

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

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

**Student:** Nikki Papenfuss

**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

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**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.

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**METHODS OF EVALUATION:**

Skills Lab Competency Tool & Skills Checklists  
Simulation, Prebriefing, & Reflection Journals

Nursing Care Map Rubric  
Meditech Documentation  
Clinical Debriefing  
Clinical Discussion Group Grading Rubric  
Evaluation of Clinical Performance Tool  
Lasater's Clinical Judgment Rubric & Scoring Sheet  
Virtual Simulation Scenarios

**ABSENCE (Refer to Attendance Policy)**

| Date      | Number of Hours | Comments                           | Make-up (/Date/Time) |
|-----------|-----------------|------------------------------------|----------------------|
| 1/29/2024 | 2 hours         | IC Signature Form & Scavenger Hunt | 1/30/2024/2 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 |
|---------|-------------------------------|----------------------------------|-----------------------------------|-----------------------------------|
| 2/10/24 | Impaired physical mobility    | S/RH                             | NA                                | NA                                |
|         |                               |                                  |                                   |                                   |

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

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## Objective

7. 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>                                                                                        |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)                    |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| b. Correlate patient's symptoms with the patient's disease process. (Interpreting)                          |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| c. Correlate diagnostic tests with the patient's disease process. (Interpreting)                            |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)                   |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)                 |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)                 |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| g. Assess developmental stages of assigned patients. (Interpreting)                                         |                                  |   | N/A               | N/A  | S                                                                               | S                                                                       |   |   |         |   |    |    |    |    |         |         |       |
| h. Demonstrate evidence of research in being prepared for clinical. (Noticing)                              | S                                |   | N/A<br>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 |   | Infection control | ECSC | 5T Rehab Intra-spinal cyst s/p L4-L5<br>1 month follow-up/medication management | 3 Tower Team lead 52yr old NSTEMI chest pain<br>coronary artery disease |   |   |         |   |    |    |    |    |         |         |       |
| Instructors Initials                                                                                        | DW                               |   | HS                | HS   | RH                                                                              |                                                                         |   |   |         |   |    |    |    |    |         |         |       |

## Comments:

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

Week 5: (1 c, d, e)- This week you did a great job discussing your patient's pathophysiology of their illness as well as had a great discussion of their medications and why they were relevant to their care. RH.

## Objective

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

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

## Comments:

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

Week 5: (2 a-f)- This week you did a good job of performing your head to toe when time was available to you due to the therapy scheduling. You also ran into the issue when therapy was during the time you wanted to reassess and you worked around that in order to still complete an assessment. You also were able to document and find other assessment pieces in the electronic health record. RH

\*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  |   | N/A | N/A | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform standard precautions. (Responding)                                                                                                             |    |   |     | S   |     |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Demonstrate nursing measures skillfully and safely. (Responding)                                                                                       | S  |   | N/A | N/A | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)                                                                  |    |   | N/A | N/A | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| d. Appropriately prioritizes nursing care. (Responding)                                                                                                   |    |   | N/A | N/A | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| e. Recognize the need for assistance. (Reflecting)                                                                                                        |    |   | N/A | N/A | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| f. Apply the principles of asepsis where indicated. (Responding)                                                                                          | S  |   | N/A | N/A | S   | 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   | S |   |   |         |   |    |    |    |    |         |         |       |
| i. Identify the role of evidence in determining best nursing practice. (Interpreting)                                                                     | S  |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| j. Identify recommendations for change through team collaboration. (Reflecting)                                                                           |    |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                           | DW |   | HS  | HS  | RH  |   |   |   |         |   |    |    |    |    |         |         |       |

Comments:

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 5: (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. You were not afraid to ask for assistance when needed. 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>                                                                                                                         |    |   | N/A | N/A | S   | N/I |   |   |         |   |    |    |    |    |         |         |       |
| k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)                                  |    |   | N/A | N/A | S   | N/I |   |   |         |   |    |    |    |    |         |         |       |
| l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)                                                     |    |   | N/A | N/A | S   | S   |   |   |         |   |    |    |    |    |         |         |       |
| m. Calculate medication doses accurately. (Responding)                                                                                       |    |   | N/A | N/A | S   | 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 | N/A |   |   |         |   |    |    |    |    |         |         |       |
| r. Monitor an IV. (Noticing)                                                                                                                 | S  |   | N/A | N/A | N/A | N/A |   |   |         |   |    |    |    |    |         |         |       |
| s. Perform FSBS with appropriate interventions. (Responding)                                                                                 | S  |   | N/A | N/A | N/A | N/A |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                              | DW |   | HS  | HS  | RH  |     |   |   |         |   |    |    |    |    |         |         |       |

**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 5: (3 k, l, m)- You were well prepared for medication administration this week and you performed all checks well! You used the EMAR to look up medications that were due then used skyscape to further investigate each medication. You answered all my questions well and your medication pass went smoothly! You had so many medications and you did great going through them with me. RH

## Objective

4. Use therapeutic communication techniques to establish a baseline for nursing decisions. (1,5,7)\*

| Weeks of the Course                                                                                                                                        | 1 | 2 | 3        | 4   | 5  | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------|-----|----|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                                                                       |   |   | N/A      | S   | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding) |   |   |          |     |    |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)         |   |   | S        | S   | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| c. Report promptly and accurately any change in the status of the patient. (Responding)                                                                    |   |   | N/A      | N/A | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| d. Maintain confidentiality of patient health and medical information. (Responding)                                                                        |   |   | N/A<br>S | N/A | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)                                                                |   |   | S<br>U   | S   | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)                                                               |   |   | N/A      | N/A | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)                                                        |   |   | N/A      | N/A | S  | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                            |   |   | HS       | HS  | RH |   |   |   |         |   |    |    |    |    |         |         |       |

## Comments:

Week 3 (4e)- Nice job with your initial CDG post you have great information regarding the assessment and intervention and I believe you may have used a reference however you did not provide one with the post as well as the intext citation. Please review the CDG rubric. Per the rubric you must include a supportive reference with an in-text citation with each initial response. HS

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Week 3 (4e)** I failed to read fully what was needed for the CDG clinical sites. I thought it was different from the other post and just by answering the questions that were provided. This will be fixed by making sure I re-read what is needed for the CDG make sure that I understand what is expected and follow the directions by making sure that a intext citation is in every CDG. HS

Week 4 (4e)- According to the CDG rubric you earned a satisfactory for your Erie County Senior Center discussion this week. I was a little confused within the response to the second question. The question is asking how you would adapt as a nurse and respond to the patients with the declined functional ability. You mentioned that many of the patients use assistive devices because of a decline in mobility. I am unsure if you meant that you would familiarize yourself with how the assistive devices work so that you are able to assist the individuals when needed? In the future consider rereading the question and your response to ensure that it makes sense. Overall nice job! HS

Week 5: (4 b, e, f, g) you upheld the professionalism standard while on the floor and interacting with staff and patients. You also did great with your discussion post and reply this week. You gave a good SBAR report prior to leaving for the day. RH

## Objective

5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)\*

| Weeks of the Course                                                                                                                                   | 1 | 2 | 3   | 4   | 5      | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----|-----|--------|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                                                                  |   |   | N/A | N/A | S      | S |   |   |         |   |    |    |    |    |         |         |       |
| <b>a. Describe a teaching need of your patient.** (Reflecting)</b>                                                                                    |   |   |     |     |        |   |   |   |         |   |    |    |    |    |         |         |       |
| <b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b> |   |   | N/A | N/A | S<br>U | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                       |   |   | HS  | HS  | RH     |   |   |   |         |   |    |    |    |    |         |         |       |

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

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

### Comments:

**WEEK 5: 5a&b. Proper use of an assistive device. (Not leaving the walker behind, keeping the walker close to his body. Keep the walker in front of him while he went to sit in the chair, he liked to set it aside and independently walk a few wobbly steps to his chair and sit). I provided education to the patient through discussion. This is necessary to keep the patient safe from unwanted falls and injury. I did not print anything or provide him with any papers just knowledge. This was just a discussion we had together and I had the patient use the teach back method to ensure he understood what I was telling him.**

**Week 5: I do think this is a great educational topic for your patient, as he wanted to be independent and not have his fall risk precautions in place. I changed 5b to a "U" due to you not using any resources for your teaching. Monica and I discussed the various options you could use for patient education that include skyscape, Lexicomp, your textbook, or a resource given to you by the therapy team. Please address this "U" and how you will prevent getting another in the future. If you do not address the "U", you will continue getting a "U" until it is addressed. RH**

**Week 5 b "U": My apologies to this I failed to put that I used Skyscape to provide the education that I provided the patient with while using the walker. I will prevent this in the future to make sure that I address where I obtained the resource for teaching the client.**

**Week 6: 5a & b. A teaching need of my patient was of his medications. When administering his medications, I utilized Skyscape to do my research on what his medicines were and why he needed them as well as what they do. I informed the patient that his Carvedilol was an hypertension medication to keep his blood pressure within normal ranges and the aspirin was his blood thinner to help prevent blood clots. The patient had an episode of intense pain in his abdomen that radiated to his back while the nurse was going to get the morphine the patient asked what the morphine would help with and I told him that the morphine would help with his pain and with it being administered through his IV he would notice a quick onset of the medication. I learned this while looking his medications up on skyscape prior to medication pass.**



## 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      | N/A | S  | N/A |   |   |         |   |    |    |    |    |         |         |       |
| 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) |   |   | N/A<br>U | S   | S  | S   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                                                                                  |   |   | HS       | HS  | RH |     |   |   |         |   |    |    |    |    |         |         |       |

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

**Comments: The 6b competency should be addressed each week that there is a clinical experience.**

**Week 3 (6b)** I did not understand the rubric clearly. I guess I figured since we were not assigned a patient in infection control this would not have needed to be answered. I will fix this by making sure that I answer every field even when not assigned a patient. I am not sure what the social determinants of health were associated with any of the patients as we did not get to speak to them we just observed from afar to watch and make sure employees were foaming in and out of the rooms. We did observe that the Drs. and medical students were the worst! Also the we did observe a few nurses entering and exiting a C-DIFF patient room but they did not gown up so the question is did they really wash with soap and water? We were unable to see this due to the doors being shut while they were in the rooms. With this we must remember that we are creatures of habit and to help stop infection follow proper protocol. **I understand that this one is a little more challenging to think about. When considering SDOH and or cultural elements were there any concerns that patients would be impacted by the fact that staff were gowning up prior to entering the room, especially if it was a change since the patient was admitted or the fact that some but not all of the staff were following the proper precautions what do you think that may do to the patient's mindset?**  
HS

**Week 4 (6b)** This week we were at the Erie County Senior Center, and it seemed most of the individuals that went to the center was more so for the social aspect of things. Most of them are retired just looking for something to do. The one lady that attended crafts with us, did many side jobs but now was retired and enjoyed her time at home. She came to the Senior Center for the activities and a good meal. The Center provides the seniors with a number of services delivering food to those who cannot get out and about and also entertainment with Bingo on Mondays and other activities throughout the week. Some of the individuals use public transportation to get around. Some individuals used a walker and a cane. A lot of the people came in for the free table they had cakes, bread, pretzels and plenty more that was donated from Kroger. **As we look at the factors associated with SDOH and based on your statement that several of them came in for the table of free food, do you think that some of them may have issues obtaining food? Older adults on fixed incomes may have financial issues limiting the amount and or quality of food they have access to. Therefore, a place that provides food may be very helpful to those in need.** HS

**Week 5(6b)** Factors associated with social determinants of health for my patient would have been he worked in a factory lifting and moving 100lb paper bundles daily. This takes a strain on your back not using the proper body mechanics. My patient is having financial difficulties. He spent about 4 weeks in the hospital setting. This was my patient's second spinal surgery. This surgery was to remove a cyst and he had some complications from this surgery such as CSF leak, weakness, numbness, in on his right

side, because of all the issues he had with this surgery he can no longer return to work, so he filed the paperwork to retire early. Which caused him much stress. With his retirement and him being 63 he will need to pay out of pocket for insurance. My patient was stressed about how much the visits were costing him and how he was going to pay for everything. When you are trying to heal stress is the last thing you want to deal with. His wife seemed supportive and kept reminding him that they could do this and everything would be ok. **Now that he is on a fixed income with his retirement, he may need to reevaluate his budget and see how he can still live his life as he was previously. Financial strain is a difficult thing to deal with, and you're right, it should be the last thought while he is trying to heal. RH**

**Week 6 (6b):** A factor associated with social determinants of health for my patient would be that ever since he got a pacemaker he lost his CDL and could no longer drive truck. A pacemaker automatically voids the CDL which I think is crazy, but a truck driver can have high blood pressure regulated with medicine, and sleep apnea with a CPAP or BIPAP machine and that is fine. I feel like the pacemaker is a machine just like the CPAP and BIPAP it's a device that helps save your life. He lost everything, his house, his cars, and this placed a strain on him and his family. After losing his job he stated that he had put on about 150-160lbs which has not helped him with his heart problems. I think what helps the patient is his good sense of humor and he was a easy going guy, he is also aware that his weight has a lot to do with his health issues. Rubrics below.

## 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  | S |   |   |         |   |    |    |    |    |         |         |       |
| b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)                                                                                     | S  |   | S       | S  | S  | 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—<br>U | 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 |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                                            | DW |   | HS      | HS | RH |   |   |   |         |   |    |    |    |    |         |         |       |

**\*\*7a and 7b: You must address these competencies in the comments section on a weekly basis. Please write a different comment each week. Remember that a goal includes what you will do to improve, how often you will do it, and when you will do it by (example- "I had trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical.")**

### Comments:

Week 1- 7A Strength I am good at doing an head to toe assessment. Glad to hear that you are comfortable with this from last semester. It's always nice to know that you aren't losing skills from one semester to the next. Keep up the great work! DW

7B Improvement: I need to work on improving IV math. I will work on improving this by attending the open lab as well as continuing practice questions that are provided to us to ensure that I excel. **Great idea! The more you practice with it, the more it will come to you naturally when you need it in the clinical setting. DW**

Week 2- 7a Strength: This week my strength is coming to class prepared and making sure I went over the material prior to class so I was familiar with the days work. **Excellent! DW**

7b Improvement: I need to improve my confidence with trach care and I will work on this by practicing the steps twice a week at home to ensure the procedure goes as smoothly as possible. **The videos, checklist and two kits that you took home with help quite a bit. If you ever want to get into the lab, let me know and I can open it for you to practice on the manikin. DW**

Side note: On weeks that you do not have clinical (ex. Week 8 and week 13), you do not need to write about a strength or goal for improvement. With that said, I appreciate that you are routinely reflecting on past experiences in order to achieve future growth. Thank you! **DW**

**Week 3 – 7a Strength:** My partner and myself, when doing rounds for infection control a nurse was in need of assistance and on 4C and we stepped in and asked her if we could assist her to which she replied yes I need help placing him on a bed pan. But then it was a false alarm once we got gloved up the patient informed her he didn't have to go. So our strength was stepping up and assisting a fellow nurse. **Great job, teamwork is always appreciated. HS**

**7b Weakness:** My weakness I didn't have a patient this week and so I am struggling with anxiety, this semester is A LOT I was not ready for there is so much crammed in what I am doing to fix this is some breathing exercises and a yoga pose my coworker showed me I am also working a schedule to help and cross off each item once I complete it. **Great idea! HS**

7f- You received a U for this competency because you did not submit the Infection Control Scavenger Hunt and Signature Form by the deadline. **HS**

**Week 3 (7f)** This was an honest mistake we had clinical then we did not have class until Monday and Stressing for the two upcoming test this slipped my mind. I apologize for this error and will attempt for this to not happen again. I will make sure for the future classes that I make a alarm in my phone to turn it in the next day! **HS**

**Week 4 7a Strength:** This week clinical got me out of my comfort zone a little bit my weakness is that I am a shy person I do not know how to make small talk I am bad at it. This week at the senior center I was able to start small talk and carry the conversation a little bit. I will try to build with this the hardest part is carrying the conversation I am more of a listener. **Hopefully this will continue to get easier as the weeks go on and the more experiences you have. HS**

**Week 4 7b Weakness:** We were not assigned to specific patients this week we went to the senior center. My weakness I addressed in the strengths is that I absolutely am horrible at trying to carry a conversation with individuals I do not know. I am usually quiet and observe people. I learned that you can learn a lot by blending into the background and observing. I will work on carrying on a conversation with my next upcoming clinicals with my patients. **HS**

**Week 5 7a Strength:** My strength this week was I was able to perform my head-to-toe assessment much quicker than previous clinicals and with confidence. **This is great! RH**

**Week 5 7a Weakness:** This week I struggled passing meds and knowing them. I know with time this will become easy. I get nervous when people are watching me. My confidence drops I will work on this with my upcoming clinicals and work on more pharmacology work sheets to learn meds. I have to remember that I am learning and its ok I am not going to know everything. **We always have resources available to us if we do not know something in that moment. Skyscape is a great resource you can use. I highly recommend keeping your drug sheets from week to week because there is a high chance some of the medications will repeat and you will save time looking them up if you already have them done from a previous clinical week. You can also use these to study and assist with the pharmacology quizzes throughout the semester! RH**

**Week 6 7a Strength:** Teamwork jumping in and helping a fellow student find the pedal pulses as well as helping her with the assessment of the patient leg discoloration and how to document it.

**Week 6 7b Weakness:** Definitely flu shot administration this situation could have been better but with time giving the flu shot will go much smoother and I will have much calmer nerves. Its just that first pop of the skin that gets me.

| Student Name: Nikki Papenfuss   |                                                                                                                      |                                                     |                 | Course Objective:                                 |                                     |               |                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|---------------------------------------------------|-------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date or Clinical Week: 2/7-8/24 |                                                                                                                      |                                                     |                 |                                                   |                                     |               |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Criteria                        |                                                                                                                      | 3                                                   | 2               | 1                                                 | 0                                   | Points Earned | Comments                                                                                                                                                                                                                                                                                                                                                                                         |
| Noticing                        | 1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.              | (lists at least 7*)<br>*provides explanation if < 7 | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3 |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | 3. Identify all risk factors relevant to the patient.                                                                | (lists at least 5*)<br>*provides explanation if < 5 | (lists 4)       | (lists 3)                                         | (lists < 3 or gives no explanation) | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Interpreting                    | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         | 3             | 4. good compilation of problems<br><br>6. great complication choices related to priority problem. All relevant and important                                                                                                                                                                                                                                                                     |
|                                 | 5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | 6. Identify all potential complications for the top nursing priority problem.                                        | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | 7. Identify signs and symptoms to monitor for each complication.                                                     | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Responding                      | 8. List all nursing interventions relevant to the top nursing priority.                                              | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         | 2             | 8. many of your interventions are relevant to infection and not impaired mobility. If your rationale was relating the intervention to mobility, it would have been 3 points. Remember these interventions are what you are doing for the priority problem. I am not saying your interventions are incorrect, but you want to focus on the impaired mobility and not the risk for infection here. |
|                                 | 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             |                                                                                                                                                                                                                                                                                                                                                                                                  |
| Ref                             | 13. List all of the highlighted reassessment findings for the top nursing priority.                                  | >75% complete                                       | 50-75% complete | <50% complete                                     | 0% complete                         | 3             |                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                               |          |  |  |              |   |                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|--|--------------|---|------------------------------------------------|
| ecting                                                                                                                                                                                                                                                                                                                                                                                    | 14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> | Complete |  |  | Not complete | 3 |                                                |
| Total Possible Points= 42 points<br>42-33 points = Satisfactory<br>32-21 points = Needs Improvement*<br>< 21 points = Unsatisfactory*<br><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><br><br><b>Faculty/Teaching Assistant Comments:</b> |                                                                                                                                                                                               |          |  |  |              |   | <b>Total Points: 41/42 Satisfactory</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                               |          |  |  |              |   | <b>Faculty/Teaching Assistant Initials: RH</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*)<br>*provides explanation if < 7 | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) |               |          |
|                        | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3 |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) |               |          |
|                        | 3. Identify all risk factors relevant to the patient.                                                                | (lists at least 5*)<br>*provides explanation if < 5 | (lists 4)       | (lists 3)                                         | (lists < 3 or gives no explanation) |               |          |
| Interpreting           | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 5. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 6. Identify all potential complications for the top nursing priority problem.                                        | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         |               |          |
|                        | 7. Identify signs and symptoms to monitor for each complication.                                                     | (lists at least 3)                                  | (lists 2)       |                                                   | (lists < 2)                         |               |          |
| Responding             | 8. List all nursing interventions relevant to the top nursing priority.                                              | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 9. Interventions are prioritized                                                                                     | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 10. All interventions include a frequency                                                                            | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 11. All interventions are individualized and realistic                                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|                        | 12. An appropriate rationale is included for each intervention                                                       | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
| Ref                    | 13. List all of the highlighted reassessment findings for the top nursing priority.                                  | >75% complete                                       | 50-75% complete | <50% complete                                     | 0% complete                         |               |          |

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                      |          |  |  |              |  |                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------|--|--|--------------|--|---------------------------------------------|
| ecting                                                                                                                                                                                                                                                                                                                                                                                                        | 14. Evaluation includes one of the following statements:                                                                             | Complete |  |  | Not complete |  |                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> |          |  |  |              |  |                                             |
| <p>Total Possible Points= 42 points<br/> 42-33 points = Satisfactory<br/> 32-21 points = Needs Improvement*<br/> &lt; 21 points = Unsatisfactory*</p> <p><b>*Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b></p> <p><b>Faculty/Teaching Assistant Comments:</b></p> |                                                                                                                                      |          |  |  |              |  | <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: Nikki Papenfuss                                                                                                             |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
| <b>Skills Lab</b><br><b>Competency Evaluation</b><br><br>Performance Codes:<br><br><b>S:</b> Satisfactory<br><br><b>U:</b> Unsatisfactory | <b>Lab Skills</b>            |                                   |                                      |                                    |                                |                                  |                         |                                    |
|                                                                                                                                           | <b>Week 1</b>                | <b>Week 1</b>                     | <b>Week 1</b>                        | <b>Week 1</b>                      | <b>Week 1</b>                  | <b>Week 2</b>                    | <b>Week 2</b>           | <b>Week 9</b>                      |
|                                                                                                                                           | <b>Insulin</b><br>(2,3,5,7)* | <b>Assessment</b><br>(2,3,4,5,7)* | <b>IV Math Application</b><br>(3,7)* | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* | <b>IV Skills</b><br>(2,3,5,7)* | <b>Trach</b><br>(1,2,3,4,5,6,7)* | <b>EBP</b><br>(3,7)*    | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* |
|                                                                                                                                           | <b>Date:</b><br>1/9/24       | <b>Date:</b><br>1/9/24            | <b>Date:</b><br>1/10/24              | <b>Date:</b><br>1/10/24            | <b>Date:</b><br>1/12/24        | <b>Date:</b><br>1/17/24          | <b>Date:</b><br>1/18/24 | <b>Date:</b><br>3/11 or<br>3/12/24 |
|                                                                                                                                           | <b>Evaluation:</b>           | <b>S</b>                          | <b>S</b>                             | <b>S</b>                           | <b>S</b>                       | <b>S</b>                         | <b>S</b>                |                                    |
| Faculty/Teaching Assistant<br>Initials                                                                                                    | DW                           | DW                                | DW                                   | DW                                 | DW                             | DW                               | DW                      |                                    |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                                                    | 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. DW

**Week 2**

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

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

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

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

\* Course Objectives

**Comments:**

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

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

I was given the opportunity to review my final clinical ratings in each course competency. I was given the opportunity to ask questions about my clinical performance. I have the following comments to make about my clinical performance/final clinical evaluation:

Student eSignature and Date:

12/27/2023