

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

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

**Student:** Kylee Cheek

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

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

**Faculty eSignature:**

**Teaching Assistant:** None

**DIRECTIONS FOR USE:**

Each week the students evaluate themselves based on the competencies using the performance code on page 2. The performance code includes the terms **Satisfactory (S)**, **Needs Improvement (NI)**, **Unsatisfactory (U)**, and **Not Available (NA)**. The faculty member will initial if in agreement with the student’s evaluation. If there is a discrepancy in the performance code evaluation between the student and the faculty member, a note is written on the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a “S, NI, U, or NA”. If the student does not self-rate, then it is an automatic “U”. A student who submits the clinical evaluation tool late will be rated as “U” in the appropriate competency(s) for that clinical week. Whenever a student receives a “U” in a competency, it must be addressed with a comment as to why it is no longer a “U”. If the student does not state why the “U” is corrected, it will be another “U” until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. If the final performance code is unsatisfactory or needs improvement in any one of the competencies, a grade of unsatisfactory is given. If a pattern of unsatisfactory performance occurs after performing the competency satisfactorily, this also constitutes a grade of unsatisfactory. An unsatisfactory or needs improvement as a final score in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.

**METHODS OF EVALUATION:**

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

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make-up (/Date/Time)
1/27/2024	1 hour	Infection Control Evaluation	1/29/2024, 1 hour

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 Breathing Pattern	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>			NA	S	NA	S	NA	NA	S	S							
a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
g. Assess developmental stages of assigned patients. (Interpreting)			NA	S	NA	S	NA	NA	S	S							
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		NA-S	S	S	S	NA	NA	S	S							

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly.	M editech, FSBS, IV Pump Sessions		In fection Control	3 T ower, 79 H ypoxia/pulmonary fibrosis	Di ge stive Health & Senior Center	R eh ab 5t ower stroke symptoms 66	N o C linical s	S i m ul a ti o n l a b		R e ha b, 80 ye ars , rig ht knee re placem ent							
	Instructors Initials	HS	HS	KA	DW	MD	DW	HS	HS								

**Comments:**

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

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 also set a goal for your patient and were able to discuss your patient’s work towards meeting that goal. 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). KA

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

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

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

### Comments:

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

Week 4 – 2a, d – You did a nice job thoroughly assessing your patient and notifying your nurse of any pertinent information. You were able to identify the focused assessment needing to be completed for your patient related to their diagnosis and monitored abnormal assessment findings. 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 utilized the EMR to research your patient's health history and information related to the patient's current hospital visit. KA

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

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

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

**Comments:**

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

Week 4 – 3b – You did a nice job managing your patient’s external female catheter throughout clinical. You also did a nice job monitoring your patient when her pulse ox would drop and ensuring she recovered before completing the next task. Terrific job! KA

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

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

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

**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 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 medications this week. You performed the medication administration process with beginning dexterity. 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

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

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

**Comments:**

Week 3 (4e)- Nice job on your CDG post for this week. I agree with the importance of educating the patient as well as other healthcare providers on the importance of proper hand hygiene in order to prevent the spread. HS

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 4 – 4b – 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 made sure all pertinent information and changes in patient status were communicated to your nurse during hand-off report. KA

Week 4 – 4e – Kylee, you did a nice job responding to all the CDG questions this week on your EBP article about a program for patient's with pulmonary fibrosis. You thoroughly explained your article's research study and your responses were well written. You were thoughtful with your response to your peer and added to the discussion on their article. Remember only the first letter of the first word of the article title is capitalized in your reference. Also, include the page number or a paragraph number if there are no page numbers in your in-text citation of a direct quotation. Keep up the nice work! KA

Week 5 (4e)- According to the CDG Grading Rubric, you have earned an S for your participation in the Erie County Senior Center discussion this week. Your discussion was thoughtful and supported by evidence. Additionally, I have a few suggestions for future improvement with APA formatting. When you use a direct quote, the citation should include the author(s) last name, the year of publication and the page or paragraph number. This would be an example of an APA formatted citation- (Auburn Hill, 2024, para 6). I am also curious about the author you used in your reference. Where did the WWCadmin come from? I would have probably used Auburn Hill as the author of the content you cited. Lastly, the title of the publication should be italicized in your reference. Otherwise, keep up the good work! DW

Rehab Clinical Objective 4 E-You had a wonderful CDG this week with response! You were able to turn in your CDG on time, have the adequate word count for both posts, and you were able to provide to the conversation with the information you gave! You provided a reference and in-text citation for both your initial and peer responses. For your reference in your initial post, please remember this source should be within the last 5 years. For the in-text citation in your initial post it should look like this: (Kourkouta & Papathanasiou, 2014). Also, with your peer post, the reference should always be author, year, title, and then website. Let me know if you have any questions. MD

**Objective**

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

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

**\*\*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 4:

5a) For my patient this week, she had been admitted for hypoxia and pulmonary fibrosis. Since she was having pulmonary problems I had educated her on the use of deep breathing and coughing to help with clearing the secretions in the lungs.

5b) I had used skyscape to understand more about pulmonary fibrosis, and it had said that teaching patients about deep breathing and coughing is a good implementation for patients with this disease. I had given an explanation to my patient and she had actually demonstrated it to see if she was doing it correctly. **Great job! I think you could have also printed a handout on coughing and deep breathing for her off of Lexicomp if you would want to have something to send home with her. Terrific job! KA**

Week 6:

5a) For my patient this week, he had been admitted for a stroke like symptoms. He was on fall risk precautions so I had educated him on understanding the reason and the reasoning behind the bed alarm. He was very understanding of the precaution and made sure to follow them properly. **Good! MD**

5b) For this week I used Skyscape to help me understand some of the medications that my patient was receiving. This included the side effects to be aware of and what to look for before giving the blood pressure medication. Which was making sure the systolic blood pressure was not below 100 and the heart rate was no below 60. **Good! MD**

Week 9:

5a) For my patient this week, she had gotten a right total knee replacement. I tried to educate her on the use of TED hose and how it will help her with circulation and prevent DVTs. She did not want to listen to my education and decided against the use of the TED hose.

5b) For this week I utilized Skyscape to look up and understand some of my patients past history. There were things on her chart that I had never heard of and I looked them up to understand it more.

**Objective**

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

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

**\*\*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.**  
See Care Map Grading Rubrics below.

Comments:

**Week 3 (6b)- This objective should be addressed each week that there is a clinical experience. HS**

Week 3 U 6B) For the U I had received for week 3 I had misunderstood that I had to make a comment for the infection control clinical. I did not realize that this had also applied with the infection control clinical. After reading the instructions for this box I now understand my mistake and take full responsibility. For the future I will make sure to fill out this box for every clinical that I have! **KA**

Week 4: 6b) Since my patient has pulmonary fibrosis there are many complications that influence how often she is in the hospital. She is covered by Medicare and is actually able to have her own nasal cannula that she uses at home. Having Medicare, especially with having complications as often as she does, helps with being able to cover some of the hospital costs that could potentially cause a problem in getting the care she needs. **Great thoughts. Her chronic illness has a large impact on her ability to manage her overall health. KA**

**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: 6b) For this week clinical I did not have a set patient but I was able to see some of the social determinants of health at the Erie County Senior Center. When talking with some of the seniors they had mentioned how they were unable to drive, and that they had a bus that would come pick them up. Not being able to drive themselves could cause potential problems if they ever needed to go to the hospital or doctor visits. Although not being able to drive can cause problems, having a bus that picks them up is a great way to continue their transportation to meet certain needs. **Kylee, I love that you incorporated a positive resolution to the SDOH you noticed in the older adult community that you worked with this week. Well done! DW**

Week 6: 6b) For this week my patients social determinant of health was insurance. He had the choice to be able to leave earlier but he had explained how he needed to straighten some things out with his insurance which was delaying his discharge by a few days. **This is a huge SDOH! What others can you think of for your patient? MD**

Week 9 6b) For this week my patients biggest social determinant of health was living situation. She lives alone and was scared of the troubles she would have being able to do her ADLs with her total right knee replacement. With these worries expressed she was able to practice things that she would be doing that she would have struggles with while at OT.

**Objective**

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

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

**\*\*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 A.) For my strengths, I think I did a good job taking what I learned from the lessons and applying them in the lab. Watching the videos helped me be more prepared and understand more on the topic we were going over. **Great job! Yes, reviewing the lessons and videos ahead of time is very helpful. HS**

B.) For my weakness, I had forgotten to close the clamp of the IV line when prepping the bag. I was unaware that the clamp came opened after taking it out of the package. For the future I will make sure to check the clamps before prepping the bag so that I do not lose any of the medication, or get air bubbles in the IV line. **Yes, always make sure to close the clamp first thing once removing it from the package. HS**

**Week 2-(7f) you received a U for this competency because your tool was submitted past the deadline of Saturday at 2200. Please be aware of deadlines and when possible, you may consider submitting assignments early. HS**

- A) For my strengths this week, I did a good job applying everything that was shown on the video for tracheostomy care and applying it in lab. This would include going to the open labs and making sure to practice on my own. **HS**
- B) For my weaknesses this week, I would say my time management was what I struggled with the most.. I was starting to get a little stressed out with being able to stay caught up on studying. For the future I will make sure that I find ways to manage my stress better and be more confident in how I am studying. **HS**

Week 3 Infection Clinicals:

- A) For my strengths at the infection clinical, I did a good job listening and understanding why infection control is super important. I learned from this experience and will apply what I had learned for future clinical days. **HS**
- B) For my weakness this week, I had trouble finding Sydneys office for the infection clinical, which resulted in me becoming flustered. For the future I will learn how to handle my emotions better when things are not going as planned. **HS**

For the U that I received on 7F, for the future I will make sure that I am more prepared with my homework assignments. This includes doing my homework early and not waiting till the last minute as many things could happen that are not planned. **HS**

**7f-You did not complete the Infection control evaluation survey in Edvance360 by the deadline. HS**

- Week 3 Survey: For the U that I had received for not completing the Infection control survey I take full responsibility for not completing it on time. For the future I will make sure to complete all the surveys for the off site clinicals in a timely manner. **KA**

Week 4: 3 Tower:

- A) For my strengths this week I did a good job with meeting all of my patients needs and being there for her to have someone to talk to. She had shared a lot about her life and enjoyed being able to talk to someone especially in a setting like the hospital. **You did a wonderful job caring for her and meeting her needs. You did a great job monitoring her O2 status and recognizing when to give her breaks so her pulse ox could recover from the previous activity. KA**
- B) For my weakness this week, I've been having some trouble with time management and remembering all the assignments that are due. For the future I will make sure to double check the schedule and make sure to have time to complete all my assignments in a timely manner. **Staying organized and managing your time is a great area to work on and with time and practice you will easily improve. KA**

Week 5 Digestive Health and ECSC:

- A) For my strengths this week, I did a good job with communicating with the seniors. They really enjoyed the questions that I had asked, and being able to tell their life stories to someone younger. They also loved giving as much life advice as they could, I even had a senior that told me she would love if I were to come visit her at the senior center whenever I had the chance to. **That's wonderful, Kylee! It's important to make a connection with your patients, no matter what their age. I am glad you felt comfortable engaging the older adult. DW**
- B) For my weakness this week, during my time at the digestive health the doctor and staff that I had watched throughout the day seemed like my presence was bothersome. I was asking questions but was not getting the responses that I had thought I was going to. In return I stopped asking questions about the things I was unfamiliar with. For the future I will make sure that even though the staff may not be cooperating with me super well I will make my time worth while. Which includes asking the questions that I am curious about to help further my education and knowledge. **This is great reflection, Kylee. Some healthcare workers, just like regular people, have different personalities that may take a little more work at engaging them. I'm glad that you are going to continue to work on these types of relationships, as it is so important to the collaborative effort that different disciplines must play in healthcare. Though I don't know the specific questions you were asking or wanted to ask, don't forget that you have a wonderful resource at your fingertips...Skyscape! Sometimes, it is prudent to look for the information first before reaching out to other resources. Then if you still have questions or need clarification, you will have a baseline of information to build from. Just a thought! DW**

Week 6 Rehab (5T):

- A) For my strengths this week, I was able to have some very good conversations with my patient and he was able to talk about his family which seemed to make a positive impact on his attitude. He also liked when we told him how much he was improving with his therapy, this helped boost his mood and attitude towards the treatment he was receiving. **Great! MD**
- B) For my weakness this week, I would say I struggled with my delegation skills. It was a little weird being “in charge” of the other students. Telling them what they needed to fix with documentation and telling them to do their assessments felt like I was being bossy. For the future I will make sure to be more comfortable delegating tasks to the other students and be more confident when I delegate. **You are receiving an NI for not describing how you will work on becoming more comfortable with delegation. How will you become more comfortable with this? MD**

Midterm- Kylee- You are showing great growth this semester. You are able to communicate well with your patients throughout the clinical day. You are able to identify the area of focus on each individual patient and then use that information to set the plan for the day and the interventions that are to be implemented on each individual patient. You have not had experience with inserting a Foley catheter or maintaining a Foley this semester. You also have not had a patient with an IV that needed a medicated to be given IV push, piggyback and discontinuing an IV. Please bring this to your clinical instructors' attention in the upcoming weeks so that we are able to assist you in gaining these experiences and increasing your skill set. You should also practice these skills in the upcoming lab day skills review since it has been a while since you have practiced these skills in the lab. HS

#### Week 9 Rehab)

- A) For my strengths this week, I was able to communicate and attend to all of my patients needs. She was very happy having someone to talk to and we were able to find some common ground in our conversation. She also expressed how she was grateful that I was able to do her laundry and fold them and put it away for her.
- B) For my weakness this week, my patient was showing a lot of disinterest in wearing TED hose. I tried to educate her about the importance of wearing them but she did not want to listen. For the future I will try and ask more questions as to why the patient may refuse the intervention. This can help me get a better understanding of what I need to focus more on when educating.

Student Name: <b>Kylee Cheek</b>			Course Objective:				
Date or Clinical Week: <b>Week 4</b>							
Criteria		3	2	1	0	Points Earned	Comments
<b>N</b> <b>o</b> <b>t</b> <b>i</b> <b>c</b> <b>i</b> <b>n</b> <b>g</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	You did a nice job completing the assessment findings, lab/diagnostics, and risk factors section. In the assessment section, include the patients SpO2 on the optimizer and with activity. There is only the SpO2 on room air. Did the chest x-ray results showing anything other than "SOB increasing"? I think this is more likely the reason they did it versus the actual results. 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	
<b>I</b> <b>n</b> <b>t</b> <b>e</b> <b>r</b> <b>p</b> <b>r</b> <b>e</b> <b>t</b> <b>i</b> <b>n</b> <b>g</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	You did a great job listing all the patient's nursing priorities and highlighting the one with the highest priority. You highlighted all the pertinent information in the noticing section that supports your nursing priority. You did a great job listing 3 potential complications of your chosen priority and S&S to assess for with each. 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	
<b>R</b> <b>e</b> <b>s</b> <b>p</b> <b>o</b> <b>n</b> <b>d</b> <b>i</b> <b>n</b> <b>g</b>	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Great job listing all the relevant nursing interventions for your nursing priority. All interventions were prioritized, included frequency, were individualized, realistic, and included a rationale. The only intervention I would add was monitor lab and diagnostic results as available. 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	
<b>R</b> <b>e</b>	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	Great job ensuring all highlighted information from your noticing section was reassessed. As stated above please

<b>f e c t i n g</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>	list the patient's SpO2 during activity versus just stating it drops. Also list the amount of oxygen the patient was on and not just that the patient is on O2. KA
<p>Total Possible Points= 42 points          42-33 points = Satisfactory          32-21 points = Needs Improvement*          &lt; 21 points = Unsatisfactory*</p> <p><b>*Total points adding up to less than or equal to 32 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b></p> <p><b>Faculty/Teaching Assistant Comments: Kylee, you satisfactorily completed your care map on your patient this week. Pleas see comments above on areas to focus on to improve your care maps in the future. Terrific job! KA</b></p>						<b>Total Points: 42/42</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		
	14. Evaluation includes one of	Complete			Not complete		

e c t i n g	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>						
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: Kylee Cheek								
<b>Skills Lab</b>		<b>Lab Skills</b>						
<b>Competency Evaluation</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>	
Performance Codes:	<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)*
S: Satisfactory	<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
U: Unsatisfactory								
Evaluation:	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	
Faculty/ Teaching Assistant Initials	<b>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>NA</b>	<b>NA</b>	<b>NA</b>	

\*Course Objectives

**Comments:**

Week 1-(Insulin)- You were able to correctly prepare an insulin pen and administer subcutaneous insulin. Insulin requirements were accurately identified and calculated through the corrective scale and carbohydrate coverage orders. MD  
 (Assessment)- You were able to satisfactorily demonstrate the Basic Head to Toe Assessment during lab. KA/RH  
 (IV Math)-You satisfactorily participated in the IV Math learning session on 1/9/24 as well as the assigned IV Math practice questions and the IV Math Application lab on 1/11/2024. 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)- 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. HS

## Week 2

(Trach care and suctioning 1/18/24)- During this lab you satisfactorily demonstrated competence with tracheal airway suctioning and tracheostomy care. You were able to maintain sterile field when necessary. You only needed 1 prompt during the trach suctioning and you recognized it right away. You answered my questions regarding knowledge and competence of both procedures. Great job! RH

(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: Kylee Cheek</b>							
	Performance Codes:  <b>S:</b> Satisfactory  <b>U:</b> Unsatisfactory	<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)	Simulation #1 (Musculoskeletal & Resp) (*1, 2, 3, 4, 5, 6, 7)	Simulation #2 (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>Date: 1/29/24</b>	<b>Date: 2/12/24</b>	<b>Date: 2/26/24</b>	<b>Date: 2/28 or 2/29/24</b>	<b>Date: 4/10 or 4/11/24</b>	<b>Date: 4/15/24</b>	<b>Date: 4/25/24</b>	<b>Date: 4/29/24</b>
Evaluation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>				
Faculty/Teaching Assistant Initials	<b>DW</b>	<b>MD</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>				

\* Course Objectives

**Comments:**

Simulation #1- Please review the comments placed on the Simulation scoring sheet below. In addition, review the individual faculty feedback placed within the Simulation #1 Prebrief and Reflection Journal dropboxes. HS

# Lasater Clinical Judgment Rubric Scoring Sheet

**Student Roles: A=Assessment Nurse; M=Medication Nurse**

STUDENT NAME(S) AND ROLE(S): Cheek (A) Ward (M)

GROUP #: 2

SCENARIO: MSN Scenario #1 – Musculoskeletal/Respiratory

OBSERVATION DATE/TIME(S): 2/28/24 1000-1200

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (2) *</b></p> <ul style="list-style-type: none"> <li>● Focused Observation:            E        A        D        B</li> <li>● Recognizing Deviations from Expected Patterns:            E        A        D        B</li> <li>● Information Seeking:            E        A        D        B</li> </ul>						<p>Notice pain in right lower leg is not surgical leg, notices skin color changes and pain</p> <p>Notices elevated heart rate and does manual recheck to verify pulse is accurate.</p> <p>Notices low oxygenation and applies nasal cannula</p>
<p><b>INTERPRETING: (1) *</b></p> <ul style="list-style-type: none"> <li>● Prioritizing Data:            E        A        D        B</li> <li>● Making Sense of Data:            E        A        D        B</li> </ul>						<p>Prioritize skin assessment on right lower leg then moves to respiratory assessment</p> <p>Continues with head to toe assessment without checking vitals</p> <p>Prioritize calling healthcare provider after vitals assessed and oxygenation status not changing</p> <p>Connects the diagnosis of DVT and PE and explains to patient</p>
<p><b>RESPONDING: (2,3,4,5,6) *</b></p> <ul style="list-style-type: none"> <li>● Calm, Confident Manner:            E        A        D        B</li> <li>● Clear Communication:            E        A        D        B</li> <li>● Well-Planned Intervention/ Flexibility:            E        A        D        B</li> <li>● Being Skillful:            E        A        D        B</li> </ul>						<p>Apply nasal canula due to low pulse oximetry</p> <p>Call healthcare provider: SBAR organized</p> <p>Gets orders from provider, writes them all down but does not read back orders for verification</p> <p>Educate patient on new plan of care. also begins to educate patient on how DVT formed due to lack of movement and staying in bed.</p> <p>Medication administration: checks allergies, name/DOB, uses BMV, has witness waste of medication prior to administration. Proper IM injection technique, utilized needle safety.</p> <p>Assess surgical site and assess pain related to that area</p> <p>Call healthcare provider with results and receive new order for enoxaparin. Write down order and verify math with provider while on</p>

	<p>phone. Does not read back orders</p> <p>Call back healthcare provider to verify route for enoxaparin (subcutaneous)</p> <p>Enoxaparin injection: use of proper needle size. Proper technique used for subcutaneous injection. Needle safety engaged correctly.</p> <p>Prompted to educate patient. Educational topics include how being immobile can cause blood clots and how blood clots can move to lungs. Encouraging use of SCDs and to do physical therapy exercises. Encourage patient to get up to use restroom rather than use urinal. Stress importance of ambulation post operatively.</p>
<p><b>REFLECTING: (7) *</b></p> <p>●Evaluation/Self-Analysis:        E        A        D        B</p> <p>●Commitment to Improvement: E        A        D        B</p>	<p>Good group discussion regarding a refresher of all 6 “P”s as well as discussion of proper SBAR. Discussion of how to improve SBAR and how to organize all important data. Brought up importance of reading back orders from healthcare providers when receiving verbal orders. Discussion of importance of focused assessments rather than head to toe. Included reasonings as to why which assessment was chosen vs a different body system.</p> <p>Minimal prompting needed throughout discussion.</p> <p>All members listed a goal/improvement for next simulation.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ol style="list-style-type: none"> <li>Select focused physical assessment priorities based on individual patient needs. (2)*</li> <li>Implement appropriate nursing interventions based on patient’s assessment. (1,3,6)*</li> <li>Communicate appropriately with the patient, family, team members, and healthcare providers incorporating elements of clinical judgment and conflict resolution. (4,7)*</li> <li>Provide patient-centered care with consideration to cultural, ethnic, and social diversity. (2,3,6)*</li> <li>Provide appropriate patient education based on diagnosis. (5)*</li> </ol>	<p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p><b>Noticing:</b> Attempts to monitor a variety of subjective and objective data but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads.</p> <p><b>Interpreting:</b> Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p><b>Responding:</b> Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy</p> <p><b>Reflecting:</b> Evaluates and analyzes personal clinical performance with minimal prompting primarily about major events or decisions; key decision points are identified, and alternatives are considered. Demonstrates a desire to improve nursing performance; reflects on and evaluates experiences; identifies strengths and weaknesses; could be more systematic in evaluating weaknesses.</p>

* Course Objectives	
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**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