

EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Foundations – 2024

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student:

Final Grade: Satisfactory/Unsatisfactory

Semester: Fall

Date of Completion:

Faculty: **Frances Brennan**, MSN, RN; **Amy Rockwell**, MSN, RN;
Chandra Barnes, MSN, RN; **Nick Simonovich**, MSN, RN
Heather Schwerer, MSN, RN; **Brittany Lombardi**, MSN, RN, CNE

Faculty eSignature:

Teaching Assistant: Stacia Atkins, BSN, RN

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. **An unsatisfactory or needs improvement as a final evaluation in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. Patterns of performance over the course of the semester will be utilized to determine the final competency evaluations. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.**

METHODS OF EVALUATION:

- | | |
|--|---------------------|
| Skills Lab Checklists | Faculty Feedback |
| Care Map Grading Rubric | Documentation |
| Administration of Medications | Clinical Reflection |
| Simulation Scenarios | |
| Skills Demonstration | |
| Evaluation of Clinical Performance Tool | |
| Clinical Discussion Group Grading Rubric | |
| Lasater Clinical Judgment Rubric | |

ABSENCE (Refer to Attendance Policy)

| Date | Number of Hours | Comments | Make Up (Date/Time) |
|-----------------------|-----------------|----------|---------------------|
| | | | |
| | | | |
| | | | |
| Faculty’s Name | | | Initials |
| Chandra Barnes | | | CB |
| Frances Brennan | | | FB |
| Amy Rockwell | | | AR |
| Nicholas Simonovich | | | NS |
| Heather Schwerer | | | HS |
| Brittany Lombardi | | | BL |

Stacia Atkins

SA

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. Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values. (2,4,6)* | | | | | | | | | | | | | | | | |
| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| Competencies: | | | | | | | | | | | | | | | | |
| a. Identify spiritual needs of patient (Noticing). | | | | | | | | | NA | S | NA | | | | | |
| b. Identify cultural factors that influence healthcare (Noticing). | | | | | | | | | NA | S | NA | | | | | |
| c. Coordinate care based on respect for patient's preferences, values, and needs (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| | | | | | | CB | NS | CB | CB | NS | | | | | | |
| | | | | | | N/A | 3T, 68 | | NA | 4N, 76M | | | | | | |

Clinical Location:
Patient age**

Comments

****Document your clinical location and patient age in the designated box above.**

Week 7 1(c,d) – You did a great job coordinating your care effectively during your first experience with a patient as a student nurse. You addressed your patient's needs and ensured accurate data was obtained in your vital sign and head-toe-assessment. You used Maslow's to prioritize your care and addressed their physiological needs through assessment. NS

Week 9 1(c,d) – You did well coordinating your care this week based on the patient’s needs and wishes. This was a challenging situation as your patient was lethargic and confused from the anesthesia received the evening before, which led to communication barriers. However, you communicated the interventions being performed to promote understanding and safety and considered his needs throughout the day. You used Maslow’s to first prioritize his vital signs and assessment related to his physiological needs, then focused on safety and comfort. You also respected his care needs in having numerous family members present in the room. Nice job! NS

*** End-of-Program Student Learning Outcomes**

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

Objective

1. Summarize knowledge of anatomy, physiology, chemistry, nutrition, psychosocial and developmental principles in performance of basic physical assessment through use of clinical judgment skills. (3,4, 5)*

| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
|--|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| Competencies: | | | | | | | | | | | | | | | | |
| a. Perform head to toe assessment utilizing techniques of inspection, palpation and auscultation (Responding). | | | | | | N/A | NI | NA | NI | S | NA | | | | | |
| b. Use correct technique for vital sign measurement (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| c. Conduct a fall/safety assessment and institute appropriate precautions (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| d. Conduct a skin risk assessment and institute appropriate precautions (Responding). | | | | | | | | | NA | S | NA | | | | | |
| e. Collect the nutritional data of assigned patient (Noticing). | | | | | | | | | NA | S | NA | | | | | |
| f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding). | | | | | | | | | NA | NA | NA | | | | | |
| g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting). | | | | | | | | | NA | S | NA | | | | | |
| | | | | | | CB | NS | CB | CB | NS | | | | | | |

Comments

Week 72(a) - I graded myself for NI on head-to-toe assessment because I forgot a few things. I know it has been a little bit since we've been checked off, but feel like I could of done a better job with it. I appreciate the self-reflection and desire to improve. I will leave the evaluation as "NI." However, keep in mind this was your first assessment on a real patient in the clinical setting after performing assessments in lab. This experience was aimed at getting you

comfortable with the process on a live patient. You will improve with each experience. From my standpoint when reviewing charting, it seemed as if you were overall thorough in your assessment. NS

Week 9 2(a) – You did well in approaching your assessment with an immobile patient who was lethargic from anesthesia. As we discussed, there are times where your assessment will be limited based on the patient situation. As you discovered, he was reluctant to turn or sit forward due to the pain from his back surgery, which limited your posterior assessment. However, you still noticed numerous deviations from normal in your assessment and communicated them appropriately in the EHR. NS

Week 9 2(c) – You performed the Johns Hopkins safety assessment to identify a fall risk score of 17, which put him at high risk. You discussed the factors that led to his score and implemented the appropriate precautions in the room to promote safety. NS

*** End-of-Program Student Learning Outcomes**

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

Objective

2. Select communication techniques and appropriate boundaries with patients, families, and health care team members. (1,2,3,4,6,7)*

| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
|--|--------|--------|--------|--------|--------|--------|---------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| Competencies: | | | | | | N/A | S | NA | S | S | NA | | | | | |
| a. Receive report at beginning of shift from assigned nurse (Noticing). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| b. Hand off (report) pertinent, current information to the next provider of care (Responding). | | | | | | N/A | S NA | NA | NA | S | NA | | | | | |
| c. Use appropriate medical terminology in verbal and written communication (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| d. Report promptly and accurately any change in the status of the patient (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| e. Communicate effectively with patients and families (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| f. Participate as an accountable health care team member in the provision of patient centered care (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| | | | | | | CB | NS | CB | CB | NS | | | | | | |

Comments

Week 7 3(a) – You were able to gain experience this week in obtaining hand-off report from the off going shift. This can be an overwhelming experience the first time as a lot of the information presented is complex and beyond your understanding as a Foundations student. However, this experience will be beneficial moving forward as you learn the important aspects of SBAR. Great job! NS

Week 7 3(d) – You recognized difficulty in palpating pulses during your assessment. You appropriately reported your findings to an instructor and followed-up by utilizing the doppler to ensure adequate circulation. Great job reporting a new finding and using available resources to ensure accuracy in your assessment. NS

Week 9 3(a,b) – You are beginning to gain more experience and confidence in receiving and providing hand-off report. You were able to utilize the SBAR sheet to update the assigned RN on your patient’s status prior to leaving the floor. (e,f) – you communicated well with the patient, his family members, and the health care team throughout the day. You were accountable for your assessments and nursing interventions and participated as an active member of the health care team. Well-done! NS

*** End-of-Program Student Learning Outcomes**

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective | | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 3. Exemplify advanced searches in accessing electronic health care information and documenting patient care. (1,4,8)* | | | | | | | | | | | | | | | | |
| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| Competencies: | | | | | | | | | S | | | | | | | |
| a. Document vital signs and head to toe assessment according to policy (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| b. Document the patient response to nursing care provided (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| c. Access medical information of assigned patient in Electronic Medical Record (Responding). | | S | | | | N/A | S | NA | S | S | NA | | | | | |
| d. Demonstrate beginning skill in accessing patient education material on intranet (Responding). | | S | | | | | | | S | S | NA | | | | | |
| e. Provide basic patient education with accurate electronic documentation (Responding). | | | | | | | | | NA | S | NA | | | | | |
| f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| *Week 2 –Meditech | | CB | | | | CB | NS | CB | CB | NS | | | | | | |

Comments

Week 2(4c,d): Satisfactory for listening attentively and actively participating in the Meditech orientation clinical. You showed beginning competence in the ability to access a patient’s EHR, document care in an intervention, and locate patient data. You were able to access Lexicomp to locate patient education materials. Additionally, nursing policies and procedures were located on the health system intranet. Great job! NS/CB

Week 7 4(a,b) – Overall you did a great job with your documentation in the live setting this week. You were thorough in the information presented and accurately reflected the assessments that were performed. NS

Week 7 4(e) – Great job with your CDG responses this week! Your initial post provided good insight into the different role you are experiencing as a student nurse compared to being a PCT. I think it's great that you have gained experience with patient care in the PCT role and this will benefit you greatly in the clinical setting as a student. While some aspects may be familiar, you are in a different role which brings different expectations. I am happy to hear that you are excited to learn more about your patients! You included an in-text citation and reference to enhance the conversation and APA formatting looked spot on! Nice work in your response to Michelle, supporting the discussion with new information with the use of a reputable resource. All criteria were met for a satisfactory evaluation. NS

Week 9 4(f) – Overall you did a good job with your CDG this week! See my comments on your initial post for further information. You did well to ensure all aspects of the CDG grading rubric were addressed. Both posts included an in-text citation and a reference using appropriate APA formatting. Your response post to Rylee included additional thought, provided thought-provoking questions, and enhanced the conversation. Overall job well done meeting all criteria for a satisfactory evaluation. NS

*** End-of-Program Student Learning Outcomes**

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

Objective

4. Exemplify psychomotor skills and nursing care safely using evidence-based practice. (3,4,5,7,8)*

| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
|--|--------|--------|--------|--------|--------|-----------|-----------|-----------|-----------|-----------|---------|---------|---------|---------|-----------------|-------|
| Competencies: | | | | | | | | | | | | | | | | |
| a. Demonstrate correct body mechanics and practices safety measures during the provision of patient care (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| b. Apply the principles of asepsis and standard/infection control precautions (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding). | | | | | | | | | NA | NA S | NA | | | | | |
| d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| e. Organize time providing patient care efficiently and safely (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| f. Manages hygiene needs of assigned patient (Responding). | | | | | | | | | NA | S | NA | | | | | |
| g. Demonstrate appropriate skill with wound care (Responding). | | | | | | | | | NA | | NA | | | | | |
| h. Document the location of fire pull stations and fire extinguishers. ** (Interpreting). | | | | | | N/A | S | NA | S | | | | | | | |
| | | | | | | CB | NS | CB | CB | NS | | | | | | |

Comments

****You must document the location of the pull station and extinguisher here for your first clinical experience.**

Week 7: fire extinguisher and pull station located by room 3027 by exit stairs. Thank you! NS

Week 9 5(b,c) – You were able to maintain asepsis in all patient care interactions, including managing the foley catheter. You were able to demonstrate knowledge and skill in maintaining a foley catheter by ensuring there were no dependent loops, the catheter was appropriately secured, and the drainage bag was emptied appropriately. NS

Week 9 5(d,e) – you managed your time well to ensure all assessments were completed in a timely manner. You showed beginning dexterity in performing several nursing measures to promote positive outcomes for your patient. NS

* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective | | | | | | | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 5. Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)* | | | | | | | | | | | | | | | | |
| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| Competencies: | | | | | | | | | | | | | | | | |
| a. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding). | | | | | | | | | NA | S | NA | | | | | |
| | | | | | | | | | CB | NS | | | | | | |

Comments

Week 9 6(a) – Clinical judgement skills were utilized to identify a priority nursing problem based on the patient care provided and assessments performed. You correctly identified altered mental status as a priority concern related to his cognition as a result of difficulty waking from anesthesia. You noted how this led to confusion of the environment and potential safety concerns. NS

* End-of-Program Student Learning Outcomes
 Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective | | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|--------------------|-------|
| 6. Convert basic pharmacology principles into safe medication administration. (3,5,6,7)* | | | | | | | | | | | | | | | | |
| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| Competencies: | | | | | | | | | | | | | | | | |
| a. Identify the action, rationale, dosage, side effects and the nursing implications of medications (Interpreting). | | | | | | | | | NA | | | | | | | |
| b. Recognize patient drug allergies (Interpreting). | | | | | | | | | NA | | | | | | | |
| c. Practice the 6 rights and 3 checks prior to medication administration (Responding). | | | | | | | | | NA | | | | | | | |
| d. Administer oral, intramuscular, subcutaneous, and intradermal medications using correct techniques (Responding). | | | | | | | | | NA | | | | | | | |
| e. Review the patient record for time of last dose before giving PRN medication (Interpreting). | | | | | | | | | NA | | | | | | | |
| f. Assess the patient response to PRN medications (Responding). | | | | | | | | | NA | | | | | | | |
| g. Demonstrate medication administration documentation appropriately using BMV (Responding). | | | | | | | | | NA | | | | | | | |
| *Week 11: BMV | | | | | | | | | CB | | | | | | | |

Comments

Objective

2. Exemplify professional conduct through self-reflection, responsibility for learning, and goal setting. (1,5,7)*

| Clinical Experience | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
|--|--------|--------|--------|--------|--------|-----------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| Competencies: | | | | | | | | | | | | | | | | |
| a. Reflect on areas of strength** (Reflecting) | | | | | | N/A | S | NA | S | S | NA | | | | | |
| b. Reflect on areas for self-growth with a plan for improvement. ** (Reflecting) | | | | | | N/A | S | NA | S | S | NA | | | | | |
| c. Incorporate instructor feedback for improvement and growth (Reflecting). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| d. Follow the standards outlined in the FRMCSN policy, “Student Code of Conduct” (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding). | | | | | | N/A NI | S | NA | S | S | NA | | | | | |
| g. Comply with patient’s Bill of Rights (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| h. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding). | | | | | | N/A | S | NA | S | S | NA | | | | | |
| i. Actively engage in self-reflection. (Reflecting) | | | | | | N/A | S | NA | S | S | NA | | | | | |
| * | | | | | | CB | NS | CB | CB | NS | | | | | | |

* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**** Strength/weakness reflection (a,b): Must have different written example each week of clinical/lab. You must explain your plan for how you will improve. Example, “I am having a difficult time with obtaining a manual BP. I will get a BP cuff from Amy and practice**

manual BP's with at least three members of my family this week." Please ensure that you answer this section in-depth with your plan of action. Each week must be different.

Week 6(8f): Brittany, this competency was changed to a "NI" due to submitting the incorrect clinical tool. Remember when completing your clinical tool for the week, you will know you have the right tool when the prior week is completed by the faculty member or teaching assistant. If you ever have any questions, please reach out. CB

Week 7 Strength - A: My strength this week in clinical was being able to communicate effectively with the patient about her medical conditions. I think she felt more at ease after talking to me and I feel like that is part of our job when taking care of our patients. *That's great! Even though you were with her for a short period of time, taking the opportunity to listen and talk our patients goes a long way in their overall outlook. We are a listening ear and advocate for our patients, and its important that they feel they can open up and talk with us. This is all a part of patient-centered care to promote healing. Great strength to note! NS*

Week 7 Weakness B: My weakness this week was not being able to remember everything the first time around with my head-to-toe. I remembered when I forgot and went back in the room to ask the patient. Because of this I will practice the head-to-toe on my family members, so I am more comfortable with it. *Good reflection and plan for improvement! You will get more confident with each experience. Practice goes a long way in becoming proficient. Keep up the hard work! NS*

Week 9 Strength: My strength this week was being able to ensure safety for my patient due to him being a fall risk. I was able to maintain cleanliness and make sure his room was clutter free. I was able to put fall precautions signs in place, wristband on patient and maintain safety measures on the patient's bed. *Very good! As you discovered, your patient had significant safety risks as a result of the procedure he had done and his altered mental state. Unfortunately, proper precautions were not in place prior to you implementing them. Good job noticing various precautions were not initiated and implementing them to promote safety. Good thoughts! NS*

Week 9 Weakness: My weakness this week is my documentation. I know as time passes; I will become better with it. The part that I feel like I need improvement on is when I have a patient who I cannot assess certain areas on and going back into the chart and deciphering what needs documented and what doesn't. I know my knowledge will grow throughout, but I feel as learning and gaining knowledge throughout will help with documentation. I will make sure I will take my time documenting in lab each week to ensure that I get comfortable with certain areas of the EMR. I will also see if I can take a day or two to see if I can pop in lab to document on random things if possible. *As we discussed on clinical, some patients will require alterations in your assessment approach. We have to tailor our assessments based on the patient's ability to respond, move, etc. This can be challenging when the patient cannot answer subjective questions due to altered mental state. However, I feel this was a beneficial learning experience. Great plan for improvement! Keep up the hard work. NS*

* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Date | Care Map Top Nursing Priority | Evaluation & Instructor Initials | Remediation & Instructor Initials |
|------|-------------------------------|----------------------------------|-----------------------------------|
| | | * | * |

Note: Students are required to submit one satisfactory care map by 11/18/2024 at 0800. If the care map is not evaluated as satisfactory upon initial submission, the student may revise the care map based on instructor feedback/remediation and resubmit one time by 11/25/2024 at 0800 to receive a satisfactory evaluation. ***See Attached Nursing Care Map Grading Rubric**

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

| 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. State the goal for the top nursing priority. | Complete | | | Not complete | | |
| | 6. 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 | | |
| | 7. Identify all potential complications for the top nursing priority problem. | (lists at least 3) | (lists 2) | | (lists < 2) | | |
| | 8. Identify signs and symptoms to monitor for each complication. | (lists at least 3) | (lists 2) | | (lists < 2) | | |
| Responding | 9. List all nursing interventions relevant to the top nursing priority. | > 75% complete | 50-75% complete | < 50% complete | 0% complete | | |
| | 10. Interventions are prioritized | > 75% complete | 50-75% complete | < 50% complete | 0% complete | | |
| | 11. All interventions include a frequency | > 75% complete | 50-75% complete | < 50% complete | 0% complete | | |
| | 12. All interventions are individualized and realistic | > 75% complete | 50-75% complete | < 50% complete | 0% complete | | |

| Criteria | | 3 | 2 | 1 | 0 | Points Earned | Comments |
|------------|---|----------------|-----------------|----------------|--------------|---------------|----------|
| | 13. An appropriate rationale is included for each intervention | > 75% complete | 50-75% complete | < 50% complete | 0% complete | | |
| Reflecting | 14. List all of the highlighted reassessment findings for the top nursing priority. | >75% complete | 50-75% complete | <50% complete | 0% complete | | |
| | 15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> Continue plan of care Modify plan of care Terminate plan of care | Complete | | | Not complete | | |

Reference

An in-text citation and reference are required.
The care map will be graded “needs improvement” if missing either the in-text citation or reference, but not both.
The care map will be graded “unsatisfactory” if no in-text citation AND reference is included.

Total Possible Points= 45 points
45-35 points = Satisfactory
34-23 points = Needs Improvement*
< 23 points = Unsatisfactory*
***Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**

*****Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *****

Faculty/Teaching Assistant Comments:

Total Points:

Faculty/Teaching Assistant Initials:

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

| | | |
|---|--|---|
| <u>Simulation Evaluation</u> Performance Codes: S: Satisfactory U: Unsatisfactory | Simulation #1 (2,3,5,8) * | Simulation #2 (2,3,5,7,8) * |
| | Date: 11/5/2024 or 11/12/2024 | Date: 11/25/2024 or 11/26/2024 |
| Evaluation (See Simulation Rubric) | | |
| Faculty Initials | | |
| Remediation: Date/Evaluation/Initials | | |

* Course Objectives

EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Foundations – 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: _____