

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

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

**Student:**

**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
<b>Kelly Ammanniti</b>	<b>KA</b>
<b>Monica Dunbar</b>	<b>MD</b>
<b>Rachel Haynes</b>	<b>RH</b>
<b>Heather Schwerer</b>	<b>HS</b>
<b>Nick Simonovich</b>	<b>NS</b>
<b>Dawn Wikel</b>	<b>DW</b>

## 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.

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**\*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
1/27/2024	Impaired Gas Exchange/Oxygenation	S/NS	NA	NA
1/31/24	Risk for adult falls	S/RH	NA	NA

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.

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**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	S													
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			S	S													
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			S	S													
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			S	S													
g. Assess developmental stages of assigned patients. (Interpreting)			S	S													
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	61, 4N, GI Bleed	74, R, Mobility													
Instructors Initials	NS	NS	NS	RH													

**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. NS

Week 3 1(a-h) – You did a nice job this week correlating your patient care to the physiological processes your patient was experiencing. You discussed her long-standing history of diabetes and how it related to her chronic wounds and end-stage renal disease. You also discussed her current GI bleed and correlated her symptoms of dark emesis and black stools to her admitting diagnosis. You discussed her CBC levels, specifically her Hgb that continued to drop indicating the need for a blood transfusion. You were able to correlate her chronic kidney disease and chronic anemia. You observed and learned from the dialysis nurse regarding hemodialysis and the care required. Overall nice job discussing your patient and connecting the pieces to enhance your clinical judgment. NS

Week 4 (1 c, d, e)- This week you did a great job discussing your patient's pathophysiology of their illness as well as had a great discussion of their medications and why they were relevant to their care. RH.

## 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	S													
a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing)			S	S													
b. Conduct a fall assessment and implement appropriate precautions. (Noticing)			S	S													
c. Conduct a skin assessment and implement appropriate precautions and care. (Noticing)			S	S													
d. Communicate physical assessment. (Responding)			S	S													
e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)			S	S													
f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)	S		S	S													
	NS	NS	NS	RH													

### 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

Week 3 2(a,c,e) – Nice job with your assessments this week, noting numerous deviations from normal. You recognized her limb restriction related to her AV fistula for dialysis and provided communication in the room to alert other healthcare providers. You noticed the use of supplemental oxygen via nasal cannula, shallow breathing, diminished lung sounds, weak pulses, 1+pitting edema in the left ankle, numbness and tingling to bilateral upper and lower extremities, muscle spasms, lower extremity amputation with the use of a prosthesis, irregular bowel pattern with dark stools, oliguria, and the presence of thrill and bruit to the left AV fistula. You also noticed an abnormal heart sound (s3) on day one, and noticed that it had improved after her dialysis treatment. Due to her risk for skin breakdown, you conducted a focused skin assessment and noticed a healing ulcer on her buttocks and responded appropriately by repositioning and applying a protective dressing, You noticed the need to change the dressing around her peritoneal dialysis site and implemented care appropriately to reduce the risk of infection. You used your patient's clinical presentation and admitting diagnosis to perform focused assessments relevant to the situation. Nice job! NS

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 4 (2 a-f)- This week you did a good job of performing your head to toe when time was available to you due to the therapy scheduling. You also ran into the issue when therapy was during the time you wanted to reassess and you worked around that in order to still complete an assessment. You also were able to document and find other assessment pieces in the electronic health record. RH

**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	S													
d. Appropriately prioritizes nursing care. (Responding)			S	S													
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)			N/A	N/A													
h. Implement DVT prophylaxis (early ambulation, SCDs, ted hose, administer enoxaparin or heparin) based on assessment and physicians' orders (Responding)			S	S													
i. Identify the role of evidence in determining best nursing practice. (Interpreting)	S		S	S													
j. Identify recommendations for change through team collaboration. (Reflecting)			S	S													
	NS	NS	NS	RH													

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting



**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

Week 1 (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

Week 3 3(k-s) – Good job this week administering medications following the 6 rights and performing your three safety checks. You collaborated with the assigned RN to determine which medications to hold for dialysis and prior to her EGD. You safely administered a PO beta blocker using the BMV scanner for patient safety. You discussed the implications and nursing considerations for each medication administered. You gained experience with reconstituting a medication to perform an IVP. The medication was administered at the prescribed rate, using aseptic technique, and performed a saline flush prior to administration to confirm patency. Great job being cognizant of the need to CuroS® caps when the saline lock was not in use. Great job with your IM injection, selecting the appropriate needle size and demonstrating correct technique in administering the flu shot. All dosage calculations were performed accurately. You monitored the IV site for complications, and gained experience performing a FSBS accurately. NS

Week 4 (3 k, l, m)- You were well prepared for medication administration this week and you performed all checks well! You used the EMAR to look up medications that were due then used skyscape to further investigate each medication. You answered all my questions well and your medication pass went smoothly! You had so many medications and you did great going through them with me. You also advocated for your patient for pain medications as well as additional stool softeners. RH

**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	S													
a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)																	
b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)			S	S													
c. Report promptly and accurately any change in the status of the patient. (Responding)			S	S													
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	S													
g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)			S	S													
	NS	NS	NS	RH													

**Comments:**

Week 3 4(a,b) – You performed as an accountable and professional member of the health care team. You were active on the unit with your patient and helped others as well. Your communication with the patient's, family members, peers, and health care team were strong. You were able to collaborate and learn from the dialysis nurse in a professional manner. Nice job! NS

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 3 4(e) – Very nice work with your CDG this week. You selected an article that was pertinent to your patient’s situation and summarized the study well. You elaborated on each section of the article and provided your fellow students with the opportunity to learn from your identified article. Good discussion on how the article related to your patient care this week. Your response post to Josh was well-thought out and provided additional insight to the conversation. I appreciate that you went back and continued the conversation with Savannah on your initial post to enhance the conversation and provide the opportunity for you and your classmates to learn. Your APA formatting looked spot on, great job! All criteria were met for a satisfactory evaluation. NS

Week 4 (4 b, e, f, g) you upheld the professionalism standard while on the floor and interacting with staff and patients. You also did great with your discussion post and reply this week. You gave a good SBAR report prior to leaving for the day. RH

**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	S													
<b>a. Describe a teaching need of your patient.** (Reflecting)</b>			S	S													
<b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b>			S	S													
	NS	NS	NS	RH													

**\*\*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:**

5a. The teaching need that I provided for my patient was educating her on the importance of mobility and moving the extremities to prevent DVT's as well as skin break down since my patient had a minor skin breakdown from home.

5b. I looked up on Skyscape information on skin breakdown and then relayed it to my patient. **Good! This is an important teaching need as she had multiple healing pressure ulcers. Re-enforcing the education will help to prevent future complications. NS**

Wk 4 5a. The teaching need my patient required was during PT. My patient was doing her exercise lying flat and performing abduction and adduction of lower extremities. My patient did not lift her legs at all, so her heels were rubbing the sheet and table and my patient has DM. On a normal patient this would be bad because of friction burns, but due to her being diabetic it is worse because of possible heel ulcers forming and skin breakdown beginning. I tried to kindly explain this to my patient and she kind of got upset with me and said, "I have bigger things to worry about than skin breakdown, I need to be able to move my knee." I understood that she was not ready to hear my teaching and let it go for the moment. **RH**

Wk 4 5b. I looked up my patient's medication on Skyscape to educate her properly on importance of drinking orange juice or taking vitamin C with her vitamin D for proper absorption. My patient stated that she had not been drinking orange juice during her hospital visit and no one had informed her on the importance of this for absorption. **RH**

Week 4 Location of Emergency equipment: I thought I saw before clinical we had to know where the crash cart, Fire pull, and fire extinguisher were located. I now don't see it anywhere, but I do not want to get marked off for it. On 5T/Rehab there were two Crash Carts that I remember seeing on 5T and one of them was located outside across the hall from room 5012. There was also a Fire Extinguisher in a wall case across from the same room (5012). The Fire Pull for the alarm I saw was located outside the OT Kitchen door in the hallway. **Good observations! This is not a requirement for the tool but it is included in an extra activity we have if students have downtime while on the clinical floor. RH**

\*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)			S	S													
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													
	NS	NS	NS	RH													

**\*\*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.**

**Comments:**

6b: My patient and I discussed possible ways for her to get on Medicaid due to the fact that she couldn't afford her medication. My patient also informed me that she had not been taking her anti-depressants properly due to lack of money. I explained the importance, especially with her meds, of taking the Abilify and Effexor as prescribed due to it causing psychological issues because of the nature of her medications. **Good discussion! A lot of time patients are deemed "non-compliant" when in reality, they can't afford or obtain prescriptions due to lack of financial resources. This was a good identification by you during your patient care to help address potential SDOH with your patient. NS**

Wk 4 6b. My patient and I were discussing her childhood and living in Mississippi in the 1940's. She explained to me how they had to move to Los Angeles. I recognized that she was talking about racism without saying it, so I asked if she meant because of the racism. My patient stated, "Oh yes!" We then went on to chat about how difficult it has been for her culture in the US while she was growing up in the 1940's and 1950's. **Does this racism continue to impact her now in the 2020s? I can only imagine how that would impact her growing up! RH**

See Care Map Grading Rubrics below.

Week 3 6(a) – Satisfactory care map submission. See grading rubric attached below. NS

Week 4 (6a) satisfactory care map submission. See grading rubric attached below. RH

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting



## 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. Reflect on an area of strength. ** (Reflecting)	S		S	S													
b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)	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													
	NS	NS	NS	RH													

**\*\*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:

7a: An area of strength I feel I had was actively participating with a student I didn't know during my skills lab working on the manikin to perform NG Tube insertion, Foley insertion, med pass, wet/dry wound care, head to toe assessment, Vitals, and addressing each others concerns and strengths. It was really nice working with Kaitlin. **That's awesome to hear! Transitioning to a new course and working with peers you may not have worked with in the previous semester can be hard. However, forming relationships with your peers will help as you progress throughout the program, providing mutual support and encouragement along the way. It seemed like you both worked well together! NS**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

7b: I would say a big weakness I had that would be of great concern in the clinical setting was that when I was going to do an injection in skills lab, I set everything up perfectly except while I was waiting for an instructor I took the protective needle cover off and placed the safety guard on the needle which is supposed to occur after I administer the injection. This could be a big problem in a clinical environment. I will have to practice at least twice a week before my next clinical at home going over and over this procedure so as not to make this mistake during clinical. **Nice job reflecting on your first week of the semester! If this occurs in the clinical setting, all you would need to do is obtain a new needle. While cost effectiveness could be discussed, the safety feature of the needle would prevent any harm to the patient, which is our number one priority. Good thoughts! NS**

Wk 3 7a. An area of strength I was very excited to do was the two dressing changes I performed for my patient so that she also got her medicated creams on her wounds. There was a Left Thumb wound that I removed the Band-Aids, cleaned the wound using correct disinfectant technique. I also cleaned the PD cath my patient had on her abdomen that was put in during surgery a week prior. **You did a great job of maintaining asepsis and safely performing the dressing changes to promote healing! Job well done. NS**

Wk 3 7b. The area of weakness I had this week was taking too much time to perform my head-to-toe assessment on my patient since it had been since November that I had done it in a clinical setting. The way I will prevent this from happening again is making sure that I practice in the weeks leading up to having a clinical after a pause. I will take a picture of the BP, temperature monitor so I can remember the equipment and have a smoother transition. It really set me back the first day, but I had it down by the second day. **Good reflection and plan for improvement! NS**

Wk 4 7a. An area of strength I feel I demonstrated this week was acknowledging that the patient was diabetic and I asked her if she ever does FSBS on herself at home. My patient stated that every morning she does a FSBS at home to make sure she is okay. When I did the FSBS, my patient asked me if we would be giving her insulin because it was so high (FSBS 237). I explained to the patient that she receives her Trulicity on that day (Wednesday) and that may be why she is high. She stated that was probably accurate. My patient received her Trulicity after I left because the nurse was waiting on the Pharmacy to send down the medication. **This was a great thing to notice on your patient this week and point out to the nursing staff! RH**

Wk 4 7b. An area of weakness I felt I had this week was making sure I got my documentation in with a timely manner with going to PT and OT with the patient. Thursday, I ended up documenting a couple hours after I performed my assessments. I'm so glad I thought to write down the times on my note pad that I put the VS on. That helped, but it is so bad to document in an untimely fashion! I will in the future make it a daily obligation to document within a fifteen minute time frame from when I performed the assessment/med pass/etc to document in the EMR to ensure the Nurse and all other staff that may need updated information on my patient are able to get it. In addition, I will notify my instructor/nurse for my patient if something has come up to not allow me to perform this action. **This is challenging on the rehab floor due to the constant interruptions of the various specialties that are interacting. It does get easier on other floors. RH**

Student Name: <b>Melisa Fahey</b>		Course Objective: <b>6a</b>					
Date or Clinical Week: <b>1/27/2024</b>							
Criteria		3	2	1	0	Points Earned	Comments
<b>Noticing</b>	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	<p>A thorough list of 20 abnormal assessment findings were listed. Great job of collecting objective and subjective data on your patient during your care. You provided specific details related to your assessments and accurately portrayed the clinical presentation of your patient.</p> <p>A list of 11 abnormal diagnostics were identified and listed. Consider including her CXR results (showed pulmonary congestion) and the venous blood gas results (pH-7.38, Co2-47.7, HCO3-28.7, O2-51). Otherwise, you included all pertinent abnormal labs/diagnostics to paint a clear picture of your patient's situation.</p> <p>You were very thorough in identifying your risk factors based on past medical history, social history, and current medical problems. Very thorough and well done.</p>
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	<p>An excellent list of 16 potential nursing priorities were identified. Based on your assessment findings, diagnostics, and risk factors, you appropriately identified oxygenation/impaired gas exchange as your top priority problem. Although your patient was admitted with a GI bleed, you correctly identified her respiratory symptoms and cardiovascular symptoms as the top priority due to her shallow breathing and need for 4L O2 nasal cannula among other findings.</p> <p>Based on the identified priority problem, most relevant assessment findings were highlighted appropriately. Consider highlighting her BUN/Creat levels, as this shows poor kidney function, leading to excess fluid, which in turn can impact her oxygen status. Also consider highlighting</p>
	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	

							<p>the S3 heart sound as it pertains to excess fluid volume in the heart, which could impact oxygenation.</p> <p>A thorough list of potential complications were listed based on oxygenation as the priority problem. Mixed within the list are signs and symptoms to monitor for. I had some difficulty understanding which signs and symptoms matched which potential complication. In the future, be sure to list the signs and symptoms of each potential complication as bullet points under the identified complication.</p>
<b>Responding</b>	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	<p>A list of 11 nursing interventions were provided. Consider including assessment related to assessing for blood loss, as this could lead to poor oxygen perfusion and worsening oxygenation status. Consider including additional interventions beyond assessment and medication, such as encouraging the patient to ambulate as tolerated, encouraging the patient to get out of bed and into the chair, administering oxygen via nasal cannula, educating on smoking cessation, consulting with respiratory therapy, etc. Overall nice job.</p> <p>Interventions are appropriately prioritized with assessments taking highest priority.</p> <p>None of the interventions included a frequency such as Q4H, Q2H, PRN, Daily, etc.</p> <p>Rationale was provided on most interventions, with some interventions lacking a specific rationale.</p>
	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	0	
	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	2	
<b>Reflecting</b>	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	<p>Nice job re-listing your abnormal assessment findings to identify improvement/decline. Be sure to include your most recent lung sound assessment and the amount of oxygen she was requiring at the time as well. You appropriately determined the need to continue the plan of care based on your most recent assessment. Great job!</p>
	14. Evaluation includes one of the following statements: <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>	Complete			Not complete	3	

<p>Total Possible Points= 42 points  42-33 points = Satisfactory  32-21 points = Needs Improvement*  &lt; 21 points = Unsatisfactory*  <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: Melisa, you did a great job with your first care map of the semester on the priority problem of impaired gas exchange. You were very detailed and demonstrated good clinical judgment in understanding the care required. You received 38/42 points for a satisfactory evaluation. A couple areas of the rubric were missing, such as frequency for the interventions. Be sure to review the comments provided. Otherwise, I think you did a great job with this assignment! You are only required to complete one more care map for the remainder of the semester. Keep up the hard work! NS</b></p>	<p><b>Total Points: 38/42 – Satisfactory</b></p>
	<p><b>Faculty/Teaching Assistant Initials: NS</b></p>

Student Name: Melisa Fahey		Course Objective:					
Date or Clinical Week: 1/31/24							
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	The front of your care map is SO GREAT! This shows great effort and thought process of what is going on with your patient!
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	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	2	8. What else can we do for interventions for our patient? PT/OT, use of ambulation aids, use of proper footwear, fall precautions, assess surgical dressing, etc.
	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	
Refl	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	1	13. Remember to evaluate all items that are highlighted, even if they stay the same such as weakness, numbness, last BM,

<b>ecting</b>	14. Evaluation includes one of the following statements: <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>	<b>Complete</b>			<b>Not complete</b>	3	gait, labs, etc.	
<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>Faculty/Teaching Assistant Comments: This is so detailed! I would highly recommend you making the corrections and using this as an item for your senior portfolio! Great job!</b></p>							<b>Total Points: 39/42 Satisfactory</b>	
							Faculty/Teaching Assistant Initials: <b>RH</b>	

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

Student name: Melisa Fahey								
<b>Skills Lab Competency Evaluation</b>	<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> (2,3,5,7)*	<b>Assessment</b> (2,3,4,5,7)*	<b>IV Math Application</b> (3,7)*	<b>Lab Day</b> (1,2,3,4,5,6,7)*	<b>IV Skills</b> (2,3,5,7)*	<b>Trach</b> (1,2,3,4,5,6,7)*	<b>EBP</b> (3,7)*	<b>Lab Day</b> (1,2,3,4,5,6,7)*
	<b>Date:</b> 1/9/24	<b>Date:</b> 1/9/24	<b>Date:</b> 1/11/24	<b>Date:</b> 1/11/24	<b>Date:</b> 1/12/24	<b>Date:</b> 1/18/24	<b>Date:</b> 1/17/24	<b>Date:</b> 3/11 or 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>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	<b>NS</b>	
<b>Remediation:</b> <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. NS

(Trach Care & Suctioning 1/18/2024) - During this lab, you satisfactorily demonstrated competence with tracheal airway suctioning and tracheostomy care. You provided comforting communication with your patient throughout each procedure. You also confirmed understanding of each procedure with the patient through education. You did well to maintain your sterile field, ensuring the inner cannula was cleaned away from the sterile field, and applying sterile gloves. It was evident that you were cognizant of

the importance of maintaining sterility throughout both procedures. You answered my questions appropriately demonstrating knowledge and competence of each procedure. No prompts were required for either skill. Keep up the hard work! NS

(EBP Lab 1/17/2024)- 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. K

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

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

\* 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