

EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Foundations – 2024

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Malone Phillips

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	S	NA	S	NA	
b. Identify cultural factors that influence healthcare (Noticing).									NA	S	NA	S	NA	S	NA	
c. Coordinate care based on respect for patient's preferences, values, and needs (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
Clinical Location: Patient age**						CB	CB	CB	CB	FB	FB	FB	FB	FB		
						3T, 83	N/A	N/A	NA	3T, 65	NA	3T, 79 & 70	NA	3T, 76, 52	NA	

Comments

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

Week 6(1c,d): Great job showing respect for your patient's needs, being compassionate and kind while delivering care. You also demonstrated the appropriate use of Maslow's hierarchy of needs during the head to toe assessment performed on your patient during this clinical experience, being able to recognize physiological needs of your patient when performing head to toe assessment. CB

Week 9 (1a,b)- Malone, you were able to identify any specific needs for your patient and implement appropriately. You recognized how their prognosis was affecting them in a spiritual and cultural manner, and provided support in a manner that was appropriate for the time and situation. Great job! FB

Week 11 (1c)- Nice job considering your patient's preferences while coordinating appropriate care to ensure positive patient outcomes. FB

Week 13 (1c)- Great job being respectful of patient's values and wishes while coordinating care for your patient during this clinical rotation. FB

* 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).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
b. Use correct technique for vital sign measurement (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
c. Conduct a fall/safety assessment and institute appropriate precautions (Responding).						N/A	N/A	N/A	NA	S	NA	S	NA	S	NA	
d. Conduct a skin risk assessment and institute appropriate precautions (Responding).									NA	S	NA	S	NA	S	NA	
e. Collect the nutritional data of assigned patient (Noticing).									NA	S	NA	S	NA	S	NA	
f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding).									NA	NA	NA	NA	NA	NA	NA	
g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).									NA	S	NA	S	NA	S	NA	
						CB	CB	CB	CB	FB	FB	FB	FB	FB		

Comments

Week 6(2a,b): Malone, you performed a systematic head to toe assessment and retrieved all vital signs within a timely manner. I changed competency “2c” to a “NA” because you did not perform a safety assessment during this clinical. CB

Week 9 (2a,c)- Great job with patient assessments during this clinical rotation. You provided very thorough and structured assessments. You were able to identify the appropriate focused assessment based on information gathered during the initial assessment. Great job identifying the fall risk for your assigned patient and ensuring all precautions were in place. Make sure to access all lab values and identify their relevance to your patient's status. There were several abnormal lab and urinalysis values on your assigned patient this week. You did discuss diagnostic/lab testing and patient status for your assigned patient providing nursing interventions and care needed on clinical and in your CDG. FB

Week 11 (2a,c,d)- You did a great job performing all assessments. You also demonstrated the ability to gather information from assessments performed to determine a priority problem for your assigned patient. After determining the priority problem, you implemented all necessary interventions. FB

Week 13 (2a,c,d)- You did a great job performing appropriate assessments. You provided pertinent information from assessments, labs, and diagnostic testing to determine a priority problem for your assigned patient. Associated interventions were implemented that were relevant to the priority problem based off of information gathered. (2g) Great job interpreting the lab data and diagnostic procedures that provides substantial information for the priority problem. Keep up the good work! FB

*** 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:									S							
a. Receive report at beginning of shift from assigned nurse (Noticing).						S	N/A	N/A	S	NA	S	NA	S	NA		
b. Hand off (report) pertinent, current information to the next provider of care (Responding).						N/A	N/A	N/A	NA	S	NA	S	NA	S	NA	
c. Use appropriate medical terminology in verbal and written communication (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
d. Report promptly and accurately any change in the status of the patient (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
e. Communicate effectively with patients and families (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
f. Participate as an accountable health care team member in the provision of patient centered care (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
						CB	CB	CB	CB	FB	FB	FB	FB	FB		

Comments

Week 6(3a,c,d,e): Great job receiving hand off report on your patient. Good job using medical terminology while communicating with your patient, reporting abnormal findings, and communicating effectively with your staff RN. CB

Week 9 (3a,b)- Great job receiving and asking for pertinent information during shift report. Appropriate medical terminology was used during all communications provided. Good job communicating appropriately to staff RN and other health care disciplines when necessary. FB

Week 11 (3e)- Great job communicating with your patient this week. Communication comes in many forms and building a trusting relationship is very important to a successful plan of care. FB

Week 13 (3d,e)- You have demonstrated the ability to respond appropriately to any changes that may occur with your assigned patient. Reporting changes from assessments, vital signs, or symptoms has been prompt and to the appropriate reporting structure. You have also displayed the ability to communicate appropriately with patients and their families. Great Job! FB

* 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).						S	N/A	N/A	S		NA	S	NA	S	NA	
b. Document the patient response to nursing care provided (Responding).						S	N/A	N/A	S		NA	S	NA	S	NA	
c. Access medical information of assigned patient in Electronic Medical Record (Responding).		S				S	N/A	N/A	S		NA	S	NA	S	NA	
d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).		S							S		NA	S	NA	S	NA	
e. Provide basic patient education with accurate electronic documentation (Responding).									NA	S	NA	S	NA	S	NA	
f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection).						S	N/A	N/A	S		NA	S	NA	S	NA	
*Week 2 –Meditech		CB				CB	CB	CB	CB	FB	FB	FB	FB	FB		

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 6(4a,b,c,f): Satisfactory job with documentation of the head to toe assessment and vital signs of your patient. Make sure to note any areas you may have forgot to assess, so that assessments and documentation are thorough and accurate. You did a good job utilizing Meditech for documentation and to look up patient information. You completed your first cdg, meeting all requirements per the grading rubric, excellent job! CB

Week 9 (4 a,b,c) Great job with head to toe assessment, vital signs, and focused assessment. You documented thoroughly and in a timely manner. Nice job accessing pertinent information and additional information within the electronic medical record. You were able to identify and gather important information regarding your patient's problems and testing to provide an accurate plan of care, nice job! (4f)- CDG was appropriately posted following the CDG rubric, on time, and in a substantive manner. Your response to a peer also followed all the CDG rubric guidelines. Keep up the great work. FB

Week 11 (4 a,b)- Great job with documentation this week with minimal editing needed. (4c)- You were able to access the medical record, gather pertinent information and interpret data. (4f)- Your discussion post was complete and thorough providing supporting data for the priority problem. You also completed a substantial comment to one of your peers. FB

Week 13 (4a,b)- You are progressively showing improvement with documentation. Documentation has been thorough and accurate with minimal editing required. (4c) You have displayed the ability to access the electronic health record and gather all relevant information. (4f) Your initial CDG post was within the guidelines provided within the CDG rubric, nice job! FB

* 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).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
b. Apply the principles of asepsis and standard/infection control precautions (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding).									NA	NA	NA	NA	NA	S	NA	
d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
e. Organize time providing patient care efficiently and safely (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
f. Manages hygiene needs of assigned patient (Responding).									NA	S	NA	S	NA	S	NA	
g. Demonstrate appropriate skill with wound care (Responding).									NA		NA	NA	NA	S	NA	
h. Document the location of fire pull stations and fire extinguishers. ** (Interpreting).						S	N/A	N/A	S							

						CB	CB	CB	CB	FB	FB	FB	FB	FB		
--	--	--	--	--	--	----	----	----	----	----	----	----	----	----	--	--

Comments

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

The location of the pull station and fire extinguisher were on the wall in hallway near room 3001. CB

Week 6(5a,b): Great job utilizing correct body mechanics and raising the bed while performing an assessment. You did a great job ensuring that you foamed in/out when entering/exiting patients' rooms. CB

Week 9 (5 d,e)- Nice job with the management of the care you provided to your assigned patient. You organize your time appropriately to provide safe, efficient care while making sure to provide care that contributes to positive patient outcomes. FB

Week 11 (5e) Great job managing time effectively to provide all necessary care for your patient and getting the patient. (5f) Great job offering and/or encouraging hygiene care for your assigned patients. FB

Week 13 (5 c,d,e)-Awesome job with a foley catheter insertion on a female patient with difficult anatomy. You followed all steps of sterile technique and appropriate steps of insertion. You have demonstrated great management of care for your assigned patient making sure all pertinent interventions were completed. You organize your time appropriately to provide safe, efficient care to ensure positive patient outcomes. (5f)- Try to encourage hygiene care to patients, this is very important to not only make the patient feel better, but also for infection control. FB

* 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	S	NA	S	S	
									CB	FB	FB	FB	FB	FB		

Comments

Week 9 (6a)- Great job providing patient centered care to your assigned patient during this clinical rotation. FB

Week 11 (6a)- Great job utilizing clinical judgement while providing care to your patient during this clinical rotation. FB

Week 13 (6a)- Great job using clinical judgment and critical thinking with the administration of medication during this clinical orientation. FB

* 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:									NA							
a. Identify the action, rationale, dosage, side effects and the nursing implications of medications (Interpreting).									NA				NA	S	NA	
b. Recognize patient drug allergies (Interpreting).									NA				NA	S	NA	
c. Practice the 6 rights and 3 checks prior to medication administration (Responding).									NA				NA	S	NA	
d. Administer oral, intra-muscular, subcutaneous, and intradermal medications using correct techniques (Responding).									NA				NA	S	NA	
e. Review the patient record for time of last dose before giving PRN medication (Interpreting).									NA				NA	S	NA	
f. Assess the patient response to PRN medications (Responding).									NA				NA	S	NA	
g. Demonstrate medication administration documentation appropriately using BMV (Responding).									NA			S	NA	S	NA	
*Week 11: BMV									CB			FB	FB	FB		

Comments

Week 11 (7g) - You are satisfactory for this competency by attending the Bedside Medication Verification (BMV) clinical orientation, actively listening, observing, and discussing accurate medication documentation and safe administration with the use of the BMV scanner. NS/CB

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)						S	N/A	N/A	S	S	NA	S	NA	S	NA	
b. Reflect on areas for self-growth with a plan for improvement. ** (Reflecting)						S	N/A	N/A	S	S	NA	S	NA	S	NA	
c. Incorporate instructor feedback for improvement and growth (Reflecting).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
d. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct" (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
g. Comply with patient's Bill of Rights (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
h. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding).						S	N/A	N/A	S	S	NA	S	NA	S	NA	
i. Actively engage in self-reflection. (Reflecting)						S	N/A	N/A	S	S	NA	S	NA	S	NA	
*						CB	CB	CB	CB	FB	FB	FB	FB	FB		

Week 13 (7a)-Great job identifying the action, classification, rationale, and side effects of each medication administered during this clinical rotation. (7c,d)-You demonstrated the use of the seven rights of medication administration and correctly administered oral medications to your assigned patient. (7g) You demonstrated appropriate use of the barcode medication verification system for patient identification and administration of medications was saved. Keep up the great work! FB

* 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:

A. My area of strength in this clinical was my ability to communicate effectively with my patient to ensure that they are knowledgeable with the care they are receiving. It is important that I am verbally explaining the procedures that I am going to be performing for their wellbeing and comfort. *Malone, you had excellent communication with your patient and that is very important to ensure patient safety. CB*

B. In our week six clinical, I had trouble palpating the radial and brachial pulses on my patient. I successfully used a doppler on the dorsalis pedis and posterior tibial pulses, which were found to be weaker. To improve, I am going to assess and measure the pulses on all my family members repeatedly to prepare for my next clinical until I can perform the skill more confidently. *Great plan to increase your confidence and ability to find pulses on your patient's in the future. With practice and more experience, it will be routine and you will find them in no time. CB*

Week 6(8d,f,h): Excellent job following the student code of conduct, exhibiting professionalism while in the clinical setting, and ensuring that patient privacy was respected. CB

Week 9:

A. My area of strength in this clinical was my ability to have great teamwork and willingness to help other students with providing care for their patient. The patient whom I was assigned to was able to move freely around the room as desired and independently took care of themselves, so they did not need as much assistance with tasks. This gave me more spare time to help other students. I took this opportunity to gain more experience, dexterity, and become more competent in nursing skills I have been checked off on in lab. *Great job, nursing is definitely a collaborative career, working together is always beneficial. FB*

B. In my week nine clinical, I struggled to hear the heart and lung sounds on my patient. I asked for the assistance of an instructor, so I could have clarification in what I need to improve on in the process. Leading up to my next clinical, I am going to practice listening to heart and lung sounds on my family members five times or more until I feel confident in my skills. *Great idea, practice will assist with improvement. You might also find some heart and lung sounds on YouTube, this might help you identify abnormal sounds. FB*

Week 11:

A. My area of strength in this week's clinical was effectively listening to the lung and heart sounds on my patients. On Wednesday, I successfully heard wheezing in my patient's left anterior/posterior upper lobe. I also heard a heart murmur in my patient. These were great accomplishments for me as I have struggled to hear these sounds in past clinical experiences. I have improved since my last clinical, in which I reflected on my areas of self-growth for improvement in that skill. *Great job with assessment findings during this clinical rotation. It is great to see you grow and apply what you have learned to the care delivered at the bedside. FB*

B. In this week's clinical, I struggled to fully grasp and understand the medical history and diagnosis of my patient. My patient was admitted for acute chest pain which revealed other factors that I would have liked to do more research on. In the upcoming clinical experiences, I am going to prioritize my free time in looking up definitions in my Skyscape app and continue to expand my knowledge of diseases, risk factors, and types of procedures that my patient has experienced. By having a better understanding of my patient's history, that will help me to provide even better patient care. *Great idea, the need to research about disease processes will be ongoing throughout your nursing career. Understanding the pathophysiology of these disease processes will help you determine nursing interventions to ensure positive patient outcomes. FB*

Week 13:

- A. My area of strength in this week's clinical was being open to new experiences and having the willingness to perform nursing skills that I have not done already in my clinical experiences this semester. The first day of clinical, I was able to pass medications and perform medication administration for the first time. On day two of clinical, I was given the opportunity to insert a foley catheter on a female patient who was retaining their urine. Although I was nervous to perform this skill, I knew that I needed to put myself in uncomfortable situations that are brand new to me and allow myself to grow from those experiences. I observed the removal of a nasogastric tube as well. I was assigned to a patient who was undergoing extreme respiratory depression which was a great learning opportunity. Through using Skyscape and utilizing my patient's chart, I learned that they received two medications that cause adverse reactions when administered together which caused the impaired gas exchange. I am so grateful for the exposure I received during this week's clinical! **Malone, you have grown in knowledge so much during the semester and will be a great asset to the nursing profession! FB**
- B. In this week's clinical experience, I slightly struggled with recalling the steps of inserting a foley catheter before going into the patient's room. It might have been due to nerves of performing a new skill, but when walking into the patient's room I had think deeply what my next step would be. Thankfully, the nurse and patient that I was working with were calm, understanding, and knew that it was my first time. To improve for next semesters clinicals, I will look over and study the red skills folder until I can effectively perform the skill without error. **It is natural to be nervous the first time doing a skill on a real patient. It is quite different than the manikins. Going over the skills checklists will assist in remembering the steps to all the skills you learned this semester. You are doing an awesome job on clinical, keep up the great work. FB**

* 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: - 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)	S	
Faculty Initials	FB	
Remediation: Date/Evaluation/Initials	NA	

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

Student Roles: A=Assessment Nurse; M=Medication Nurse; O=Observer

STUDENT NAME(S) AND ROLE(S): Malone Phillips (O), Abigail McNulty (A), Saige Ruffing (M), Cathryn Palagyi (O)

GROUP #: 2

SCENARIO: NF #1

OBSERVATION DATE/TIME(S): 11/5/2024 1130-1230

CLINICAL JUDGMENT COMPONENTS	Observation Notes
NOTICING: (1,2,4,6,7) *	
• Focused Observation: E A D B	<u>Focused observation</u> Focused observation on safety when entering the room
• Recognizing Deviations from Expected Patterns: E A D B	Focused observation on patient’s vital signs when entering the room.
• Information Seeking: E A D B	Focused observation on patient’s persistent cough. Focused observation on respiratory status.
	<u>Recognizing deviations from expected patterns</u> Noticed BP 131/75, HR 82, temp 99.2, RR 20, Spo2 of 91% Noticed patient’s persistent cough Did not notice tissues with sputum initially. Noticed crackles upon auscultation. Did not notice reddened heels initially. When prompted, performed focused assessment and noticed redness.
	<u>Information seeking</u> Confirmed name and DOB, compared with wristband Sought information related to mental status (orientation questions). Sought information related to pain (0/10) Sought additional information related to cough– sputum production, color, consistency, etc. Sought additional information related to GI assessment (nausea, vomiting, stool characteristics) Confirmed name and DOB prior to medication administration (compared with wrist band).

	Asked patient how she takes her medications.			
INTERPRETING: (1,2,4,6,7) * • Prioritizing Data: E A D B • Making Sense of Data: E A D B	<u>Prioritizing Data</u> Prioritized vital sign assessment first. Prioritized focused assessment on patient’s persistent cough and shortness of breath. Did not prioritize oxygen administration when first noticed low Spo2. Medication nurse applied oxygen with medication administration after assessment was completed. <u>Making Sense of Data</u> Interpreted low Spo2 accurately. Did not prioritize Spo2 below 93% initially (not making sense of providers order to maintain >93%). (Discussed in debriefing). Interpreted crackles in the lungs related to pneumonia diagnosis. Medication nurse prioritized oxygen administration. Made sense of physician order to maintain >93%. Oxygen initiated per nasal cannula at 2L. Made sense of guaifenesin order for persistent cough. Did not make full sense of atorvastatin (stated it is given for chest pain).			
RESPONDING: (1,2,3,4,5,6,7) * • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B	<u>Calm, confident manner</u> Demonstrated confidence in nursing actions and communication with patient and team member. Answered patient’s questions appropriately. Good teamwork, collaboration, and communication between assessment and medication nurse. <u>Clear communication</u> Introduced self, role, and interventions to be performed when entering the room Good job communicating vital sign results to the patient. Good communication with the patient throughout. Educated patient on pressure to heels and implemented pillow to relieve pressure.			

	Good teamwork, collaboration, and communication between assessment and medication nurse. Educated patient on medications to be administered. Education provided to not chew medications. <u>Well-planned intervention/flexibility</u> Focused assessment performed on patient's cough Applied nasal cannula as ordered by physician to maintain Spo2 >93%. Focused re-assessment performed on the respiratory system. Noticed Spo2 at 94% on 2L. Elevated HOB when shortness of breath was noticed. Educated patient on pressure to heels and implemented pillow to relieve pressure. Educated patient on medications to be administered. Education provided to not chew medications. Used BMV scanner for patient safety. Assessment nurse returned to perform a focused respiratory assessment after interventions performed. <u>Being skillful</u> Neuro assessment performed (orientation, numbness, tingling, etc). Good HEENT assessment performed accurately. Assessed skin turgor Good integumentary assessment (temperature, moisture, edema, etc). Good pulse assessment, compared bilaterally. ROM assessed in all extremities. Good heart and lung sound assessment in all appropriate locations. Good GI assessment (Looked, listened, felt). Asked about last BM – sought additional information. Good GU assessment Assessed extremity strength (push/pull). Safety assessment performed.
--	---

	7 rights of medication administration observed and confirmed with team member. Performed 3 safety checks. Remember to look up side effects when administering medications.
REFLECTING: (1,2,4,5,6,8) * - Evaluation/Self-Analysis: E A D B - Commitment to Improvement: E A D B	Observers did a great job actively paying attention to detail throughout scenario. Constructive feedback was provided during debriefing. Observers provided good insight on safe medication administration, including the rights of medication administration. Observers also praised students for initiating O2 via nasal cannula for low Spo2 per orders while also discussing the need for prompt intervention. Constructive feedback was provided related to areas for improvement. Good discussion and support amongst those performing in the scenario and the observers. Everyone participated well in debriefing. Each member of the team reflected on the experience and asked appropriate questions. Members of the team noticed areas for improvement and discussed ways to make improvements in the future. The assessment nurse and medication nurse demonstrated collaborative communication between the team members and the patient.
SUMMARY COMMENTS: * = Course Objectives Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric. E= Exemplary A= Accomplished D= Developing B= Beginning Scenario Objectives: - Demonstrate collaborative communication with patients and healthcare team members (1,3,8) * - Execute accurate and complete head to toe assessment (1,5,6,8) * - Select and administer prescribed oral medications following the six rights (1,4,5,7) * - Identify and provide accurate patient education (1,2,3,4,5,7) *	Lasater Clinical Judgement Rubric Comments: Noticing: Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs. Identifies obvious patterns and deviations, missing some important information. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads. Interpreting: Makes an effort to prioritize data and focus on the most important, but also attends to less relevant or useful data. In simple, common, or familiar situations, is able to compare the patient’s data patterns with those known and to develop or explain intervention plans. Responding: 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. Develops interventions on the basis of relevant patient data. Displays proficiency in the use of most nursing skills; could improve speed or accuracy. Reflecting: 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. Satisfactory completion of NF simulation #1.

*Course Objectives <u>Skills Lab</u> <u>Competency Evaluation</u> Performance Codes: S: Satisfactory U:Unsatisfactory		Lab Skills									
	Week 1 (4)*	Week 2 (2,3,5,8)*	Week 3 (2,3,4,5,8)*	Week 4 (2,3,4,5,8)*	Week 5 (2,3,4,5,8)*	Week 6 (1,2,3,4,5,8)*	Week 7 (2,3,4,5,8)*	Week 8 (2,3,4,5,8)*	Week 9 (2,3,4,5,8)*	Week 10 (2,3,4,5,6,8)*	Week 11 (2,5,7)*
	Date: 8/19/2024	Date: 8/27/2024	Date: 9/6/2024	Date: 9/11/2024	Date: 9/18,19/ 2024	Date: 9/25/2024	Date: 10/2/2024	Date: 10/8/2024 & 10/7/2024	Date: 10/14/2024	Date: 10/24/2024	Date: 10/29/2024
Evaluation:	S	S	S	S	S	S	S	S	S	S	S
Faculty Initials	HS	HS	HS	AR	AR	AR	NS	NS/CB	AR	AR	AR
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Student Name: Malone Phillips

Comments:

Week 1 (Technology Lab): During this lab you were able to satisfactorily navigate:

- Edvance360 Learning Management System.
- Skyscape Resource System.
- Assessment Technologies Institute (ATI) / Virtual Simulation (vSim) Systems.
- Guided tour of library and computer lab. HS

Week 2 (Hand Hygiene; Vital Signs; PPE): During lab this week you were able to satisfactorily demonstrate:

- Appropriate hand hygiene utilizing hand sanitizer and soap/water.
- Accurate verbalization of procedure for donning & doffing PPE.

Appropriate level of skill during guided practice with measurement of radial and brachial pulses, along with manual blood pressure. Vital signs skills will be observed 1:1 with faculty during Week 3. Keep up the good work! HS

Week 3 (Vital Signs): Awesome work in the lab this week! You satisfactorily completed the vital sign check off during 1:1 observation, including oral temperature, radial pulse, respiratory rate, pulse oximetry, and blood pressure measurement. During the blood pressure measurement, you accurately obtained both blood pressure results on the Vital Sim manikin for a satisfactory evaluation. The first blood pressure measurement was set at 158/80, and you identified it as 158/80, great job. The second measurement was set at 112/70 and you interpreted it as 112/68, which was within the desired range. You were able to verbally discuss the following measurements: axillary and rectal temperature along with orthostatic vital sign assessments. You did not require any prompts throughout the whole checkoff, great work! You provided accurate detail in your communication with the “patient”. Your documentation was 100% accurate. Keep up the great work!! HS

Week 4 (Assessment):

Satisfactory with head to toe assessment guided practice, hand-off report activity, Lexicomp/Intranet navigation activity, and the assessment/safety activity utilizing your clinical judgment skills. Great job! You will be observed 1:1 for Head to Toe Assessment competency during Week 5. AR

Week 5 (Assessment; Mobility):

Excellent job in lab this week! You have satisfactorily performed a basic head to toe assessment in the skills lab. Your approach was systematic, thorough, and overall very well done. You paid close attention to detail, provided a thorough pain assessment and were clearly well-prepared. You did not require any prompts throughout your assessment, nice work! You demonstrated excellent, professional and informative communication. You were able to correctly identify the lung sounds as crackles and bowel sounds as hyperactive. Job well done!

Feedback on documentation this week: With this being the first time that you fully documented these interventions, you did a great job paying close attention to detail!

Overall you did an excellent job!

- **Pain-** Documentation was complete and accurate.
- **Vital signs-** Documentation was complete and accurate.
- **Safety-** Documentation was complete and accurate.
- **Physical reassessment-** Documentation was complete and accurate.

Mobility Lab 9/19/2024: Satisfactory completion of mobility lab through demonstration of the following: Logrolling/turning a patient, lifting a patient in bed, repositioning from lying to sitting, repositioning from sitting to standing, stand/pivot transfer from a bed to a chair, ambulating with a walker, ambulating with crutches, ambulating with a cane, use of a gait belt, and safe use of a wheelchair. Proper body mechanics were utilized to promote safety for the health care worker and the patient. Great job with active participation throughout the duration of the lab. AR

Week 6 (Personal Hygiene Skills):

Satisfactory with patient hygiene, making an occupied bed, shaving, oral care, hearing aid care, application of ace wraps, TED Hose/SCD's, and clinical readiness scenario during guided practice. Completed Meditech documentation for Hygiene and Ted Hose. Keep up the great work! AR

Week 7 (NG Skills: Insertion, Irrigation, and Removal; Feedings):

Nice job this week in the skills lab demonstrating competence for Nasogastric Tube Insertion, Irrigation, and Removal through 1:1 observation. You did not require any prompts throughout the entire process. It was evident that you were very well-prepared and you ensured that you understood the entire process. Very impressive! You were able to verbalize understanding of the difference between irrigation and flushing and aspiration precautions. You were able to practice administering intermittent tube feeding using the gravity method while also confirming tube placement with gastric residual. Additionally, you participated in the PO intake station for accurate calculation of carbohydrate intake, accurately measured gastric output through the NG tube, practiced assisting a visually impaired patient with their meal, and completed the assigned documentation in Meditech. Keep up the hard work! NS

Week 8 (Foley Skills: Insertion, Removal; Sterile Gloves; I&O, Documentation Lab):

You did a great job in the lab this week and were satisfactory with the following skills: Sterile Glove Application, Foley Catheter Insertion (female), and Foley Catheter Removal. You did not require any prompts throughout the procedure, nice work! You maintained the sterile field throughout the Foley insertion, and did not contaminate the catheter or your gloves at any point. You correctly verbalized the differences in catheter insertion for a male patient. You also actively participated in the Intake and Output stations, and completed Meditech documentation related to Urinary Catheter Management and Intake & Output. Keep up the great work! NS

Documentation Lab – You have satisfactorily completed the documentation lab by actively participating in Meditech documentation related to vital signs, physical re-assessment, safety and falls, pain assessment, patient rounds, TED hose/SCD/Ace wrap, feeding method, Intake and Output, urinary catheter management, and writing a nurse note. You utilized your time wisely, asked appropriate questions, and gained experience with each intervention listed in preparation for clinical. Great job! CB

Week 9 (Dressing Change: Dry Sterile, Damp to Dry Packed, Stoma Skills):

You have demonstrated competence in the skill of wound assessment and wound care through guided observation of Dry Sterile Dressing and 1:1 observation of Damp to Dry Packed Wound Dressing Change. During the Damp to Dry Packed Wound Dressing Change, you did require one prompt related to assessing for tunneling/undermining. You initiated/maintained the “clean” field and followed aseptic technique throughout. As a reminder for the future, always open the cotton-tipped applicator package when preparing the other supplies. Your communication with the patient was excellent. Documentation was completed related to wound care and patient rounds in the Meditech system. Additionally, you participated in the stoma care station to gain additional knowledge and skills. Clinical scenario questions were presented to the group with active participation from all students. Great job this week! AR

Week 10 (Safety; Infection Control; Prioritization; Weight; Pressure Ulcer Prevention; Soft Restraints; Doppler BP):

Satisfactory participation with the following stations: Prioritization, Patient Weight, Restraints, Doppler BP, Meditech documentation, and Patient Scenario involving Safety, Infection Control, and Pressure Ulcer Prevention. Keep up the hard work! AR

Week 11 (Medication Lab):

Satisfactory participation and performance of the following skills in the medication lab: Oral, IM, SQ, and ID medication administration; performance of IM injection on fellow student; performance of SQ & ID injection on practice sponge; use of and drawing medication out of ampule and vial; communication/accountability activity with awareness of allergies & dosage calculation. AR

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: _____