

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Medical Surgical Nursing – 2024**

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

**Student:** Dylan Wilson

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

**Faculty:** Dawn Wikel, MSN, RN, CNE; Rachel Haynes, MSN, RN; Kelly Ammanniti, MSN, RN, CHSE;  
Monica Dunbar, DNP, RN; Heather Schwerer, MSN, RN; Nick Simonovich, MSN, RN

**Faculty eSignature:**

**Teaching Assistant:** None

---

**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, U, or NA". If the student does not self-rate, then it is an automatic "U". A student who submits the clinical evaluation tool late will be rated as "U" in the appropriate competency(s) for that clinical week. Whenever a student receives a "U" in a competency, it must be addressed with a comment as to why it is no longer a "U". 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:**

Skills Lab Competency Tool & Skills Checklists  
Simulation, Prebriefing, & Reflection Journals  
Nursing Care Map Rubric  
Meditech Documentation  
Clinical Debriefing  
Clinical Discussion Group Grading Rubric  
Evaluation of Clinical Performance Tool  
Lasater's Clinical Judgment Rubric & Scoring Sheet  
Virtual Simulation Scenarios

**ABSENCE (Refer to Attendance Policy)**

| Date | Number of Hours | Comments | Make-up (/Date/Time) |
|------|-----------------|----------|----------------------|
|      |                 |          |                      |
|      |                 |          |                      |
|      |                 |          |                      |
|      |                 |          |                      |
|      |                 |          |                      |

| Faculty's Name   | Initials |
|------------------|----------|
| Kelly Ammanniti  | KA       |
| Monica Dunbar    | MD       |
| Rachel Haynes    | RH       |
| Heather Schwerer | HS       |
| Nick Simonovich  | NS       |
| Dawn Wikel       | DW       |

## 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 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 boxes do not need a student evaluation rating or faculty/teaching assistant initials.**

| Date | Care Map Top Nursing Priority | Evaluation & Instructor Initials | Remediation & Instructor Initials | Remediation & Instructor Initials |
|------|-------------------------------|----------------------------------|-----------------------------------|-----------------------------------|
|      |                               |                                  |                                   |                                   |
|      |                               |                                  |                                   |                                   |

Note: Students are required to submit two satisfactory care maps over the course of the semester. If the care map is not evaluated as satisfactory upon initial submission, the student must revise the care map based on instructor feedback/remediation and resubmit. A maximum of two remediation attempts will be provided for a single care map and if still unsatisfactory, the student will be required to start fresh and initiate a care map on a new patient. At least one care map must be submitted prior to midterm.

---

## Objective

1. Illustrate correlations to demonstrate the pathophysiological alterations in adult patients with medical-surgical problems. (2,3,4,5)\*

| Weeks of the Course                                                                                         | 1                                | 2 | 3                         | 4                                   | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|-------------------------------------------------------------------------------------------------------------|----------------------------------|---|---------------------------|-------------------------------------|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                        |                                  |   | S                         | S                                   |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)                    |                                  |   | S                         | S                                   |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Correlate patient's symptoms with the patient's disease process. (Interpreting)                          |                                  |   | S                         | S                                   |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Correlate diagnostic tests with the patient's disease process. (Interpreting)                            |                                  |   | S                         | NA                                  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)                   |                                  |   | S                         | NA                                  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)                 |                                  |   | S                         | NA                                  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)                 |                                  |   | S                         | NA                                  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| g. Assess developmental stages of assigned patients. (Interpreting)                                         |                                  |   | S                         | NA                                  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| h. Demonstrate evidence of research in being prepared for clinical. (Noticing)                              | S                                |   | S                         | S                                   |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly. | Meditech, FSBS, IV Pump Sessions |   | Rehab, 84M, Heart Failure | Digestive Health, Infection Control |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Instructors Initials                                                                                        | DW                               |   | MD                        |                                     |   |   |   |   |         |   |    |    |    |    |         |         |       |

## Comments:

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 1 (1h)- During week 1, the Meditech, FSBS and IV pump sessions were all considered clinical hours. You came prepared to each of them and demonstrated competency accordingly. For this reason, you have earned an S for this competency. DW

Rehab Clinical Objective 1 B-E-This week you were able to identify symptoms, medical treatments, pharmacotherapy, and diagnostic tests that were a part of the patient's stay on the Rehab unit. You did a great job in correlating all of these with the patient's diagnosis. Great job! MD

## Objective

2. Perform physical assessments as a method for determining deviations from normal. (3,4,5)\*

| Weeks of the Course                                                                                                       | 1  | 2 | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---------------------------------------------------------------------------------------------------------------------------|----|---|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                                      |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing) |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Conduct a fall assessment and implement appropriate precautions. (Noticing)                                            |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Conduct a skin assessment and implement appropriate precautions and care. (Noticing)                                   |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Communicate physical assessment. (Responding)                                                                          |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)                                |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)                       | S  |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                           | DW |   | MD |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

## Comments:

Week 1 (2f)- By attending the Meditech clinical update & providing your full, undivided attention during the demonstration of documenting insulin, IV solutions, and the Meditech 2.2 upgrades, you are satisfactory for this competency. NS

Rehab Clinical Objective 2 A-This week you were able to perform a great head to toe assessment! You were able to translate all of your findings in documentation and while discussing your patient with me. You really did a great job putting the pieces together with the patient's assessment and what you would see with the diagnosis! MD

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

| Objective                                                                                                                                                 |    |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| 3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)*              |    |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Weeks of the Course                                                                                                                                       | 1  | 2 | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
| <b>Competencies:</b>                                                                                                                                      | S  |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform standard precautions. (Responding)                                                                                                             | S  |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Demonstrate nursing measures skillfully and safely. (Responding)                                                                                       | S  |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)                                                                  |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Appropriately prioritizes nursing care. (Responding)                                                                                                   |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Recognize the need for assistance. (Reflecting)                                                                                                        |    |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Apply the principles of asepsis where indicated. (Responding)                                                                                          | S  |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)                                                       |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| h. Implement DVT prophylaxis (early ambulation, SCDs, ted hose, administer enoxaparin or heparin) based on assessment and physicians' orders (Responding) |    |   | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| i. Identify the role of evidence in determining best nursing practice. (Interpreting)                                                                     | S  |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| j. Identify recommendations for change through team collaboration. (Reflecting)                                                                           |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                           | DW |   | MD |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Rehab Clinical Objective 3 D-You were able to identify the priority assessments with your patient and prioritize interventions that needed to be completed! MD

| Objective                                                                                                                                    |    |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
|----------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| 3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)* |    |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Weeks of the Course                                                                                                                          | 1  | 2 | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
| <b>Competencies:</b>                                                                                                                         |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)                                  |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)                                                     |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| m. Calculate medication doses accurately. (Responding)                                                                                       |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding)                            |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| o. Regulate IV flow rate. (Responding)                                                                                                       | S  |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| p. Flush saline lock. (Responding)                                                                                                           |    |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| q. D/C an IV. (Responding)                                                                                                                   |    |   | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| r. Monitor an IV. (Noticing)                                                                                                                 | S  |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| s. Perform FSBS with appropriate interventions. (Responding)                                                                                 | S  |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                              | DW |   | MD |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

**Comments:**

Week 1 (3o,r)- During the IV pump session, you actively participated in the programming and maintenance of the Alaris IV pump. Additionally, you accurately identified abnormal IV site assessment data with an IV site monitoring activity. HS

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

(3s)- The student was able to satisfactorily perform a Quality Control check of the glucometer as well as demonstrate skills and knowledge required for proper fingerstick blood glucose measurement with the ACCU-CHEK Inform II glucometer. DW

Rehab Clinical Objective 3 K-M-This week you were able to identify the rights of medication administration and you were able to accurately administer medications to your patient. You identified safe practice and performed really well with administering your patient's medications! MD

Rehab Clinical Objective 3 N, O, P, R-This week you were able to flush and administer IV antibiotics through an IV. You were able to use the proper precautions and administer these medications safely! Great job! MD

| Objective                                                                                                                                                  |   |   |   |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| 4. Use therapeutic communication techniques to establish a baseline for nursing decisions. (1,5,7)*                                                        |   |   |   |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Weeks of the Course                                                                                                                                        | 1 | 2 | 3 | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
| <b>Competencies:</b>                                                                                                                                       |   |   | S | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding) |   |   | S | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)         |   |   | S | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Report promptly and accurately any change in the status of the patient. (Responding)                                                                    |   |   | S | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Maintain confidentiality of patient health and medical information. (Responding)                                                                        |   |   | S | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)                                                                |   |   | S | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)                                                               |   |   | S | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting



|                                                                                                     |  |  |    |    |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------|--|--|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|
| g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding) |  |  | S  | NA |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                                     |  |  | MD |    |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Comments:**

Rehab Clinical Objective 4 E-You had a wonderful CDG this week with response! You were able to turn in your CDG on time, have the adequate word count for both posts, and you were able to provide to the conversation with the information you gave! Awesome job with your reference and in-text citation as well for your initial post! Be sure to include an in-text citation with your response to a peer as well. Also, remember with a reference it should be the author, date, title of the article, journal title, and then website. Let me know if you need further clarification on this! MD

| Objective                                                                                                                                             |   |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| 5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)*                                                  |   |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Weeks of the Course                                                                                                                                   | 1 | 2 | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
| <b>Competencies:</b>                                                                                                                                  |   |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| <b>a. Describe a teaching need of your patient.** (Reflecting)</b>                                                                                    |   |   |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
| <b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b> |   |   | S  | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                       |   |   | MD |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

**\*\*5a & b- You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab- describe the patient education you provided; be specific- include the topic, method of delivery, reason for teaching need, materials to support learning through above resources (if applicable), and method used to validate learning.**

**Example: Education related to orthostatic hypotension (changing positions slowly by sitting at the side of the bed or chair for a few minutes before moving to another position, utilizing the walker when ambulating) was provided to my patient through discussion and demonstration. This was necessary to maintain patient safety as he/she was experiencing a drop-in blood pressure and dizziness when getting out of bed. A patient education sheet was printed from Lexicomp and given to the patient. The teach back method was used to validate learning.**

**Comments:**

3a. This week in rehab my patient received education on ambulation. Within the chart there was a CXR showing small amounts of Atelectasis in the RLL. I delivered the education verbally describing how atelectasis can lead to pneumonia and worsening his SOB when they were already on 2L NC with SOB at rest and exertion. Using the teach back method my patient was able to recite why the education was important. I promoted getting into the chair he had in the corner of the room throughout the day and especially for meals. When in the bed the pt was able to turn and reposition himself in the bed, but boosting with the pad underneath him was still needed. I used materials learned in class from the respiratory system and our med/surg book. **Awesome job!!! MD**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

## Objective

6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)\*

| Weeks of the Course                                                                                                                                                                                              | 1 | 2 | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)                                                               |   |   | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. <b>Identify factors associated with Social Determinants of Health (SDOH) &amp;/or cultural elements that have the potential to influence patient care.**</b> (Noticing, Interpreting, Responding, Reflecting) |   |   | S  | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                                                                                  |   |   | MD |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

**\*\*6b- You must address this competency in the comments on a weekly basis. For all clinicals - provide an example of SDOH &/or cultural elements that influenced your patient's care; be specific.**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Comments:**

See Care Map Grading Rubrics below.

3b. A major factor that will affect my pt after discharge is the need for physical activity. Unfortunately, the pts insurance will only allow his to stay until Sunday this week and I didn't feel like he was ready to go home with no home health. He lives with his elderly wife who is able to ambulate but from Wednesday to Thursday his mobility significantly decrease along with his mental capacity. ADL's were difficult to complete for him on Thursday as he was feeling extremely fatigued and unmotivated to complete therapy. He hasn't had a fall within the last six months but without home health or a longer stay in the rehab unit I'm concerned for fall risk and further injury that could be preventable. **This is a great concern and I agree I do not feel he is ready to return home. He has a lot of rehab to go through. MD**

4b. During my time in Digestive health most patients seemed to have similar SDOH relating toward either smoking or drinking. These risks factors commonly lead to health related problems such as cancer which was found in a couple of patients. Resources that could be used for this situation is to verbally remind the patient to stop smoking/drinking and printing out paper copies from Lexicomp over these sensations.

## Objective

7. Illustrate professional conduct including self-examination, responsibility for learning, and goal setting. (7)\*

| Weeks of the Course                                                                                                                                                        | 1  | 2 | 3  | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| a. <b>Reflect on an area of strength. ** (Reflecting)</b>                                                                                                                  | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. <b>Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)</b>                                                                              | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)                                                                                           | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)                                                                                | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions. (Responding) | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)                                                                     | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| g. Demonstrate the ability to give and receive constructive feedback. (Responding)                                                                                         | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| h. Actively engage in self-reflection. (Reflecting)                                                                                                                        | S  |   | S  | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                                            | DW |   | MD |   |   |   |   |   |         |   |    |    |    |    |         |         |       |

**\*\*7a and 7b: You must address these competencies in the comments section on a weekly basis. Please write a different comment each week. 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 trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical.”**

**Comments:**

Week 1 Strength- I felt very comfortable and confident when practicing with the finger stick blood sugar. Being able to test for quality control, and having to collect blood was a big strength because of the practice I have done at work. I will continue to use this skill in clinicals to check the glucose level of patients. **Excellent! It's nice to have some outside experience when going over new skills in the curriculum. Keep up the great work! DW**

Week 1 Weakness- I struggled with IV dosage calculation more than regular dosage calculation. Doing on paper calculations weren't hard but getting used to looking at the med bags and having to come up with the equations made it most difficult. I plan to practice IV dosage calculations this weekend so become more familiar with how the questions are set up. I will spend at least one hour on Saturday and Sunday practicing in order to become proficient before any tests or clinicals. **Great idea! Kelly sent out some additional practice problems and the IV math application stations will also be available during the open lab on 1/16/24 if you'd like to review them. DW**

Week 3 Strength - During med pass I felt more comfortable getting the medications out of the pyxis and scanning them in the patients room. After communicating the reasonings for the medications with Monica, I was able to go into the patients room and answer any questions they had regarding the medications was were given PO & SQ. **You did a FANTASTIC job! I am so proud of the progress you have made! I look forward to watching your growth throughout the semester! MD**

Week 3 Weakness- I struggled with getting back into the rhythm of relating lab values to my patients diagnosis. Some values were familiar, but most were not. I will do more critical thinking exercises, and look over material relating electrolyte imbalances to the needs of my future patients. Next clinical I will ask more questions on how and why these lab values correlate. **This is a great goal! Let me know if there is anything I can assist you with! MD**

Week 4 Strength- My strength this week was communicating with the Doctor and asking questions. It was a different environment to have the doctor in the room at all times with a patient and be able to ask questions over GI related problems. The doctor was able to provide more in depth detail than the book could and having a real life situation actively going on is helpful to remember the information.

Week 4 Weakness- My weakness this week was remembering my way around Firelands campus . It had been awhile since going to all the different floors, but luckily my partner this week on clinical was Savannah. She was very helpful and familiar with the floors since she works in 4T. As we continued to rotate throughout the different floors I'm confident in my ability to get more familiar with the layout and being able to find the PAR/Pyxis/linens, etc.

| Student Name:          |                                                                                                                      |                                                     |                 | Course Objective:                                 |                                     |               |          |
|------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|---------------------------------------------------|-------------------------------------|---------------|----------|
| Date or Clinical Week: |                                                                                                                      |                                                     |                 |                                                   |                                     |               |          |
| 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*)<br>*provides explanation if < 7 | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) |               |          |
|                        | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3 |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) |               |          |
|                        | 3. Identify all risk factors relevant to the patient.                                                                | (lists at least 5*)<br>*provides explanation if < 5 | (lists 4)       | (lists 3)                                         | (lists < 3 or gives no explanation) |               |          |
| Interpreting           | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 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                         |               |          |
|                        | 6. Identify all potential complications for the top nursing priority problem.                                        | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         |               |          |
|                        | 7. Identify signs and symptoms to monitor for each complication.                                                     | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         |               |          |
| Responding             | 8. List all nursing interventions relevant to the top nursing priority.                                              | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 9. Interventions are prioritized                                                                                     | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 10. All interventions include a frequency                                                                            | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 11. All interventions are individualized and realistic                                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 12. An appropriate rationale is included for each intervention                                                       | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
| Ref                    | 13. List all of the highlighted reassessment findings for the top nursing priority.                                  | >75% complete                                       | 50-75% complete | <50% complete                                     | 0% complete                         |               |          |

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |          |  |  |              |  |                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------|--|--|--------------|--|----------------------------------------------------|
| ecting                                                                                                                                                                                                                                                                                                                                                                                                        | 14. Evaluation includes one of the following statements:                                                                             | Complete |  |  | Not complete |  |                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> |          |  |  |              |  |                                                    |
| <p>Total Possible Points= 42 points<br/> 42-33 points = Satisfactory<br/> 32-21 points = Needs Improvement*<br/> &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>Faculty/Teaching Assistant Comments:</b></p> |                                                                                                                                      |          |  |  |              |  | <p><b>Total Points:</b></p>                        |
|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |          |  |  |              |  | <p><b>Faculty/Teaching Assistant Initials:</b></p> |

| Student Name:          |                                                                                                                      |                                                     |                 | Course Objective:                                 |                                     |               |          |
|------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|---------------------------------------------------|-------------------------------------|---------------|----------|
| Date or Clinical Week: |                                                                                                                      |                                                     |                 |                                                   |                                     |               |          |
| 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*)<br>*provides explanation if < 7 | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) |               |          |
|                        | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3 |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) |               |          |
|                        | 3. Identify all risk factors relevant to the patient.                                                                | (lists at least 5*)<br>*provides explanation if < 5 | (lists 4)       | (lists 3)                                         | (lists < 3 or gives no explanation) |               |          |
| Interpreting           | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 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                         |               |          |
|                        | 6. Identify all potential complications for the top nursing priority problem.                                        | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         |               |          |
|                        | 7. Identify signs and symptoms to monitor for each complication.                                                     | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         |               |          |
| Responding             | 8. List all nursing interventions relevant to the top nursing priority.                                              | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 9. Interventions are prioritized                                                                                     | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 10. All interventions include a frequency                                                                            | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 11. All interventions are individualized and realistic                                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 12. An appropriate rationale is included for each intervention                                                       | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
| Ref                    | 13. List all of the highlighted reassessment findings for the top nursing priority.                                  | >75% complete                                       | 50-75% complete | <50% complete                                     | 0% complete                         |               |          |



|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |          |  |  |              |  |                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------|--|--|--------------|--|----------------------------------------------------|
| ecting                                                                                                                                                                                                                                                                                                                                                                                                        | 14. Evaluation includes one of the following statements:                                                                             | Complete |  |  | Not complete |  |                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> |          |  |  |              |  |                                                    |
| <p>Total Possible Points= 42 points<br/> 42-33 points = Satisfactory<br/> 32-21 points = Needs Improvement*<br/> &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>Faculty/Teaching Assistant Comments:</b></p> |                                                                                                                                      |          |  |  |              |  | <p><b>Total Points:</b></p>                        |
|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |          |  |  |              |  | <p><b>Faculty/Teaching Assistant Initials:</b></p> |

Firelands Regional Medical Center School of Nursing  
**Medical Surgical Nursing 2024**  
**Skills Lab Competency Tool**

|                                                                                                                                 |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|--------------------------------------|------------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------------------|
| Student name: Dylan Wilson                                                                                                      |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
| <b>Skills Lab Competency Evaluation</b><br><br>Performance Codes:<br><br><b>S:</b> Satisfactory<br><br><b>U:</b> Unsatisfactory | <b>Lab Skills</b>            |                                   |                                      |                                    |                                |                                  |                         |                                    |
|                                                                                                                                 | <b>Week 1</b>                | <b>Week 1</b>                     | <b>Week 1</b>                        | <b>Week 1</b>                      | <b>Week 1</b>                  | <b>Week 2</b>                    | <b>Week 2</b>           | <b>Week 9</b>                      |
|                                                                                                                                 | <b>Insulin</b><br>(2,3,5,7)* | <b>Assessment</b><br>(2,3,4,5,7)* | <b>IV Math Application</b><br>(3,7)* | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* | <b>IV Skills</b><br>(2,3,5,7)* | <b>Trach</b><br>(1,2,3,4,5,6,7)* | <b>EBP</b><br>(3,7)*    | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* |
|                                                                                                                                 | <b>Date:</b><br>1/9/24       | <b>Date:</b><br>1/9/24            | <b>Date:</b><br>1/11/24              | <b>Date:</b><br>1/11/24            | <b>Date:</b><br>1/12/24        | <b>Date:</b><br>1/18/24          | <b>Date:</b><br>1/17/24 | <b>Date:</b><br>3/11 or<br>3/12/24 |
| Evaluation:                                                                                                                     | <b>S</b>                     | <b>S</b>                          | <b>S</b>                             | <b>S</b>                           | <b>S</b>                       | <b>S</b>                         | <b>S</b>                |                                    |
| Faculty/Teaching Assistant Initials                                                                                             | <b>DW</b>                    | <b>DW</b>                         | <b>DW</b>                            | <b>DW</b>                          | <b>DW</b>                      | <b>DW</b>                        | <b>DW</b>               |                                    |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                                          | <b>NA</b>                    | <b>NA</b>                         | <b>NA</b>                            | <b>NA</b>                          | <b>NA</b>                      | <b>NA</b>                        | <b>NA</b>               |                                    |

\*Course Objectives

**Comments:**

**Week 1**

(Insulin)- You were able to correctly prepare an insulin pen and administer subcutaneous insulin. Insulin requirements were accurately identified and calculated through the corrective scale and carbohydrate coverage orders. MD

(Assessment)- You were able to satisfactorily demonstrate the Basic Head to Toe Assessment during lab. KA/RH

(IV Math)-You satisfactorily participated in the IV Math learning session on 1/9/24 as well as the assigned IV Math practice questions and the IV Math Application lab on 1/11/24. KA/DW

(Lab Day)- You satisfactorily completed the mandatory lab review of nursing foundational skills. This was achieved through simulating care for a patient in a scenario requiring competency in assessment, communication, medication administration (including PO and IM injection), nasogastric tube insertion and maintenance, patient mobility and hygiene, use of PPE for Contact Isolation, wound care, foley insertion, and development of nursing notes. NS/MD

(IV Skills)- You have satisfactorily completed IV lab including a saline flush, IV push medication administration, priming and hanging a primary and secondary IV solution, adjusting a flow rate to run by gravity, discontinuing IV solution, and monitoring the IV site for infiltration, phlebitis, and signs of complication. DW

**Week 2**

(Trach Care & Suctioning) - During this lab, you satisfactorily demonstrate competence with tracheostomy care and tracheostomy suctioning. You were able to maintain sterile field when necessary and you did not need any prompts for either skill. You answered my questions regarding knowledge and competence of both procedures. Great job! DW/RH/NS/HS

(EBP Lab)- You actively participated in the online searching process for evidence-based practice literature, as well as reviewing example articles to determine appropriate selection and information needed when summarizing a research article. KA/LK

Firelands Regional Medical Center School of Nursing  
Medical Surgical Nursing 2024  
Simulation Evaluations

| <b><u>Simulation Evaluation</u></b><br><br>Performance Codes:<br><br><b>S:</b> Satisfactory<br><br><b>U:</b> Unsatisfactory | <b>Student Name:</b> Dylan Wilson                                       |                                                                   |                                                                          |                                                                     |                                                             |                                                                          |                                                                    |                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|
|                                                                                                                             | <b>vSim-</b> Vincent Brody<br>(Medical-Surgical)<br>(*1, 2, 3, 4, 5, 6) | <b>vSim-</b> Juan Carlos<br>(Pharmacology)<br>(*1, 2, 3, 4, 5, 6) | <b>vSim-</b> Marilyn Hughes<br>(Medical-Surgical)<br>(*1, 2, 3, 4, 5, 6) | Simulation #1<br>(Musculoskeletal & Resp)<br>(*1, 2, 3, 4, 5, 6, 7) | Simulation #2<br>(GI & Endocrine)<br>(*1, 2, 3, 4, 5, 6, 7) | <b>vSim-</b> Stan Checketts<br>(Medical-Surgical)<br>(*1, 2, 3, 4, 5, 6) | <b>vSim-</b> Harry Hadley<br>(Pharmacology)<br>(*1, 2, 3, 4, 5, 6) | <b>vSim-</b> Yoa Li<br>(Pharmacology)<br>(*1, 2, 3, 4, 5, 6) |
|                                                                                                                             | <b>Date:</b><br>1/29/24                                                 | <b>Date:</b><br>2/12/24                                           | <b>Date:</b><br>2/26/24                                                  | <b>Date:</b><br>2/28 or<br>2/29/24                                  | <b>Date:</b><br>4/10 or<br>4/11/24                          | <b>Date:</b><br>4/15/24                                                  | <b>Date:</b><br>4/25/24                                            | <b>Date:</b><br>4/29/24                                      |
| Evaluation                                                                                                                  | <b>S</b>                                                                |                                                                   |                                                                          |                                                                     |                                                             |                                                                          |                                                                    |                                                              |
| Faculty/Teaching Assistant Initials                                                                                         | <b>MD</b>                                                               |                                                                   |                                                                          |                                                                     |                                                             |                                                                          |                                                                    |                                                              |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                                      | <b>NA</b>                                                               |                                                                   |                                                                          |                                                                     |                                                             |                                                                          |                                                                    |                                                              |

\* Course Objectives

**Comments:**

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Medical Surgical Nursing – 2024**

**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 and Date:

12/27/2023