

**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:**

**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
- Evaluation of Clinical Performance Tool
- Lasater’s Clinical Judgment Rubric & Scoring Sheet
- Virtual Simulation Scenarios

Date	Number of Hours	Comments	Make-up (/Date/Time)
1/12/2024	3 hours	IV lab	1/17/2024, 3 hours
2/12/2024	4 hours	Late IC/ECSC/DH sign. forms & scav. hunt	2/13/2024, 4 hours

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.

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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
2/2/24	Ineffective Airway Clearance	S/KA	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	S	S											
a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)			S	S	S	S											
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			S	S	S	S											
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			S	S	S	S											
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			S	S	S	S											
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			S	S	S	S											
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			S	S	S	S											
g. Assess developmental stages of assigned patients. (Interpreting)			S	S	S	S											
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		S	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, 62, stroke with left sided weakness	3 Tower, 62, SOB and exacerbation of CHF	Infection Control, Digestive Health, and	3 Tower, 71, lightheadedness and AKI											
Instructors Initials	HS		RH	KA	DW												

**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. HS

Week 3: (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.

Week 4 – 1a, b, c, e– You did a nice job discussing on clinical your patient's disease process and what nursing was doing to help the patient. You were able to discuss symptoms we were monitoring and managing in your patient as well as pertinent labs for your patient diagnosis. You were able to discuss the different patients on your team and prioritize the patients according to their diagnosis and assessment. You utilized your knowledge and change in patient status to reprioritize the patients as the day went on. KA

Week 4 – 1d – You did a nice job reviewing all your medications before you administered them to the patient. You were able to discuss the reason why the patient was taking the medication as well as what we were monitoring the patient for. You also were able to discuss what information was needed to determine if the medication should be administered (i.e. blood pressure, pulse). You were able to discuss the medications of all the patients on your team and was able to work with your team member to determine appropriateness of medication administration. KA

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

**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-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 were able to document and find other assessment pieces in the electronic health record. RH

Week 4 – 2a, d – You did a nice job thoroughly assessing your patient and notifying your nurse of any pertinent information. You were also able to work with your team to keep up on the assessment changes occurring with all patients on the team. KA

Week 4 – 2f – You utilized the EMR to research your patient and determine what care needed to be provided to your patient throughout the day. You also used the EMR to research all the patients on your team and to check your classmates charting for accuracy. KA

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

**Comments:**

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

Week 3: (3 c, d, e) This week you demonstrated good organization and time management when it was time for medication administration. This was difficult due to the varying therapy schedules we had to work around. You did a good job looking up your medications, administering medications, completing your head to toe, and charting your findings while also participating in therapy with your patient throughout both days. RH

Week 3: (3h) this was changed to “S” due to you administering the enoxaparin injection to your patient. 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	NA	S											
k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)			S	S	NA	S											
l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)			S	S	S	S											
m. Calculate medication doses accurately. (Responding)			S	S	NA	S											
n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding)			S	S	NA	NA											
o. Regulate IV flow rate. (Responding)	S		N/A	N/A	NA	NA											
p. Flush saline lock. (Responding)			S	S	NA	NA											
q. D/C an IV. (Responding)			N/A	N/A	NA	NA											
r. Monitor an IV. (Noticing)	S		S	S	NA	S											
s. Perform FSBS with appropriate interventions. (Responding)	S		N/A	S	NA	NA											
	<b>HS</b>		<b>RH</b>	<b>KA</b>	<b>DW</b>												

**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**  
 (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**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 3: (3 k, l, m, n, p)- 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 used good technique when flushing the IV for your patient. RH

Week 4 – 3k – You did a nice job administering your medications this week. You observed the rights of medication administration and was able to answer all questions about your medications. You had the opportunity to pass PO and IV medications this week. You performed the medication administration process with beginning dexterity. You also worked with your classmates on your team to determine appropriateness of medication administration for their patients and assist them with following the rights of the medication administration process. KA

Week 4 – 3p – You did a nice job flushing your patient’s IV this week and ensuring patency of the IV line. You were able to document this appropriately in the EMR. KA

Week 4 – 3r – You did a nice job monitoring your patient’s IV site this week and documenting your assessment in the EMR. KA

Week 4 – 3s – You did a great job performing the FSBS skill on your patient and reviewing the MAR to determine the need for insulin related to the results. KA

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

**Comments:**

Week 3: (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

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week -4 – 4b, g – You did a nice job keeping your nurse up-to-date on all pertinent information throughout the day. You completed the SBAR worksheet and provided your RN and Team Leader with handoff communication related to your patient utilizing the SBAR you developed. You did a nice job working with your team members to stay up-to-date with their patients and to ensure the nurse is notified as needed. KA

Week 4 – 4e – Tylie, you did a good job thoroughly responding to the CDG questions on your team leading experience this week. Your response to your peer was well written and though provoking. Please be careful and double check your post in the future. I can see where you in-text cited your information in your original CDG post, but the thought is incomplete. I could not tell if all the required information for an in-text citation would be at the end of your quote or not, so I will remind you to make sure to include the year and a page number not just the author. Overall great job! KA

Week 5 (4e)- According to the CDG Grading Rubric, you have earned an NI for your participation in the Infection Control and Erie County Senior Center discussions this week. Your discussion was thoughtful and supported by evidence; however, the in-text citation and the reference don't match (Cleveland Clinic for C-Diff vs. Bethesda Health Group for manual dexterity). Please be sure to be more accurate when citing and referencing future written work. Additionally, 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- (Bethesda Health Group, 2022, para 3). I am also curious about the author you used in your reference. Where did the Bhg-Admin come from? I would have probably used Bethesda Health Group as the author of the content you cited. Otherwise, keep up the good work! 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
<b>Competencies:</b>			S	S	NA	S											
<b>a. Describe a teaching need of your patient.** (Reflecting)</b>			S	S	NA	S											
<b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b>			RH	KA	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 3- I provided my patient with education on her constipation. My patient was becoming very worried about her bowels as she is normally regular at home and it had been a few days since she had made a bowel movement. I educated her on the fact that she is in a hospital post stroke and does not have the ability to get up and move around like she used to. When you lay in bed or in a chair your bowels do not move as often. I gave her a stool softener that I had found information on on skyscape and educated her on why I was giving it to her. She acknowledged that she understood and seemed to be more calm after my education. Great job educating your patient but also keeping her calm about the situation. We were giving her some medications to assist with her moving her bowels as well as promoting PT. RH**

**Week 4- I provided my patient with education on a blood thinning medication, lovenox. This medication was new to her and she was very worried about starting a new medication. Her nurse and I educated her on the fact that laying in bed can cause blood clots and it was important that she takes while she is in the hospital. After, explain the side effects and what it is used for, my patient understood and allowed us to give her the medication. I found my education information in skyscape and was able to accurately inform her on the medication. Great job. If you wanted to give your patient a handout on the medication you could have also utilized Lexicomp on the hospital intranet. KA**

**Week 6- I provided education on why his hemoglobin needed to be rechecked. My patient was supposed to be released on Thursday but needed to stay for another lab draw due to his hemoglobin being 6.7. I explained to him what this meant and asked if he was bleeding anywhere. He explained to me that he has hemorrhoids that were actively bleeding. He says he did not mention them because they do not hurt, and he is getting them removed next month. I told him this was pertinent information because he is on blood thinners. He understood the importance on why he had to stay in the hospital a little longer for this reason. To find further information about hemoglobin and bleeding I used skyscape.**

\*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)			N/A	S	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	S	S											
			RH	KA	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:**

Week 3- My patient was 62 years old and had been married 3 times, resulting in children of the ages 40, 18, and 17. Since my patient was older and had health issues of her own, she expressed to me that it was hard to care for her young boys and herself. She still had children that she has to care for while also trying to care for her health issues and I can imagine this causes a lot of stress for her. I noticed she seemed to be on her phone a lot talking to her boys and making sure they got home from school okay while she was receiving therapy. I feel since she has children to care for, she puts their need above her own and this can be a great risk on her ability to recover from her stroke. **Great observation! RH**

Week 4- My patient did not have any family at the hospital with her, but they continuously called her all day. Although, it was good she has a support system that cares about her, it was hard to do assessments on her when she always on the phone. I found it difficult to talk to her about her health and perform vital signs periodically throughout the day without being worried I would break HIPPA. My patient also got very agitated and annoyed at the endless phone calls and ended up turning her phone off. I feel if her family would've come to visit her instead of calling her, it would better her health. She explained to me that they all lived in Sandusky so it shouldn't have been hard for them to come see her. I feel if she wasn't so irritated, she would heal faster. **Great thoughts. Having a well established support system can overall positively impact the patient's ability to manage her health. However in this situation as you pointed out sometimes a good support system can negatively impact the patient, KA** See Care Map Grading Rubrics below.

**Week 4 – 6a – You satisfactorily completed your care map on your patient this week. Please see comments on the rubric at the end of the tool for details. KA**

Week 5- One social determinant of health I noticed this week was during my digestive health clinical. The patient had been a one pack a day smoker for 35 years. This definitely showed in her endoscopy. She had so many polyps in her digestive tract and her esophagus was very inflamed and red. Dr. Asaad had told her her results when she woke up and told her that she needs to quit smoking to fix her GI issues. The patient stated, "I've been smoking for 35 years, why stop now? If it kills me it kills me". This really shows how smoking consumes her life and she is really paying for it with her health. **Good reflection here. Way to tie in the SDOH of substance use into the**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

observation you had in DH. Though the patient was not interested in smoking cessation now, healthcare providers have a duty/obligation to continue pursuing this in an unbiased way until the time comes that she may be interested. DW

Week 6- One social determinate of health I noticed was that my patient is an alcoholic. He stated that he has 1-2 shots of alcohol a day. His alcoholism showed in his labs. Although his liver seemed to be working fine currently, his kidney has really taken a hit. His BUN and Creatinine are consistently high, but while he was in the hospital they were elevated to 32 and 2.48. The nurse had to explain to him why his kidney levels were so high and why he had a kidney infection. Although he listened, he did not seem to have any interest in quitting.

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

1a. An area of strength I demonstrated this week was my ability to learn new calculations for IV pumps. I was able to catch on quickly and remember the equations in a timely manner. **Great job! HS**

1b. One weakness I had was that I had a hard time remembering how to do the skills we learned last semester. I will fix this weakness by reading over my material in the red folder from last semester and watching the Youtube videos as well. I will also keep practicing my skills as much as possible. **That is a great plan! HS**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

3a. An area of strength that I demonstrated this week was trying something new. I performed a bladder scan, an IV flush, and a subcutaneous injection for the first time this week. I believe that I executed all of these tasks with ease and confidence and was able to complete these tasks with little corrections from my nurse and Rachel. **You did so well this week with these new skills!** RH

3b. One area I can improve on is getting adequate amounts of sleep before clinicals. I noticed that throughout the day I could not keep myself awake and could not focus on what I was supposed to be learning. I can improve the by getting enough sleep the night before clinicals and reducing distractions throughout the night. **This sounds like a good plan. Clinical can be a tiring experience because we try to stay busy so making sure we are well rested helps the day not feel so long.** RH

4a. An area of strength I demonstrated this week was team leading. I was able to care for two patients and look after two students this week and feel I did a fair job. I was able to make sure my students got all of their tasks done and manage two patients' health. I was also able to help both students throughout the day and feel I provided physical and emotional support for them.

**Tylie, you did a great job managing your team and helping with the care of the patients.** KA

4b. One area of weakness I need to work on is keeping myself busy throughout the day. I feel as though I was standing around a lot and didn't have much to do as I had easier patients. I will improve on this by answering more call lights when needed and asking other nurses if they need help with anything. **Great idea. Another idea would be to think of a focus for the week and delve into on your patient such as labs/diagnostics or diagnosis. You can spend time researching the patient related to that area and focus on connecting all the pieces together related to your findings.** KA

5A. One strength I demonstrated this week was that I was able to finally find my way through the hospital. I consider this a huge improvement for me because I used to get so lost. During infection control I was able to know where I was at and figure out how to get to where I need to be. **Excellent! Confidence in navigating the hospital environment is very important.** DW

5b. One weakness I demonstrated this week was that I did not do as well on my pharm quiz as I would've hoped. I will fix this by studying more for the quiz and maybe changing the way I study. I can try flashcards this week and see if that helps more. **You will get the hang of it. While flashcards will be helpful in memorizing the specific details of the medications on the list, I would also encourage you to think of each medication in the way you do when you research meds in the clinical setting. Considering this, you will be able to not just know the medications but to also be able to apply them to a patient situation. Also, one side note. I appreciate the reflection on wanting to improve with the future pharm quizzes, but please keep in mind that this tool focuses on clinical. While I can see the relationship with med administration, future opportunities for growth should be clinically focused and you did not pass meds during clinical this week.** DW

**Week 5 (7a,b)- Unfortunately, you have earned a U for these competencies due to leaving them blank and not evaluating yourself. This was a simple mistake, so don't beat yourself up about it. In the future, be sure to double or even triple check your tool for completeness prior to submitting it. Additionally, please be sure to comment on how you have improved in this area when you submit your tool for week 6. Please know that failure to comment on improvements will result in a continued rating of U. Please let me know if you have any questions.** DW

**Week 5 (7f)- Due to the late submission of your Infection Control, Erie County Senior Center and Digestive Health signature forms, as well as the Infection Control Scavenger Hunt form, you have earned a U for professionalism and accountability, as well as 4 hours of missed clinical time (1 hour for each late submission). This was made up with the submission of all 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.** DW

**Week 6A-** One strength I demonstrated was that I was able to connect my patient's lab values with his diagnoses. I was able to realize that his BUN and creatinine were elevated due to the kidney infection and drinking. I also knew to look at his liver function tests to see if his liver was functioning correctly. I also caught that his hemoglobin was dropping really low and connect this with his bleeding hemorrhoids.

**Week 6B-** One thing I'd like to work on for the future is to do better on IM injections. During my administration of my flu shot I hit the patient's bone. Although it did not hurt the patient, I knew that I hit it. I hope to be able to realize in the future that my patient's arm was a little too small for a 1 ½ inch needle and know to not go in so deep with the needle.

**U 1-** In the future I will not only double check, but triple check to be sure that I have all competencies filled in so I do not miss anything. I will go through my tool multiple times to be sure that I did not miss anything.

**U 2-** In the future, I will be sure to check my calendar nightly to be sure I have all my assignments turned in. I will also set an alarm on my phone to remind myself that I have assignments due the following day.

Student Name: Tylie Dauch		Course Objective:					
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	Tylie, you did a nice job including all relevant information on the patient in the assessment, lab/diagnostic, and risk factor sections. KA
	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	You did a nice job including the patients nursing priorities and highlighting your focus. You did a great job highlighting all the pertinent information in the noticing section that relates to your priority nursing problem. You did a nice job choosing 3 complications and listing S&S to assess for with each. Confusion could be listed as acute mental status changes. KA
	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	Tylie, you did a nice job ensuring all pertinent nursing interventions were included for your identified nursing problem. Your interventions had identified frequencies, prioritized, individualized, realistic, and included rationale. KA
	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	3	Tylie, nice job ensuring all highlighted assessment and lab/diagnostic findings were reassessed in your evaluation section.

<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>	<b>3</b>	<b>KA</b>	
Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 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>							<b>Total Points: 42/42</b>	
<b>Faculty/Teaching Assistant Comments: Tylie, you satisfactorily completed your care map. Please see comments above for things to think about. Keep up the great work! KA</b>							<b>Faculty/Teaching Assistant Initials: KA</b>	

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*) *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)		
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		
Refl	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		

<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>			
Total Possible Points= 42 points 42-33 points = Satisfactory 32-21 points = Needs Improvement* < 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>  <b>Faculty/Teaching Assistant Comments:</b>							<b>Total Points:</b>	
							<b>Faculty/Teaching Assistant Initials:</b>	

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

Student name: Tylie Dauch								
<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> 1/10 or 1/11/24	<b>Date:</b> 1/10 or 1/11/24	<b>Date:</b> 1/12/24	<b>Date:</b> 1/17 or 1/18/24	<b>Date:</b> 1/17 or 1/18/24	<b>Date:</b> 3/11 or 3/12/24
	Performance Codes: <b>S:</b> Satisfactory <b>U:</b> Unsatisfactory							
Evaluation:	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>S</b>	
Faculty/Teaching Assistant Initials	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	
<b>Remediation: Date/Evaluation/Initials</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>1/17/2024</b> <b>S</b> <b>HS</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 1/11/2024. 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)- Absent from lab. HS

(IV Skills)- Remediation (1/17/2024)-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 complications. MD

## Week 2

(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 the procedure by explaining each step of the process. You communicated the need to suction based on the assessment findings. You did well to maintain your sterile field, ensuring the inner cannula was cleaned away from the sterile field, and applying sterile gloves. 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)- 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>	<b>Student Name:</b> Tylie Dauch							
	<b>vSim- Vincent Brody</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>vSim- Juan Carlos</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)	<b>vSim- Marilyn Hughes</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>Simulation #1</b> (Musculoskeletal & Resp) (*1, 2, 3, 4, 5, 6, 7)	<b>Simulation #2</b> (GI & Endocrine) (*1, 2, 3, 4, 5, 6, 7)	<b>vSim- Stan Checketts</b> (Medical-Surgical) (*1, 2, 3, 4, 5, 6)	<b>vSim- Harry Hadley</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)	<b>vSim- Yoa Li</b> (Pharmacology) (*1, 2, 3, 4, 5, 6)
Performance Codes:  <b>S:</b> Satisfactory  <b>U:</b> Unsatisfactory	<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	<b>S</b>							
Faculty/Teaching Assistant Initials	<b>DW</b>							
<b>Remediation:</b> Date/Evaluation/Initials	<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