

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Advanced Medical Surgical Nursing- 2024**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

**Faculty:** Frances Brennan, MSN, RN; Amy M. Rockwell, MSN, RN  
Chandra Barnes, MSN, RN; Brian Seitz, MSN, RN, CNE  
Brittany Lombardi, MSN, RN, CNE

**Faculty eSignature:**

**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 in 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” the following week. 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:**

- Clinical Assignments
- Completion of Patient Care
- Meditech Documentation
- Observation of Clinical Performance
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Clinical Discussion Rubric
- Preceptor Feedback
- Nursing Care Map Rubric
- Skills Lab Checklists/Competency Tool
- Lasater Clinical Judgment Rubric
- Virtual Simulation scenarios
- Pathophysiology Grading Rubric
- SBAR/Physician Orders Rubric
- Hand-Off Report Competency Rubric

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make Up (Date/Time)
Initials	Faculty Name		
CB	Chandra Barnes, MSN, RN		
FB	Fran Brennan, MSN, RN		
BL	Brittany Lombardi, MSN, RN, CNE		
AR	Amy Rockwell, MSN, RN		
BS	Brian Seitz, MSN, RN, CNE		

## 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 needed 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, and flustered at times, expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues, faculty feedback required in several areas of clinical written work.

**Unsatisfactory (U):** Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

### OTHER

**Not Available (NA):** The clinical experience which would meet the competency was not available.

Grey shaded weekly competency boxes do not need a student evaluation rating or faculty/teaching assistant initials.

Objective

1. Engage in the coordination and delivery of nursing care measures to groups of patients and to patients with complex problems. (1,3,4,5,7,8)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	NA						
a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	NA						
b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>	S	S	S	NA	NA S	S	NA	NA	S	S	S	NA						
c. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>	S	S	S	NA	S	S	NA	NA	S	S	S	NA						
d. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	NA						
e. Administer medications observing the six rights of medication administration. <b>(Responding)</b>	S	S	S	NA	NA	S	NA	NA	S	S	S	NA						
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>	NA	NA	NA	NA	S	S	NA	NA	S	S	S	NA						
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	NA						
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>						
<b>Clinical Location</b>	4C	4P	4C	QC	DH/ SP	IC/ CD	NA	NA		3T	4N	3T	Patient Advocate/ Sca venger Hunt					

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 2- 1a,b- Nice job assessing and managing care for your patient this week. 1d- We began to discuss several cardiac rhythms and will continue each week. 1e- Medications were all administered (IV, IVP, OG) while observing the rights of medication administration. BS

\*End-of- Program Student Learning Outcomes

Week 3-1(a-e, g) Excellent job this week managing complex patient care situations. Your care was very well organized, and you did a great job with your time management. All head to toe assessments were very thorough and well done. Your medication passes were safely done, and you had the opportunity to administer PO, IV, IVP and SQ medications all while following the six rights. Great job monitoring your patient very closely to ensure positive patient outcomes. BL

Week 4- 1a-e,g- Nice work this week assessing and providing care for both of your patients this week. You successfully identified and measured multiple cardiac rhythms and completed your ECG booklet. Medications were all administered using several routes (PO, IV, IVP) while observing the six rights. The care you provided was timely and documented well. BS

Week 6 (1b,c)- Satisfactory during Special Procedures clinical and with discussion via CDG posting. Preceptor comments: "Satisfactory in all areas. Observed paracentesis, angiogram, fistulogram, bone marrow biopsy." Great job! AR (1f)- Great job with several successful IV attempts, appropriate technique was demonstrated. FB

Week 7 (1b)- Satisfactory during Cardiac Diagnostics clinical and with discussion via CDG posting. Preceptor comments: "Excellent in all areas. Saw CVN, stress test, explained TEE." (1c)- Satisfactory during Infusion Center clinical and with discussion via CDG posting. Preceptor comments: "Excellent in all areas. Taylor did very well today, she was able to successfully start IV's, helped with dressing changes and did multiple injections." Great job!! AR

Week 9 (1a,b)- Great job managing patient care and prioritizing care based on your comprehensive assessments. FB

Week 10 (1a,b,c)- Satisfactory with managing patients during your patient management clinical experiences this week! Great job! FB

Week 11 (1,b)- Excellent job managing and prioritizing patient care during Patient Management clinical experiences this week. Great job comprehensively assessing patients to provide care that is required. Keep up the great work! FB

**Objective**

2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	S	NA	NA	S	S	S	S	NA					
a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S	NA					
b. Monitor for potential risks and anticipate possible early complications. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	S					
c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	NA					
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. <b>(Noticing, Interpreting, Responding, Reflecting) *</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	NA					
e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. <b>(Responding)</b>	S	S	S	NA	S	S	NA	NA	S	S	S	S	S					
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>						

**\*When completing the 4T Care Map CDG refer to the Care Map Rubric**

**Comments:**

\*End-of- Program Student Learning Outcomes

Week 2- 2a- Nice job correlating the relationships among your patient's disease process, history, symptoms, and present condition utilizing your clinical judgment skills, and 2d- utilizing that information to formulate a satisfactory pathophysiology CDG related to your patient's condition. 2e- You did a nice job discussing cultural considerations/racial inequalities assessed while providing patient care this week. BS

Week 3-2(d) Excellent job utilizing your clinical judgment skills to formulate a prioritized plan of care for your patient on 4P this week. Please refer to the Care Map Rubric for my feedback. 2(e) Great job this week in debriefing discussing social determinants of health that may have impacted your patient's health, well-being, and quality of life. BL

Week 4- 2b,c,d- Nice job choosing two priority nursing diagnoses for your patient during debriefing. Good job also of discussing monitoring for potential risks, anticipating early complications, and taking actions when there is a change in condition. BS

Week 9 (2a,b)- Great use of clinical judgement skills to determine patient needs, plan care for patients, and implement appropriate nursing interventions. FB

Week 10 (2 a,b,d) Good job with identifying potential complications. Remember to use all subjective and objective data to determine plan of care. Investigate the reasons behind patient signs and symptoms and correlate with the pathophysiology of disease processes. FB

Week 11 (2c) Good job recognizing changes in patient status and taking appropriate action. FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	NA					
a. Critique communication barriers among team members. <b>(Interpreting)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	NA					
b. Participate in QI, core measures, monitoring standards and documentation. <b>(Interpreting &amp; Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S	S					
c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	NA	NA	NA					
d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	NA					
e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mgmt.)</b>	NA	S	S	S	NA													
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>						

**Comments:**

Week 2- 3c- Good participation during debriefing of discussing strategies to achieve fiscal responsibility while on clinical. BS

Week 3-3(a) Excellent job in debriefing critiquing and discussing communication barriers you witnessed among team members while caring for your patient this week. BL

Week 4- 3b- Nice job during debriefing discussing quality improvement, core measures, monitoring standards, and documentation of quality indicators. BS

Week 5 (3b)- Satisfactory during your Quality Assurance/Core Measures observation and with discussion via CDG posting. Keep up the great work! AR

Week 7 (3c)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. Great job! AR

Week 9 (3c) This competency was not discussed for this clinical experience; therefore, it was changed to a NA. Make sure to self-rate on competencies that are completed during the corresponding week. (3d,e)- Great discussion, noticing accountability of delegation and the clarification of roles. You also did a great job interpreting facts to determine the need for prioritization of assigned patient during this clinical rotation. FB

\*End-of- Program Student Learning Outcomes

Week 10 (3e) Great job with prioritizing the delivery of care to assigned patients assigned to you this week. FB

Week 11 (3e) Great job being able to prioritize care for a group of patients during this clinical rotation. FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

4. 4. Plan for a future in the nursing profession by analyzing information concerning employment, licensure, ethical, and legal issues in nursing focusing on accountability and respecting patient autonomy. (1,2,4,5,7)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
a. Critique examples of legal or ethical issues observed in the clinical setting. (Interpreting)									S									
b. Engage with patients and families to make autonomous decisions regarding healthcare. (Responding)	S	S	S	NA	NA	NA	NA	NA	S	S	S	S	NA					
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. (Responding)	S	S	S	S	S	S	NA	NA	S	S	S	S	S					
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>						

Objective 4a: Provide a comment for the highlighted competency each week. If no clinical experiences, put "NA" for that week.

**Comments:**

Week 2:

4a: A legal issue observed this week was between my patient and his brother. My patient changed his code status from Full Code to DNRCC without intubation prior to admission with his declining health condition. When his brother found him unconscious at the nursing home he revoked his code status and made him a DNRCC with intubation. Yes this was definitely a good example. We often see this with elderly patients and families, but it is a little different with someone so young. These two are definitely in need of some education so that they can make an informed decision regarding future treatment. BS

Week 3:

4a: An ethical issue observed in the clinical setting was my patient being unable to drive herself places, because of this, her husband has taken on the role of providing transportation for her along with most of her overall care at home. I believe this could be a safety concern for my patient as her husband has dementia and is trying to provide full care for her. Another ethical issue/dilemma I saw with my patient was an order for an indwelling catheter. My patient has pneumonia and an acute exacerbation of COPD; with these combined she is experiencing severe shortness of breath. She is prescribed a diuretic to decrease her fluid retention and is recovering from a urinary tract infection because of this she is experiencing frequent urination. Getting up repeatedly causes a lot of respiratory distress for my patient. However, she is also recovering from an infection, and getting an indwelling catheter can put her at a greater risk of developing another. Great job, Taylor. Another potential

\*End-of- Program Student Learning Outcomes

legal/ethical issue to consider would be the fact that her husband is likely the one who would be asked to make decisions for her in the event that she is unable to do so herself due to her medical condition. She did not have a designated POA that we were made aware of, and with her husband having dementia, it may not be appropriate for him to make any medical decisions. BL

Week 4: An ethical/legal issue I observed this week was my patient not having an active resuscitation status. Without this, what do you think would happen if he experienced a code blue situation? BS

Week 5: An example of a legal issue I saw while on clinical was incorrect documentation on the EMR by quality control. This showed how incorrect documentation can make it hard to believe that the proper care was given to the patient. This makes it extremely important that you only document the care you actually provide to the patient. Proper documentation is vital! Thanks for sharing this example. AR

Week 6:

4a: An example of an ethical issue I saw while on clinical was an individual refusing to have a student nurse initiate IV access on them. Good example, and we certainly honor the patient's wishes as you did. AR

Week 7:

4a: An example of a legal issue observed within the healthcare setting is confidentiality/HIPAA. It is extremely important to remember to not leave patient documents out or keep patient charts up on the computer when you are away from it. This is so important and if confidentiality is breached it can lead to major problems for the offender and organization. AR

Week 9:

4a: An example of a legal/ethical issue within healthcare is scope of practice and the ability and how to delegate properly. For example, LPN's or Techs not being able to do initial assessments, or education. The rights of delegation are very important to follow. Communication regarding the task being delegated, and follow up are important. Remember the RN must always assess the condition of the patient before delegating any tasks to LPN's or PCT's. FB

Week 9 (4c)-You are doing a great job presenting yourself in a professional manner through your attitude, commitment, and eagerness to learn. FB

Week 10:

4a: An example of a legal issue I saw while on clinical this week was related to HIPAA. My patient was involved in an MVA accident which caused his current hospitalization. My patient was unable to go to work because of this, his boss was concerned because he never misses work so he called the hospital and asked for information regarding to the patient's status. My patient only had his spouse listed on his medical record to receive information related to him, because of this we were unable to give the boss any information. Great example, privacy and confidentiality are very important and information should only be provided with the patient's consent. If the patient is able the individual could talk directly to the patient. As healthcare professionals we have to be extremely careful about releasing any information to individuals not listed to receive patient information. FB

Week 11:

4a: An example of an ethical issue seen throughout healthcare is a patient refusing care or a medication they need. Good example, patient's have the right to refuse and we should provide education so there is a clear understanding of the reason for taking and possible consequences. FB

Week 12:

4a: An ethical/legal issue seen throughout healthcare is insurance coverage/accessibility of care. There are often times when individuals need particular procedures, medications, or treatments that are often times not covered by their insurance, because of this some individuals cannot receive the best course of treatment.

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

<b>Objective</b>																		
5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)*																		
Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
a. Reflect on your overall performance in the clinical area for the week. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
b. Demonstrate initiative in seeking new learning opportunities. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. <b>(Interpreting)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
d. Maintain the principles of asepsis and standard/infection control precautions <b>(Responding)</b>	S	S	S	NA	S	S	NA	NA	S	S	S	S						
e. Practice use of standardized EBP tools that support safety and quality. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
f. Utilize faculty feedback to improve clinical performance. <b>(Responding &amp; Reflecting)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						

\*End-of- Program Student Learning Outcomes

Faculty Initials	BS	BL	BS	AR	AR	AR	AR	AR	AR	FB	FB	FB					
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**Comments:**

Week 2- 5a- Good performance in the clinical setting this week. 5c- You did a nice job describing factors that create a culture of safety while in debriefing. 5e- You also did a nice job identifying standardized EBP tools that support safety and quality in patient care. BS

Week 3-5(b) Taylor, you do an excellent job working independently and taking initiative in completing nursing interventions for your patient. You are very organized and consistently well prepared. You took excellent care of your patient this week. BL

Week 4- 5b,c- Great job this week of performing and documenting your interventions in a timely manner. You were organized and efficient with your care. Keep it up! You did a nice job during debriefing of discussing actions you took this week to create a culture of safety for your patients. BS

Week 5 (5c)- Satisfactory discussion via CDG posting related to your observation experience this week. AR

Week 9 (5a)- Reported on by assigned RN during clinical rotation 3/12/2024. Excellent in all areas, except satisfactory in Provider of care: demonstrates safe completion of nursing skills, Manager of care: delegation and Member of the profession: demonstrates professionalism in nursing. Student goals: “My goal for next experience is to cluster care when seeing my patient.” Additional Preceptor comments: “Great job with giving report and with med pass.” CK/FB

Week 10 (5a)- Reported on by assigned RN during clinical rotation 3/19/2024– Excellent in all areas. Student goals: “I hope to feel more confident in caring for more critical patients.” Additional Preceptor comments: “You did a great job today Keep up the great work. AT/FB Reported on by assigned RN during clinical rotation 3/20/2024- Satisfaction in all areas, except excellent in Provider of Care: demonstrates safe completion of nursing skills, collection/documentation of data, Member of the profession: demonstrates professionalism in nursing. Student goals: “A goal for next experience is to be more confident when performing care/interventions for my patients.” Additional preceptor comments: “Taylor was very willing to do what was asked. She used pyxis with RN supervision, passed all meds, assisted with dressing change, patient care, pulled foley catheter. Gave her first enema! Used good nursing judgement, outgoing and willing to learn, as well as help where needed.” AW/FB

Week 11 (5a)- Reported on by assigned RN during clinical rotation 3/26/2024. Excellent in all areas. Student goals: “I hope to get better at charting efficiently, and time management.” Additional Preceptor comments: Fantastic job today! TM/FB Reported on by assigned RN during clinical rotation 3/27/2024 Excellent in all areas. Student goals: “A goal for next experience would be learning the IV pole/machine.” Additional Preceptor comments: “Great bedside manner with patient and family. Your critical thinking skills will make you a great nurse. Good luck!!” TM/FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

6. Engage with members of the healthcare team, patients, families, faculty, and peers through written, verbal and nonverbal methods, and by utilizing computer technology. (1,2,6,7,8)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	S	NA	NA	S	S	S	NA						
a. Establish collaborative partnerships with patients, families, and coworkers. <b>(Responding)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	NA						
b. Teach patients and families based on readiness to learn and discharge learning needs. <b>(Interpreting &amp; Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	NA						
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. <b>(Responding)</b>	S	S	S	NA	NA	NA	NA	NA	S	S	S	NA						
d. Deliver effective and concise hand-off reports. <b>(Responding)</b>	S	S	S	NA	NA	S	NA	NA	S	S	S	NA						
e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>						

**Comments:**

Week 2- 6a,b,c,d- Nice job working collaboratively with your patient, hospital staff, and your fellow students to provide quality care to the patients on 4C. 6e- Nice job with documentation this first week of clinical. Very good job on your hand-off report during debriefing also. BS

\*End-of- Program Student Learning Outcomes

Week 3-6(a,b,c) Excellent job in debriefing discussing these competencies, as well as applying them to practice during your clinical experience this week. 6(e) Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and accurate. You also did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. 6(f) Satisfactory completion of your CDG this week. Keep up the great work! BL  
Week 4- 6 a,b,c,e,f- Great job working together with your assigned nurse, fellow students, and staff to achieve positive patient outcomes and provide quality care. BS  
Week 5 (6f)- Satisfactory CDG posting related to your Quality Assurance/Core Measures observation this week. Keep up the good work. AR  
Week 6 (6f)- Satisfactory discussion via CDG posting related to your Special Procedures clinical experience. Keep it up! AR  
Week 7 (6c,f)- Satisfactory discussions via CDG postings related to your Infusion Center and Cardiac Diagnostics clinical experiences. Keep up the great work! AR

Week 9 (6 e,f) Great job with documentation of interventions and medication administration during this clinical experience. Satisfactory completion of CDG post following CDG rubric guidelines. FB

Week 10 (6 d,f)- Satisfactory completion of Hand off report competency rubric 30/30. Additional comments provided: "You did a great job! All the patient loved you." AT/FB You should be providing shift report on all patients that you care for each clinical experience. Continue to providing report, the more you do the more comfortable you will get giving report and receiving report. Satisfactory CDG posting related to your patient management clinical experiences this week! Keep up the great work! FB

Week 11 (6f)- Satisfactory discussion via CDG posting related to your patient management clinical experience. Keep up the great work! FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

7. Devise methods utilized by nursing to develop the profession, advance the knowledge base, ensure accountability, and improve the outcomes of care delivery. (1,3,4,6,7,8)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
c. Comply with the FRMCSN "Student Code of Conduct Policy." <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. <b>(Responding)</b>	S	S	S	S	S	S	NA	NA	S	S	S	S						
<b>Faculty Initials</b>	<b>BS</b>	<b>BL</b>	<b>BS</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>						

**Comments:**

Week 2- 7d- ACE attitude displayed at all times on the clinical floor. BS

Week 3-7(d) Taylor, you consistently demonstrate all the qualities of "ACE." Keep up all your hard work. You will be an excellent RN! BL

Week 4- 7a,b- Great job on the clinical floor this week. Nice job with your CDG this week and your evidence-based article about promoting safe mobility in the hospital setting. BS

Week 5 (7a)- Satisfactory discussion posting related to your observation experience this week. Keep it up! AR

Week 11 (7d)- Great job displaying a great attitude, commitment to provide optimal care, and enthusiasm for the caring of individuals at a very vulnerable and often difficult time of their lives. FB

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Firelands Regional Medical Center School of Nursing  
Skills Lab Evaluation Tool  
AMSN  
2024

<b>Skills Lab</b> <b>Competency</b> <b>Evaluation</b>  Performance Codes:  S: Satisfactory  U: Unsatisfactory	Lab Skills									
	Meditech Document (1,2,3,4,5,6)*	Physician Orders/SBAR (1,2,3,4,5,6)*	Prioritization/Delegation (1,2,3,4,5,6)*	Resuscitation (1,3,6,7)*	IV Start (1,3,4,6)*	Blood Admin./IV Pumps (1,2,3,4,5,6)*	Central Line/Blood Draw/Ports (1,2,3,4,6)*	Head to Toe Assessment (1,2,6)*	ECG/Hand-off report/CT (1,6)*	ECG Measurements (1,2,4,5,6)*
	Date: 1/9/2024	Date: 1/9/2024	Date: 1/9/2024	Date: 1/9/2024	Date: 1/11/2024	Date: 1/11/2024	Date: 1/12/2024	Date: 1/12/2024	Date: 1/12/2024	Date: 1/12/2024
Evaluation:	S	S	S	S	S	S	S	S	S	S
Faculty Initials	BS	BS	BS	BS	BS	BS	BS	BS	BS	BS
<b>Remediation:</b> Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**\*Course Objectives**

**Comments:**

**Meditech Documentation:** Satisfactory participation of assessment documentation including physical re-assessment, safety and fall assessment, RN mechanical ventilator assessment, IV location assessment, and documentation editing. Great job! FB

**Physician Orders/SBAR:** Satisfactory completion of physician's order lab per the SBAR skills competency rubric: phone call to physician with SBAR report, receiving and reading back multiple physician orders, and hand-off report given to the next student in rotation. Discussion of the treatment, medications, and plan of care for a patient experiencing NSTEMI and STEMI. CB/BS

**Prioritization/Delegation:** Satisfactory completion of the prioritization and delegation skills lab. You satisfactorily prioritized care for multiple patients using multiple methods (e.g. Maslow's hierarchy of needs, ABC, Nursing Process, etc.). You were able to appropriately delegate nursing tasks for patients, and you actively participated in the group discussion on delegation of nursing tasks. Great job! BL

**Resuscitation:** Satisfactory participation in the practice of Hands-Only CPR, discussion regarding use of and ventilation with bag-valve mask/Ambu bag, and review of crash cart and Code Blue team duties and documentation. AR

**IV Start:** Satisfactory participation in the IV Start lab, including practice with technique, initiation and discontinuation of IV site, and placement of IV dressing. FB/BL/CB/BS

**Blood Admin/IV Pumps:** Satisfactory completion of practice with blood administration safety checks and quality assurance audit. Great job with IV pump practice, the use of the medication library, and pump set up of primary and secondary IV medication infusion. AR

**Central Line Dressing Change:** Satisfactory central line dressing change participation providing proper technique guidelines, maintenance of central line ports, and line flushing. FB

**Ports/Blood Draw:** You were satisfactory in accessing and de-accessing an infusaport device, demonstrated proper technique on how to draw blood from a CVAD, and properly labeled a blood tube per hospital policy. Great job! CB

**Head to Toe Assessment:** Satisfactory completion of the Head to Toe Assessment. Great job! BL/BS

\*End-of- Program Student Learning Outcomes

**ECG/Telemetry Placements/Hand-off report/CT:** Satisfactory participation with review of monitoring tutorial and placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium tutorial; satisfactory completion of handoff report activity. BL/BS

Pathophysiology Grading Rubric  
 Firelands Regional Medical Center School of Nursing  
 Advanced Medical Surgical Nursing  
 2024

<b>Student Name: T. Fox</b>		<b>Clinical Date: 1/16-1/17/2024</b>	
<b>1. Provide a description of your patient including current diagnosis and past medical history. (4 points total)</b> <ul style="list-style-type: none"> <li>Current Diagnosis (2)</li> <li>Past Medical History (2)</li> </ul>		<b>Total Points: 4</b> <b>Comments: Good job discussing your patient's current diagnoses and past medical history.</b>	
<b>2. Describe the pathophysiology of your patient's current diagnosis. (6 points total)</b> <ul style="list-style-type: none"> <li>Pathophysiology-what is happening in the body at the cellular level (6)</li> </ul>		<b>Total Points: 6</b> <b>Comments: Nice job explaining the pathophysiology of your patient's diagnosis.</b>	
<b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (6 points total)</b> <ul style="list-style-type: none"> <li>All patient's signs and symptoms included (2)</li> <li>Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (2)</li> <li>Explanation of how all patient's signs and symptoms correlate with current diagnosis. (2)</li> </ul>		<b>Total Points: 6</b> <b>Comments: Good job listing your patient's symptoms and their correlation to his diagnosis. Nice job also of providing the symptom commonly expected with his diagnosis.</b>	
<b>4. Correlate the patient's current diagnosis with all related labs. (12 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant lab result values included (3)</li> <li>Rationale provided for each lab test performed (3)</li> <li>Explanation provided of what a normal lab result should be in the absence of current diagnosis (3)</li> <li>Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (3)</li> </ul>		<b>Total Points: 12</b> <b>Comments: Nice work making correlations between your patient's diagnoses and all related laboratory results. Rationales also provided.</b>	
<b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (12 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant diagnostic tests and results included (3)</li> <li>Rationale provided for each diagnostic test performed (3)</li> <li>Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (3)</li> <li>Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (3)</li> </ul>		<b>Total Points: 6</b> <b>Comments: Nice job with the tests provided. Additional diagnostic tests for your patient included: modified barium swallow tests, abdominal x-ray, and gallbladder ultrasound.</b>	
<b>6. Correlate the patient's current diagnosis with all related medications. (9 points total)</b> <ul style="list-style-type: none"> <li>All related medications included (3)</li> </ul>		<b>Total Points: 9</b> <b>Comments: Very good job making the connections between the medications your patient was receiving</b>	

<ul style="list-style-type: none"> <li>• Rationale provided for the use of each medication (3)</li> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (3)</li> </ul>	<p><b>and their role(s) in treating his conditions</b></p>
<p><b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• All pertinent past medical history included (2)</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (2)</li> </ul>	<p><b>Total Points: 3</b>  <b>Comments: Nice job here. I would have liked to see more of an explanation of how diabetes and ESRD contribute to his problems.</b></p>
<p><b>8. Prioritize nursing interventions related to current diagnosis. (6 points total)</b></p> <ul style="list-style-type: none"> <li>• All nursing interventions provided for patient prioritized and rationales provided (6)</li> </ul>	<p><b>Total Points: 6</b>  <b>Comments: Very nice job with your interventions! I might order these a little differently, but with someone in his condition priorities sometimes get a little murky.</b></p>
<p><b>9. Discuss the role of interdisciplinary team members in the care of the patient. (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies all interdisciplinary team members currently involved in the care of the patient (2)</li> <li>• Explains how each current interdisciplinary team member contributes to positive patient outcomes (2)</li> <li>• Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (2)</li> </ul>	<p><b>Total Points: 6</b>  <b>Comments: Good discussion of the interdisciplinary team members and their roles in your patient's care.</b></p>
<p>Total possible points = 65  51-65 = Satisfactory  33-50 = Needs improvement  &lt;32 = Unsatisfactory</p> <p><b>Course Objective:</b> 2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*</p> <p><b>Clinical Competency:</b> 2(a.) Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding)</p> <p>*End-of-Program Student Learning Outcomes</p>	<p><b>Total Points: 58/65 Satisfactory.</b>  <b>Comments: Great work Taylor! BS</b></p>

Care Map Evaluation Tool\*\*  
 AMSN  
 2024

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials
01/23/2024- 01/24/2024	Impaired Gas Exchange	Satisfactory BL	NA

\*\* AMSN students are required to submit one satisfactory care map (CDG) during the 3-week 4T clinical rotation. If the care map is not evaluated as satisfactory upon initial submission, the student has one opportunity to revise the care map based on instructor feedback.

Comments:

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric  
AMSN  
2024

Student Name: Taylor Fox		Course Objective: Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment.					
Date or Clinical Week: 01/23/2024-01/24/2024							
Criteria	3	2	1	0	Points Earned	Comments	
<b>Noticing</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Excellent job identifying all abnormal assessment findings, lab findings and diagnostic tests for your patient. You also did a great job identifying all risk factors relevant to your patient as well.
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Great job listing nursing priorities for your patient, as well as identifying the top priority problem. You correctly highlighted all of the related/relevant data from the noticing boxes that support the top priority nursing problem. Nice job identifying potential complications for your top nursing priority problem.
	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>Respo</b>	8. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Excellent job with your nursing interventions! You listed all relevant nursing interventions, prioritized them appropriately and provided detailed
	9. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

\*End-of- Program Student Learning Outcomes

<b>nding</b>	10. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	rationales.
	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>Reflecting</b>	13. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	Great job!
	14. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul>	Complete			Not complete	3	
<p>Total Possible Points= 42 points  42-33 points = Satisfactory  32-21 points = Needs Improvement*  &lt; 21 points = Unsatisfactory*</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> Satisfactory completion of your Nursing Care Map. Please review all my feedback above.  Excellent job! BL</p>						<p><b>Total Points: 42/42</b></p> <p><b>Faculty/Teaching Assistant Initials: BL</b></p>	

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

<b><u>vSim Evaluation</u></b>								
	<b>Rachael Heidebrink (Pharmacology) (1, 2, 6, 7)*</b>	<b>Week 8: Dysrhythmia Simulation (see rubric)</b>	<b>Junetta Cooper (Pharmacology) (1, 2, 6, 7)*</b>	<b>Mary Richards (Pharmacology) (1, 2, 6, 7)*</b>	<b>Lloyd Bennett (Medical-Surgical) (1, 2, 6, 7)*</b>	<b>Kenneth Bronson (Medical-Surgical) (1, 2, 6, 7)*</b>	<b>Carl Shapiro (Pharmacology) (1, 2, 6, 7)*</b>	<b>Comprehensive Simulation (see rubric)</b>
Performance Codes:  S: Satisfactory  U: Unsatisfactory	<b>Date: 2/16/2024</b>	<b>Date: 2/26-27/2024</b>	<b>Date: 3/1/2024</b>	<b>Date: 3/15/2024</b>	<b>Date: 3/22/2024</b>	<b>Date: 3/28/2024</b>	<b>Date: 4/19/2024</b>	<b>Date: 4/19/2024</b>
Evaluation	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>		
Faculty Initials	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>FB</b>	<b>FB</b>	<b>FB</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>		

\* Course Objectives

\*End-of- Program Student Learning Outcomes

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): Veronica Brown, Taylor Fox, Ashley Huntley, Caitlyn Silas

GROUP #: 7

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): 2/27/2024 1230-1430

CLINICAL JUDGMENT COMPONENTS						OBSERVATION NOTES
<p><b>NOTICING: (1,2)*</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>Noticed patient heartrate of 44. Noticed patient’s EKG changes (sinus bradycardia, 2<sup>nd</sup> degree type 2, and 3<sup>rd</sup> degree heart block). Noticed patient’s SpO2 92% on room air. Noticed patient’s complaints of being “tired” and nauseous.</p> <p>Noticed patient has a cough. Noticed patient’s heartrate of 164. Noticed patient’s low blood pressure 82/52. Noticed patient’s low SpO2 91% on RA. Noticed patient with increased shortness of breath after fluid bolus.</p> <p>Noticed patient not responding to introduction. Noticed patient’s heartrate on the monitor is 0.</p>
<p><b>INTERPRETING: (1,2)*</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>Interprets EKG rhythm as sinus bradycardia which then switched to 2<sup>nd</sup> degree type 2. Interpreted EKG rhythm changed from 2<sup>nd</sup> degree type 2 to 3<sup>rd</sup> degree heart block. Recognizes need for medication to increase heart rate. Interprets Atropine dose as 1mg IVP.</p> <p>Interprets EKG rhythm as atrial fibrillation with rapid ventricular rate. Prioritizes need for medication to decrease heart rate. Interprets diltiazem dose as 25 mg IV bolus to be given over 10 ins, then continuous diltiazem drip at 10mg/hr. Interprets patient’s complaints of shortness of breath is due to fluid bolus. Interprets patient’s lung sounds as crackles.</p> <p>Interprets EKG rhythm as ventricular tachycardia.</p>
<p><b>RESPONDING: (1,2,3,5,6,7)*</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>Introduced self and role. Asked patient name/dob/allergies. Placed patient on the monitor. Obtains vital signs 99.4-44-20-104/56. SpO2 92%. Applied 2L oxygen per nasal cannula and raised head of bed. Completed a focused cardiovascular assessment (including detailed questions about cardiovascular history, medications, symptoms). Notified healthcare provider of low heartrate, EKG findings, and patient complaints of being “tired” and nauseous. Atropine 1mg IV push given- reassessed patient and vital signs. Calmly communicates with patient and reassures patient. Notified the healthcare provider of continued decreased heart rate and EKG changes (2<sup>nd</sup> degree type 2 and 3<sup>rd</sup> degree heart block).</p> <p>Introduced self and role. Asked patient name/dob/allergies. Places the patient on the monitor. Applied 2L O2 per nasal cannula. Notified healthcare</p>

\*End-of- Program Student Learning Outcomes

	<p>provider of patient’s heartrate, EKG rhythm, and complaints of “there is a horse in my chest that is going to gallop out”. Diltiazem 25mg IV bolus and continuous diltiazem 10mg/hr drip given for increased heartrate and rhythm-reassessed vital signs. Notified healthcare provider of patient’s sustained heartrate and rhythm and decreased blood pressure. Normal Saline 0.09% 1000mL bolus given for decreased blood pressure. Stopped IV fluids due to assessment findings that suggest fluid overload (SOB, crackles, decreased SpO2, cough). Increased oxygen to 6L per nasal cannula and discussed options for increased oxygen needs. Notified healthcare provider of patient with signs and symptoms of fluid overload.</p> <p>Introduced self and role. Asked patient name/dob/allergies. Placed patient on the monitor. Called a code blue. Begins CPR. Applied fast patches to patient, and defibrillates patient. Administered Epinephrine 1mg IV push.</p>
<p><b>REFLECTING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:     <b>E</b>     A     D     B</li> <li>• Commitment to Improvement: <b>E</b>     A     D     B</li> </ul>	<p>Discussed first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Talked about holding medication to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi, dopamine). Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for medication). Excellent teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Great teamwork and communication.</p> <p>Discussed the importance of immediate CPR and defibrillation with pulseless v-tach. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!</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>Lasater Clinical Judgement Rubric Comments:</b></p> <p><b>Noticing:</b> Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment. 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</p>

\*End-of- Program Student Learning Outcomes

<p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate the clinical characteristics and ECG patterns of common dysrhythmias. (1,2)*</b></li> <li>• <b>Choose nursing interventions for patients who are experiencing dysrhythmias. (1)*</b></li> <li>• <b>Differentiate between defibrillation and cardioversion. (1,2,6)*</b></li> <li>• <b>Communicates collaboratively to other healthcare providers utilizing SBAR. (3,5,6,7)*</b></li> </ul>	<p>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>Responding: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p>Satisfactory completion of the simulation scenario. Great job!</p>
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**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Advanced 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 & Date:

ar 12/13/2023

\*End-of- Program Student Learning Outcomes