**EVALUATION OF CLINICAL PERFORMANCE TOOL**
**Medical Surgical Nursing – 2025**

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

**Student**: Colleen Camp

**Final Grade**: **Satisfactory/Unsatisfactory**

**Semester**: **Spring**

**Date of Completion**:

**Faculty**: **Dawn Wikel,** MSN, RN, CNE; **Rachel Haynes,** MSN, RN; **Kelly Ammanniti,** MSN, RN, CHSE; **Monica Dunbar,** DNP, RN; **Heather Schwerer,** MSN, RN; **Nick Simonovich,** MSN, RN

**Faculty eSignature**:

**Teaching Assistant**: **Stacia Atkins,** BSN, RN

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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**:

Skills Lab Competency Tool & Skills Checklists
Simulation, Prebriefing, & Reflection Journals
Nursing Care Map Rubric
Meditech Documentation
Clinical Debriefing
Clinical Discussion Group Grading Rubric
Evaluation of Clinical Performance Tool
Lasater's Clinical Judgment Rubric & Scoring Sheet
Virtual Simulation Scenarios

**ABSENCE (Refer to Attendance Policy)**

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

| Faculty's Name | Initials |
|---|---|
| **Kelly Ammanniti** | **KA** |
| **Stacia Atkins** | **SA** |
| **Monica Dunbar** | **MD** |
| **Rachel Haynes** | **RH** |
| **Heather Schwerer** | **HS** |
| **Nick Simonovich** | **NS** |
| **Dawn Wikel** | **DW** |

## 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.

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

| Date | Care Map Top Nursing Priority | Evaluation & Instructor Initials | Remediation & Instructor Initials | Remediation & Instructor Initials |
|---|---|---|---|---|
| 1/27/25 | Impaired Physical Mobility | S/RH | N/A | N/A |
| | | | | |

Note: Students are required to submit two satisfactory care maps over the course of the semester. If the care map is not evaluated as satisfactory upon initial submission, the student must revise the care map based on instructor feedback/remediation and resubmit. A maximum of two remediation attempts will be provided for a single care map and if still unsatisfactory, the student will be required to start fresh and initiate a care map on a new patient. At least one care map must be submitted prior to midterm.

**Objective**

1. Illustrate correlations to demonstrate the pathophysiological alterations in adult patients with medical-surgical problems. (2,3,4,5)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies:** a. Analyze the involved patho-physiology of the patient's disease process. (Interpreting) | | | S | S | S | NA | | | | | | | | | | | |
| b. Correlate patient's symptoms with the patient's disease process. (Interpreting) | | | S | S | S | NA | | | | | | | | | | | |
| c. Correlate diagnostic tests with the patient's disease process. (Interpreting) | | | S | NA | S | NA | | | | | | | | | | | |
| d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting) | | | S | NA | S | NA | | | | | | | | | | | |
| e. Correlate medical treatment in relation to the patient's disease process. (Interpreting) | | | S | S | S | NA | | | | | | | | | | | |
| f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting) | | | S | NA | S | NA | | | | | | | | | | | |
| g. Assess developmental stages of assigned patients. (Interpreting) | | | S | S | S | NA | | | | | | | | | | | |
| h. Demonstrate evidence of research in being prepared for clinical. (Noticing) | S | | S | S | S | NA | | | | | | | | | | | |
| Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly. | Meditech, FSBS, IV Pump Sessions | | 5T,91 years old, Mechanical fall related to UTI. | ECSC/Infection control | 3T , 77years old, increased weakness and | NA | | | | | | | | | | | |
| Instructors Initials | **HS** | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****Evaluate these competencies for the offsite clinicals:** **DH: 1h** **IC: 1a, b, e, h.** **ECSC: 1g, h**

**Comments:**

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 1 (1h)- During week 1, the Meditech, FSBS and IV pump sessions were all considered clinical hours. You came prepared to each of them and demonstrated competency accordingly. For this reason, you have earned an S for this competency. NS/SA/DW/HS

Week 3: 1(c, d, e) This week you did a great job of discussing your patient's pathophysiology of their illness as well as discussion of their medications. You were able to correlate why each medication was related to their care. RH

Week 5 - (1 a, b, c, d, e)-Great job this week! This week you did a great job discussing your patient's pathophysiology of their illness. You were also able to review the diagnostics and discuss how they correlated with the patient's diagnosis. You were able to discuss the importance of the medications that your patient was taking and how they impacted the plan of care. HS

*End-of-Program Student Learning Outcomes
Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

2. Perform physical assessments as a method for determining deviations from normal. (3,4,5)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies:** a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing) | | | S | NA | S | NA | | | | | | | | | | | |
| b. Conduct a fall assessment and implement appropriate precautions. (Noticing) | | | S | NA | S | NA | | | | | | | | | | | |
| c. Conduct a skin assessment and implement appropriate precautions and care. (Noticing) | | | S | NA | S | NA | | | | | | | | | | | |
| d. Communicate physical assessment. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting) | | | S | NA | S | NA | | | | | | | | | | | |
| f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| | **HS** | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****Evaluate these competencies for the offsite clinicals:** **DH: N/A** **IC: 2f** **ECSC: N/A**

**Comments:**

Week 1 (2f)- By attending the Meditech clinical update & providing your full, undivided attention during the demonstration of documenting IV solutions and the IV assessment, you are satisfactory for this competency. NS

Week 3: (2a-f) This week you performed a full head to toe assessment on your patient as well as a fall/safety assessment and skin assessment. You were able to identify your patient's laceration dressing was loose and did a wound assessment after removing the dressing. You were able to communicate any abnormalities in your assessment to myself and the nurse. You charted all your findings in the EHR appropriately. RH

Week 5 (2a-f)- You did a nice job with your assessment as well as documenting it within the electronic medical record. You also did a nice job communicating your findings to the RN. You were also able to discuss your focused assessment and the reasoning behind your decision of focus. HS

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies:** a. Perform standard precautions. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| b. Demonstrate nursing measures skillfully and safely. (Responding) | S | | S | NA | S | NA | | | | | | | | | | | |
| c. Demonstrate promptness and ability to organize nursing care effectively. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| d. Appropriately prioritizes nursing care. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| e. Recognize the need for assistance. (Reflecting) | | | S | NA | S | NA | | | | | | | | | | | |
| f. Apply the principles of asepsis where indicated. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding) | | | NA | NA | S | NA | | | | | | | | | | | |
| h. Implement DVT prophylaxis (early ambulation, SCDs, ted hose, administer enoxaparin or heparin) based on assessment and physicians' orders (Responding) | | | NA | NA | S | NA | | | | | | | | | | | |
| i. Identify the role of evidence in determining best nursing practice. (Interpreting) | S | | S | S | S | NA | | | | | | | | | | | |
| j. Identify recommendations for change through team collaboration. (Reflecting) | | | S | S | S | NA | | | | | | | | | | | |
| | **HS** | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****Evaluate these competencies for the offsite clinicals:** **DH: 3a** **IC: 3a, f, i** **ECSC: 3a, j**

**Comments:**

Week 3: (3a, b, d) You used proper hand hygiene throughout both clinical days. You were able to care for your patient while assisting therapy in helping your patient with their ADLs all while keeping safety in mind. You also were able to prioritize your day and organize your day in a way that allowed you to get all things done in a timely manner. You did great working around and with all the various therapies your patient had this week. RH

Week 5 (3 c, d, e)- You were able to prioritize your care for the day and adjust when necessary based on changes that occurred during the day. You were available to help others when needed, and ask for assistance when needed. (3g)-You were able to provide foley care, and educate your patient on the importance of proper foley care. (3h)- You were able to administer SQ heparin for DVT prophylaxis. HS

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies:** k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| m. Calculate medication doses accurately. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding) | | | NA | NA | NA | NA | | | | | | | | | | | |
| o. Regulate IV flow rate. (Responding) | S | | NA | NA | NA | NA | | | | | | | | | | | |
| p. Flush saline lock. (Responding) | | | NA | NA | S | NA | | | | | | | | | | | |
| q. Monitor and/or discontinue an IV. (Noticing/Responding) | | | NA | NA | NA | NA | | | | | | | | | | | |
| r. Perform FSBS with appropriate interventions. (Responding) | S | | NA | NA | S | NA | | | | | | | | | | | |
| | **HS** | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****Evaluate these competencies for the offsite clinicals:** **DH: N/A** **IC: N/A** **ECSC: N/A**

**Comments:**

Week 1 (3o)- During the IV pump session, you actively participated in the programming and maintenance of the Alaris IV pump. Additionally, you accurately identified abnormal IV site assessment data with an IV site monitoring activity. HS

(3r)- The student was able to satisfactorily perform a Quality Control check of the glucometer as well as demonstrate skills and knowledge required for proper fingerstick blood glucose measurement with the ACCU-CHEK Inform II glucometer. SA/DW

Week 3: (3k-m) You did great with your medication administration this week. You identified all medications and were able to provide me with detailed information about each medication, why the patient was getting the medications, and what to look for after administering the medications. You performed all checks prior to administration. You were organized and diligent while administering medications. You were able to scan all medications in the EMAR and chart them appropriately. You administered PO and topical medications this week. RH

Week 5 (3k, l, m, p)- You did a nice job with medication administration this week! You were able to administer PO, SQ medication and do an IV flush. You followed the rights of medication administration and completed all checks prior to administering. You were able to research each medication and answer all questions related to the medications. (3r) You were able to complete a FSBS and determine the appropriate amount of insulin to be administered. HS

**Objective**

**4.** Use therapeutic communication techniques to establish a baseline for nursing decisions. (1,5,7)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies:** a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding) | | | S | S | S | NA | | | | | | | | | | | |
| b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding) | | | S | S | S | NA | | | | | | | | | | | |
| c. Report promptly and accurately any change in the status of the patient. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| d. Maintain confidentiality of patient health and medical information. (Responding) | | | S | S | S | NA | | | | | | | | | | | |
| e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting) | | | S | S | S | NA | | | | | | | | | | | |
| f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing) | | | S | NA | S | NA | | | | | | | | | | | |
| g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding) | | | S | NA | S | NA | | | | | | | | | | | |
| | | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****Evaluate these competencies for the offsite clinicals:** **DH: 4a, b, d** **IC: 4b, d, e** **ECSC: 4a, b, d, e**

**Comments:**

Week 3: (4b, e, f, g) You did a good job staying in communication with the nurse caring for your patient this week. You were able to use SBAR communication to keep the nurse informed of the care you provided and if there were any changes in your patient's status. You were also able to provide an SBAR handoff at the end of the day to the next provider of care. You did great with your clinical discussion post and finding an evidence-based article that related to your patient this week. RH

Week 4 (4e)- According to the CDG Grading Rubric, you have earned a satisfactory for your Infection Control and Erie County Senior Center discussion this week. Your discussion was thorough and backed by evidence from Nurses' Pocket Guide. Additionally, in terms of APA formatting, I have a couple suggestion: 1. When you are citing a reference within your text, Skyscape is only a platform that houses the actual resource; therefore, you won't say "Skyscape defines…". Instead you will use the author(s) and say, "Doenges et al. defines…". 2. Et al. is used when there are more than 2 authors for the citation. 3. When you cite a direct quote from a resource, the intext citation should include a page or paragraph number that the quote can be found; for example, (Doenges et al., 2022, para 1). A paragraph number is only used when the resource does not have page number, such as an electronic resource like Nurses' Pocket Guide. Please use this feedback to improve with APA formatting for future CDG's and other course/clinical paperwork. Also keep in mind that there is an APA Formatting Examples document in the Clinical Resources on Edvance360 and online resources to help you (ex. Purdue Owl website- I really like this one! https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). I am always happy to help you if some of these resources are unclear to you. DW

Week 5 (4e)- Great job with your CDG this week! You were able to find an article that pertained to your patient and discussed the relevance. You successfully met all of the requirements on the rubric for your initial posting and the response to a peer. You answered all of the questions with a thorough explanation for each one. You also provided an in-text citation and a reference for the initial and peer response. Nice job! HS

**Objective**

5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Competencies:** **a. Describe a teaching need of your patient.**** (Reflecting) | | | S | NA | S | NA | | | | | | | | | | | |
| **b. Utilize appropriate termino-logy and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)** | | | S | NA | S | NA | | | | | | | | | | | |
| | | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****5a & b- You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab- describe the patient education you provided; be specific- include the topic, method of delivery, reason for teaching need, materials to support learning through above resources (if applicable), and method used to validate learning.**
**Example: Education related to orthostatic hypotension (changing positions slowly by sitting at the side of the bed or chair for a few minutes before moving to another position, utilizing the walker when ambulating) was provided to my patient through discussion and demonstration. This was necessary to maintain patient safety as he/she was experiencing a drop-in blood pressure and dizziness when getting out of bed. A patient education sheet was printed from Lexicomp and given to the patient. The teach back method was used to validate learning.**

**Comments:**
week 3: During this clinical rotation I educated my patient on the proper use of a walker and nonskid socks. This education was provided to ensure her safety during her stay at the hospital as she had recently fallen due to unsteady gait. My patient and I had a discussion and demonstration on how to walk with a walker properly and how to make sure the walker is at the right height for her. I used skyscape to provide this education, and the patient demonstrated back to me how to use a walker properly therefore I knew the education was effective. This is a great education topic for your patient since they are going home rather than to a nursing home or skilled nursing facility. RH

Week 5: During this week on clinical I educated my patient on preventing CAUTI. My patient was a 77-year-old male with chronic kidney disease and a chronic catheter. The information I provided was a patient education sheet from Lexicomp, and it stated the different sign and symptoms of a UTI and how to properly clean and manage the catheter. I spoke with my patient's wife, and she told me she changes his catheter at home, and I educated her on being as sterile as possible when she changes it. Overall, I thought the education was successful as my patient and his wife were able to use the teach back method and they asked questions and were very engaged in the learning. Great job! Nice job discovering that the wife was involved in the patients care, and including her in the education. HS

**Objective**

6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting) | | | S | NA | ~~S~~ NA | NA | | | | | | | | | | | |
| b. **Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.**** (Noticing, Interpreting, Responding, Reflecting) | | | S | NA | S | NA | | | | | | | | | | | |
| | | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****6b- You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab. Refer to CMS Social Determinates of Health Screening Tool in the Resources folder for the course.**

**Comments:** See Care Map Grading Rubrics below.
week 3: My patient was a 91-year-old female who lived at home alone. This can affect her patient care because she cannot drive therefore she would have a hard time getting to follow up doctors' appointments and checkups. My patient also has impaired physical mobility making it hard for her to cook and keep up with the home. She did express some concerns about money and how she was going to pay for home health. All of these SODH can affect her level care because she has limited access to transportation, financial strain, and disabilities. Can you think of any services that we could provide information to her in order to help with some of these issues? Great observations. RH

Week 5: My patient was a 77-year-old male who lives at home with his wife. After looking through his chart I saw he and his wife had no problems paying any bills and have a steady home life. One thing that did stand out is their main source of transportation is a family. With that they may not be able to get to appointments or be able to get groceries when they need because they are relying on another person. I think they should look into home health because he does have impaired physical mobility making it hard for him to get to bathroom and keep up with household chores as well as personal hygiene. Transportation is definitely a concern regarding many aspects as you mentioned. HS
6a- This was changed to a NA because you did not submit a care map this week. HS

**Objective**

7. Illustrate professional conduct including self-examination, responsibility for learning, and goal setting. (7)*

| Weeks of the Course | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **a. Reflect on an area of strength. **** (Reflecting) | S | | S | S | S | NA | | | | | | | | | | | |
| **b. Reflect on an area for improvement and set a goal to meet this need.**** (Reflecting) | S | | S | ~~S~~ U | S | NA | | | | | | | | | | | |
| c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| g. Demonstrate the ability to give and receive constructive feedback. (Responding) | S | | S | S | S | NA | | | | | | | | | | | |
| h. Actively engage in self-reflection. (Reflecting) | S | | S | S | S | NA | | | | | | | | | | | |
| | **HS** | | **RH** | **DW** | **HS** | | | | | | | | | | | | |

****Evaluate these competencies for the offsite clinicals:** **DH: All** **IC: All** **ECSC: All**

****7a and 7b: You must address these competencies in the comments section after each clinical experience. Please write a different comment each week. Remember that a goal includes what you will do to improve, how often you will do it, and when you will do it by (example- "I had trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical."**

**Comments:**

Week 1-

One competency I feel I performed strongly in was obtaining a FSBS. I have done this before at home for a family member, therefore I felt this was a good review for me! Great job! HS

One competency I feel I need improvement in is programing the IV pump and remembering what buttons to push for setting the medications. To improve I will re-watch the videos in my IV lab lesson on edvance 3 time prior to going to clinical on Wednesday. That is a great plan! You will become more comfortable with the IV pump as you have additional experiences in the clinical setting. HS

Week 3: One competency I feel I performed strongly in was connecting with my patient and understanding her needs. On Wednesday of clinical she was not feeling very motivated to go to therapy and mostly wanted to stay in bed. On Thursday when I went in she got a shower and I curled her hair and it made a huge difference in her motivation to go to therapy. She ended up going to all her session Thursday and seemed to be in a better mood. You could tell that she was in such a better mood on Thursday after her hair was done rather than on Wednesday when she wanted to sleep all day. RH
One competency I feel I need improvement in is managing my time. During med pass I am very slow and with therapy being so often throughout the day on 5T I feel that I need to be faster so that I do not interfere with their therapy session. To improve this I will prioritize my tasks every morning when at clinical and I will review med pass steps 3 times before my next clinical date. This is a good goal, I will say you will have much more practice with this skill during this semester than last semester so give yourself some grace. You were organized and diligent during your medication pass. Speed will come with practice and familiarity of the process. RH

Week 4: One competency I feel I performed well was assessing the needs of the elderly at the ECSC and adapting our game to fit their needs. One competency I feel I did well In for infection control was knowing what needed to be in the cart for the specific disease. Excellent! I appreciate that you shared a strength for both clinical experiences! Keep up the great work! DW
One thing I feel I could work on is speaking up and being a leader. I do not like to stand up Infront of people with a microphone and talk because it makes me nervous therefore, I need to work on that side of my communication skills. With that being said for infection control I had a hard time speaking up when I noticed people not foaming in or out. Colleen, I appreciate your recognition of this opportunity for improvement, as I can totally relate with having a hard time being vocal as the center of attention within a group. With that said, I don't see a goal to improve in this area. What will you do, how often will you do it, and when will you do it by to show actual growth in this area. Just saying you need to do better next time does nothing to help with growth. Sometimes you have to think outside of the box a bit. For example, maybe over the next 2 weeks, you could make an announcement in class to the entire group or even introduce yourself to 2 new people in the clinical setting to force yourself out of your comfort zone. Does this make sense? Unfortunately, not including a goal will result in a U for competency 7b this week. Please review the directions on p. 1 of this document. You must comment below on how you will improve your U for week 5. Failure to do so will result in a continued U until completed. Let me know if you have any questions. DW

Week 5: One competency I feel I performed strongly in this week was my med pass. I was able to pass meds on the second day of clinical therefore I wrote all my meds down on Wednesday and came prepared to report on them Thursday morning. I was able to give a subcutaneous injection of heparin as well as obtain a FSBS and give insulin;I also gave PO meds. I feel I am getting faster and more efficient with my med pass. One of my weaknesses this week was forgetting to aspirate before flushing the IV. To correct this mistake, I will go over the steps of giving an IV flush 3 times before m next clinical. That is a great plan! HS
Last week I received a U for my weakness. To correct this, I will make sure every week that my weakness has a time frame and goal to achieve to fix it. I will also go over the clinical tool rules to make sure everything is correct before turning it in. HS

| Student Name: Colleen Camp | Course Objective: |
|---|---|
| Date or Clinical Week: MSN Week 3 | |

| | Criteria | 3 | 2 | 1 | 0 | Points Earned | Comments |
|---|---|---|---|---|---|---|---|
| Noticing | 1.Identify all abnormal assessment findings (subjective and objective); include specific patient data. | **(lists at least 7*) *provides explanation if < 7** | **(lists 5-6)** | **(lists 5-7 but no specific patient data included)** | **(lists < 5 or gives no explanation)** | 3 | All criteria met. RH |
| | 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 | |
| Interpreting | 4. List all nursing priorities and highlight the top priority problem. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | 3 | 4. Great list of nursing priorities!<br><br>8. Good complications list. Included key symptoms for each complication. RH |
| | 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 | |
| Responding | 9. List all nursing interventions relevant to the top nursing priority. | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | 3 | Good job correlating your interventions with your nursing priority and potential complications. RH |
| | 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:<br>• Continue plan of care<br>• Modify plan of care<br>• Terminate plan of care | **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:** Great job with your care map. You provided a very detailed list of nursing priorities and listed some specific potential complications for the top nursing priority you identified. You were able to tailor your interventions to the potential complications and to the care you provided while on clinical. RH

**Total Points:** 45/45

**Faculty/Teaching Assistant Initials:** RH

| Student Name: | Course Objective: |
|---|---|
| Date or Clinical Week: | |

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

| Criteria | 3 | 2 | 1 | 0 | Points Earned | Comments |
|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 13. An appropriate rationale is included for each intervention | **> 75% complete** | **50-75% complete** | **< 50% complete** | **0% complete** | | |
| **Reflecting** | 14. List all of the highlighted reassessment findings for the top nursing priority. | **>75% complete** | **50-75% complete** | **<50% complete** | **0% complete** | | |
| | 15. Evaluation includes one of the following statements:<br>• Continue plan of care<br>• Modify plan of care<br>• Terminate plan of care | **Complete** | | | **Not complete** | | |

## Reference

An in-text citation and reference are required.
The care map will be graded "needs improvement" if missing either the in-text citation or reference, but not both.
The care map will be graded "unsatisfactory" if 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>***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.**<br><br>*****Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *****<br><br>**Faculty/Teaching Assistant Comments:** | **Total Points:**<br><br>**Faculty/Teaching Assistant Initials:** |

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

| Student name: Collen Camp | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Skills Lab Competency Evaluation** | **Lab Skills** | | | | | | | |
| | **Week 1** | **Week 1** | **Week 1** | **Week 1** | **Week 1** | **Week 2** | **Week 2** | **Week 9** |
| Performance Codes: | **Insulin** (2,3,5,7)* | **Assessment** (2,3,4,5,7)* | **IV Math Application** (3,7)* | **Lab Day** (1,2,3,4,5,6,7)* | **IV Skills** (2,3,5,7)* | **Trach** (1,2,3,4,5,6,7)* | **EBP** (3,7)* | **Lab Day** (1,2,3,4,5,6,7)* |
| **S**: Satisfactory<br>**U**:Unsatisfactory | **Date:** 1/7/25 | **Date:** 1/7/25 | **Date:** 1/9/25 | **Date:** 1/9/25 | **Date:** 1/10/25 | **Date:** 1/15/2025 | **Date:** 1/15/2025 | **Date:** 3/10 or 3/11/25 |
| Evaluation: | **S** | **S** | **S** | **S** | **S** | **S** | **S** | |
| Faculty/Teaching Assistant Initials | MD | KA/RH | HS | NS | HS | DW | KA | |
| **Remediation: Date/Evaluation/Initials** | NA | NA | NA | NA | NA | NA | NA | |

*Course Objectives

**Comments:**
Week 1
(Insulin)- You were able to correctly prepare an insulin pen and administer subcutaneous insulin. Insulin requirements were accurately identified and calculated through the corrective scale and carbohydrate coverage orders. MD
(Assessment)- You were able to satisfactorily demonstrate the Basic Head to Toe Assessment during lab. KA/RH
(IV Math)-You satisfactorily participated in the IV Math learning session on 1/7/25 as well as the assigned IV Math practice questions and the IV Math Application lab on 1/9/2025. KA/DW/HS/SA
(Lab Day)- You satisfactorily completed the mandatory lab review of nursing foundational skills. This was achieved through simulating care for a patient in a scenario requiring competency in assessment, communication, medication administration (including PO and IM injection), nasogastric tube insertion and removal, patient mobility and hygiene, use of PPE for Contact Isolation, wound care, foley insertion and removal, development of nursing notes, and providing SBAR hand-off report. NS/MD/RH
(IV Skills)- You have satisfactorily completed IV lab including a saline flush, IV push medication administration with reconstitution, priming and hanging a primary and secondary IV solution, adjusting a flow rate to run by gravity, discontinuing IV therapy, and monitoring the IV site for infiltration and signs of complications. HS

Week 2
(Trach Care & Suctioning) - During this lab, you satisfactorily demonstrate competence with tracheostomy care and tracheostomy suctioning. DW/RH/NS/SA
(EBP Lab)- You actively participated in the online searching process for evidence-based practice literature, as well as reviewing example articles to determine appropriate selection and information needed when summarizing a research article. KA/LK

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

| **Simulation Evaluation**<br><br>Performance Codes:<br><br>**S**: Satisfactory<br><br>**U**: Unsatisfactory | **Student Name: Colleen Camp** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **vSim-** Vincent Brody (Medical-Surgical) (*1, 2, 3, 4, 5, 6) | **vSim-** Juan Carlos (Pharmacology) (*1, 2, 3, 4, 5, 6) | **vSim-** Marilyn Hughes (Medical-Surgical) (*1, 2, 3, 4, 5, 6) | Simulation #1 (Musculoskeletal & Resp) (*1, 2, 3, 4, 5, 6, 7) | Simulation #2 (GI & Endocrine) (*1, 2, 3, 4, 5, 6, 7) | **vSim-** Stan Checketts (Medical-Surgical) (*1, 2, 3, 4, 5, 6) | **vSim-** Harry Hadley (Pharmacology) (*1, 2, 3, 4, 5, 6) | **vSim-** Yoa Li (Pharmacology) (*1, 2, 3, 4, 5, 6) |
| | **Date: 1/27/25** | **Date: 2/10/25** | **Date: 2/24/25** | **Date: 2/26 or 2/27/25** | **Date: 4/9 or 4/10/25** | **Date: 4/14/25** | **Date: 4/24/25** | **Date: 4/25/25** |
| Evaluation | S | | | | | | | |
| Faculty/Teaching Assistant Initials | RH | | | | | | | |
| **Remediation: Date/Evaluation/Initials** | N/A | | | | | | | |

* Course Objectives

**Comments:**

**EVALUATION OF CLINICAL PERFORMANCE TOOL**
**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 and Date:
-

11/21/24