

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Advanced Medical Surgical Nursing- 2025**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

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

**Faculty eSignature:**

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**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.**

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**METHODS OF EVALUATION:**

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

**ABSENCE (Refer to Attendance Policy)**

| Date      | Number of Hours                 | Comments                  | Make Up (Date/Time) |
|-----------|---------------------------------|---------------------------|---------------------|
| 1/14/2025 | 3H                              | Absent for QC observation | 2/3/2025 3H         |
|           |                                 |                           |                     |
|           |                                 |                           |                     |
|           |                                 |                           |                     |
|           |                                 |                           |                     |
|           |                                 |                           |                     |
|           |                                 |                           |                     |
| Initials  | Faculty Name                    |                           |                     |
| CB        | Chandra Barnes, MSN, RN         |                           |                     |
| FB        | Fran Brennan, MSN, RN           |                           |                     |
| BL        | Brittany Lombardi, MSN, RN, CNE |                           |                     |
| AR        | Amy Rockwell, MSN, RN           |                           |                     |
| BS        | Brian Seitz, MSN, RN, CNE       |                           |                     |

## PERFORMANCE CODE

### SATISFACTORY CLINICAL PERFORMANCE

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

### UNSATISFACTORY CLINICAL PERFORMANCE

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

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

### OTHER

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

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

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Objective

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

| Weeks of Course:                                                                                             | 2  | 3                | 4                | 5               | 6 | 7 | 8 | Make up | Mid-term | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Make up | Final |
|--------------------------------------------------------------------------------------------------------------|----|------------------|------------------|-----------------|---|---|---|---------|----------|---|----|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>                                                                                         | NA | NA               | NA               | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b> |    |                  |                  |                 |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>                 | NA | NA               | NA               | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| c. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>                                 | NA | NA<br>S          | NA               | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| d. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>                          | NA | NA               | NA               | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| e. Administer medications observing the seven rights of medication administration. <b>(Responding)</b>       | NA | NA               | NA<br>S          | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| f. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>      | NA | NA               | S                | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>  | NA | NA               | NA               | S               |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                                      | AR | AR               | AR               |                 |   |   |   |         |          |   |    |    |    |    |    |    |         |       |
| <b>Clinical Location</b>                                                                                     | NA | Patient Advocate | Digestive Health | 3TOWER, QUALITY |   |   |   |         |          |   |    |    |    |    |    |    |         |       |

Comments:

Week 3 (1c)- Satisfactory during Patient Advocate/Discharge Planner clinical experience and with discussion via CDG posting. Preceptor comments: "Excellent in all areas.". Keep up the great work. AR

Week 4 (1f)- Great job with several successful IV attempts, appropriate technique was demonstrated. FB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

## Objective

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

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

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

**Comments:**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

## Objective

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

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

### Comments:

Week 3 (3b,c)- Satisfactory during your Quality Scavenger Hunt, documentation, and with discussion via CDG posting. Good work. AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

## Objective

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

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

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

### Comments:

Week 3a: A legal issue that could potentially come up for a patient advocate could be malpractice; they are in the room and sometimes help patients with what they need however they do not have the insurance than a Nurse would have in the case of malpractice. This is an interesting example and not one I have thought of before. Thanks for sharing. AR

Week 4 3a: An ethical issue could potentially be where the patient didn't fully clear the intestinal tract but did the prep and felt like they deserved the procedure but the doctor wouldn't do it and made them reschedule. This type of situation would require good patient education, so they would fully understand why it couldn't be done (for visualization of the colon). AR

Week 5 3a: An ethical issue could be with my patient today. He got his toe amputated, refused to have it dressed and wound care, and had very poor perfusion. Toe was black. Doctors were discussing cutting the whole foot off because he has poor perfusion combined with, he doesn't take care of his foot so they know eventually they will need to amputate more. Ethical issue was should we do it now while he's still in the hospital or wait a couple months until it absolutely needs amputation.

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

## Objective

5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)\*

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

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

## Objective

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

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

**\*When completing 4T Hand-Off Report see 4T Hand- Off Competency Rubric**

### Comments:

Week 3 (6c)- Satisfactory discussion via CDG posting for your Patient Advocate/Discharge Planner clinical experience. (6f)- Satisfactory with both CDG postings for this week. Keep up the great work. AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes



## Objective

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

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

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric

| Student Name:          |                                                                                                                      |                                                     |                 | Course Objective: Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. |                                     |               |          |
|------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------|----------|
| Date or Clinical Week: |                                                                                                                      |                                                     |                 |                                                                                                                                                                                                  |                                     |               |          |
| Criteria               |                                                                                                                      | 3                                                   | 2               | 1                                                                                                                                                                                                | 0                                   | Points Earned | Comments |
| Noticing               | 1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.              | (lists at least 7*)<br>*provides explanation if < 7 | (lists 5-6)     | (lists 5-7 but no specific patient data included)                                                                                                                                                | (lists < 5 or gives no explanation) |               |          |
|                        | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3 |                 | (lists 3 but no specific patient data included)                                                                                                                                                  | (lists < 3 or gives no explanation) |               |          |
|                        | 3. Identify all risk factors relevant to the patient.                                                                | (lists at least 5*)<br>*provides explanation if < 5 | (lists 4)       | (lists 3)                                                                                                                                                                                        | (lists < 3 or gives no explanation) |               |          |
| Interpreting           | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                   | 0% complete                         |               |          |
|                        | 5. State the goal for the top nursing priority.                                                                      | Complete                                            |                 |                                                                                                                                                                                                  | Not complete                        |               |          |
|                        | 6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                   | 0% complete                         |               |          |
|                        | 7. Identify all potential complications for the top nursing priority problem.                                        | (lists at least 3)                                  | (lists 2)       |                                                                                                                                                                                                  | (lists < 2)                         |               |          |
|                        | 8. Identify signs and symptoms to monitor for each complication.                                                     | (lists at least 3)                                  | (lists 2)       |                                                                                                                                                                                                  | (lists < 2)                         |               |          |
| Responding             | 9. List all nursing interventions relevant to the top nursing priority.                                              | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                   | 0% complete                         |               |          |
|                        | 10. Interventions are prioritized                                                                                    | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                   | 0% complete                         |               |          |
|                        | 11. All interventions include a frequency                                                                            | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                   | 0% complete                         |               |          |
|                        | 12. All interventions are individualized and realistic                                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                                                                                                                                                                   | 0% complete                         |               |          |

\*End-of- Program Student Learning Outcomes

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                           | 3              | 2               | 1              | 0            | Points Earned                               | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|----------------|--------------|---------------------------------------------|----------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 13. An appropriate rationale is included for each intervention                                                                                                                            | > 75% complete | 50-75% complete | < 50% complete | 0% complete  |                                             |          |
| Reflecting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 14. List all of the highlighted reassessment findings for the top nursing priority.                                                                                                       | >75% complete  | 50-75% complete | <50% complete  | 0% complete  |                                             |          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15. Evaluation includes one of the following statements: <ul style="list-style-type: none"><li>Continue plan of care</li><li>Modify plan of care</li><li>Terminate plan of care</li></ul> | Complete       |                 |                | Not complete |                                             |          |
| <b>Reference</b><br>An in-text citation and reference are required.<br>The care map will be graded “needs improvement” if missing either the in-text citation or reference, but not both.<br>The care map will be graded “unsatisfactory” if both in-text citation and reference are not included.                                                                                                                                                                                                                               |                                                                                                                                                                                           |                |                 |                |              |                                             |          |
| Total Possible Points= 45 points<br>45-35 points = Satisfactory<br>34-23 points = Needs Improvement*<br>< 23 points = Unsatisfactory*<br><b>*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.</b><br><br><b>***Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. ***</b><br><br><b>Faculty/Teaching Assistant Comments:</b> |                                                                                                                                                                                           |                |                 |                |              | <b>Total Points:</b>                        |          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                           |                |                 |                |              | <b>Faculty/Teaching Assistant Initials:</b> |          |

Care Map Evaluation Tool\*\*  
 AMSN  
 2025

| Date | Nursing Priority Problem | Evaluation &<br>Instructor Initials | Remediation &<br>Instructor Initials |
|------|--------------------------|-------------------------------------|--------------------------------------|
|      |                          |                                     |                                      |

\*\* AMSN students are required to submit one satisfactory care map (CDG) during the 3-week 4T clinical rotation. If the care map is not evaluated as satisfactory upon initial submission, the student has one opportunity to revise the care map based on instructor feedback. **Students that are not satisfactory after these 2 attempts will be required to meet with course faculty for remediation.**

Comments:

Pathophysiology Grading Rubric  
Firelands Regional Medical Center School of Nursing  
Advanced Medical Surgical Nursing  
2025

**Student Name:**

**Clinical Date:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>1. Provide a description of your patient including current diagnosis and past medical history. (4 points total)</b> <ul style="list-style-type: none"> <li>Current Diagnosis (2)</li> <li>Past Medical History (2)</li> </ul>                                                                                                                                                                                                                                                                                                              | <b>Total Points:</b><br><b>Comments:</b> |
| <b>2. Describe the pathophysiology of your patient's current diagnosis. (6 points total)</b> <ul style="list-style-type: none"> <li>Pathophysiology-what is happening in the body at the cellular level (6)</li> </ul>                                                                                                                                                                                                                                                                                                                        | <b>Total Points:</b><br><b>Comments:</b> |
| <b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (6 points total)</b> <ul style="list-style-type: none"> <li>All patient's signs and symptoms included (2)</li> <li>Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (2)</li> <li>Explanation of how all patient's signs and symptoms correlate with current diagnosis. (2)</li> </ul>                                                                   | <b>Total Points:</b><br><b>Comments:</b> |
| <b>4. Correlate the patient's current diagnosis with all related labs. (12 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant lab result values included (3)</li> <li>Rationale provided for each lab test performed (3)</li> <li>Explanation provided of what a normal lab result should be in the absence of current diagnosis (3)</li> <li>Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (3)</li> </ul>                                                | <b>Total Points:</b><br><b>Comments:</b> |
| <b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (12 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant diagnostic tests and results included (3)</li> <li>Rationale provided for each diagnostic test performed (3)</li> <li>Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (3)</li> <li>Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (3)</li> </ul> | <b>Total Points:</b><br><b>Comments:</b> |
| <b>6. Correlate the patient's current diagnosis with all related</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Total Points:</b>                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>medications. (9 points total)</b> <ul style="list-style-type: none"> <li>• All related medications included (3)</li> <li>• Rationale provided for the use of each medication (3)</li> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (3)</li> </ul>                                                                                                                                                                                                                                                                                            | <b>Comments:</b>                         |
| <b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (4 points total)</b> <ul style="list-style-type: none"> <li>• All pertinent past medical history included (2)</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (2)</li> </ul>                                                                                                                                                                                                                                                                          | <b>Total Points:</b><br><b>Comments:</b> |
| <b>8. Prioritize nursing interventions related to current diagnosis. (6 points total)</b> <ul style="list-style-type: none"> <li>• All nursing interventions provided for patient prioritized and rationales provided (6)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | <b>Total Points:</b><br><b>Comments:</b> |
| <b>9. Discuss the role of interdisciplinary team members in the care of the patient. (6 points total)</b> <ul style="list-style-type: none"> <li>• Identifies all interdisciplinary team members currently involved in the care of the patient (2)</li> <li>• Explains how each current interdisciplinary team member contributes to positive patient outcomes (2)</li> <li>• Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (2)</li> </ul>                                       | <b>Total Points:</b><br><b>Comments:</b> |
| <p>Total possible points = 65<br/> 51-65 = Satisfactory<br/> &lt; 51 = Unsatisfactory</p> <p><b>Course Objective:</b> 2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*</p> <p><b>Clinical Competency:</b> 2(a.) Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding)</p> <p>*End-of-Program Student Learning Outcomes</p> | <b>Total Points:</b><br><b>Comments:</b> |

**Firelands Regional Medical Center School of Nursing**

\*End-of- Program Student Learning Outcomes

### AMSN –4 Tower - Hand-Off Report Competency Rubric

**Faculty:** Brittany Lombardi, MSN, RN, CNE; Brian Seitz, MSN, RN, CNE; Chandra Barnes, MSN, RN

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Must complete satisfactorily during 4 Tower debriefing.**

|                                    |                                        |
|------------------------------------|----------------------------------------|
| <b>23-30 points = Satisfactory</b> | <b>&lt; 23 points = Unsatisfactory</b> |
|------------------------------------|----------------------------------------|

#### CRITERIA

|                                                                  | <b>Meets<br/>Expectations<br/>5</b>                                                                                                                                                                                                          | <b>Needs<br/>Improvement<br/>3</b>                                                                                                                                                                                                      | <b>Does Not Meet<br/>Expectations<br/>0</b>                                                                                                    | <b>POINTS</b> |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Introduction<br/>Safety<br/>(1,2)*</b>                        | Introduction provided (includes patient name, room number etc.). Provides socioeconomic factors (e.g. social support), allergies, and alerts (falls, isolation, etc.)                                                                        | Provides introduction and communicates most of the safety concerns of the patient.                                                                                                                                                      | Does not provide introduction and/or does not address the safety concerns of the patient.                                                      |               |
| <b>Situation<br/>(3)*</b>                                        | Presents chief complaint and current status (including code status, recent changes, and response to treatment).                                                                                                                              | Presents most information but missing pertinent data e.g. current status, changes etc.                                                                                                                                                  | Information is incomplete and/or disorganized. Not possible to understand and obtain an adequate and clear picture of the patient's situation. |               |
| <b>Background<br/>(4)*</b>                                       | Provides detailed and organized background information regarding presenting diagnosis and signs/symptoms; includes pertinent past medical and surgical history.                                                                              | Provides background information but information disorganized and difficult to understand. Missing some information related to past medical and surgical history.                                                                        | Background information is incomplete and/or inaccurate. Missing pertinent information related to past medical and surgical history             |               |
| <b>Assessment<br/>Laboratory/Diagnostic<br/>Testing<br/>(5)*</b> | Provides clear, concise, pertinent assessment information e.g. vital signs, cardiac assessment, respiratory assessment. Communicates pertinent laboratory and diagnostic information and relates findings to current diagnosis/presentation. | Provides assessment information but material is disorganized. Communicates laboratory and diagnostic findings but information is not specific. Example: states hemoglobin is low without stating specific number or why it is abnormal. | Assessment information is incomplete and needs improvement. Does not communicate findings in a way that can be understood.                     |               |
| <b>Actions<br/>(4,5)*</b>                                        | Explains interventions performed or required. Provides rationale.                                                                                                                                                                            | Explains interventions performed/required but does not provide rationales.                                                                                                                                                              | Does not include all interventions performed and does not provide rationales.                                                                  |               |
| <b>Communication<br/>Prioritization<br/>(1,4,5,6)*</b>           | Communicates and prioritizes any outstanding patient issues and the plan of care. Example: patient having change in mental status - would explain CT ordered. Includes patient teaching provided.                                            | Communicates all information but is slightly disorganized in presentation.                                                                                                                                                              | Overall communication of hand-off report needs improvement. Incomplete report and/or disorganized in presentation                              |               |
|                                                                  |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                         | <b>TOTAL POINTS</b>                                                                                                                            |               |

**Faculty Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



Firelands Regional Medical Center School of Nursing  
Advanced Medical Surgical Nursing 2025  
Simulation Evaluations

| <b><u>Simulation Evaluation</u></b><br><br>Performance Codes:<br><br>S: Satisfactory<br><br>U: Unsatisfactory | <b>Rachael Heidebrink</b><br><b>(Pharmacology)</b><br><b>(1, 2, 6, 7)*</b> | <b>Week 8:</b><br><b>Dysrhythmia</b><br><b>Simulation (see rubric)</b><br><b>(1, 2, 3, 5, 6, 7)</b> | <b>Junetta Cooper</b><br><b>(Pharmacology)</b><br><b>(1, 2, 6, 7)*</b> | <b>Mary Richards</b><br><b>(Pharmacology)</b><br><b>(1, 2, 6, 7)*</b> | <b>Lloyd Bennett</b><br><b>(Medical-Surgical)</b><br><b>(1, 2, 6, 7)*</b> | <b>Kenneth Bronson</b><br><b>(Medical-Surgical)</b><br><b>(1, 2, 6, 7)*</b> | <b>Carl Shapiro</b><br><b>(Pharmacology)</b><br><b>(1, 2, 6, 7)*</b> | <b>Comprehensive</b><br><b>Simulation (see rubric)</b><br><b>(1, 2, 3, 4, 5, 6, 7)</b> |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                                                                                               | <b>Date:</b><br>2/14/2025                                                  | <b>Date:</b><br>2/24-25/2025                                                                        | <b>Date:</b><br>2/28/2025                                              | <b>Date:</b><br>3/14/2025                                             | <b>Date:</b><br>3/21/2025                                                 | <b>Date:</b><br>3/27/2025                                                   | <b>Date:</b><br>4/7/2025                                             | <b>Date:</b><br>4/7/2025                                                               |
| Evaluation                                                                                                    |                                                                            |                                                                                                     |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |                                                                                        |
| Faculty Initials                                                                                              |                                                                            |                                                                                                     |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |                                                                                        |
| <b>Remediation:</b><br><b>Date/Evaluation/</b><br><b>Initials</b>                                             |                                                                            |                                                                                                     |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |                                                                                        |

\* Course Objectives

**Comments:**

Firelands Regional Medical Center School of Nursing

Skills Lab Evaluation Tool  
AMSN  
2025

| <b>Skills Lab<br/>Competency<br/>Evaluation</b><br><br>Performance Codes:<br><br>S: Satisfactory<br><br>U: Unsatisfactory | Lab Skills                          |                                            |                                                 |                             |                        |                                            |                                                  |                                       |                                     |                                  |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------|-------------------------------------------------|-----------------------------|------------------------|--------------------------------------------|--------------------------------------------------|---------------------------------------|-------------------------------------|----------------------------------|
|                                                                                                                           | Meditech Document<br>(1,2,3,4,5,6)* | Physician<br>Orders/SBAR<br>(1,2,3,4,5,6)* | Prioritization/<br>Delegation<br>(1,2,3,4,5,6)* | Resuscitation<br>(1,3,6,7)* | IV Start<br>(1,3,4,6)* | Blood Admin./IV<br>Pumps<br>(1,2,3,4,5,6)* | Central Line/Blood<br>Draw/Ports<br>(1,2,3,4,6)* | Head to Toe<br>Assessment<br>(1,2,6)* | ECG/Hand-off<br>report/CT<br>(1,6)* | ECG Measurements<br>(1,2,4,5,6)* |
|                                                                                                                           | Date:<br>1/7/2025                   | Date:<br>1/7/2025                          | Date:<br>1/7/2025                               | Date:<br>1/7/2025           | Date:<br>1/9/2025      | Date:<br>1/9/2025                          | Date:<br>1/10/2025                               | Date:<br>1/10/2025                    | Date:<br>1/10/2025                  | Date:<br>1/10/2025               |
| Evaluation:                                                                                                               | S                                   | S                                          | S                                               | S                           | S                      | S                                          | S                                                | S                                     | S                                   | S                                |
| Faculty Initials                                                                                                          | FB                                  | BS                                         | CB                                              | AR                          | FB/BS/<br>CB           | AR                                         | CB                                               | BS/DW                                 | BS                                  | FB                               |
| Remediation:<br>Date/Evaluation/Initials                                                                                  | NA                                  | NA                                         | NA                                              | NA                          | NA                     | NA                                         | NA                                               | NA                                    | NA                                  | NA                               |

**\*Course Objectives**

**Comments:**

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

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

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

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

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

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

**Central Line Dressing Change/Ports/Blood Draw:** Satisfactory central line dressing change participation providing proper technique guidelines, maintenance of central line ports, and line flushing. You were satisfactory in accessing and de-accessing an infusaport device, demonstrated proper technique on how to draw blood from a CVAD, and properly labeled a blood tube per hospital policy. Great job! CB

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

\*End-of- Program Student Learning Outcomes

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

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Advanced Medical Surgical Nursing- 2025**

**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:

Trenton McIntyre 2/4/2025

ar 11/15/2024

\*End-of- Program Student Learning Outcomes