

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

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

**Student:**

**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 |
|-----------|-------------------------------|----------------------------------|-----------------------------------|-----------------------------------|
| 2/10/2025 | Impaired Mobility             | S/HS                             | NA                                | NA                                |
|           |                               |                                  |                                   |                                   |

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.

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## 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 |
|-------------------------------------------------------------------------------------------------------------|----------------------------------|---|-------------|-------------------------------------|------------------------------------------------------------------|-------------------------------------|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                        |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)                    |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| b. Correlate patient's symptoms with the patient's disease process. (Interpreting)                          |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| c. Correlate diagnostic tests with the patient's disease process. (Interpreting)                            |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)                   |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)                 |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)                 |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| g. Assess developmental stages of assigned patients. (Interpreting)                                         |                                  |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| h. Demonstrate evidence of research in being prepared for clinical. (Noticing)                              | S                                |   | N/A         | S                                   | S                                                                | S                                   |   |   |         |   |    |    |    |    |         |         |       |
| Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly. | Meditech, FSBS, IV Pump Sessions |   | No Clinical | 5T, 50 M<br>Guillain Barre Syndrome | 3T, 68 M<br>Extremity Injury/Pain Lower<br>3T, 58 F<br>Pneumonia | 4N, 60 M<br>Red and blackened right |   |   |         |   |    |    |    |    |         |         |       |
| Instructors Initials                                                                                        | SA                               |   | DW          | RH                                  | 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 4: 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

## 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 |
|---------------------------------------------------------------------------------------------------------------------------|----|---|-----|----|----|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                                      |    |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing) |    |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| b. Conduct a fall assessment and implement appropriate precautions. (Noticing)                                            |    |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| c. Conduct a skin assessment and implement appropriate precautions and care. (Noticing)                                   |    |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| d. Communicate physical assessment. (Responding)                                                                          |    |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)                                |    |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)                       | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                           | SA |   | DW  | RH | 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 4: (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 |
| <b>Competencies:</b>                                                                                                                                      | S  |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform standard precautions. (Responding)                                                                                                             | S  |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| b. Demonstrate nursing measures skillfully and safely. (Responding)                                                                                       | S  |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)                                                                  |    |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| d. Appropriately prioritizes nursing care. (Responding)                                                                                                   |    |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| e. Recognize the need for assistance. (Reflecting)                                                                                                        |    |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| f. Apply the principles of asepsis where indicated. (Responding)                                                                                          | S  |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)                                                       |    |   | N/A | N/A | N/A | S |   |   |         |   |    |    |    |    |         |         |       |
| h. Implement DVT prophylaxis (early ambulation, SCDs, ted hose, administer enoxaparin or heparin) based on assessment and physicians' orders (Responding) |    |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| i. Identify the role of evidence in determining best nursing practice. (Interpreting)                                                                     | S  |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
| j. Identify recommendations for change through team collaboration. (Reflecting)                                                                           |    |   | N/A | S   | S   | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                           | SA |   | DW  | RH  | HS  |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*Evaluate these competencies for the offsite clinicals:

DH: 3a

IC: 3a, f, i

ECSC: 3a, j

#### Comments:

Week 4: (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. 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 |
| <b>Competencies:</b>                                                                                                                         |    |   | N/A | S   | S   | S   |   |   |         |   |    |    |    |    |         |         |       |
| k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)                                  |    |   | N/A | S   | S   | S   |   |   |         |   |    |    |    |    |         |         |       |
| l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)                                                     |    |   | N/A | S   | S   | S   |   |   |         |   |    |    |    |    |         |         |       |
| m. Calculate medication doses accurately. (Responding)                                                                                       |    |   | N/A | S   | S   | S   |   |   |         |   |    |    |    |    |         |         |       |
| n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding)                            |    |   | N/A | N/A | N/A | N/A |   |   |         |   |    |    |    |    |         |         |       |
| o. Regulate IV flow rate. (Responding)                                                                                                       | S  |   | N/A | N/A | N/A | N/A |   |   |         |   |    |    |    |    |         |         |       |
| p. Flush saline lock. (Responding)                                                                                                           |    |   | N/A | N/A | N/A | S   |   |   |         |   |    |    |    |    |         |         |       |
| q. Monitor and/or discontinue an IV. (Noticing/Responding)                                                                                   |    |   | N/A | N/A | S   | S   |   |   |         |   |    |    |    |    |         |         |       |
| r. Perform FSBS with appropriate interventions. (Responding)                                                                                 | S  |   | N/A | N/A | N/A | S   |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                              | SA |   | DW  | RH  | 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 4: (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 SubQ medications this week. RH

Week 5 (3k, l, m, q,-) You did a nice job with medication administration this week! You were able to administer several PO medications. 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. 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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----|----|----|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                                                                       |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding) |   |   |     |    |    |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Communicate professionally and collaboratively with members of the healthcare team using hand-off communication techniques. (SBAR) (Responding)         |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| c. Report promptly and accurately any change in the status of the patient. (Responding)                                                                    |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| d. Maintain confidentiality of patient health and medical information. (Responding)                                                                        |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)                                                                |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)                                                               |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)                                                        |   |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                            |   |   | DW  | RH | HS |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*Evaluate these competencies for the offsite clinicals:

DH: 4a, b, d

IC: 4b, d, e

ECSC: 4a, b, d, e

### Comments:

Week 4: (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 5 (4a)- You were able to professionally communicate with your patient even though he was being challenging at times, you were able to prioritize and perform all of the necessary care. (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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-----------|-----------|-----------|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>                                                                                                                                  |   |   | N/A       | S         | S         | S |   |   |         |   |    |    |    |    |         |         |       |
| <b>a. Describe a teaching need of your patient.** (Reflecting)</b>                                                                                    |   |   | N/A       | S         | S         | S |   |   |         |   |    |    |    |    |         |         |       |
| <b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b> |   |   | N/A       | <b>NI</b> | S         | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                       |   |   | <b>DW</b> | <b>RH</b> | <b>HS</b> |   |   |   |         |   |    |    |    |    |         |         |       |

**\*\*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 4 (5a & b)- Education, I provided verbally, was about ambulating. The education was to wear the ankle weights provided by physical therapy to help with ambulating while using a walker. The reason for the ankle weights was to keep the patients' legs under their torso while trying to walk. This helped their balance as well as strengthening the muscles to regain the ability to walk. The patient validated the learning by using the ankle weights while attempting to walk with the walker. **What resource did you use for this education? I know you said physical therapy provided some, but what resource did they gather than information from? Please include what resource you used when answering 5b in the future. Since this was your first week, I will put "NI" but in the future it will be a "U".** RH

Week 5 (5a & b)- Education I provided to my patient was on wound care and how to properly change a dressing. I explained to the patient that proper hygiene and wound cleaning techniques prevent further infection and promote healing. I also explained what the signs of infection look like such as redness, pain, swelling, or pus, so they understand when it is time to seek medical attention. I utilized Lexicomp to provide the information to the patient. **Great job! HS**

Week 6 (5a & b)- Education that I provided to my patient this week was an overview of what an angiography is. I made sure to provide the patient with this literature before they had the procedure done, in case they had any questions. My goal was to alleviate any anxiety they might have had by having them understand was going to be done. I was able to locate this education information from Lexicomp.

| 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)                                                               |   |   | N/A | N/A | U  | S |   |   |         |   |    |    |    |    |         |         |       |
| b. <b>Identify factors associated with Social Determinants of Health (SDOH) &amp;/or cultural elements that have the potential to influence patient care.**</b> (Noticing, Interpreting, Responding, Reflecting) |   |   | N/A | S   | U  | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                                                                                  |   |   | DW  | RH  | 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 4 (6b)- Factors associated with Social Determinants of Health that have the potential to influence patient care would be education as well as transportation. If the patient does not understand their diagnosis due to a lack of education, they may struggle understanding their needs and recognizing complications. If the patient is not able to drive due to their diagnosis of Guillain Barre, they may not be able to make it to their appointments and get the proper treatment they need to get better. **This could also lead to having a poor support system. If the patient is unable to drive to and from appointments, they will be relying on someone to take them places. If the patient's support system is small, this could lead to more issues. RH**

Week 5 (6b)- Factors associated with Social Determinants of Health that have the potential to influence patient care would be living situation and financial strain. The patient is homeless and with limited access to stable housing, it makes wound care, hygiene, and infection prevention more difficult. With a financial strain the patient may struggle to afford medications and supplies to keep up with the proper care they need. **Seth, that is an excellent example of a SDOH but unfortunately you did not self-evaluate yourself and therefore it becomes a U.**

6a,b- 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. HS

Week 5 (6a)- I received a U because I forgot to self-rate. I will make sure this does not happen again by checking three times before I submit my clinical tool, that everything is done correctly.

Week 5 (6b)- I received a U because I forgot to self-rate. I will make sure this does not happen again by checking three times before I submit my clinical tool, that everything is done correctly.

6a- You satisfactorily completed your care map please refer to the rubric at the bottom of the tool. HS

Week 6 (6b)- Factors associated with Social Determinants of Health that could affect my patient this week would be employment as well as financial strain. The patient was suffering from blocked arteries which was causing the tissue on their toe to become necrotic. This was causing the patient to have trouble walking which can cause them to not be able to work. If the patient is unable to work due to their medical problems, it could cause a financial hardship on their family.

| 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  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)                                                                                     | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)                                                                                           | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)                                                                                | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions. (Responding) | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)                                                                     | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| g. Demonstrate the ability to give and receive constructive feedback. (Responding)                                                                                         | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
| h. Actively engage in self-reflection. (Reflecting)                                                                                                                        | S  |   | N/A | S  | S  | S |   |   |         |   |    |    |    |    |         |         |       |
|                                                                                                                                                                            | SA |   | DW  | RH | 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 (7a)- An area of strength in this week was demonstrating evidence of growth. During the head-to-toe check off this semester I felt confident in performing a thorough assessment, as compared to last semester, I had a lot less confidence. With repetition and continued practice I feel more comfortable with my nursing skills. SA



Week 1 (7b)- An area I could improve on is my time management. I felt overloaded with information during the first few weeks of the course and had a hard time on deciding which tasks to complete first. I will practice in the weeks to come with organizing my schedule and putting more time aside to focus on school work. **Great plan! SA**

Week 4 (7a)- An area of strength this week was that I was able to make my patient feel comfortable. When I first met my patient, they were quiet and did not seem to want to talk. By the end of the second day my patient had opened up to me, talking about their life. I was able to get to know my patient which also helped me give them the best care possible. **You could tell you were in the room more with your patient on the second day. I am glad you were able to get to know them better. RH**

Week 4 (7b)- An area I could improve on is being more efficient with my patient care. I felt that I was constantly bothering them with tasks I needed to complete, which would eventually make them tired. I will improve each week by getting more practice in upcoming clinical as well as practicing my skills at home to be more efficient in completing my tasks. **Learning to cluster care takes practice, but this is a good goal to have. RH**

Week 5 (7a)- An area of strength this week was teaching and patient education. With the patient's history and current situation, they are at risk of being readmitted to the hospital and with some education on things such as wound care and infection prevention, they can hopefully take better care of themselves. This will help to prevent further complications. **Nice job! Educating is a huge part of our role as healthcare providers. HS**

Week 5 (7b)- An area I could improve on is helping others while I have down time. I use too much time researching my patient, while I could help answer call lights instead. To try to improve on this I will try to answer at least three call lights that are not from my specific patient on my upcoming clinicals. **This becomes a little tricky as a student. Be sure that you are able to complete all of your research however, if someone needs help or there is a call light you shouldn't walk past it. HS**

Week 6 (7a)- An area of strength this week was performing my nursing interventions in a timely manner. I have noticed myself becoming more comfortable in the clinical setting, which allows me to complete things that need done, faster.

Week 6 (7b)- An area I could improve on this week is asking questions. I feel like I don't ask enough questions because I don't want to bother people. I will try to improve this by being open about not knowing something and asking questions to help myself understand. My plan is to ask a few more questions during each clinical to better my understanding of topics.

| Student Name: Seth Linder     |                                                                                                                      |                                                     |                 | Course 6                                          |                                     |               |                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|---------------------------------------------------|-------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date or Clinical Week: Week 5 |                                                                                                                      |                                                     |                 | Objective:                                        |                                     |               |                                                                                                                                                                                                                                                                                                                                                           |
| 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) | 3             | You provided a thorough list of abnormal assessment findings, lab findings and risk factors. HS                                                                                                                                                                                                                                                           |
|                               | 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             |                                                                                                                                                                                                                                                                                                                                                           |
|                               | 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) | 3             |                                                                                                                                                                                                                                                                                                                                                           |
| Interpreting                  | 4. List all nursing priorities and highlight the top priority problem.                                               | > 75% complete                                      | 50-75% complete | < 50% complete                                    | 0% complete                         | 3             | You provided a nice list of nursing priorities and selected the appropriate priority problem.<br>You identified an appropriate goal specific to the patient.<br>You were able to highlight all of the related data to support your priority problem.<br>Nice job identifying potential problems and the signs and symptoms to monitor the patient for. HS |
|                               | 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             | You provided a list of nursing interventions that were prioritized, included a frequency and individualized to the patient with a rationale for each one. HS                                                                                                                                                                                              |
|                               | 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 | Great job reassessing all of the abnormal assessment findings. HS |
|            | 15. Evaluation includes one of the following statements:<br><ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> | Complete       |                 |                | Not complete | 3 |                                                                   |

## Reference

An in-text citation and reference are required.

The care map will be graded “needs improvement” if missing either the in-text citation or reference, but not both.

The care map will be graded “unsatisfactory” if both in-text citation and reference are not included.

Total Possible Points= 45 points

45-35 points = Satisfactory

34-23 points = Needs Improvement\*

< 23 points = Unsatisfactory\*

**\*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**

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

**Faculty/Teaching Assistant Comments:**

**Seth,**

**Great job on your nursing care map! You did a nice job identifying all of the abnormal assessment findings which led you to the priority problem for the patient. You were able to determine appropriate interventions specific to the patient to implement the plan of care. You then successfully re-evaluated the abnormal assessment findings to determine the plan of care should be continued. Great job! HS**

**Total Points:45/45**

**Faculty/Teaching Assistant Initials: HS**

| 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*)<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                         |               |          |

| 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 |  |  |

### Reference

An in-text citation and reference are required.

The care map will be graded “needs improvement” if missing either the in-text citation or reference, but not both.

The care map will be graded “unsatisfactory” if both in-text citation and reference are not included.

Total Possible Points= 45 points

45-35 points = Satisfactory

34-23 points = Needs Improvement\*

< 23 points = Unsatisfactory\*

**\*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**

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

**Faculty/Teaching Assistant Comments:**

**Total Points:**

**Faculty/Teaching Assistant Initials:**

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

|                                                                                                                                           |                              |                                   |                                      |                                    |                                |                                    |                                    |                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|--------------------------------------|------------------------------------|--------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Student name: Seth Linder                                                                                                                 |                              |                                   |                                      |                                    |                                |                                    |                                    |                                    |
| <b>Skills Lab</b><br><b>Competency Evaluation</b><br><br>Performance Codes:<br><br><b>S:</b> Satisfactory<br><br><b>U:</b> Unsatisfactory | <b>Lab Skills</b>            |                                   |                                      |                                    |                                |                                    |                                    |                                    |
|                                                                                                                                           | <b>Week 1</b>                | <b>Week 1</b>                     | <b>Week 1</b>                        | <b>Week 1</b>                      | <b>Week 1</b>                  | <b>Week 2</b>                      | <b>Week 2</b>                      | <b>Week 9</b>                      |
|                                                                                                                                           | <b>Insulin</b><br>(2,3,5,7)* | <b>Assessment</b><br>(2,3,4,5,7)* | <b>IV Math Application</b><br>(3,7)* | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* | <b>IV Skills</b><br>(2,3,5,7)* | <b>Trach</b><br>(1,2,3,4,5,6,7)*   | <b>EBP</b><br>(3,7)*               | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* |
|                                                                                                                                           | <b>Date:</b><br>1/7/25       | <b>Date:</b><br>1/7/25            | <b>Date:</b><br>1/8 or<br>1/9/25     | <b>Date:</b><br>1/8 or<br>1/9/25   | <b>Date:</b><br>1/10/25        | <b>Date:</b><br>1/15 or<br>1/16/25 | <b>Date:</b><br>1/15 or<br>1/16/25 | <b>Date:</b><br>3/10 or<br>3/11/25 |
|                                                                                                                                           | <b>Evaluation:</b>           | <b>S</b>                          | <b>S</b>                             | <b>S</b>                           | <b>S</b>                       | <b>S</b>                           | <b>S</b>                           |                                    |
| Faculty/Teaching Assistant<br>Initials                                                                                                    | <b>SA</b>                    | <b>SA</b>                         | <b>SA</b>                            | <b>SA</b>                          | <b>SA</b>                      | <b>SA</b>                          | <b>SA</b>                          |                                    |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                                                    | <b>NA</b>                    | <b>NA</b>                         | <b>NA</b>                            | <b>NA</b>                          | <b>NA</b>                      | <b>NA</b>                          | <b>NA</b>                          |                                    |

\*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 1/8/25. 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. SA

## 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

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

\* 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