

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Maternal Child Nursing – 2024**

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

**Student:** Ava Lawson

**Final Grade:** **Satisfactory**

**Semester:** Fall

**Date of Completion:** 11/26/2024

**Faculty:** Kelly Ammanniti, MSN, RN, CHSE; Monica Dunbar DNP, RN;  
 CNE; Rachel Haynes MSN, RN, Brian Seitz, MSN, RN

**Faculty eSignature:** Rachel Haynes  
RN, MSN

**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:**

- Care Maps
- Patient/Family Education
- Preparedness for Clinical/Clinical Performance
- Online Clinical Discussion Groups
- Administration of Medications
- Nursing Skills Completion of Clinical Performance Tool
- Written Reports of Clinical Experiences
- Documentation
- Conferences with the Faculty
- Lasater Clinical Judgment Rubric
- vSim
- Simulation Scenarios

Absence: (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make-up (/Date/Time)

Faculty’s Name	Initials
Kelly Ammanniti	KA
Monica Dunbar	MD
Rachel Haynes	RH
Brian Seitz	BS

7/18/24 KA

## PERFORMANCE CODE

### SATISFACTORY CLINICAL PERFORMANCE

**Satisfactory (S):** Safe; accurate each time, efficient, coordinated; confident, focuses on the patient; some expenditure of excess energy; within a reasonable time period; appropriate affective behavior; occasional supporting cues; minimal faculty feedback related to written clinical work.

### UNSATISFACTORY CLINICAL PERFORMANCE

**Needs Improvement (NI):** Safe; accurate each time; skillful in parts of behavior; focuses more on the skill and self rather than the patient; inefficient, uncoordinated, anxious, worried, flustered at times; expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues; faculty feedback required in several areas of clinical written work.

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

### OTHER

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

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

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SATISFACTORY CARE MAPS		
Date	Priority Nursing Problem/Diagnosis	Faculty's Initials
9/27/24	Neonatal Abstinence Syndrome	RH

<b>Objective</b>																		
1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Mid term	8	9	10	11	12	13	14	15	Makeup	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
<b>Competencies:</b>		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
a. Provide care utilizing techniques and diversions appropriate to the patient's level of development.		NA	NA	S	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
b. Provide care using developmentally appropriate communication.		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
c. Provide care utilizing systematic and developmentally appropriate assessment techniques.		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
d. Describe safety measures for various stages of development. (i.e. monitoring fall risks, restraints, and DVT assessment)		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
e. Identify stage of growth and development (Erikson's Stages)(List Below and explain reason for choice)*		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
<b>Clinical Location Age of patient</b>		None	Lactation	hearing & vision	NONE	Firelands OB	BG Club	MIDTERM	St Marys	FTMC ER	Fisher OB	NONE	NONE	NONE	NONE	NONE	NONE	FINAL
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

**Comments:**

1e: The stage of growth and development is infancy because the patients are newborn babies who are only a few hours/days old. This should be trust v. mistrust due to the age being infancy. This week it is okay, but be sure to put the conflict they are facing in their growth and development stage. RH

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

Week 3: I changed 1a and 1c to “S” due to you addressing these topics in your CDG this week. You explained how the baby was not properly latching to mom and how mom had tried multiple times but was not successful. After some assessment of mom, you were able to provide some education to her about breastfeeding versus pumping and bottle feeding. RH

Week 4 1e: The stage of growth for the kids in this clinical would be adolescents or identity vs role confusion. This is because the kids that I dealt with were in high school, ages 14-18. Good job! RH

Week 4 – 1a, b, & c – You did a great job utilizing the techniques your learning through your training to complete hearing and vision screenings on the high school students this week. You asked appropriate questions and communicated with the students utilizing your knowledge in growth and development. KA

Week 6: The stage of growth for these infants would be trust v. mistrust because they are newborns. RH

Week 6: 1b, c, d- You used great communication with your patient while doing an assessment. You were calm and answered all questions that she asked you. You were able to identify the correct newborn assessment pieces while the RN assessed the infant. RH

Week 7 1e: The stage of growth for these kids would be industry vs inferiority because most of the kids were between the ages of 6-11 or school aged. RH

Week 7- 1b- Nice job adjusting your communication techniques to provide developmentally appropriate communication to the various age groups at the Boys and Girls Club. 1e- You were able to discuss some of the differences you noticed while working with children of various ages at the Boys and Girls Club. BS

Week 8 1e: The stage of growth for these kids at St Mary’s would be industry vs inferiority because most of the kids were between the ages of 6-11 or school aged. RH

Week 8 – 1a & 1b – You did a wonderful job working with the elementary children while on clinical at St. Mary’s Catholic School. You provided developmentally appropriate communication and adjusted your presentation to meet the needs of both the children K through 2<sup>nd</sup> and 3<sup>rd</sup> through 5<sup>th</sup>. Terrific job! RH

Week 9 1e: The stage of growth and development for my adult patients in the ER would be integrity vs despair because they were all over the age of 65. RH

Week 10 1e: The stage of growth and development would be trust vs mistrust due to the baby being a newborn. RH

FTMC OB Objective 1 B, C, D-This week you did an awesome job with providing developmentally appropriate care, appropriate assessment techniques, and developing safety measures to support your patient. MD

<b>Objective</b>																		
1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
<b>Competencies:</b>																		
f. Describe psychological changes in response to the expectant mother's pregnancy. <b>Maternal</b>		NA	NA	NA	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
g. Discuss prenatal influences on the pregnancy. <b>Maternal</b>		NA	NA	NA	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
h. Identify the stage and progression of a woman in labor. <b>Maternal</b>		NA	NA	NA	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
i. Discuss family bonding and phases of the puerperium. <b>Maternal</b>		NA	NA	NA	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
j. Identify various resources available for children and the childbearing family.		NA	S	NA	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
k. Value patient's perspective, diversity, age and cultural factors that influence their behaviors.		NA	S	NA S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
l. Respect the centrality of the patient/family as core members of the health team.		NA	S	NA S	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

Comments:

Week 3: great job supplying resources on pumping and using bottles for breastmilk as well as providing resources on various positions to try to assist babe with latching to mom. RH

Week 4 – 1k – You did a nice job discussing with the school nurse about cultural beliefs of the school system you performed hearing and vision screening in. She discussed the emphasis of community and you were able to observe different aspects of the school that supported this culture. KA

Week 6: 1j- we discussed multiple resources that were available to new mothers while at firelands throughout our day. RH

FTMC OB Objective 1-This objective was met utilizing conversation and working with the postpartum mom and newborn. Great job! MD

Objective																		
2. Integrate principles of decision-making in utilizing evidenced-based practice in the nursing process in providing care for the childbearing family and children encompassing cultural sensitivity and diversity. (1,2,3,4,5)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
a. Engage in discussions of evidenced-based nursing practice.		NA	S	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
b. Perform nursing measures safely using Standard precautions.		NA	NA S	S	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
c. Perform nursing care in an organized manner recognizing the need for assistance.		NA	NA	NA S	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
d. Practice/observe safe medication administration.		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
e. Calculate pediatric and adult drug dosages correctly and determine appropriateness of the dose.		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
f. Utilize information obtained from patients/families as a basis for decision-making.		NA	NA S	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
g. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting) (List Below)*		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

**Comments:**

2g: Some social determinants of health for patients seeing an LC would be if they do not have transportation to their follow up appointments then they will not get a follow up lactation appointment. Also if they do not have the money for breastfeeding supplies then it may alter their supply or ability to feed their baby. Some cultural elements may also affect their breastfeeding journey such as different things they have to do or eat after birth. Many people see breastfeeding as “free” but it can become costly. Most health insurance companies will provide a pump at low cost or for free to a mother, however, that does not include the bags or containers to put the milk in. Some mothers must go on special diets because babe has a sensitive stomach, and these foods can be more expensive as well. Great thought process! RH

Week 3: I changed 2b and 2f to “S” due to you using standard precautions with interactions with the patients (hand sanitizer before and after interaction, gloves, etc) and because you were able to use information from the mother to assist with the plan of care and/or educational topics provided to her. RH

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

Week 4 2g: Some social determinants of health for this week would be that students from lower-income families might lack access to regular eye and hearing exams, as well as the necessary treatments or corrective devices. The stability of a family's economic situation can impact their ability to afford healthcare services, including hearing and vision care. Proximity to healthcare facilities and the availability of transportation can impact regular visits for hearing and vision check-ups. Strong support from family, friends, and school communities can encourage students to seek and adhere to necessary treatments but some students might not have a good support system at home. **Good observations. RH**

**Week 4 – 2c – You were organized throughout the screening and assisted others quickly and efficiently when needed. You helped answer each other's questions and worked as a cohesive unit. Nice job! KA**

Week 6 2g: Some social determinants of health for any new family welcoming a new baby would be economic stability. Financial resources affect access to healthcare, baby supplies, and nutritious food for the mom and baby. Job security can impact parental stress levels and care quality. Education also plays a factor on the care of their new baby as it influences understanding of infant care, developmental needs, and available resources. Parents with higher education may be more informed about healthcare options. Mental Health can also affect new families. Maternal mental health issues, like postpartum depression, can be exacerbated by SDOH, affecting bonding and caregiving. **Good observations! RH**

**Week 6: 2b- you used standard precautions when caring for mother and baby. RH**

**Week 6: 2d, e- you performed medication administration with correct technique and performed all your checks. RH**

Week 7 2g: Two main social determinants of health that can affect the children at the Boys and Girls Club are socioeconomic status and access to healthcare. Children from lower socioeconomic backgrounds may face challenges like limited access to nutritious food and safe recreational spaces, which can impact their physical and mental health. This may lead to higher stress levels and lower overall well-being, affecting their development. Access to healthcare is a crucial social determinant for children at the Boys and Girls Club. Limited access can lead to untreated health issues, such as chronic conditions or mental health challenges, which can impact their daily functioning and academic performance. Additionally, when children can't access preventive care, they may miss important vaccinations and health screenings, increasing their vulnerability to illness. **RH**

**Week 7- 2g- You did a nice job discussing two social determinants of health that could affect the children at the Boys and Girls Club. BS**

Week 8 2g: Two social determinants of health for school aged children regarding healthcare would be economic stability. Family income and employment status can affect access to healthcare, nutritious food, and safe housing. Poverty can limit resources for preventive care and health education. Education is another factor because parental education levels impact health literacy and the ability to navigate the healthcare system. Schools with adequate resources can provide better health education and support services. Healthcare access and quality can affect the level of care these children might receive. **Good job RH**

**Week 8 – 2g – You worked with the children at St. Mary's Catholic School and observed different cultural and social aspects that could impact their overall health and well-being. You provided education to meet the needs of this population to positively impact their health. RH**

Week 9 2g: Two social determinants of health for my patients in the ER would be access to healthcare. The patient I cared for waited two days before seeking care, which may indicate barriers to accessing timely medical attention. Factors such as lack of transportation, difficulty in navigating the healthcare system, or financial constraints can prevent older adults from seeking help promptly. Social support systems could also be an issue for him. The patient's decision to "wait it out" could reflect a lack of social support or resources at home. Older adults who live alone or have limited family and community support may be less likely to seek help, leading to delayed treatment and worsening health conditions. **This could also be due to lack of education on what could be wrong. If the patient had chest pain for two days but was not aware that chest pain is a sign of a heart attack, that would be lack of knowledge. RH**

Week 10 2g: My patient this week was positive for THC on admission so there are many social determinants of health for her considering this. Maternal education can influence health literacy, understanding of prenatal care, and awareness of substance use risks. The presence or absence of family and community support can impact

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

maternal mental health and decision-making. Availability of resources for addressing substance use disorders, including counseling and rehabilitation services. **Great job also listing resources to provide to the mother. RH**

**FTMC OB Objective 2 B, C, F-This week you did an awesome job performing standard precautions by performing hand hygiene and wearing gloves when appropriate. You also performed nursing care in an organized manner and you were able to gather information for the mother to obtain information on newborn. MD**

**FTMC OB Objective 2 D-This week you were able to observe medication administration with the primary nurse. You were able to identify the rights of medication administration. MD**

Objective																		
3. Summarize the legal, moral and ethical issues related to care of children and the childbearing family. (2,6,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
a. Act with integrity, consistency, and respect for differing views.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
c. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct"		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
d. Critique examples of legal or ethical issues observed in the clinical setting. (List Below)*		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

**Comments:**

3d: Some ethical issues regarding breastfeeding would be that patients might not be fully informed about their breastfeeding options or the potential consequences of their choices. There can also be a fine line between supporting breastfeeding and pressuring mothers to breastfeed. Legal challenges can occur if employers do not provide adequate time for breastfeeding or pumping milk for their employees. This can alter a mother's supply and then affect her breastfeeding journey. **Employers must provide a space and time for a mother to either breastfeed or pump at work. This is such a great benefit for mothers, however, the workplace can make it seem like a burden, in which mothers then stop because they do not want to seem like a burden to their coworkers. RH**

Week 4 3d: Schools are required to identify and support students with disabilities, including hearing and vision impairments. Failure to provide necessary accommodations can lead to legal cases and not giving the student their highest learning potential. In cases where a student's hearing or vision issues indicate potential abuse or neglect, school staff may be legally required to report their concerns to appropriate authorities. This can create problems for the student in their home life if abuse is not the case. Maybe their family is just not very wealthy and they cannot afford to see a doctor. **Great description of legal requirements! RH**

Week 6 3d: Some examples of ethical issues that could arise on the OB unit could be patient autonomy. Respecting a mother's choices regarding her birth plan can conflict with medical recommendations. For instance, insisting on certain interventions against a patient's wishes raises ethical dilemmas. Discrimination can cause unequal treatment based on race, socioeconomic status, or other factors can create ethical

issues. The ethical implications of discharging mothers too early or failing to address mental health needs can impact both maternal and infant health outcomes. RH

Week 7 3d: One common issue is bullying, where children might engage in harmful behavior towards peers, raising ethical concerns about the club's responsibility to maintain a safe environment. Additionally, if staff members display favoritism or mishandle conflicts, it can lead to trust issues and diminish the goal of inclusivity. Did you see bullying happening or just saying it can be something that happens? If you did see it occurring, what did the staff do about it? Did the children report it? RH

Week 8 3d: One common example of ethical issues in the school setting would be discipline policies. Ethical concerns arise when disciplinary actions do not consider the context or intent behind a student's behavior, leading to long-term negative impacts on a child's education and well-being. Equitable access to resources for the school can also affect many things. Disparities in funding and resources between schools in high versus low-income areas. Legal and ethical concerns come from inadequate resource distribution, affecting students' educational opportunities. RH

Week 8 – 3a & 3c – You were kind and respectful when interacting with children and staff at the school. All the teachers and the principal complimented your presentation and how wonderful you were with the children. Keep up the excellent work! RH

Week 9 3d: One common example of ethical issues seen in an emergency department setting would be triage and prioritization. The ethical principle of justice requires fair treatment to everyone. If a patient with more critical needs is overlooked or if biases influence triage decisions, it raises ethical concerns. Legally, inappropriate triage could lead to claims of negligence if a patient's condition declines as a result. Commonly, it is an RN and a tech working triage together. There normally is not a Dr seeing these patients until they come back into the ER. If the nurse or tech accidentally over looks one small detail, it could put the patient at risk while waiting to be seen. There is often a requirement of the RN working triage to have worked in a critical care setting (either ER or ICU) for at least two years prior to being a triage nurse because of this exact reason. RH

Week 10 3d: One common example of ethical issues on a labor and delivery floor is a patient may disclose substance use upon admission, leading to potential legal action or involvement of child protective services. While protecting the child's health is crucial and a priority, a response to substance use can deter patients from seeking necessary care. Providers must balance the need to ensure maternal and infant safety with the need to create a nonjudgmental environment. Education and support should be prioritized over corrective measures. This happens more often than we would think. Sometimes mothers do disclose this information, but othertimes it is found by a standard urine test that is ordered upon admission. This can impact the care they receive because if the patient is using certain substances, it may impact how well the medications in the hospitals do or do not work during delivery. RH

FTMC OB Objective 3-This objective was met by you acting with integrity, providing privacy for the patient with HIPAA, and you performed at high standards with the code of conduct of the hospital. MD

Objective																		
4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Ma keu	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
a. Develop and implement a priority care map and/or plan of care utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)		NA	NA	NA	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
b. Document assessment findings, interventions, and outcomes accurately on appropriate forms. (Including risk assessment and monitoring of wound care)		NA	NA	NA S	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
c. Summarize witnessed examples of patient/family advocacy.		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
d. Provide patient centered and developmentally appropriate teaching.		NA	NA S	NA S	NA	S	NA	S	NA S	S	S	NA	NA	NA	NA	NA	NA	S
e. Analyze the involved pathophysiology of the patient's disease process. (noticing, interpreting, responding)		NA	NA S	NA S	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

Week 3: I changed 4d and 4e to “S” because you were able to use patient centered care when caring for mother and babe as well as you identified some reasoning as to why babe was not latching properly in your CDG this week (fast delivery, lots of mucus, full belly). RH

Week 4 – 4b – You worked with the nurse to gather information on the hearing and vision screenings utilizing the provided papers for documentation. You then helped alphabetize and document the information further on the required ODH documentation forms. This was a terrific help to the school nurse. KA

Week 4 – 4d – You did a nice job educating the high schoolers as needed on the screening process and ensuring they were able to perform it correctly so the results would be valid. You were kind, caring, and professional with your interactions with the students. Keep up the nice work. KA

Week 6: 4d- we discussed many educational topics for the mother of your infant while on clinical. This included the hotline for the detox center as well as the detox center itself. We also said the healthcare provider who was prescribing her methadone may have some additional resources and educational topics for her. RH

Week 7- 4d- You were able to provide developmentally appropriate education to the children at the Boys and Girls Club. Nice job! BS

Week 8 – 4d – You worked with your classmates to develop a presentation on your assigned topic for the elementary students. Your teaching was fun, developmentally appropriate, and interactive. You utilized reputable resources to ensure the information was accurate that you presented. All the students were positively impacted by your education. Marvelous job! RH

FTMC OB Objective 4 C, D, and E-You were able to discuss advocacy for the patient, provide appropriate education for the patient, and analyze pathophysiology about the patient. MD

FTMC OB Objective 4D-This week you provided outstanding education for your patient! It was specific to her needs and you delivered the information in a caring and compassionate manner! You were also able to answer questions and seek clarification when needed! Awesome job! MD

Student Name: <b>Ava Lawson</b>				Course Objective:			
Date or Clinical Week:							
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	
	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	
	5. State the goal for the top nursing priority.	Complete			Not complete	3	
	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	3	
	7. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	8. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
<b>Responding</b>	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	10. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	11. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	12. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

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	3	
Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	
	15. 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	

### 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 both in-text citation and reference are not 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: 45/45**

**Faculty/Teaching Assistant Initials: RH**

Objective																		
4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Mid ter	8	9	10	11	12	13	14	15	Ma keu	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
f. Correlate the diagnostic tests with the patient's disease process. <b>(noticing, interpreting, responding)</b>		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
g. Correlate the pharmacotherapy in relation to the patient's disease process. <b>(noticing, interpreting, responding)</b>		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
h. Correlate the medical treatment in relation to the patient's disease process. <b>(noticing, interpreting, responding)</b>		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
i. Correlate the nutritional needs/diet in relation to the patient's disease process. <b>(noticing, interpreting, responding)</b>		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
j. Correlate the patient's growth and developmental level in relation to the patient's disease process. <b>(noticing, interpreting, responding)</b>		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

Comments:

\*End-of-Program Student Learning Outcomes

Week 6: 4g- you were able to identify why we were administering ibuprofen and Tylenol to the mother and how it would assist with her pain and swelling. RH  
FTMC OB Objective 4 F and H-This week you did an awesome job with correlating diagnostic tests and medical treatment for the patients you took care of.  
MD

Objective																		
5. Collaborating professionally with members of the health care team, childbearing and child-rearing families, faculty, and peers through written, verbal and nonverbal methods, and by conferencing, networking, and posting through computer technology. (1,3,5,6,7,8)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Makeup	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
a. Demonstrate interest and enthusiasm in clinical activities.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
b. Evaluate own participation in clinical activities.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
c. Communicate professionally and collaboratively with members of the healthcare team.		NA	S	S	NA	S	NA	S	S	S	S	NA	NA	NA	NA	NA	NA	S
d. Document assessment findings, interventions, and outcomes accurately in the electronic health record.		NA	NA	S	NA	S	NA	S	NA	NA	S	NA	NA	NA	NA	NA	NA	S
e. Demonstrate skill in accessing and navigating information in the electronic health record. (Responding)		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
f. Clearly communicate care provided and needed at each transition in care using hand off communication techniques. (I-SBAR-R)		NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
g. Consistently and appropriately post comments in clinical discussion groups.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

**Comments:**

Week 2: Lactation comment- marked excellent in all areas. Hannah Alexander RN, CLC

Week 6: 5a- you showed great enthusiasm on clinical this week and the nurses commented on how nice it was to see students who were eager to learn. RH

Week 7- 5a- You were active and engaged while providing education to the K-6 grade children at the Boys and Girls Club. BS

Week 7: 5c- I changed this to “S” because you communicated professionally and collaborated with the staff at boys and girls club. RH

Week 8 – 5a – You did a great job working the children at St. Mary’s Catholic School and not only did an excellent job presenting the education you developed but showed interest in the children and hearing what they had to say about your topic. The school and its students were very appreciative of everything you did. You should be proud of all your hard work! RH

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

Week 9: 5a- ER comment: Marked excellent in all areas. Hannah Roth, RN

FTMC OB Objective 5 A, B, and C-You did an amazing job with being interested and enthusiastic in clinical, participating and communicating professionally during this clinical experience! MD

Objective																		
6. Critique own strengths and areas for improvement modifying behaviors accordingly to achieve personal and professional goals. (7,8)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Mid term	8	9	10	11	12	13	14	15	Ma keup	Final
	8/23	8/30	9/6	9/13	9/20	9/27	10/4		10/11	10/18	10/25	11/1	11/8	11/15	11/22	11/29		
a. Recognize areas for improvement and goals to meet these needs.(List Below)*		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
b. Accept responsibility for decisions and actions.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
c. Demonstrate evidence of growth and self-confidence.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
d. Demonstrate evidence of research in being prepared for clinical.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
e. Exhibits professional behavior i.e. appearance, responsibility, integrity, and respect.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
f. Describe initiatives in seeking out new learning experiences.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
g. Demonstrate ability to organize time effectively.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
h. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
i. Demonstrates growth in clinical judgment.		NA	S	S	NA	S	S	S	S	S	S	NA	NA	NA	NA	NA	NA	S
		RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH

**Comments:**

6a: Some areas for improvement would be that I need to start asking more questions. I was sort of afraid to ask questions during the in-patient visits because I did not want to interrupt anything but if I don't ask then I will never know the answer to my question. I also would like to be more involved in the future. I tried to stay out of the way for this clinical but in the future, I will try to be more hands on in the clinical setting. **It can be intimidating to get up close and personal with a new mom who is trying to have**

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

assistance breastfeeding. I think you made a great point that if you do not ask, you will not know, and it is better to ask and have an answer. It also may have been a question the mother wanted to ask but was afraid to. RH

Week 4 6a: This week's clinical went pretty well for me, I feel like I was super involved and made conversation with some students. I feel like during my hearing portion, some of them got a little confused because I went through the directions quickly so an improvement for me would be to take my time so I can get an accurate screening. I was finding myself repeating the directions because I had said them so fast the students didn't catch all of it. I will use this as a learning opportunity that I need to slow down and take my time to perform accurate assessments. **This is a good goal! Slowing down may help them comprehend what to do better.** RH

Week 6 6a: This week's clinical went good for me and I got to see a lot of new things. I was a little nervous to be hands on with the babies because I did not want to do anything wrong or possibly harm them. I was also nervous to ask the nurses questions because they seemed extremely busy. In the future, I will try to be more hands on. I just need to be confident in my skills and not be nervous to ask questions because they were all in our shoes at one point too. **Asking questions while the nurse is performing that task is the best time to ask so they can clarify or show you exactly what your question is asking them. They also may show you other related things in regard to your questions.** RH

Week 7 6a: This week clinical went decently well. I feel like we could have been more prepared with additional activities for the kids after our activity was over with because they definitely got bored after we were done. I also did not really expect our activity to go as quickly as it did. Next time we will have additional activities planned in case we finish faster than expected or we will think of simple games to play to keep the kids entertained. **Good idea** RH  
**Week 7- 6d,e- You were prepared for your activities at the Boys and Girls Club and acted professionally at all times.** BS

Week 8 6a: This week's experience at St Mary's went fairly well. Our topic was safety and emergency prep. I think that our topic didn't have a lot of activities to go along with it so we often finished early when the kids didn't have any extra questions to ask us. In the future, I would try to find another activity that was more hands on to keep them interested in what we were talking about. Most of the kids already knew everything we talked about which was good but it made our presentation go by super quick. **I would agree you guys were moving quickly, but I feel that you covered a lot of great information. Maybe we need to add a little extra to this topic for next year to see if that helps fill some time.** RH

Week 9 6a: This weeks clinical experience was very interesting and I was very lucky to have had such an amazing nurse who was willing to show me everything and be patient with me while I was doing tasks. I was a little nervous to be in the emergency room because I did not want to be in the way while the nurses and doctors were doing their initial assessments on the patients who came in. I would really like to improve on my assessment skills. Enhancing physical assessment techniques to quickly identify critical conditions is crucial especially in an emergency department setting. Practicing systematic assessments can help in recognizing abnormal findings earlier. For the future, I will practice my assessment skills and practice reporting information off to the doctors and charge nurse. **The more practice you have with assessment, the easier it will be to identify abnormalities quickly. This comes with a lot of practice and time as a nurse.** RH

Week 10 6a: This weeks clinical experience went very well for me as I got to experience most of a labor process and a natural birth. My goal this week would be to improve communication techniques with patients and families to provide emotional support and clear information. The one thing I got to do for my labor patient was insert her foley after she got her epidural. I was sort of nervous so I did not really talk to her very much throughout the process which I wish I would have done. In the future, I am going to try to talk my patients through everything I'm doing. This is what I would want my nurse to do if I were in any hospital setting as a patient. I feel like it provides a sense of comfort and so they know what to expect. I will practice this throughout the rest of my clinicals to be able to become more comfortable with communication with

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

patients as a nurse. This gets easier as you get more practice with various nursing skills. Sometimes when we are thinking and process what we are doing, it can be hard to also hold a conversation with the patient. RH

FTMC OB Objective 6-You have done very well obtaining this competency this week! You were able to demonstrate growth in all areas including decision making, being prepared for clinical, being professional, seeking out learning experiences, being organized, using an ACE attitude, and growing throughout the clinical experience.

AWESOME job! MD

Final comment: You have satisfactorily completed the clinical, lab, and simulation portion of the Maternal Child Nursing course. You have demonstrated growth in your knowledge, skill, and clinical judgment. As you reflect back on the semester I hope you realize how much you have learned and are proud of yourself. Keep up the great work and good luck as you continue in the program! RH

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

<b>Skills Lab Competency Evaluation</b> Performance Codes: S: Satisfactory U: Unsatisfactory	<b>Lab Skills</b>														
	Adult Head to Toe Assessment	Breastfeeding and	Breast Assessment	Circumcision Care (*1,2,6)	Broselow Tape (*1,2,3,5)	Leopold's (*1,2,3,5)	APGAR (*2,3,4)	Breast Self-Exam (*1,4,5,6)	Pediatric Vital Signs (*1,4,5)	Pediatric Lab Values	C-Section Care	Health Literacy	Safety (*1,2,3,5,6)	Postpartum Assessment	Newborn Bath and
	Date: 8/20	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21
Evaluation	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Faculty Initials	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\* Course Objectives

<b>Skills Lab Competency Evaluation</b> Performance Codes: S: Satisfactory U: Unsatisfactory	<b>Lab Skills</b>									
	Fundus Assessment (*1,2,5,6)	Lochia Assessment (*1,2,4)	Pain Assessment (*1,2,5,6)	Newborn Assessment (*1,2,5,6)	Postpartum and Newborn DC Ed (*1,2,6)	Pregnancy History (*1,2,3,4,5,6)	Newborn Thermo. (*1,2,3,4,5,6)	EDD (*1,2,3,4,5,6)	Meditech (*1,2,3,5,6)	Amazing Race (*1,2,3,4,5,6)
	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/22	Date: 10/21
Evaluation	S	S	S	S	S	S	S	S	S	S
Faculty Initials	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\* Course Objectives

Comments:

Firelands Regional Medical Center School of Nursing  
Maternal Child Nursing 2024  
Simulation Evaluations

<b>Simulation Evaluation</b> Performance Codes: S: Satisfactory U: Unsatisfactory	Simulation												
	Pregnancy and PP Simulation (*1, 2, 3, 5, 6)	vSim Maternity Case 1 (*1, 2, 3, 5, 6)	Shoulder Dystocia and Newborn Care (*1, 2, 3, 5, 6)	vSim Maternity Case 4 (*1, 2, 3, 5, 6)	Patient Care Safety Escape Room (*1, 2, 3, 5, 6)	Pediatric Respiratory Simulation (*1, 2, 3, 5, 6)	vSim Pediatric Case 5 (*1, 2, 3, 5, 6)	Pediatric GI Simulation (*1, 2, 3, 5, 6)	vSim Pediatric Case 1 (*1, 2, 3, 5, 6)	Student Developed Simulation (*1, 2, 3, 5, 6)	vSim Pediatric Case 4 (*1, 2, 3, 5, 6)	Comprehensive Simulation (*1, 2, 3, 5, 6)	Empathy Simulation (*1, 2, 3, 5, 6)
	Date: 9/19	Date: 9/23	Date: 10/3	Date: 10/7	Date: 10/17 & 10/18	Date: 10/31	Date: 11/4	Date: 11/5 & 11/6	Date: 11/15	Date: 11/19	Date: 11/22	Date: 11/22	Date: 10/24
Evaluation	S	S	S	S	S	S	S	S	S	S	S	S	S
Faculty Initials	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH	RH
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

\* Course Objectives

Comments:

## Lasater Clinical Judgment Rubric Scoring Sheet

Student Roles: A=Assessment Nurse; M=Medication Nurse; C=Charge

STUDENT NAME(S) AND ROLE(S): Lawson, Shirley, Willis

GROUP #: 8

SCENARIO: Pregnancy and PPH

OBSERVATION DATE/TIME(S): 9/19/2024 0830-1000

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1, 2, 5) *</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E     <b>A</b>     D     B</li> <li>• Recognizing Deviations from Expected Patterns:           E     <b>A</b>     D     B</li> <li>• Information Seeking:           E     <b>A</b>     D     B</li> </ul>						<p>Patient identified. Mona CO abdominal pain and is questioned about it. VS obtained. FSBS.</p> <p>Mona CO being dizzy and lightheaded. BP assessed. Fundus assessed. Bleeding noticed. Notices low BP.</p>
<p><b>INTERPRETING: (2, 4) *</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:           E     <b>A</b>     D     B</li> <li>• Making Sense of Data:       E     <b>A</b>     D     B</li> </ul>						<p>Interpreted the need for urine sample and apply the fetal monitor. Fetal monitor strip interpreted- correctly identified accelerations. UA results interpreted.</p> <p>Interprets bleeding and boggy fundus. Interprets to be low. BP reassessed following medication administration.</p>
<p><b>RESPONDING: (1, 2, 3, 5) *</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:    E     <b>A</b>     D     B</li> <li>• Clear Communication:       E     <b>A</b>     D     B</li> <li>• Well-Planned Intervention/ Flexibility:                   E     <b>A</b>     D     B</li> <li>• Being Skillful:               E     <b>A</b>     D     B</li> </ul>						<p>Asking good questions about contractions, when they began, how often, etc. VS obtained. Urine sample obtained and sent to lab. Fetal monitor applied. Patient assisted to left side. UA results received. Call to provider (remember to acquire background prior to phoning). Orders received for fluids, acetaminophen, Procardia. Orders received for fluid, acetaminophen, Procardia. Orders read back. Additional information acquired from patient regarding pregnancy history and prenatal care, PCP, pain rating. Acetaminophen prepared and administered, IV fluid initiated. Call back to provider with additional assessment information. Questions Procardia, alternative indication explained. Order for US to verify gestation received and read back. Procardia prepared, patient identified, medication administered. Pain reassessed with improvement.</p>

	<p>Education provided about gestational diabetes and foods to avoid.</p> <p>Fundus immediately massaged while team initiates VS. O2 applied. Call to provider to report PPH. Order received for methylergonovine, order read back. Medication prepared. Call to provider with question about medication. Patient identified and medication administered. Patient reports improvement of symptoms. VS reassessed with improvement noticed.</p>
<p><b>REFLECTING: (6) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E     <b>A</b>     D     B</li> <li>• Commitment to Improvement: E     <b>A</b>     D     B</li> </ul>	<p>Team discussion of the scenarios. Team recognized the significance of teamwork and communication, and did well with each. Discussed the importance of SBAR communication when calling the provider. Also discussed risk factors for postpartum hemorrhage and that it is ok to ask for help or offer help to team members. Discussed the importance of providing education to patients.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Implement appropriate nursing interventions and test to monitor fetal well-being during pregnancy upon completion of nursing assessment. (1, 2, 3, 5)*</li> <li>2. Demonstrate correct technique of uterine massage for postpartum assessment. (1, 2, 4, 5)*</li> <li>3. Identify the signs and symptoms of postpartum hemorrhage (PPH) and implement appropriate management of the Postpartum Hemorrhage (PPH). (1, 2, 5)*</li> <li>4. Utilize therapeutic communication and interpersonal</li> </ol>	<p><b>You are Satisfactory for this scenario! BS</b></p> <p>Lasater Clinical Judgement Rubric Comments:</p> <p>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 Recognizes most obvious patterns and deviations in data and uses these to continually assess Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse</p> <p>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; could be more effective in establishing rapport Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments Displays proficiency in the use of most nursing skills; could improve speed or accuracy</p> <p>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</p>

<p>skills in the interactions with patients, families, and members of the health team. (3, 5, 6)*</p> <p>5. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</p> <p>*Course Objectives</p>	
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## Lasater Clinical Judgment Rubric Scoring Sheet

**Student Roles:** A=Assessment Nurse; M=Medication Nurse; O=Observer (Course Specific)

STUDENT NAME(S) AND ROLE(S): Lawson (C), Shirley (M), Willis (A)

GROUP #: 8

SCENARIO: Shoulder Dystocia and Newborn Care

OBSERVATION DATE/TIME(S): 10/3/24 0830-1000

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<b>NOTICING: (1,2,5) *</b>						
• Focused Observation:	E	A	D	B		Introduce self; identify patient (name/DOB)
• Recognizing Deviations from Expected Patterns:	E	A	D	B		Pain assessment: location, rating, what makes better/worse
• Information Seeking:	E	A	D	B		Obtain vitals
						Assess fetal monitor in correct place, assess abdomen and baby location
						Ask questions about gestational diabetes and how well controlled blood sugars were throughout pregnancy
						Inquire about support system since husband is deployed
						notice change in fetal monitor after nubain administration
						APGAR 1 minute: color, cry, tone, heartrate (148), respirations (49). Total: 9
						Assess fundus after delivery: firm and midline. Assess for laceration (3 <sup>rd</sup> degree tear), assess bleeding, breast assessment, assess for edema, assess emotional state of mom,

					bowel sounds, bladder
<b>INTERPRETING: (2,4) *</b>					<p>Interpret fetal monitor as accelerations and explain to mom what that means. Associates that with fetal wellbeing</p> <p>Interpret vitals as WDL</p> <p>Interpret change in fetal monitor as early decelerations</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>					
<b>RESPONDING: (1,2,3,5) *</b>					<p>Offer breathing exercises for pain relief</p> <p>Medication administration: PCN. Education on GBS status and why antibiotic is required during labor. Verify name/DOB, verify allergies, scan patient, scan medication, double check dose, hand secondary bag above primary bag, program pump correctly, clean hub prior to hooking up secondary tubing.</p> <p>Medication administration: Nubain. Ask about pain level. Provide education on how medication can impact baby/closely monitor baby now and after birth. Does not perform cervical exam prior to administration. Check blood pressure prior to administration, check name/DOB, check allergies, verify dose, verify route, use of correct needle size, proper technique used, use of needle safety.</p> <p>Call healthcare provider. SBAR not very detailed.</p> <p>Identify baby is stuck: McRoberts, suprapubic pressure, roll to hands and knees, rotational maneuvers, evaluate for episiotomy, remove posterior arm, call for help</p> <p>Immediately after delivery dry baby with blanket, offer skin to skin, place baby under warmer</p> <p>Education on skin to skin and breastfeeding baby</p> <p>No hat placed on baby</p> <p>Medication administration: education provided on vitamin K and erythromycin ointment. Verify name/wristband of baby, correct dose of vitamin K, correct needle use, correct technique, use of needle safety. Correct administration of ointment on eyes</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><b>REFLECTING: (6) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E      A      D      B</li> <li>• Commitment to Improvement: E      A      D      B</li> </ul>	<p>Team discussion of scenario and interventions performed. Recognized teamwork, communication, and proper interventions. Discussion of interventions performed including HELPER and types of heat loss for infant. Team remediated on correct needle size for IM injection on infant. Team discussed all interventions done and education provided to mom during simulation. Team reflected well on their performance.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of Developing or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ol style="list-style-type: none"> <li><b>1. Select physical assessment priorities based on individual patient needs. (1, 2)*</b></li> <li><b>2. Identify risk factors for shoulder dystocia. (1, 2, 3, 4, 5)*</b></li> <li><b>3. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</b></li> <li><b>4. Utilize therapeutic communication and interpersonal skills in the interactions with patients, families, and members of the healthcare team. (1, 3, 5, 6)*</b></li> <li><b>5. Identify ways in which heat loss occurs in infants. (1, 2, 4, 5)*</b></li> <li><b>6. Implement appropriate nursing interventions upon completion of nursing assessment that support</b></li> </ol>	<p><b>You are Satisfactory in this simulation! RH</b></p> <p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: 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. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. Even when facing complex, conflicting, or confusing data, is able to (a) note and make sense of patterns in the patient's data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of success.</p> <p>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; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>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.</p>

thermoregulation in the newborn. (1, 2, 5)\*

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: Ava Lawson

OBSERVATION DATE/TIME: 10/17-18/2024 SCENARIO: Escape Room

<b>CLINICAL JUDGMENT</b>	<b>OBSERVATION NOTES</b>
<b>COMPONENTS NOTICING: (1, 2, 5)*</b> <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>	Noticed patient safety issues throughout the room. These included sharps container on bed, patient hanging off the bed, bed not locked, armband not on patient, syringe, and side rails not up. Noticed the assessment findings in the patient assessment supporting the need for a breathing treatment. Noticed math problems in the box and recognized the need to solve. Noticed some boxes needed a code and one needed a key.
<b>INTERPRETING: (2, 4)*</b> <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>	Interpreted the risk in the safety issues for the patient and recognized the need to be fixed. Interpreted the need to work as a group to solve problems and find clues. Interpreted the need to complete the dosage calculation to administer the correct amount of IV fluids. Interpreted the need to administer meds and the need to call HCP to administer the correct doses.

<p><b>RESPONDING: (1, 2, 3, 5)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner: E     <b>A</b>     D     B</li> <li>• Clear Communication:             E     <b>A</b>     D     B</li> <li>• Well-Planned Intervention/ Flexibility:                     E     <b>A</b>     D     B</li> <li>• Being Skillful:                     E     <b>A</b>     D     B</li> </ul>	<p>Responded to safety issues by correcting each of them to provide a safe environment for the patient's care. Responded to instructor cues regarding environment and problem solving. Responded to HCP orders and picked the correct dosage of medication for the patient. Flexible with plan of care and looking for clues as well as communicating with one another effectively. Responded to the patient's respiratory distress by providing the patient with the ordered breathing treatment.</p> <p>Responded to the healthcare providers order and programed the IV to the correct rate and administered the prescribed IV fluids.</p>
<p><b>REFLECTING: (6)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E     <b>A</b>     D     B</li> <li>• Commitment to Improvement: E     <b>A</b>     D     B</li> </ul>	<p>Worked together with communication and idea sharing. Collaborated and provided suggestions to one another to make sense of riddles, math formulas, medications, and treatments.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing to accomplished is required for satisfactory completion of this simulation.</b></p> <p>Scenario Objectives:</p> <ol style="list-style-type: none"> <li>1. Utilize the concepts of growth and development to identify concerns with patient safety and provide appropriate interventions to address safety concerns. (1, 3, 5)*</li> <li>2. Administer medications utilizing the concepts of growth and development and the rights of medication administration to prevent errors in the process. (1, 2, 5)*</li> <li>3. Collaborate with members of the healthcare team to</li> </ol>	<p>You are successful in this simulation as you were able to provide a safe environment for the patient. You were also able to work together as a team to solve the math formulas and give appropriate dosages of medications. Good job! KA/MD/RH/BS</p> <p>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 Recognizes most obvious patterns and deviations in data and uses these to continually assess Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data In most situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse</p> <p>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; could be more effective in establishing rapport Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments Displays proficiency in the use of most nursing skills; could improve speed or accuracy</p> <p>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</p>

provide safe, holistic, and comprehensive patient care. (1, 2, 4, 5, 6)\*

4. Utilize SBAR communication in interactions with members of the health team. (5)\*

\*Course Objectives

### Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO: Empathy Simulation

STUDENT NAME: Ava Lawson OBSERVATION DATE/TIME: 10/24/24

**REFLECTING: (6)\***

- Evaluation/Self-Analysis: **E**      A      D      B
- Commitment to Improvement: **E**      A      D  
B

You reflected on many aspects of your time wearing the empathy belly. Your responses were thoughtful and reflective on how you felt and you compared your experience to a real pregnancy. Great job. I enjoyed seeing your pregnancy photo!

**SUMMARY COMMENTS:**

E = exemplary, A = accomplished, D = developing, B = Beginning  
Based off of Lasater's Clinical Judgment Rubric

**Simulation Objectives:**

1. Identify common possible discomforts of the pregnancy and how to empathize with the pregnant patient and childrearing family. (1, 2, 6)\*

**Comments**

**You are satisfactory for this simulation.**

- |   |  |
|---|--|
| <p>2. Describe how patient-centered care is dependent on past medical history, cultural history, social history, and pregnancy/birth history. (1, 2, 4)*</p> <p>3. Utilize therapeutic communication and interpersonal skills in the interactions with patients, families, and members of the health team. (1, 3, 5, 6)*</p> <p><b>Developing to accomplished is required for satisfactory completion of this simulation.</b></p> |  |
|---|--|

\*Course Objectives

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

**STUDENT NAME(S) AND ROLE(S): Lawson (A), Shirley (M), Willis (C)**

**GROUP #: 9**

**SCENARIO: Pediatric Respiratory**

**OBSERVATION DATE/TIME(S): 10/31/24 0830-1000**

<b>CLINICAL JUDGMENT COMPONENTS</b>						<b><u>OBSERVATION NOTES</u></b>
<b>NOTICING: (1, 2, 5) *</b>						
• Focused Observation:	E	A	D	B		Introduce self
• Recognizing Deviations from Expected Patterns:	E	A	D	B		Obtain vitals. Notice elevated temperature.
• Information Seeking:	E	A	D	B		Notice needle, scissors, and battery in crib.
						Respiratory assessment. Does not lift gown to visualize chest.
						Verify name/DOB
						Pain assessment with faces scale
						Identify orders are incorrect in chart for ibuprofen and amoxicillin. Stops medication administration to call healthcare provider for clarification.
						Ask father about known chronic lung disorders in the family and exposures in the home.
						Reassess vitals
						Obtain vitals. Notice low oxygen level
						Notice increase cough
						Pain assessment with faces scale
						Respiratory assessment. Does not take gown down to visualize chest. Listens to lung sounds over gown.
						Does take gown down after respiratory assessment complete and notices retractions
						Reassess lung sounds after breathing treatment complete
						Identify order for acetaminophen is incorrect in chart. Calls healthcare provider for

					clarification
<b>INTERPRETING: (2, 4) *</b>					<p>Correct medication math for amoxicillin and ibuprofen with new orders. Does not identify IVF is incorrect at this time.</p> <p>Nurse stays at bedside until breathing treatment arrives</p> <p>Correlate retractions with increased work of breathing</p> <p>Calculate correct medication math for dexamethasone.</p> <p>Does not identify IVF is incorrect at this time. During debriefing, IVF maintenance rate identified and calculated.</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>Removes unsafe items from crib</p> <p>Leaves crib rail down when leave room. Identify it was left down and returns a couple minutes later to put it up.</p> <p>Call healthcare provider. SBAR used. Verify medication orders. Corrects ibuprofen, amoxicillin. Gets new order for ibuprofen and reads back order for verification. Gets new order for amoxicillin and only reads back partial order.</p> <p>Medication administration: amoxicillin and ibuprofen. Verify name/DOB, scan patient and medications. Educate patient and father on medications. Right dose, right route, right medication.</p> <p>Continues to leave side rail down on crib.</p> <p>education provided about smoking and exposure to triggers. Educate on how to manage symptoms at home.</p> <p>Applies oxygen due to low oxygen levels. Start at 2L via nasal cannula</p> <p>Call respiratory for breathing treatment</p> <p>Call healthcare provider. Asks for clarification of acetaminophen. Gets new order for acetaminophen and reads back order for verification. Provides update on patient after breathing treatment. Receive order for dexamethasone. Does medication math on phone</p>
<b>RESPONDING: (1, 2, 3, 5) *</b>					
<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>with healthcare provider. Readback order for verification.</p> <p>Medication administration. Acetaminophen and dexamethasone. Verify name/DOB, scan patient, scan medications, educate what medications are for. Right med, right dose, right route.</p> <p>Does shut crib side rail prior to leaving room</p>
<p><b>REFLECTING: (6) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E      A      D      B</li> <li>• Commitment to Improvement: E      A      D      B</li> </ul>	<p>Team discussion of scenario and recognition of teamwork/communication. Identified strength of double-checking medication orders. Identified lack of double-checking IVF order. Each student calculated corrected IVF maintenance rate for patient. Discussed medication errors and how to prevent/identify them in their practice. Identified resources available. Team provided good education to father during scenario, discussed adding in smoking education to father.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Select physical assessment priorities based on individual patient needs. (1, 2)*</li> <li>2. Administer medications utilizing the concepts of growth and development and the rights of medication administration to prevent errors in the process. (1,2,5)*</li> <li>3. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2,</li> </ol>	<p><b>You are Satisfactory for this scenario! RH</b></p> <p>Lasater Clinical Judgement Rubric Comments:</p> <p>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. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p>Interpreting: Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p>Responding: Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>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.</p>

<p>5)*</p> <p>4. Utilize the concepts of growth and development to provide therapeutic communication with the toddler and their family. (3, 5)*</p>	
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### Lasater Clinical Judgment Rubric Scoring Sheet

**Student Roles:** A=Assessment Nurse; M=Medication Nurse; C=Charge (Course Specific)

**STUDENT NAME(S) AND ROLE(S):** Lawson (M), Shirley (C), Willis (A)

**GROUP #:** 8

**SCENARIO:** Pediatric GI

**OBSERVATION DATE/TIME(S):** 11/6/2024 0830-1000

<b>CLINICAL JUDGMENT COMPONENTS</b>	<b><u>OBSERVATION NOTES</u></b>
<p><b>NOTICING: (1, 2, 5) *</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>Identify patient, introduce self</p> <p>GI assessment. Lift gown to visualize abdomen, notice bruise, listen to bowel sounds, ask about vomiting patterns</p> <p>Pain assessment using faces scale. Ask for description of pain, location</p> <p>Ask Jack about bruising on abdomen while mom is in room. Mom answers for Jack and explains he fell off his bike. Jack states his arm hurts, no visualization of arm by this nurse.</p> <p>Medication nurse notices bruise on right upper arm</p> <p>Mom leaves room with one student nurse and other student nurses begin to inquire with Jack what actually happened to get bruising.</p> <p>Nurse educating mom questioned her glasses, gathers second nurse and begin to question about home life/support system, asks if she needs support services and ensures she feels safe at home</p>

	<p>Pain assessment using faces scale. Abdominal pain Obtain vitals Patient vomits, emesis is bile and Pedialyte Ask about bowel habits, GI assessment.</p>
<p><b>INTERPRETING: (2, 4)*</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>Skin turgor elastic, interpret hydration status Temperature 102.5- interpret as elevated Mucous membranes: pink and tacky, interpret hydration status</p> <p>Temperature: 102.1- interpret as improvement but identifies is still elevated Mucous membranes: pink and tacky, interpret as sign of dehydration Blood pressure 83/56- identify as low, sign of dehydration</p>
<p><b>RESPONDING: (1, 2, 3, 5) *</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>Provide emesis basin, tissues, and Pedialyte Call healthcare provider to questions acetaminophen order. New order received for acetaminophen, read back for verification. Call lab for results of stool sample. Patient is positive for rotavirus. Implement contact precautions. Educate mom on rotavirus (what it is, how it is spread, how to prevent spread, contact precautions) Medication administration: acetaminophen and cetirizine. Verify name/DOB, scan patient, scan medications. Correct medication math. Flush IV to ensure patency Call case management due to suspect abuse Education provided to mom on rotavirus, smoking cessation, and caffeine intake Call case management and update on new information from Jack and from Mom.</p> <p>Call healthcare provider for update on patient status and to request IV fluids. Receive order for IVF bolus, maintenance fluids, and Zofran. Read back orders for verification Call lab for results of ova and parasites. Patient is negative Medication administration: Zofran and IVF bolus. Educate on what medications are for. Verify name/DOB, scan patient, scan medications. Correct medication math. Program IV pump correctly. Change IV pump to maintenance fluids once bolus complete.</p>

<p><b>REFLECTING: (6) *</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis: E      A      D      B</li> <li>• Commitment to Improvement: E      A      D      B</li> </ul>	<p>Team discussed scenario. Discussed importance of checking recommended doses of medications to ensure safe dose is ordered. Discussed contact precautions and education provided on how to prevent spreading illness at home. Educated on BRATTY diet. Recognized need to contact someone to investigate bruising and signs of abuse. Identified mother was also at risk for abuse and could have been more inquisitive with her as well. Recognition of IVF needed due to dehydration signs and symptoms identified in assessment.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ol style="list-style-type: none"> <li>6. Select physical assessment priorities based on individual patient needs. (1, 2)*</li> <li>7. Provide quality, patient-centered care in an organized, safe manner to a toddler with gastroenteritis. (1, 2, 4, 5)*</li> <li>8. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</li> <li>9. Utilize the concepts of growth and development to identify concerns in assessment findings associated with potential child abuse and make appropriate referrals as necessary. (1, 3, 5)*</li> <li>10. Utilize interpersonal skills in the interactions with</li> </ol>	<p><b>Nice work! You are satisfactory for this scenario. RH</b></p> <p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: 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>Interpreting: Focuses on the most relevant and important data useful for explaining the patient’s condition. Even when facing complex, conflicting, or confusing data, is able to (a) note and make sense of patterns in the patient’s data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of success.</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. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>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.</p>

<p style="color: red;">patients, families, and members of the health team. (3, 5)*</p> <p style="color: red;">*Course Objectives</p>	
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## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: Ava Lawson OBSERVATION DATE/TIME: 11/19/24 SCENARIO #: Student Developed Scenarios

<b>CLINICAL JUDGMENT</b>	<b>OBSERVATION NOTES</b>
<p><b>COMPONENTS NOTICING: (1, 2, 5)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:            E        <span style="color: red;">A</span>        D        B</li> <li>• Recognizing Deviations from Expected Patterns:            E        <span style="color: red;">A</span>        D        B</li> <li>• Information Seeking:            E        <span style="color: red;">A</span>        D        B</li> </ul>	<p style="color: red;">Noticed deviations from normal with physical assessment and inquiry. Information seeking regarding patient condition as well as with parent/support person at bedside when appropriate.</p> <p style="color: red;">When developing your scenario, you noticed the important assessment aspects to include for a patient/support person with your assigned diagnosis.</p> <p style="color: red;">Through the scavenger hunt you were able to notice various details of each of the ten scenarios simulated.</p>
<p><b>INTERPRETING: (2, 4)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:            E        <span style="color: red;">A</span>        D        B</li> <li>• Making Sense of Data:            E        <span style="color: red;">A</span>        D        B</li> </ul>	<p style="color: red;">You were able to interpret data pieces and prioritize accordingly.</p> <p style="color: red;">For each scenario, care was given in gathering details needed in order to phone the healthcare provider and provide SBAR.</p> <p style="color: red;">When developing your scenario, you interpreted the expected path of the disease process and necessary nursing interventions to include in the patient’s care.</p> <p style="color: red;">You utilized clinical judgment to interpret appropriate responses to NCLEX style questions related to each scenario.</p>
<p><b>RESPONDING: (1, 2, 3, 5)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:            E        <span style="color: red;">A</span>        D        B</li> <li>• Clear Communication:            E        <span style="color: red;">A</span>        D        B</li> <li>• Well-Planned Intervention/ Flexibility:            E        <span style="color: red;">A</span>        D        B</li> <li>• Being Skillful:            E        <span style="color: red;">A</span>        D        B</li> </ul>	<p style="color: red;">Responded with communication that was collaborative between roles. Clear communication was utilized between colleagues.</p> <p style="color: red;">Clear communication was utilized with patient and family and layman’s terms were utilized when appropriate.</p> <p style="color: red;">Responded with interventions that were planned accordingly and verbalized when necessary.</p> <p style="color: red;">Skill in identifying focused assessments as well as timely reassessments were utilized.</p> <p style="color: red;">Family members and others of the healthcare team were kept up to date on patient condition and given education for current</p>

	<p>condition as well as for preventative measures.</p> <p>In response to your assigned disease process you developed a comprehensive simulation that encompasses aspects of assessment, interprofessional communication, and nursing interventions appropriate for the patient scenario you developed.</p> <p>You developed appropriate NCLEX questions for your scenario based on your disease process.</p>
<p><b>REFLECTING: (6)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:        E        A        D        B</li> <li>• Commitment to Improvement: E        A        D        B</li> </ul>	<p>Reflected with a self-analysis of assessment and analyzation of data to identify missing pieces of the scenario.</p> <p>Actively participated in providing constructive feedback to all groups observed throughout the simulation.</p> <p>You developed debriefing questions specific to your scenario to assist your peers in reflecting on the importance of your simulation.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater’s Clinical Judgment Rubric</p> <p><b>Developing or higher in all areas is required for satisfactory completion of this simulation.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. Select physical assessment priorities based on individual patient needs. (1, 2)*</li> <li>2. Provide quality, patient-centered care in an organized, safe manner to patients and families. (1, 2, 4, 5)*</li> <li>3. Prioritize patient care of the patient after end-of-shift report. (2, 5)*</li> <li>4. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</li> <li>5. Utilize the concepts of growth and development to provide therapeutic communication with the patient and family. (1,</li> </ol>	<p>The student developed scenarios were completed successfully. You are satisfactory for this simulation. KA/MD/BS/RH</p>

<p>3, 5, 6)*</p> <p><b>6. Utilize interpersonal skills in the interactions with patients, families, and members of the health team. (3, 5)*</b></p>	
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**Lasater Clinical Judgment Rubric Scoring Sheet**

STUDENT NAME: **Seannita Byrd, Ava Lawson, Molly Plas, and Presley Stang**    OBSERVATION DATE/TIME: **11/22/24**  
 SCENARIO: **Comprehensive Simulation**

<b>CLINICAL JUDGMENT</b>	<b>OBSERVATION NOTES</b>
<p><b>COMPONENTS NOTICING: (1, 2, 5)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:            E     <b>A</b>     D     B</li> <li>• Recognizing Deviations from Expected Patterns:            E     <b>A</b>     D     B</li> <li>• Information Seeking:            E     <b>A</b>     D     B</li> </ul>	<p>You noticed suspicious bruising on patient and patient’s physical appearance and psychosocial status as deviation from normal.</p> <p>You noticed environmental concerns throughout the home that would be safety hazards.</p> <p>You noticed abnormal family functioning as you progressed through the simulation.</p> <p>You noticed the signs of respiratory distress and dehydration in the children.</p> <p>In the mother encounter you noticed suspicious bruising on the mother’s face and neck. You also noticed the poor environment with chips, pop, rats, spider, and cockroaches scattered throughout the room. You also obtained vital signs during your visit. Additionally, you noticed that the mother had a unprescribed medications, is a current cigarette smoker, and had a dysfunctional family dynamic when having conversations on home life.</p> <p>Noticed multiple bugs in kitchen. Noticed exposed cleaning supplies that kids could get into. Noticed expired infant formula. Noticed lack of nutritious foods in the refrigerator. Noticed open beer bottles. Witnessed father preparing bottle.</p> <p>You provided a focused assessment to the children of the household recognizing concerns requiring immediate medical assistance.</p>
<p><b>INTERPRETING: (2, 4)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:            E     <b>A</b>     D     B</li> <li>• Making Sense of Data:            E     <b>A</b>     D     B</li> </ul>	<p>You interpreted there were multiple safety concerns as well as education opportunities throughout the family unit.</p> <p>You were able to interpret safety and health issues with each member of the family.</p> <p>You interpreted the need to seek out further information on the health, safety, and environmental concerns found throughout the home visit.</p> <p>You interpreted acute respiratory status changes and lethargy as major assessment concerns in the children in this home</p>

	<p>environment.</p> <p>In the mother encounter you interpreted the suspicious bruising on the mother’s face for physical abuse from her partner. You identified there were educational opportunities for abused women and children. You were also able to interpret the safety concerns throughout the room with the environment, unprescribed medications, cigarette smoking, and her high blood pressure from not taking her medications. You encouraged the mother to discuss more of her dysfunctional family dynamic.</p> <p>Interpreted conditions in the kitchen as being dirty, messy, and unsafe for children. Interpreted exposed cleaning supplies as dangerous for children. Interpreted the lack of nutritious foods as not ideal for the family. Interpreted multiple empty beer bottles as potential alcohol abuse. Interpreted father’s bottle preparation method to be inadequate (formula expired, not using the correct quantity).</p>
<p><b>RESPONDING: (1, 2, 3, 5)*</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>You responded to patient’s admission of abuse calmly without judgement. Communicated alternatives clearly and empathetically.</p> <p>You responded with intervention regarding safety of children; flexible and creative with ideas and interviewing each member of the family.</p> <p>You responded by prioritizing the safety and health concerns of each family member and seeking further treatment for them.</p> <p>You sought further information regarding potential abuse from all members of the family.</p> <p>You were respectful and calm in communicating with potential abuser. Coping skills were discussed.</p> <p>You responded to safety, psychosocial issues calmly. You were confident in your approach to each family member.</p> <p>In the mother encounter you provided education about resources for the physical abuse and educated on the importance of being able to have a way to communicate outside of the home in case of an emergency. You provided the mother with WIC information as well as information for an exterminator for the poor home environment. Additionally, you gave the mother information on smoking cessation and to not take unprescribed medications. Great job in the mother encounter!</p> <p>Educated father that cleaning supplies should not be stored in places where the children could get access to them. Educated father to pay attention to expiration dates and how to properly and safely prepare a bottle. Educated that there are resources available to assist with healthy food choices.</p> <p>You recognized the need for involvement by CPS, law enforcement, and hospitalization for medical treatment of both children.</p> <p>You recognized that you only had consent to treat the mother in this situation and sought maternal consent to call for medical assistance and treat the children of the household.</p> <p>You recognized the need and ability to educate the 8-year-old son in the family and educated him on proper baby care and not drinking alcohol.</p>
<p><b>REFLECTING: (6)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:   E     A     D     B</li> <li>• Commitment to Improvement: E     A     D     B</li> </ul>	<p>Group discussion of how reviewing the chart during prebrief assisted with developing a plan for the “home visit.” Discussion of what they noticed in mother’s room including post-partum depression, flat affect, abuse, anxiety, unlabeled prescription medications, and abnormal vitals. Education was provided on diet, smoking cessation, WIC, meals on wheels, peds on wheels, counseling, importance of follow up appointments, and importance of medication compliance. Group also noted that the mother assumed blame for lack of bonding/PPD and education was provided that this was not her fault.</p> <p>During discussion of the partner visit, the group mentioned that they were careful with their questions/statements as they did</p>

	<p>not want to make the partner angry or triggered in any way as to not to put the mother at risk for abuse upon completion of the home visit. They also noticed that the partner was lying when answering certain questions related to the relationship and how he treated the mother. The group attempted to educate on how to make a proper bottle for baby, cleanliness, and expired food. The group wanted to address the photos on the refrigerator but was unsure how to do so without making the partner angry. Discussion of the children's visit was mainly about safety and improper care of the children. The group noticed lack of medication for Jack's asthma and that he was currently experiencing some respiratory distress. They also noticed lack of safety concern for Jill and her failure to thrive. Safety items they were most concerned with were lack of safe sleep (blanket over face, pillow in crib, toys in crib), a space heater, and juice for the baby rather than formula. Team lead discussion with little prompting and were able to have good discussion about their assessment findings and interventions.</p> <p>Upon completion of the simulation, you created an education plan focused on Brian for bottle preparation, anger management, and keeping the hazards out of reach of children.</p>
<p><b>SUMMARY COMMENTS:</b></p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning</p> <p>Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing or higher in all areas is required for satisfactory completion of this simulation.</b></p> <p>Objectives</p> <ol style="list-style-type: none"> <li>1. Provide quality, patient-centered care in an organized, safe manner. (1, 2, 4, 5)*</li> <li>2. Implement appropriate nursing interventions upon completion of nursing assessment. (1, 2, 5)*</li> <li>3. Utilize the concepts of growth and development to provide therapeutic communication with the family unit. (3, 5)*</li> <li>4. Identify safety measures for the family unit in the home setting. (1,3,5)*</li> <li>5. Demonstrate thorough environmental</li> </ol>	<p>Excellent job in communicating without judgement and providing appropriate education, information regarding resources, and intervention for family.</p> <p>You are satisfactory for this scenario. KA/MD/BS/RH</p>

assessment in the home setting. (1,3,5)* *Course Objectives	
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**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Maternal Child 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:     Ava Lawson 11/26/24