

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

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

Student: Kaden Troike

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:

ABSENCE (Refer to Attendance Policy)

Skills Lab Competency Tool & Skills Checklists

Simulation, Prebriefing, & Reflection Journals

Nursing Care Map Rubric

Meditech Documentation

Clinical Debriefing

Clinical Discussion Group Grading Rubric

Date	Number of Hours	Comments	Make-up (/Date/Time)
2/9/2024	1 hour	Late ECSC CDG	2/11/2024, 1 hour
2/10/2024	1 hour	Late IC survey	2/11/2024, 1 hour

Evaluation of Clinical Performance Tool

Lasater's Clinical Judgment Rubric & Scoring Sheet

Virtual Simulation Scenarios

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
2/1/24	Ineffective Cerebral Tissue Perfusion	S/NS	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.



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
Competencies:			N/A	S	N/A	S											
a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)			N/A	S	N/A	S											
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			N/A	S	N/A	S											
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			N/A	S	N/A	S											
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			N/A	S	N/A	S											
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			N/A	S	N/A	S											
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			N/A	S	N/A	S											
g. Assess developmental stages of assigned patients. (Interpreting)			N/A	S	N/A	S											
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		N/A	S	N/A	S											
Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box	M e d i c a l		D i g n o s i s	4 N , a	E C S C , a	3 T , a											

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

weekly.	e c h , F S B S , I V P u m p S e s s i o n s		t i v e H e a l t h	g e 6 0 I n e f f e c t i v e C e r e b r a l T i s s u e I n f u s i o n	I n f e c t i o n C o n t r o l	g e 8 8 , i m p a i r e d s k i n i n t e g r i t y											
Instructors Initials	NS		DW	NS	DW												

Comments:

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 (1h)- Kaden, please keep in mind that Digestive Health, Infection Control and the Erie County Senior Center, while not your typical inpatient clinical, are still clinical experiences. In the future, be sure to review each competency and evaluate as appropriate. For example, competency 1h asks you to evaluate whether or not you demonstrated evidence in being prepared for clinical. Did you review the procedures that were mentioned in the syllabus in order to prepare for the Digestive Health clinical this week? If yes, the evaluation could have been an S. If not, it would have been an NI or U. DW

Week 4 1(a-h) - Nice job this week discussing the pathophysiology involved with your patient admitted with stroke like symptoms. You identified his admitting symptoms of slurred speech unilateral weakness as being related to potential cerebral tissue perfusion alterations. You correlated his past medical history and recent heart procedure as potential risk factor for a stroke. We had a long discussion on plaque build up, including his history of hyperlipidemia, CAD, obesity, hypertension, and smoking as important risk factors to note. You identified his abnormal MRI results appropriately. Pharmacotherapy was discussed, including the importance of blood glucose control with insulin and anticoagulants such as Plavix to reduce the risk of further stroke like symptoms. NS

Week 5 (1h)- Kaden, please keep in mind that Infection Control, Digestive Health, and the Erie County Senior Center, while not your typical inpatient clinical, are still clinical experiences. In the future, be sure to review each competency and evaluate as appropriate. For example, competency 1h asks you to evaluate whether or not you demonstrated evidence in being prepared for clinical. Did you prepare for the ECSC activity and bring your clinical paperwork that was mentioned in the syllabus? If yes, the evaluation could have been an S. If not, it would have been an NI or U. DW

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

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 4 2(a,e) – You were able to prioritize your assessments this week based on the patient’s admitting diagnosis and priority problems. You discussed the importance of focused neurological assessments to be performed frequently to monitor for worsening stroke like symptoms. You noticed improve in speech that was no longer slurred, but was delayed demonstrating aphasia in difficulty finding words at times. NS

Week 5 (2f)- Again, please be sure to review all competencies each week to reflect on whether or not you completed it during the experience. Typically, students are required to look at patient documentation and determine if the nurses are documenting the correct isolation precautions. If you did this, you could have evaluated yourself as S for 2f. DW

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
Competencies:	S		N/A	S	N/A	S											
a. Perform standard precautions. (Responding)	S		N/A	S	N/A	S											
b. Demonstrate nursing measures skillfully and safely. (Responding)	S		N/A	S	N/A	S											
c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)			N/A	S	N/A	S											
d. Appropriately prioritizes nursing care. (Responding)			N/A	S	N/A	S											
e. Recognize the need for assistance. (Reflecting)			N/A	S	N/A	S											
f. Apply the principles of asepsis where indicated. (Responding)	S		N/A	S	N/A	S											
g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)			N/A	N/A	N/A	S											
h. Implement DVT prophylaxis (early ambulation, SCDs, TED hose, administer enoxaparin or heparin) based on assessment and physicians' orders (Responding)			N/A	N/A S	N/A	N/A											
i. Identify the role of evidence in determining best nursing practice. (Interpreting)	S		N/A	S	N/A	S											
j. Identify recommendations for			N/A	S	N/A	S											

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

change through team collaboration. (Reflecting)																
	NS		DW	NS	DW											

Comments:

Week 4 3(b,c,d) – You did well managing your time this week, ensuring appropriate assessments were performed in a timely manner and findings were communicated in the chart effectively. You were prompt in being prepared for medication administration. Good time management allowed you the opportunity to assist your classmates as well as other patients on the unit. NS

Week 4 3(h) – DVT prevention was implemented in administering two separate anticoagulant/blood thinning medications. Your patient was already prescribed two medications to prevent thrombus formation due to his recent heart procedure and thrombus identified through imaging. NS

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
Competencies:																	
k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)			N/A	S	N/A	S											
l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)			N/A	S	N/A	S											
m. Calculate medication doses accurately. (Responding)			N/A	S	N/A	S											
n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding)			N/A	N/A	N/A	N/A											
o. Regulate IV flow rate. (Responding)	S		N/A	N/A	N/A	N/A											
p. Flush saline lock. (Responding)			N/A	N/A	N/A	N/A											
q. D/C an IV. (Responding)			N/A	N/A	N/A	S											
r. Monitor an IV. (Noticing)	S		N/A	S	N/A	S											
s. Perform FSBS with appropriate interventions. (Responding)	S		N/A	S	N/A	N/A											
	NS		DW	NS	DW												

Comments:

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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 4 3(k-s) – You did well this week with medication administration. You were able to identify the 6 rights of med administration, practiced the three safety checks, and utilized the BMV scanner to safely administer medications to your patient. You gained experience with various PO medications in addition to insulin administration via subcutaneous injection. You discussed the rationale, side effects, and implications of each medication administered. You focused on the patients' risk for bleeding with multiple anticoagulant/blood thinning medications being prescribed. All dosage calculations were performed accurately, specifically with insulin administration based on the protocol prescribed by the provider. You also gained experience performing a FSBS for the first time, obtaining accurate results using appropriate technique. NS

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
Competencies:			N/A	S	N/A	S											
a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)			N/A	S	N/A	S											
b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)			N/A	S	N/A	S											
c. Report promptly and accurately any change in the status of the patient. (Responding)			N/A	S	N/A	S											
d. Maintain confidentiality of patient health and medical information. (Responding)			N/A	S	N/A	S											
e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)			N/A	S	N/A	S											
f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)			N/A	S	N/A	S											
g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)			N/A	S	N/A	S											
	NS		DW	NS	DW												

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Comments:

Week 3 (4a,b)- Again, please be sure to review all competencies and evaluate accordingly. Did you use any communication skills to talk with patients and/or the interdisciplinary team to during your Digestive Health observation experience? DW

-Comment I didn't get to talk to any patients because of the speed and efficiency of the DH department, it was right onto the next colonoscopy after one 15-20 minutes prior that we just watched and they had a lot scheduled that day. The nurses showed us what diverticula and hemorrhoids looked like.

Week 4 4(a,b) – This week you cared for a patient with a family member who was heavily involved in his care. This can be overwhelming as a student attempting to answer questions and reduce the fear/anxiety of those in the room. I think you handled the situation well and gained experience with providing therapeutic communication with both the patient and his wife. NS

Week 4 4(e) – Overall nice work with your CDG this week. You identified an article that was pertinent to your patient care experience. You summarized the article well to provide insight into current best practices for patient's experiencing fatigue following a stroke. You noted how your patient kept stating he wanted to go home to sleep and didn't feel he was getting adequate rest. This article emphasizes the importance of health care providers incorporating rest periods to help with physical and mental recovery. This is often difficult in the hospital setting with the business of each day. An in-text citation and reference were provided. Your response to Paige provided additional thought and insight with the use of a reputable resource to support your discussion. When using Skyscape resources as references, the in-text citation should include the author of the resource used, rather than stating "Skyscape states..." The correct in-text citation for your response post would be (Myers, 2023). All criteria were met for a satisfactory evaluation. NS

Week 5 (4e)- According to the CDG Grading Rubric, you have earned a U for your participation in the Erie County Senior Center and Infection Control discussions this week. While your ECSC and IC discussions were thoughtful and supported by evidence, your ECSC discussion was submitted late after being reminded by faculty. Also, one suggestion for future improvement with APA formatting. When you use a direct quote, the citation should include the author(s) last name, the year of publication and the page or paragraph number. This would be an example of an APA formatted citation- (Venes, 2021, para 4). DW

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
Competencies:			N/A	S	N/A	S											
a. Describe a teaching need of your patient.** (Reflecting)			N/A	S	N/A	S											
b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)			N/A	S	N/A	S											
	NS		DW	NS	DW												

****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:

Week 1: N/A

Week 2: N/A

Week 3: N/A

Week 4: I educated my patient on the cessation of smoking and prevention of obesity to lower the build-up of plaque in his heart vessels causing his hyperlipidemia and heart issues. I provided education from (2023) Skyscape *Davis's diseases and disorders: A nursing therapeutics manual* (7th ed). F. A. Davis Company: Skyscape Medpresso, Inc. My patient did not want a paper copy of the prevention tips and the teach-back method was used to validate the learning. **Very good! Your patient is at high risk for complications both cardiovascular and neurologically. His recent heart procedure showing cardiac damage and new stroke symptoms will be important to manage to prevent worsening problems. He has numerous risk factors that can be improved upon with lifestyle changes. Great job incorporating education into your clinical experience this week. NS**

Week 5: N/A

Week 6: My patient was severely demented so I couldn't do any patient teaching that he was able to retain and teach back due to him being so confused. However, he had a lack of mouth sensation and would chew his delayed control cardizem so I tried to educate him the best I could about swallowing the pill whole and how he shouldn't be chewing it from (2023) Skyscape *Davis's drug guide: A nursing therapeutics manual* (7th ed). F. A. Davis Company: Skyscape Medpresso, Inc. He couldn't perform a teach back but I informed the nurse to give him his medicine with applesauce to help him swallow it.

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)			N/A	S	N/A	S											
b. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting)			S	S	S	S											
	NS		DW	NS	DW												

****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:

See Care Map Grading Rubrics below.

Week 1: N/A

Week 2: N/A

Week 3: Financial strain, food insecurity, and transportation to appointments. Although I didn't have a personal patient this week to care for, all the patients had the same procedure done. Depending on the patient's situation a colonoscopy could be very expensive and it could cause them to put off help treatment. Patients knowing they have bowel issues could lead them to become insecure about the foods that they eat, also if they're able to make it to their appointments. **Great reflection here! DW**

Week 4: Access to medications, transportation to appointments, lack of knowledge, financial strain. The only reason I mention lack of knowledge is because my patient's spouse was in there a lot when I was doing my interventions and would answer the questions for him because she knows he didn't care about what each med does etc. He is

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on short and long-acting insulin for his type 2 DM so insurance might not cover everything causing them to pay more out of their pocket. Also just being able to make it to all the different specialists and doctors appointments. **Nice job, Kaden! These are all pertinent and relevant SDOH related to your patient experience this week. His new prescriptions and complexity of follow up care will certainly be something he will have to manage. Financial constraints can prevent people from being able to effectively manage disease processes when expensive treatment is involved. You did a nice job reflecting on your patient's social history and discussing factors to note upon discharge.**
NS

Week 5: Transportation to ECSC and appointments, access to healthcare, and lacking support system and mental health status. Most of the seniors I talked to took the bus to the ECSC, but a couple of them had a taxi service of some kind. Access to healthcare because they don't have the energy to go to a hospital or outpatient clinic. Lastly, I say lacking a support system and mental status is because lots of residents or gerontological people don't have visitors, and with that comes loneliness and depression, and decreased mental health. **Great reflection here, Kaden! Thank goodness the ECSC assists with both SDOH.** DW

Week 6: Lack of understanding, financial strain, hospice denial, and lack of support system. My patient had severe dementia so asking certain things at certain times and places or even just talking in a higher pitch he couldn't understand. In report, I heard the nurses mention how the family couldn't afford a good care center that can give him the 24-hour care that he needs. He was denied hospice because he was technically not sick enough to take, he is 88 years old and fully incontinent, with severe dementia, subdural hematoma, lots of chronic illness history, and for the most part immobile with weakness. Lastly, lacks of support system because most of his family is deceased and the nursing home he lives at has a lot of malpractice and neglect.

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	S												
b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)	S		S	S	S												
c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)	S		S	S	S												
d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)	S		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	S												
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)	S		S	S	S U												
g. Demonstrate the ability to give and receive constructive feedback. (Responding)	S		N/A	S	S												
h. Actively engage in self-reflection. (Reflecting)	S		N/A	S	S												
	NS		DW	NS	DW												

****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- This week I did well on the IV Math and knowing what formula to use and how to set up a FSBS and hang IV fluids. **Very good! NS**

Weakness- I think I could just keep practicing former skills from foundations and the IV and FSBS skills becoming more comfortable and confident. I will continue to practice IV Math daily and review my ATI, and come to open labs. **Good plan to get you off to a strong start this semester! NS**

Week 2: Strength - This week I think I did well learning trach care and trach suctioning as well as ABGs in the respiratory chapter.

Weakness- I can improve my trach skills and efficiency of the respiratory pharm list by studying my quizlet for the meds, and ATI every day this weekend at least twice or three times a day.

Week 3: Strength - This week I think I did well in participating in the Digestive Health Clinical, asking questions to gain knowledge about the department and procedures. **Excellent! Being actively engaged in all clinical and learning experiences will go a long way towards your overall development. DW**

Weakness- I think I should take a different approach when studying for the next pharm quiz and the next incoming chapters. I'll keep reviewing ATI for pharm lists and the next chapters every day to prepare myself for the tests and quizzes. **Daily review of the pharm materials will be very helpful. The goal is to be familiar with them for the clinical setting, so the more you can use them and consider different clinical scenarios for each med, the easier it will be to remember them for the quiz and beyond. DW**

Week 4: Strength- This week I think I performed FSBS with the glucometer, gave Insulin, and PO meds pretty well after getting back into the groove of things, and was able to build such a good rapport with my patient. I also learned how to change a flat tire. (thanks Nick) **A lot of new skills were performed this week! Great strengths to note. I am happy to hear you were able to build a strong rapport with your patient, it makes a big difference in their comfort level with care provided. As for the tire, I truly appreciate your willingness to help a fellow classmate out. You even learned a valuable life skill along the way! Keep up the great work. NS**

Weakness- I think I could familiarize myself better with the meds my patient is receiving so I can provide that sense of security when giving meds. **What can you do in the future to better familiarize yourself? Be sure to include a specific plan and goal to achieve when identifying weaknesses each week. NS**

Week 5: Strength- This week at the ECSC I think I tried my best to uplift the seniors and add a sense of laughter to our activity and got some of them to kind of come out of their shells. **Great job! I am not quite sure if you realize how much the older adults love having you and the other students at the ECSC. It really makes their day! Glad you could contribute to this feeling. DW** Weakness- I think I could've paid more attention to the seniors who weren't talking or seemed to not be interested in the activities and tried to include them more or at least talk to them. I will improve this by just improving my social skills and building a rapport with people before trying to make them conversate. **How do you think you plan to improve in this area? I agree it's important but I'd really like for you to reflect on this a little further and come up with a specific plan. It's not quite enough to just say you'll do better next time. Also in the future, please be sure to be more specific with your goals for improvement, including what you will do, how often you will do it and when you will do it by. Future goals that do not include this information will be evaluated as a U. See directions highlighted in yellow above. DW**

Week 5 (7f)- Due to the late submission of your Infection Control survey and Erie County Senior Center CDG, you have earned a U for professionalism and accountability, as well as 2 hours of missed clinical time (1 hour for each late submission). This was made up with the submission of both requirements. Please be sure to address your U with the week 6 tool to explain how you have made a change and will prevent this from happening in the future. Failure to comment on your improvement will result in a continued rating of U regardless of your performance. **Let me know if you have any questions about future clinical requirements. DW**

Week 5 comment: I will make use of a daily planner to ensure I am completing all CDG discussions and surveys on time and continuing to work on my organization and prioritization. I was so worried about finishing my care map and I could've prioritized what was due at the very moment. I will make sure my tool, CDG, and surveys are done before worrying about my care map on Fridays of every week.

Week 6 Strength: I think my strength this week was peri care for my patient's foley that had been put in after 3 failed insertion attempts. It had a moderate amount of bloody discharge that crusted his pubic hair to the catheter tubing so I cleaned his perineal area and the catheter tubing and he perked up a little bit after the painful relief it seemed.

Weakness: I think I could improve on discontinuing IVs, today was my first one and his skin was very thin and I didn't want to tear the skin so I had to be very careful. I will continue to read ATI, review skills 2-3 times a week, and attend open lab to increase skill efficiency by next week's clinical.

Student Name: Kaden Troike		Course Objective: 6a					
Date or Clinical Week: Week 4							
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	Nine abnormal assessments findings were listed based on the care provided. Seven abnormal diagnostic findings were identified based on review of the chart. Consider including his elevated blood glucose reading and critical troponin level that were obtained on 1/30/24. These both relate to the symptoms he was experiencing. He also had numerous CT scans performed, however, the findings were normal. Risk factors based on his past medical history and social history were included.
	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	Six nursing priorities were identified. Consider including priorities related to knowledge deficit as he seemed to be unaware of his health and relied on his wife to answer questions. The top priority problem if ineffective cerebral tissues perfusion was appropriately identified. Complications of the top priority problem were listed, with signs and symptoms to monitor for related to each complication. Relevant data from the noticing section was appropriately highlighted.
	5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	6. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	7. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
Responding	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	You did a nice job with your list of interventions for this care map. They were well thought out and pertinent to the care provided and required. Numerous interventions were listed, each individualized and realistic to the patient situation. You provided detailed rationale for each. Each intervention included an appropriate frequency, were prioritized effectively, and were relevant to your top priority problem.
	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	

n g	12. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
R e f l e c t i n g	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	2	Overall nice job with the evaluation section of your care map. Remember to include the most recent assessment finding for each abnormal finding listed in the noticing section. Because of his very high blood glucose reading, it would be important to include the most recent to determine if we need to change the plan of care. You also want to include specific vital signs rather than just stating vital signs to show improvement or decline. Also, discuss if his weakness improved or declined. Based on your evaluations you appropriately determined the need to continue the plan of care.
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> • Continue plan of care • Modify plan of care • Terminate plan of care 	Complete			Not complete	3	
<p>Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory* *Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</p> <p>Faculty/Teaching Assistant Comments: Kaden, nice work with your care map development for ineffective cerebral tissue perfusion. You demonstrated good assessment skills and clinical judgment in putting the pieces together for your patient admitted with a stroke. Review the comments provided. You received 41/42 points for a satisfactory evaluation. You have completed the one care map that is required prior to midterm and only have one more satisfactory care map to complete for the semester. Let me know if you have any questions. Keep up the hard work. NS</p>						<p>Total Points: 41/42 – satisfactory</p>	
						<p>Faculty/Teaching Assistant Initials: NS</p>	

Student Name:		Course Objective:					
Date or Clinical Week:							
Criteria	3	2	1	0	Points Earned	Comments	
N o t i c i n g	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)		
	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. 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)		
I n t e r p r e t i n g	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)		
R e s p o n s e	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		

d i n g	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		
R e f l e c t i n g	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> ● Continue plan of care ● Modify plan of care ● Terminate plan of care 	Complete			Not complete		
<p>Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 21 points = Unsatisfactory* *Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</p> <p>Faculty/Teaching Assistant Comments:</p>						<p>Total Points:</p>	
						<p>Faculty/Teaching Assistant Initials:</p>	

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

Student name: Kaden Troike								
Skills Lab Competency Evaluation	Lab Skills							
	Week 1	Week 1	Week 1	Week 1	Week 1	Week 2	Week 2	Week 9
Performance Codes:	Insulin (2,3,5,7)*	Assessment (2,3,4,5,7)*	IV Math Application (3,7)*	Lab Day (1,2,3,4,5,6,7)*	IV Skills (2,3,5,7)*	Trach (1,2,3,4,5,6,7)*	EBP (3,7)*	Lab Day (1,2,3,4,5,6,7)*
S: Satisfactory								
U: Unsatisfactory	Date: 1/9/24	Date: 1/9/24	Date: 1/10/24	Date: 1/10/24	Date: 1/12/24	Date: 1/17 or 1/18/24	Date: 1/17 or 1/18/24	Date: 3/11 or 3/12/24
Evaluation:	S	S	S	S	S	S	S	
Faculty/Teaching Assistant Initials	NS	NS	NS	NS	NS	NS	NS	
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	

*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 1/10/24. 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

Week 2

(Trach Care & Suctioning 1/17/2024) - During this lab, you satisfactorily demonstrated competence with tracheal airway suctioning and tracheostomy care. You did a nice job of communicating with your patient throughout the procedure to promote comfort. You did very well with re-assessing your patient at appropriate times to ensure intended outcomes were occurring. Great job maintaining your sterile field, especially when filling the basin with normal saline, working around your sterile field instead of over it. It was evident that you were cognizant of the importance of maintaining sterility. You answered my questions appropriately demonstrating knowledge and competence of each procedure. No prompts were required for either skill. Just remember to appropriately discard used supplies away from the sterile drape to reduce the risk of contamination. You were thorough in your approach and clearly well prepared. Keep up the hard work! NS

(EBP Lab 1/18/2024)- 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. KA/LK

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

Simulation Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	Student Name: Kaden Troike							
	vSim- Vincent Brody (Medical- Surgical) (*1, 2, 3, 4, 5, 6)	vSim- Juan Carlos (Pharmacology) (*1, 2, 3, 4, 5, 6)	vSim- 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)	vSim- Stan Checketts (Medical- Surgical) (*1, 2, 3, 4, 5, 6)	vSim- Harry Hadley (Pharmacology) (*1, 2, 3, 4, 5, 6)	vSim- Yoa Li (Pharmacology) (*1, 2, 3, 4, 5, 6)
	Date: 1/29/24	Date: 2/12/24	Date: 2/26/24	Date: 2/28 or 2/29/24	Date: 4/10 or 4/11/24	Date: 4/15/24	Date: 4/25/24	Date: 4/29/24
Evaluation	S							
Faculty/Teaching Assistant Initials	NS							
Remediation: Date/Evaluation/Initials	NA							

* Course Objectives

Comments:

Vincent Brody vSim assignment – All requirements were met for a satisfactory evaluation. NS

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: Kaden Troike 2/15/24

12/27/2023