushed and put in applesauce.</p> <p>Did not identify incorrect dose for weight based medications</p> <p>Check food aversions prior to offering drinks/snacks</p> <p>Respiratory reassessment: listen to lungs. Does not lift up gown</p> <p>Due to students advanced assessment skills and performance, the missing of the incorrect orders brought students to developing level. Remediation was done in debriefing and all students were able to find the correct and safe dose for the patient.</p>
<p><b>INTERPRETING: (2, 4) *</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>Able to calculate the correct concentration according to the healthcare provider's order in the chart.</p> <p>Identify that croup is causing increased work of breathing</p> <p>Student nurse stayed at bedside until respiratory therapist arrived</p>
<p><b>RESPONDING: (1, 2, 3, 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>Remove needles from crib. Does not find scissors in crib.</p> <p>Put crib rail up when not at bedside</p> <p>Console mother and inform on patient condition. Education on croup signs and symptoms. Educate on symptom management and how to decrease symptoms.</p> <p>Medication administration: educate mother and child on medications and what they are for. Confirmed name with mother but did not check arm band on patient.</p> <p>Puts head of bed up due to increased work of breathing and cough</p> <p>Apply oxygen when realizing oxygen saturation is declining</p> <p>Call healthcare provider for orders. No SBAR provided</p> <p>Educate mother while staying at patient's bedside while waiting for respiratory therapist to arrive. Talks in calm manner with mother and able to keep her calm while waiting.</p> <p>Educate mother on Tylenol and ibuprofen administration at home to keep fever down</p> <p>Medication administration: checks name/DOB. Educates on medication and reason for medication</p>

<p><b>REFLECTING: (6) *</b></p> <ul style="list-style-type: none"> <li>● Evaluation/Self-Analysis: <b>E</b>      A      D      B</li> <li>● Commitment to Improvement:      E      <b>A</b>      D      B</li> </ul>	<p>Team discussion of scenario. Team recognized good teamwork and communication. Identified medication errors. All students looked up correct dosage for patient's age and weight and completed all dosage calculations for medications administered. Discussed how reporting would be done if medication error was done in practice. Discussion of how to find correct dosage in practice by calling pharmacy or using online reference per hospital policy. Team provided great education to mother and child. Used growth and development knowledge to communicate with patient and mother appropriately.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of "Developing" or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>● Select physical assessment priorities based on individual patient needs. (1, 2)*</li> <li>● Administer medications utilizing the concepts of growth and development and the rights of medication administration to prevent errors in the process. (1,2,5)*</li> <li>● Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</li> <li>● Utilize the concepts of growth and development to provide therapeutic communication with the toddler and their family. (3, 5)*</li> </ul>	<p><b>You are Satisfactory for this scenario! RH</b></p> <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: Is tentative in the leader role; reassures patients and families in routine and relatively simple situations, but becomes stressed and disorganized easily. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: Evaluates and analyzes personal clinical performance with minimal prompting primarily about major events or decisions; key decision points are identified, and alternatives are considered. 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>

**Lasater Clinical Judgment Rubric Scoring Sheet**

**Student Roles: A=Assessment Nurse; M=Medication Nurse; C=Charge**

STUDENT NAME(S) AND ROLE(S): Arthur(A), Miller(M), **Doughty(C)**

GROUP #: 2

SCENARIO: **Pediatric GI**

OBSERVATION DATE/TIME(S): 11/7/2023 0835-1005

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1, 2, 5) *</b></p> <ul style="list-style-type: none"> <li>● Focused Observation: E     <b>A</b>     D     B</li> <li>● Recognizing Deviations from Expected Patterns: E     <b>A</b>     D     B</li> <li>● Information Seeking: E     <b>A</b>     D     B</li> </ul>						<p>Team introduces members and identifies patient. Begins assessment, VS. Temp- 102.5. Patient CO arm pain. Bruising noticed. Abdomen assessed and palpated, inducing pain. More bruising noted to abdomen.</p> <p>Focused assessment on abdomen. Patient CO not feeling well, vomits. Temp 102.1. VS rechecked following medication administration.</p>
<p><b>INTERPRETING: (2, 4) *</b></p> <ul style="list-style-type: none"> <li>● Prioritizing Data: E     <b>A</b>     D     B</li> <li>● Making Sense of Data: E     <b>A</b>     D     B</li> </ul>						<p>Temp 102.5 interpreted as elevated. Bruising interpreted to be potential sign of abuse. Interpreted the need to investigate bruises further. Temp reassessed following acetaminophen- 101.5.</p> <p>Temp interpreted as elevated. Interpreted the need for IV fluid.</p>
<p><b>RESPONDING: (1, 2, 3, 5) *</b></p> <ul style="list-style-type: none"> <li>● Calm, Confident Manner: E     <b>A</b>     D     B</li> <li>● Clear Communication: E     <b>A</b>     D     B</li> <li>● Well-Planned Intervention/ Flexibility: E     A     D     B</li> <li>● Being Skillful: E     <b>A</b>     D     B</li> </ul>						<p>Mom says patient fell off his bike which lead to bruises. Bruising on arms assessed. Skin turgor. Call to provider to verify orders. Acetaminophen dosage questioned, new order received and read back. Acetaminophen prepared, patient identified, allergies confirmed. Acetaminophen administered. Charge nurse discusses falls with mother. Asks about safety concerns at home, wearing sunglasses indoors. Pedialyte offered. Call to provider to report suspicious bruising, suggestive of potential abuse. Requests x-ray, order received for x-ray to BUE. Call to lab- rotavirus confirmed. Contact precautions initiated. Need for precautions and the BRATTY diet explained to mom. Call from provider about x-rays, order to contact case management regarding bruises. Call to case management.</p> <p>Call to provider reporting 500 ml vomit, requests IV fluid, Zofran, ibuprofen. Orders received and read back. Call to case management for follow-up. IV bolus initiated. Bolus infused, maintenance fluid initiated. Call to pharmacy to confirm ibuprofen dose.</p>
<p><b>REFLECTING: (6) *</b></p> <ul style="list-style-type: none"> <li>● Evaluation/Self-Analysis: E     <b>A</b>     D     B</li> <li>● Commitment to Improvement: E     A     D     B</li> </ul>						<p>Team discussed the scenario. Also discussed the importance of checking recommended doses for medications. Discussed rotavirus and the need for contact precautions. Good job with SBAR communication, orders all read back. Team noted suspicious bruising and recognized the need to contact someone to investigate further. Reviewed steps of programming the IV pump for a fluid bolus.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p>						<p><b>Nice work! You are satisfactory for this scenario. BS</b></p> <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</p>

<p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Select physical assessment priorities based on individual patient needs. (1, 2)*</li> <li>2. Provide quality, patient-centered care in an organized, safe manner to a toddler with gastroenteritis. (1, 2, 4, 5)*</li> <li>3. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</li> <li>4. Utilize the concepts of growth and development to identify concerns in assessment findings associated with potential child abuse and make appropriate referrals as necessary. (1, 3, 5)*</li> <li>5. Utilize interpersonal skills in the interactions with patients, families, and members of the health team. (3, 5)*</li> </ol> <p>*Course Objectives</p>	<p>situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p>Responding: Generally displays leadership and confidence and is able to 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.</p> <p>Reflecting: Evaluates and analyzes personal clinical performance with minimal prompting primarily about major events or decisions; key decision points are identified, and alternatives are considered 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>
---	--

### Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **N. Doughty**      OBSERVATION DATE/TIME: **11/21/23**      SCENARIO #: **Student Developed Scenarios**

CLINICAL JUDGMENT						OBSERVATION NOTES
<b>COMPONENTS NOTICING: (1, 2, 5)*</b>						<p>Noticed deviations from normal with physical assessment and inquiry. Information seeking regarding patient condition as well as with parent/support person at bedside when appropriate.</p> <p>When developing your scenario, you noticed the important assessment aspects to include for a patient/support person with your assigned diagnosis.</p>
● Focused Observation:	E	A	D	B		
● Recognizing Deviations from Expected Patterns:	E	A	D	B		
● Information Seeking:	E	A	D	B		
<b>INTERPRETING: (2, 4)*</b>						<p>Was able to interpret data pieces and prioritize accordingly.</p> <p>For each scenario, care was given in gathering details needed in order to phone the healthcare provider and provide SBAR.</p> <p>When developing your scenario, you interpreted the expected path of the disease process and necessary nursing interventions to include in the patient's care.</p>
● Prioritizing Data:	E	A	D	B		
● Making Sense of Data:	E	A	D	B		

<p><b>RESPONDING: (1, 2, 3, 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>Responded with communication that was collaborative between roles. Clear communication was utilized between colleagues.</p> <p>Clear communication was utilized with family and layman's terms were utilized when appropriate.</p> <p>Responded with interventions that were planned accordingly and verbalized when necessary.</p> <p>Skill in identifying focus assessments as well as timely reassessments was utilized.</p> <p>Family members and others of the health care team were kept up to date on patient condition and given education for current condition as well as for preventative measures.</p> <p>In response to your assigned disease process you developed a comprehensive simulation that encompasses aspects of assessment, interprofessional communication, and nursing interventions appropriate for the patient scenario you developed.</p>
<p><b>REFLECTING: (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>Reflected with a self-analysis of assessment and analysis of data to identify missing pieces of the scenario.</p> <p>Actively participated in providing constructive feedback to all groups observed throughout the simulation.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing or higher in all areas is required for satisfactory completion of this simulation.</b></p>	<p>The student developed scenarios were completed successfully. You are satisfactory for this simulation. KA/MD/BS/RH</p>

**Lasater Clinical Judgment Rubric Scoring Sheet**

STUDENT NAME: <b>N. Doughty</b>	OBSERVATION DATE/TIME: <b>11/28/23</b>	SCENARIO: <b>Comprehensive Simulation</b>
<p><b>CLINICAL JUDGMENT</b></p> <p><b>COMPONENTS NOTICING: (1, 2, 5)*</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 align="center"><b>OBSERVATION NOTES</b></p> <p>You noticed suspicious bruising on patient and patient's physical appearance and psychosocial status as deviation from normal.</p> <p>You noticed environmental concerns throughout the home that would be safety hazards.</p> <p>You noticed abnormal family functioning as you progressed through the simulation.</p> <p>You noticed the signs of respiratory distress and dehydration in the children.</p>	
<p><b>INTERPRETING: (2, 4)*</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>You interpreted there were multiple safety concerns as well as education opportunities throughout the family unit.</p> <p>You were able to interpret safety and health issues with each member of the family.</p> <p>You interpreted the need to seek out further information on the health, safety, and environmental concerns found throughout the home visit.</p>	

	<p>You interpreted acute respiratory status changes and lethargy as major assessment concerns in the children in this home environment.</p>
<p><b>RESPONDING: (1, 2, 3, 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>You responded to patient's admission of abuse calmly without judgement. Communicated alternatives clearly and empathetically.</p> <p>You responded with intervention regarding safety of children; flexible and creative with ideas and interviewing each member of the family.</p> <p>You responded by prioritizing the safety and health concerns of each family member and seeking further treatment for them.</p> <p>You sought further information regarding potential abuse from all members of the family.</p> <p>You were respectful and calm in communicating with potential abuser. Coping skills were discussed.</p> <p>You responded to safety, psychosocial issues calmly. You were confident in your approach to each family member.</p>
<p><b>REFLECTING: (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>You reflected thoughtfully on your approach to the patient's abusive history, child care, etc....</p> <p>You reflected on the education and information provided to the family.</p> <p>You were able to reflect on your progress with addressing the concerns for each environment and family member.</p> <p>You were able to reflect on the home visit and establish a focused education plan for one of the family members of the household.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing or higher in all areas is required for satisfactory completion of this simulation.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. Provide quality, patient-centered care in an organized, safe manner. (1, 2, 4, 5)*</li> <li>2. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</li> <li>3. Utilize the concepts of growth and development to provide therapeutic communication with the family unit. (3, 5)*</li> <li>4. Identify safety measures for the family unit in the home setting. (1,3,5)*</li> <li>5. Demonstrate thorough environmental assessment in the home setting. (1,3,5)*</li> </ol> <p>*Course Objectives</p>	<p>Excellent job in communicating without judgement and providing appropriate education, information regarding resources, and intervention for family.</p> <p>You are satisfactory for this scenario. KA/MD/BS/RH</p>

**EVALUATION OF CLINICAL PERFORMANCE TOOL**

**Maternal Child 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: Natasha R. Doughy 11/30/2023