

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

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

**Student:** Katelyn Morgan

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

**Semester:** Spring

**Date of Completion:** 4/18/2025

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

**Faculty eSignature:** Brian Seitz MSN, RN, CNE

**DIRECTIONS FOR USE:**

Each week the students evaluate themselves based on the competencies using the performance code on page 2. The performance code includes the terms **Satisfactory (S)**, **Needs Improvement (NI)**, **Unsatisfactory (U)**, and **Not Available (NA)**. The faculty member will initial if in agreement with the student’s evaluation. If there is a discrepancy in the performance code evaluation between the student and the faculty member, a note is written in the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a “S, NI, U, or NA”. If the student does not self-rate, then it is an automatic “U”. A student who submits the clinical evaluation tool late will be rated as “U” in the appropriate competency(s) for that clinical week. Whenever a student receives a “U” in a competency, it must be addressed with a comment as to why it is no longer a “U” the following week. If the student does not state why the “U” is corrected, it will be another “U” until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. **An unsatisfactory or needs improvement as a final evaluation in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. Patterns of performance over the course of the semester will be utilized to determine the final competency evaluations. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.**

**METHODS OF EVALUATION:**

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

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make Up (Date/Time)
2/7/2025	1H	Didn't do Quality Scavenger Hunt CDG	2/12/2025 1H
Initials	Faculty Name		
CB	Chandra Barnes, MSN, RN		
FB	Fran Brennan, MSN, RN		
BL	Brittany Lombardi, MSN, RN, CNE		
AR	Amy Rockwell, MSN, RN		
BS	Brian Seitz, MSN, RN, CNE		

## PERFORMANCE CODE

### SATISFACTORY CLINICAL PERFORMANCE

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

### UNSATISFACTORY CLINICAL PERFORMANCE

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

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

### OTHER

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

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

Objective

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
c. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>	S	S	S	NA S	NA	NA	NA	NA	S	NA	S	S	S	S	S	NA	NA	S
d. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>	NA	S	S	NA	NA	NA	NA	NA	S	NA	S	NA	S	S	S	NA	NA	S
e. Administer medications observing the seven rights of medication administration. <b>(Responding)</b>	S	S	S	NA	NA	NA S	NA	NA	S	NA	NA	NA	S	S	S	NA	NA	S
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>	NA	S	S	NA	NA	S	NA	NA	S	NA	S	NA	NA	NA	S	NA	NA	S
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>	S	S	S	NA	NA	S	NA	NA	S	NA	NA	S	S	S	S	NA	NA	S
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>CB</b>	<b>BL</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>
Clinical Location	PT MAN	PT MAN	PT MAN	PT Advocate	No clinic al	DH				Qualit y & Core	CD & SP	IS	4C	4P	4C			

Comments:

Week 2 (1a,b)- Great job managing patient care and prioritizing care based on comprehensive assessment. FB

Week 3 (1a,b,c)- Satisfactory with managing three patients during your patient management clinical experiences this week! Great job! FB

Week 4 (1c)- Great job evaluating the plan of care and patient needs to determine the order of care for several patients during this clinical rotation. FB

Week 5 (1c)- Satisfactory during your Patient Advocate/Discharge Planner clinical experience and with your discussion via CDG posting. Preceptor comments: "Excellent in all areas." Great job. AR

\*End-of- Program Student Learning Outcomes

Week 7 (1f)- Great job with several successful IV attempts, appropriate technique was demonstrated. FB

Week 10 (1b,c)- Satisfactory during Cardiac Diagnostics and Special Procedures clinical experiences and with CDG discussions. Preceptor comments for Special Procedures: “Excellent in ‘Actively engaged in the clinical experience’; Satisfactory in all other areas. A few IV practice, observed paracentesis and bone marrow biopsy.” The preceptor personally told me you were a huge asset to their department that day. Keep up the great work! AR

Week 11 (1c)- Satisfactory during Infusion Center clinical and with discussion via CDG posting. Great job. AR

Week 12(1a,b,d,e): Great job this week managing complex patient situations while on 4C. You were able to perform thorough assessments, implement interventions, and evaluate your patient’s response to those interventions. You were able to administer medications using the seven rights of medication administration and utilized the BMV system. CB

Week 13-1(a-e,g) Excellent job this week managing complex patient care situations. Your care was very well organized, and you did a great job with your time management. All head to toe assessments were thorough and well done. Medication passes were safely done following all seven rights. Satisfactory completion of the ECG booklet assignment. Great job monitoring your patients very closely on 4P to ensure positive patient outcomes. BL

Week 14- 1a/b- Nice job assessing and providing care to your mechanically ventilated patient this week. You were also able to observe an intubation, a chest tube placement, and a bronchoscopy. 1d- We discussed atrial fibrillation/flutter, PVCs, paced rhythms, and heart blocks. 1e- You did a good job administering medications through various routes (OG, IV, IVP, SQ) while observing the rights of medication administration. Nice work! BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

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

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

**Comments:**

Week 2(2a,b)- Great use of clinical judgement skills to determine patient needs, plan care for patients, and implement appropriate nursing interventions. FB

Week 3 (2a,b,d)- Great job with correlation of patient condition, pathophysiology of disease process, and monitoring of any possible complications. Based off assessments you were able to implement the plan of care for several patients. (2d) Providing care for a patient involves the nursing process and the implementation of a plan of care, as you care for patients you are using your clinical judgement to provide the care, prioritize, and formulate a nursing plan of care. Therefore, this competency was changed to a “S”. FB

\*End-of- Program Student Learning Outcomes

Week 4 (2a,b)- Good use of clinical judgement as you correlate the relationship between patient's disease process, current symptoms, and present condition. You are also assessing for potential risks and anticipating possible complications as you prioritize care for your assigned patients. Keep up the good work! FB

Week 12(2a,b,d,e): Great job this week, you were able to notice abnormal assessment findings and recognize potential complications for your patient. Excellent job on your care map, please see the grading rubric below. You did a great job participating in debriefing about cultural diversity and racial inequalities that were related to your patient. CB

Week 13-2(a) Excellent job utilizing your clinical judgment skills to correlate relationships among your patient's disease process, history, symptoms, and present condition. Please refer to the Pathophysiology Grading Rubric for my feedback. 2(e) Great job this week in debriefing discussing social determinants of health that may have impacted your patient's health, well-being, and quality of life. BL

Week 14- 2a- You did a nice job correlating the relationships among your patient's disease process, past medical history, symptoms, and present condition utilizing your clinical judgment skills. 2b,c,d- Nice job during debriefing also, where you provided two priority nursing diagnoses for your patient, discussed how you monitored for potential risks and anticipated possible complications, and discussed recognizing changes in patient status and how you responded. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

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

**Comments:**

Week 2 (3d,e)- Great discussion, noticing accountability of delegation and the clarification of roles. You also did a great job interpreting facts to determine the need for prioritization of assigned patient during this clinical rotation. FB

Week 3 (3e) Great job with prioritizing the delivery of care to your assigned patients during the clinical experiences this week. FB

Week 4 (3d,e)- You have demonstrated the process of delegation, responsibility, and accountability of the interdisciplinary team members. Great job determining priority care of assigned patients. Keep up the great work! FB

Week 5- Satisfactory during your Quality Scavenger Hunt clinical and with documentation. You did not complete the required CDG for this clinical. AR

Week 9 (3b)- Satisfactory during Quality Assurance/Core Measures observation and with discussion via CDG posting. Good job. AR

Week 11 (3c)- Satisfactory during Infusion Center clinical and with discussion via CDG posting. Keep up the good work. AR

\*End-of- Program Student Learning Outcomes

Week 12(3c): Great job this week actively participating in debriefing, discussing different strategies to achieve fiscal responsibility in the clinical setting. Competency 3e was changed to a “NA” because this is related to patient management clinicals. CB

Week 13-3(a) Excellent job in debriefing critiquing and discussing communication barriers you witnessed among team members while caring for your patient this week. BL

Week 14- 3b- Good job during debriefing discussing quality improvement, core measures, and the importance of documentation. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

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

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

**Comments:**

2a.) It wasn't my patient. But how ever there was a patient on the floor that I was on. I am not sure why she was brought into the hospital. However, the nurse stated that the patient could not make her own decisions anymore and that she was ready for discharge but a facility would not take her because she didn't need any skilled nursing. This patient had a boyfriend, and he had come up to the floor and wanted the patient to sign a check. The patient was newly appointed to a legal guardian. The charge nurse had to defend the patient for her rights and the patient's boy friend was not very happy and security had to escort him out of the hospital. "In contemporary guardianship systems, it is likely that most court-appointed guardians will eventually be called upon either to make or to assist the ward to make health care decisions of many sorts. These decisions may involve matters as simple as scheduling physician or dental appointments for the ward, helping her to complete medical history forms, and authorizing nonemergency treatment for minor illnesses or injuries.1 They may also involve such critical decisions as whether to permit risky surgical procedures, to switch from curative care that is unlikely to cure in favor of palliative care and aggressive pain management, or to direct health care providers to terminate ongoing, life-sustaining treatments including artificial respiration, nutrition, or hydration. Often, these health care decisions must be made in circumstances where time is of the essence or stress levels are high due to the seriousness of the ward's medical situation and the possible deleterious, irreversible consequences of a "wrong" decision" (Dayton, 2012).

\*End-of- Program Student Learning Outcomes

Dayton, A. K. (2012). *Standards for Health Care Decision-Making: Legal and Practical Considerations*. Utah Law Review. <http://open.mitchellhamline.edu/cgi/viewcontent.cgi?article=1250&context=facsch>

[Standards for Health Care Decision-Making: Legal and Practical Considerations](#)

Week 2 (4a)- These types of issues can be very complicated. It is important to listen and educate the patient's significant other of the legality of the situation. There may be a good reason why there is an appointed guardian for decisions. First, we try to deescalate the situation and if that does not seem to be successful calling security is the best option. Families and relationships can be difficult. FB

3a.) An example of a legal situation would be on Tuesday morning when a Code Blue was called on the overhead. My preceptor and I went down the code, and the patient was brought in on the gurney and the Lucas machine compressing her heart. 4 other students and myself performed chest compressions until the time of death was called. The patient was a full code. The advanced directives are a legal document with the patient's wishes on if they want life saving measures. A legal issue would be not performing CPR on a Full code patient. The lady arrived with EMS, with no family. This can be a difficult situation, but if there is no documentation on hand we will always do everything to sustain or regain life. If it is determined the patient does not want to be resuscitated we would stop all life saving measures. Great example. FB

4a.) An example from both days, is the RN witnessing the consent for surgery. Obtaining a consent for treatment is important. If it isn't obtained the hospital can get in a lot of trouble. Yes, this is very important to make sure the consent is signed and the physician went over all the details of the surgery including any risks that are involved. It is also important to get the consent signed before any mind-altering medications are given to the patient. FB

5a.) A legal example would be patient advocacy and discharge planner keeping a paper trail on what they are doing and what they have done. Keeping a paper trail is helpful in case if a case goes to court. You are correct, it is very important to keep a "paper trail"/documentation in case legal action is brought forth. AR

Week 5 (4c)- You have received an unsatisfactory for this competency due to not completing the CDG that was required for your Quality Scavenger Hunt clinical experience. Be sure to follow the instructions on pages 1-2 of this tool to correctly address the unsatisfactory for Week 6. AR

I will remember to do the appropriate CDG on time to prevent a "U" in the future for that assigned clinical rotation week. KM AR

Week 6 (4c)- See Week 5 comments above, and be sure to correctly address this unsatisfactory evaluation. Failure to do so will result in continued unsatisfactory evaluations. Feel free to reach out to me for any questions or concerns. AR

I will remember to address a "U" on time, to prevent rolling over onto the next clinical week. KM AR

7a.) An example of legal would be ensuring that the patient signed the consent form for treatment relating to their procedure that they are scheduled for. Very important example. AR

9.) An example of ethical and legal would be living will and code status. In the quality control measure, we had to look up a CHF patient. CHF is a chronic disease that can progress very quickly. Its important for the health care team to know the patients wishes on when they are unable to communicate for themselves. This is a very important issue, certainly for CHF patients and all others with chronic conditions. We should promote the completion of advanced directives on everyone. AR

10a.) An example of legal would be the patient signing the informed consent prior to procedures. The Dr obtains the informed consent. Nurses are witnesses. The patient has to give consent prior to treatment. Great example for both Cardiac Diagnostics and Special Procedures. AR

11a.) An example of legal and ethical for IS would be checking blood compatibility before blood administration to ensure the patient blood type and cross matches the blood that they are about to receive. **The entire blood administration process is crucial to ensure positive patient outcomes, and if this process isn't followed it would definitely be a legal issue. Good example. AR**

12a.) An example of legal and ethical would be my patient on ICU. She has a dx of lung cancer and is basically BIPAP dependent. Family wants her home to live life and to enjoy being outside. The CNP spoke with pt and family about hospice. Pt and family declined hospice. Pt full code. Pt and family understand that they are ok with being mechanically intubated if needed, however there is a risk that the tube may cause more damage to her lungs with being extubated. **Katelyn, this is why having a living will and DPOA in place is so important. Family and patients are vulnerable when put into situations like this, so sometimes what the patient truly would want is not what happens. CB**

13a.) An example of legal and ethical issues in the clinical setting would be patients' rights. As nurses we were informed of patient rights, and act in the patient's best interest. We are also taught that patients have their own autonomy. An example would be patients wanting to leave AMA, but the patient really needs medical attention. **Great job, Katelyn! BL**

14a.) An example of legal and ethical issues in the clinical settings would be cultural and religion. As an example, Jehovah witnesses cannot receive blood products. As a nurse when someone's hemoglobin is < 7 we want to administer blood but cannot due to religious beliefs. **I've only had to deal with this issue a few times but it is definitely and ethical issue. It is, however, the patient's choice as they do have autonomy. BS**

**Objective**

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

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

**Comments:**

Week 2 (5a)- Reported on by assigned RN during clinical rotation 1/14/2025– Satisfactory in all areas. Student goals: No student goals are provided. You must provide a goal for every clinical rotation. Additional Preceptor comments: “Only lacking in experience.” BD/FB

\*End-of- Program Student Learning Outcomes

Week 3 (5a)- Reported on by assigned RN during clinical rotation 1/21/2025– Satisfactory in all areas, except excellent in member of profession-demonstrates professionalism in nursing. Student goals: “Continue to advance skills.” No additional Preceptor comments. JF/FB Reported on by assigned RN during clinical rotation 1/22/2025- Excellent in all areas, except satisfactory in provider of care-establishment of plan of care, manager of care-communication skills, delegation. Student goals: “Continue to challenge myself with “difficult” patients.” No additional preceptor comments.” JF/FB

Week 4 (5a) Reported on by assigned RN during clinical rotation on 1/28/2025 –Excellent in all areas. Student goals: “Get more comfortable with hanging fluids.” Additional Preceptor comments: “We had a very busy day and she did great! She’ll be a great RN!” KS/FB Reported on by assigned RN during clinical rotation on 1/29/2025 – Excellent in all areas.” Student goals: “To get more IV start experience.” Additional Preceptor comments: Katelyn did great work on clinical today-she got to practice multiple nursing skills, including IV start, NG tube placement, and IV, PO and subQ med administration. SV/FB

Week 9 (5c)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation. Good work. AR

Week 12(5c,e): Good job actively participating in debriefing discussing factors that create a culture of safety for patients and EBP tools that you utilized to care for your patient’s during clinical. CB

Week 14- 5a,b- You performed well in the clinical setting this week, Katelyn! You also sought out new learning opportunities as you were able to observe an intubation a chest tube placement, and a bronchoscopy. 5c- You did a great job in your CDG of discussing ways in which you created a culture of safety for your patient. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

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

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
a. Establish collaborative partnerships with patients, families, and coworkers. <b>(Responding)</b>	S	S	S	S	NA	S	NA	NA	S	NA	S	S	S	S	S	NA	NA	S
b. Teach patients and families based on readiness to learn and discharge learning needs. <b>(Interpreting &amp; Responding)</b>	S	S	S	S	NA	S	NA	NA	S	NA	S	S	S	S	S	NA	NA	S
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. <b>(Responding)</b>	S	S	S	S	NA	S	NA	NA	S	NA	S	S	S	S	S	NA	NA	S
d. Deliver effective and concise hand-off reports. <b>(Responding)*</b>	S	NA	S	NA	NA	NA	NA	S	S	NA	NA	S						

\*End-of- Program Student Learning Outcomes

e. Document interventions and medication administration correctly in the electronic medical record. (Responding)	S	S	S	NA	NA	NA	NA	NA	S	NA	NA	NA	S	S	S	NA	NA	S
f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	S	S	S	S U	NA U	S	NA	NA	S	S	S	S	S	S	NI	NA	NA	S
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>	<b>CB</b>	<b>BL</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>								

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

**Comments:**

Week 2 (6d) This competency was completed satisfactorily according to the hand-off report rubric, score of 24/30 points. No RN comments provided. BD/FB (6c) Great job with communication and collaboration skills demonstrated as you worked with assigned RN and other healthcare disciplines. FB

Week 3 (6f)- Satisfactory CDG posting related to your patient management clinical experiences this week! Keep up the great work! FB

Week 4 (6e)- Great job with documenting accurately and appropriately for all aspects of care delivered. (6f) Great job with determining an educational plan for one of your assigned patients. Educational plan was thorough with all areas of CDG expectations met. FB

Week 5 (6c)- Satisfactory discussion related to your Patient Advocate/Discharge Planner clinical experience. (6f)- While your CDG posting for your Patient Advocate/Discharge Planner clinical was satisfactory, you have received an unsatisfactory for this competency due to not completing the CDG that was required for your Quality Scavenger Hunt clinical experience. Be sure to follow the instructions on pages 1-2 of this tool to correctly address the unsatisfactory for Week 6. AR  
I will remember to answer the appropriate CDG questions that relates to the clinical task on time. Doing so prevents a ‘U’ for that assigned clinical week. KM AR

Week 6 (6f)- See Week 5 comments above, and be sure to correctly address this unsatisfactory evaluation. Failure to do so will result in continued unsatisfactory evaluations. Feel free to reach out to me for any questions or concerns. AR

I will remember to address a “U” promptly to prevent that “U” from rolling over onto the next scheduled clinical week.KM AR

Week 9 (6f)- Satisfactory CDG posting related to your Quality Assurance/Core Measures observation. Keep it up. AR

Week 10 (6f)- Excellent CDG postings related to your Cardiac Diagnostics and Special Procedures clinical experiences. Keep up the great work as you complete the semester. AR

Week 11 (6c,f)- Excellent CDG posting for your Infusion Center clinical. Keep up the great work! AR

Week 12(6d,f): Competency 6d was changed to a “S” because although you did not give hand-off report in debriefing, you gave it to the bedside RN before leaving clinical each day. Satisfactory completion of your care map, please see the grading rubric below. CB

Week 13-6(a,b,c) Excellent job in debriefing discussing these competencies, as well as applying them to practice during your clinical experience this week. 6(d) Great job giving a detailed, thorough and accurate hand-off report during debriefing. You received 30/30 points. A friendly reminder to utilize a report sheet rather than a blank piece of paper to help keep everything more organized. 6(e) Great job with all of your documentation this week in clinical. Your documentation was done in a timely manner, and you did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. 6(f) Satisfactory completion of your CDG this week. Keep up the great work! BL

\*End-of- Program Student Learning Outcomes

Week 15- 6e- You did a great job with documentation this week. 6f- Unfortunately you received an NI in the competency due to your article summary only being 139 words. (You do not need to resubmit anything) BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

<b>Objective</b>																		
7. Devise methods utilized by nursing to develop the profession, advance the knowledge base, ensure accountability, and improve the outcomes of care delivery. (1,3,4,6,7,8)*																		
Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
<b>Competencies:</b>	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
a. Value the need for continuous improvement in clinical practice based on evidence. (Responding)	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
b. Accountable for investigating evidence-based practice to improve patient outcomes. (Responding)	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
c. Comply with the FRMCSN "Student Code of Conduct Policy." (Responding)	S	S	S	S	NA	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
d. 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	S	NA	NA	S	S	S	S	S	S	S	NA	NA	S
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>FB</b>	<b>AR</b>	<b>CB</b>	<b>BL</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>	<b>BS</b>								

**Comments:**

Week 3 (7a) Great job recognizing areas of improvement related to evidence-based practice and within your clinical practice. FB

\*End-of- Program Student Learning Outcomes

Week 4 (7d)- Great job displaying a great attitude, commitment to provide optimal care, and enthusiasm for the caring of individuals at a very vulnerable and often difficult time of their lives. FB

Midterm- You have done a great job during all clinical experiences in the first half of the semester. Keep it up as you complete the course. AR

Week 9 (7a)- Satisfactory discussion via CDG posting related to your Quality Assurance/Core Measures observation. AR

Week 12(7d): Katelyn, you did an excellent job this week having an ACE attitude while caring for your patient. CB

Week 13-7(d) Katelyn, you consistently demonstrate all the qualities of “ACE.” Keep up all your hard work. You will be an excellent RN! BL

Week 14- 7b- You chose an EBP article pertinent to your patient’s condition and treatment. An ACE attitude was observed at all times while on the clinical floor.

Katelyn, You made it!! Good luck with your new job, you’ll do great! BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric

<b>Student Name:</b> Katelyn Morgan			<b>Course Objective:</b> Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment.				
<b>Date or Clinical Week:</b> 4/1-2/2025							
Criteria	3	2	1	0	Points Earned	Comments	
<b>Noticing</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Great job noticing abnormal assessment findings, labs, and diagnostic testing for your patient. Sinus tachycardia is a diagnostic finding (ecg) therefore should be in that box. HTN, age, anorexia, and being on palliative care are all risk factors, not assessment findings. The bottom 5 findings listed under risk factors should be under diagnostic tests from the chest CTA. I would have also included any CXR your patient had completed.
	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	

\*End-of- Program Student Learning Outcomes

<b>Interpreting</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	2	Katelyn, other nursing priorities that could related to your patient are moderate anxiety, self-care deficit, comprised family coping, deficient knowledge, fear, and risk for falls. Your goal statement is just stated of positive of the priority problem, so therefore should be "Patient will have improved gas exchange." You did a great job correlating all of your abnormal assessments to your priority problem of impaired gas exchange. Good job listing potential complications of your priority problem including signs and symptoms to monitor for, although the signs and symptoms listed for cardiac arrest are those of a MI.
	5. State the goal for the top nursing priority.	Complete			Not complete	3	
	6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	7. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	8. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
<b>Responding</b>	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Great job listing all relevant nursing interventions related to your patient's priority problem. I would have also included assess pain, anxiety, bipap settings, encourage use of incentive spirometer, and education on relaxation techniques that could improve SOB and anxiety. You included a frequency and rationale for each intervention, ensuring that they were prioritized and
	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	2	
	12. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

							realistic for your patient. Medication interventions should be specific with times and doses (ex. 0900/2100, q4 hours PRN). Just remember that you always assess, do, and then educate.
	<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Points Earned</b>	<b>Comments</b>
	13. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
<b>Reflecting</b>	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	1	This portion of the care map is reflecting on the assessment findings and the diagnostic test/labs, not risk factors, because these do not change. If nothing has changed diagnostic wise, you put the same thing in the reflecting portion. Assessment findings need to be specific. You reevaluated lung sounds, but don't have lung sounds in your original assessment. You did not include a statement for continuing, modifying or terminating the plan of care, therefore you received 0 points for that portion.
	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	0	
<b>Reference</b> 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 <b>45-35 points = Satisfactory</b> 34-23 points = Needs Improvement* < 23 points = Unsatisfactory* <b>*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course</b>			<b>Total Points: 38/45</b>		
specific <b>***Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation.</b>			<b>CB</b>		
Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials		
4/1-2/2025	Impaired Gas Exchange	S/CB	NA		
Faculty/Teaching Assistant Comments: <b>Katelyn, Satisfactory completion on your nursing care map. Please review my feedback throughout the rubric. CB</b>					

Care Map Evaluation Tool\*\*  
 AMSN  
 2025

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

Comments:

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

Student Name: **Katelyn Morgan**

Clinical Date: **4/9/2025**

<p><b>1. Provide a description of your patient including current diagnosis and past medical history. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• Current Diagnosis (2)-2</li> <li>• Past Medical History (2)-2</li> </ul>	<p><b>Total Points: 4</b>  <b>Comments:</b> Great job providing a detailed description of your patient's current diagnosis and past medical history. <b>KM</b></p>
<p><b>2. Describe the pathophysiology of your patient's current diagnosis. (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Pathophysiology-what is happening in the body at the cellular level (6)-6</li> </ul>	<p><b>Total Points: 6</b>  <b>Comments:</b> Great job describing the pathophysiology of your patient's medical diagnosis. <b>KM</b></p>
<p><b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (6 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's signs and symptoms included (2)-2</li> <li>• Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (2)-2</li> <li>• Explanation of how all patient's signs and symptoms correlate with current diagnosis. (2)-2</li> </ul>	<p><b>Total Points: 6</b>  <b>Comments:</b> All signs and symptoms included and correctly correlated to the patient's diagnosis. Great job identifying the signs and symptoms that are typically associated with a NSTEMI as well. <b>KM</b></p>
<p><b>4. Correlate the patient's current diagnosis with all related labs. (12 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's relevant lab result values included (3)-3</li> </ul>	<p><b>Total Points: 12</b>  <b>Comments:</b> Excellent job identifying all of the relevant lab results and correlating them to the patient's</p>

<ul style="list-style-type: none"> <li>• Rationale provided for each lab test performed (3)-3</li> <li>• Explanation provided of what a normal lab result should be in the absence of current diagnosis (3)-3</li> <li>• Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (3)-3</li> </ul>	current diagnosis. KM
<p><b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (12 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's relevant diagnostic tests and results included (3)-3</li> <li>• Rationale provided for each diagnostic test performed (3)-3</li> <li>• Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (3)-3</li> <li>• Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (3)-3</li> </ul>	<p><b>Total Points: 12</b></p> <p><b>Comments:</b> All relevant diagnostic tests and results included with rationales. Detailed explanation provided related to how the results correlate with the patient's current diagnosis. KM</p>
<p><b>6. Correlate the patient's current diagnosis with all related medications. (9 points total)</b></p> <ul style="list-style-type: none"> <li>• All related medications included (3)-3</li> <li>• Rationale provided for the use of each medication (3)-3</li> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (3)-3</li> </ul>	<p><b>Total Points: 9</b></p> <p><b>Comments:</b> Great job listing all the patient's medications with appropriate rationale and correlation to the current diagnosis. KM</p>
<p><b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• All pertinent past medical history included (2)-2</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (2)-2</li> </ul>	<p><b>Total Points: 4</b></p> <p><b>Comments:</b> Patient's pertinent past medical history and family history is correctly correlated to the current diagnosis. KM</p>
<p><b>8. Prioritize nursing interventions related to current diagnosis. (6 points total)</b></p> <ul style="list-style-type: none"> <li>• All nursing interventions provided for patient prioritized and rationales provided (6)-6</li> </ul>	<p><b>Total Points: 6</b></p> <p><b>Comments:</b> Nice job! It would be important to include some additional education interventions related to a heart healthy diet, as well as discharge information (i.e. signs and symptoms to look out for, stent card, activity, medication, etc.). KM</p>
<p><b>9. Discuss the role of interdisciplinary team members in the care of the patient. (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Identifies all interdisciplinary team members currently involved in the care of the patient (2)-1</li> <li>• Explains how each current interdisciplinary team member contributes to positive patient outcomes (2)-2</li> <li>• Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (2)-0</li> </ul>	<p><b>Total Points: 3</b></p> <p><b>Comments:</b> Great job identifying the interdisciplinary team members involved in the care of the patient. Some additional members to include would be pharmacy, lab, PCTs, etc. An additional team member to consider including that was not currently may be the cardiac rehab nurse. KM</p>

<p>Total possible points = 65  <b>51-65 = Satisfactory</b>          &lt; 51 = Unsatisfactory</p> <p><b>Course Objective:</b> 2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*</p> <p><b>Clinical Competency:</b> 2(a.) Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding)</p> <p>*End-of-Program Student Learning Outcomes</p>	<p><b>Total Points:</b> 62/65  <b>Comments:</b> Satisfactory completion of your pathophysiology assignment. Please review all my feedback above. Great job! BL KM</p>
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**Firelands Regional Medical Center School of Nursing  
 AMSN –4 Tower - Hand-Off Report Competency Rubric**

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

Student Name:     Katelyn Morgan     Date:   4/9/2025  

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

23-30 points = Satisfactory	< 23 points = Unsatisfactory
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**CRITERIA**

	<b>Meets Expectations 5</b>	<b>Needs Improvement 3</b>	<b>Does Not Meet Expectations 0</b>	<b>POINTS</b>
<b>Introduction Safety (1,2)*</b>	Introduction provided (includes patient name, room number etc.). Provides socioeconomic factors (e.g. social support), allergies, and alerts (falls, isolation, etc.)	Provides introduction and communicates most of the safety concerns of the patient.	Does not provide introduction and/or does not address the safety concerns of the patient.	5
<b>Situation (3)*</b>	Presents chief complaint and current status (including code status, recent changes, and response to treatment).	Presents most information but missing pertinent data e.g. current status, changes etc.	Information is incomplete and/or disorganized. Not possible to understand and obtain an adequate and clear picture of the patient’s situation.	5
<b>Background (4)*</b>	Provides detailed and organized background information regarding presenting diagnosis and signs/symptoms; includes pertinent past medical and surgical history.	Provides background information but information disorganized and difficult to understand. Missing some information related to past medical and surgical history.	Background information is incomplete and/or inaccurate. Missing pertinent information related to past medical and surgical history	5

\*End-of- Program Student Learning Outcomes

<b>Assessment Laboratory/Diagnostic Testing</b> (5)*	Provides clear, concise, pertinent assessment information e.g. vital signs, cardiac assessment, respiratory assessment. Communicates pertinent laboratory and diagnostic information and relates findings to current diagnosis/presentation.	Provides assessment information but material is disorganized. Communicates laboratory and diagnostic findings but information is not specific. Example: states hemoglobin is low without stating specific number or why it is abnormal.	Assessment information is incomplete and needs improvement. Does not communicate findings in a way that can be understood.	5
<b>Actions</b> (4,5)*	Explains interventions performed or required. Provides rationale.	Explains interventions performed/required but does not provide rationales.	Does not include all interventions performed and does not provide rationales.	5
<b>Communication Prioritization</b> (1,4,5,6)*	Communicates and prioritizes any outstanding patient issues and the plan of care. Example: patient having change in mental status - would explain CT ordered. Includes patient teaching provided.	Communicates all information but is slightly disorganized in presentation.	Overall communication of hand-off report needs improvement. Incomplete report and/or disorganized in presentation	5
<b>TOTAL POINTS</b>			<b>30/30</b>	

**Faculty Comments:** Great job! Report was thorough and accurate. A friendly reminder to utilize a report sheet rather than a blank piece of paper to help keep everything more organized. This will also help the person taking report follow along easier.

**Faculty Signature:** Brittany Lombardi, MSN, RN, CNE

**Date:** 4/9/2025

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

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

\*End-of- Program Student Learning Outcomes

\* Course Objectives

**Comments:**

Week 8 Simulation: See rubric below. AR

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): **Katelyn Morgan**, Grace Catanese, Kylee Cheek, Destiny Houghtlen

GROUP #: 2

SCENARIO: Week 8 Simulation

OBSERVATION DATE/TIME(S): February 24, 2025 1000-1200

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           E        A        D        B</li> <li>• Recognizing Deviations from Expected Patterns:           E        A        D        B</li> <li>• Information Seeking:           E        A        D        B</li> </ul>						<p>Identifies patient and begins VS and assessment. Monitor applied. Notices low SpO2. Patient CO nausea, wanting to go to sleep. Noticed reduced HR, BP, and rhythm change. Patient CO feeling like she's going to pass out. BP reassessed. Rhythm change noticed.</p> <p>Patient identified. VS and assessment begun. Monitor applied. Notices increased HR. Notices low SpO2. Patient CO feeling tired, SOB. VS rechecked following medication administration. Notices lower BP. Patient CO being dizzy. New VS obtained after fluid bolus. Patient coughing and SOB. Noticed lung sounds have changed.</p> <p>Notices unresponsive patient, code called begins CPR.</p>
<p><b>INTERPRETING: (1,2)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:           E        A        D        B</li> <li>• Making Sense of Data:       E        A        D        B</li> </ul>						<p>SpO2 and BP interpreted as below normal. Interprets the need for medication to increase HR. Rhythm change interpreted to be 2<sup>nd</sup> degree type 2 AV block. BP noted to be reduced from previous reading. New rhythm interpreted to be 3<sup>rd</sup> degree AV block.</p>

\*End-of- Program Student Learning Outcomes

	<p>Rate interpreted as sinus tachycardia- actually atrial fibrillation. Need for O2 identified. Rhythm reinterpreted to be a-fib. BP interpreted as lower than previous reading. Interprets need for fluid bolus to raise BP. Lung sounds interpreted to be crackles and patient is overloaded.</p> <p>Interprets no pulse or breathing.</p>
<p><b>RESPONDING: (1,2,3,5,6,7)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:      E      A      D      B</li> <li>• Clear Communication:          E      A      D      B</li> <li>• Well-Planned Intervention/ Flexibility:                            E      A      D      B</li> <li>• Being Skillful:                      E      A      D</li> <li style="padding-left: 20px;">B</li> </ul>	<p>O2 applied. Heart and lung sounds assessed. Call to HCP to report symptomatic bradycardia and requests order for atropine. Order received- remember to read back orders to avoid mistakes. Atropine explained to patient and administered (identify patient). Call to HCP to request IV fluid, order received. Pacemaker requested. Neuro assessment performed. IV fluid initiated at 100 mL/hr.</p> <p>Established orientation. Asking appropriate questions during assessment. Oxygen applied. Call to HCP to report sinus tachycardia and request a beta blocker. HCP questions heart rhythm interpretation- reinterpreted to be a-fib. Call to HCP to request order for coags and an order for warfarin. Order received for coags and diltiazem. HCP asks what appropriate dose would be- bolus and drip rates provided. Orders received for bolus and drip (remember to read back orders). Call back to HCP following medication administration to report new symptom, requests cardioversion. Fluid bolus requested. Fluid bolus ordered and initiated. Call to HCP to report suspected fluid overload and request an order for Lasix. Order received.</p> <p>CPR initiated, 1 mg epinephrine q 3 minutes. Patches applied, patient defibrillated. Amiodarone suggested as an alternate drug to give, doses provided.</p>
<p><b>REFLECTING: (1,2,5)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:      E      A      D      B</li> <li>• Commitment to Improvement: E      A      D      B</li> </ul>	<p>Discussed first scenario, identification and treatments for symptomatic bradycardias. Reviewed chart to look for causes of heart block (metoprolol, patient history). Talked about holding medication to see if sinus rhythm will be restored. Alternate drugs for complete heart block discussed (epi, dopamine). Discussed pacing options for symptomatic bradycardias (transcutaneous, transvenous, permanent). Talked about the importance of adjusting electrical current to obtain capture, need for medication for comfort). Excellent teamwork!</p> <p>Discussed recognition of A-fib and associated symptoms. Talked about goals of diltiazem therapy. Explanation and demonstration of synchronized cardioversion; discussed differences between cardioversion and defibrillation, the need for sedating medications prior to delivering shock. Great teamwork and communication.</p> <p>Discussed the importance of immediate CPR and defibrillation with pulseless v-tach. Discussed alternative to epi (amiodarone). Roles of the code team discussed (recorder, CPR, airway, meds, lead). Potential causes of code blue</p>

\*End-of- Program Student Learning Outcomes

	discussed (review of chart reveals low K+). Defibrillation discussed, starting low and increasing joules with subsequent shocks. Excellent job!
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate the clinical characteristics and ECG patterns of common dysrhythmias. (1,2)*</b></li> <li>• <b>Choose nursing interventions for patients who are experiencing dysrhythmias. (1)*</b></li> <li>• <b>Differentiate between defibrillation and cardioversion. (1,2,6)*</b></li> <li>• <b>Communicates collaboratively to other healthcare providers utilizing SBAR. (3,5,6,7)*</b></li> </ul> <p>You are satisfactory for this scenario. Nice work! BS</p>	<p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p>You are satisfactory for this scenario. BS</p> <p>Attempts to monitor a variety of subjective and objective data but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information Recognizes most obvious patterns and deviations in data and uses these to continually assess Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs</p> <p>Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse</p> <p>Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport Develops interventions on the basis of the most obvious data; monitors progress but is unable to make adjustments as indicated by the patient’s response Displays proficiency in the use of most nursing skills; could improve speed or accuracy</p> <p>Evaluates and analyzes personal clinical performance with minimal prompting primarily about major events or decisions; key decision points are identified, and alternatives are considered Demonstrates a desire to improve nursing performance; reflects on and evaluates experiences; identifies strengths and weaknesses; could be more systematic in evaluating weaknesses</p>

\*End-of- Program Student Learning Outcomes

## Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME(S): **Katelyn Morgan**

GROUP #: **3**

SCENARIO: **Comprehensive Simulation**

OBSERVATION DATE/TIME(S): **4/7/25 0800-1200**

CLINICAL JUDGMENT COMPONENTS						<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1,2,7)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:           <b>E</b>       A       D       B</li> <li>• Recognizing Deviations from Expected Patterns:           E       <b>A</b>       D       B</li> <li>• Information Seeking:           <b>E</b>       A       D       B</li> </ul>						<p><b>Recognized all signs and symptoms associated with patient’s diagnosis of hypovolemic shock upon arrival (ex. abdominal pain, vomiting, vital signs, labs).</b></p> <p><b>Recognized abnormal assessment (respiratory and neurological) and diagnostic (lab, Xray, ABG) findings related to acute respiratory distress.</b></p> <p><b>Recognized abnormal ECG, abnormal troponin level, and patient reporting chest pain/pressure. Recognized the need to select equipment based off ECG interpretation.</b></p>
<p><b>INTERPRETING: (1,2,6)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:               E       <b>A</b>       D       B</li> <li>• Making Sense of Data:       E       <b>A</b>       D       B</li> </ul>						<p><b>Accurately interprets abnormal assessment findings (abdominal pain/tenderness, vomiting, tachycardia, hypotension, low hemoglobin) for patient with hypovolemic shock.</b></p> <p><b>Excellent job prioritizing appropriate data to include in</b></p>

\*End-of- Program Student Learning Outcomes

	<p>communication using the SBAR format during care of patient with hypovolemic shock.</p> <p>Appropriate interpretation of abnormal assessment and diagnostic findings for the patient with acute respiratory distress.</p> <p>Interpreted ECG appropriately and identified the patient was experiencing an inferior STEMI involving the right coronary artery. Prioritized the need to continuously monitor patient, administer appropriate medications based on patient's diagnosis, and provide pain/sedation medications.</p>
<p><b>RESPONDING: (2,3,6,7)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:     <b>E</b>     A     D     B</li> <li>• Clear Communication:       <b>E</b>     A     D     B</li> <li>• Well-Planned Intervention/ Flexibility:                    <b>E</b>     <b>A</b>     D     B</li> <li>• Being Skillful:                <b>E</b>     <b>E</b>     <b>A</b>     D</li> <li style="padding-left: 20px;">B</li> </ul>	<p>Appropriate medications were chosen to treat patient with hypovolemic shock (0.9% NaCl, PRBCs). Discussed use of norepinephrine for hypotension related to blood loss.</p> <p>Demonstrated clear communication providing patient education related to blood transfusion.</p> <p>Provided appropriate interventions based on assessment findings for patient with hypovolemic shock.</p> <p>Prioritized and initiated pertinent nursing interventions for the patient with acute respiratory distress.</p> <p>Prepped patient for emergent PCI- BP cuff, SpO2, applied oxygen, prepped the site, assessed pedal pulses. Provided pain and sedation medications and prepared bivalirudin to run throughout procedure. Reassessed pedal pulses following closure device deployment. Maintained Zoll monitor for transport to the ICU.</p> <p>Maintained confidence while delivering appropriate care throughout three separate, emergency patient scenarios.</p> <p>Active engagement throughout patient scenarios.</p>
<p><b>REFLECTING: (5,7)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:   <b>E</b>     A     D     B</li> <li>• Commitment to Improvement: <b>E</b>     A     D     B</li> </ul>	<p>Able to identify new knowledge obtained throughout the simulation and how to apply to future patient care scenarios.</p> <p>Asked appropriate questions to gain understanding of information provided.</p> <p>Appropriate use of assessment findings using a clinical decision-making process to prioritize patient care.</p> <p>Communicated in a clear, concise, and effective manner. Able to</p>

\*End-of- Program Student Learning Outcomes

	<p>identify barriers to communication and managing these barriers effectively.          Provided appropriate delegation insight based on each scenario.          Recognized areas of improvement and strengths for prioritization, delegation, and communication during the various simulation scenarios.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</p> <p>E= Exemplary          A= Accomplished          D= Developing          B= Beginning</p> <p>Scenario Objectives:</p> <ol style="list-style-type: none"> <li>1. Prioritize care in a multi-patient setting, managing the workload and making critical decisions. (1,2,6)*</li> <li>2. Collaborate with interdisciplinary healthcare teams, effectively communicating patient status and treatment plans to ensure positive patient outcomes. (2,3,6,7)*</li> <li>3. Identify evidence-based interventions, including pharmacologic and non-pharmacologic measures, in the nursing management of patients with myocardial infarction, shock, and acute respiratory distress. (1,2,7)*</li> <li>4. Evaluate and reflect on patient outcomes. (5,7)*</li> </ol>	<p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p><b>Noticing:</b> Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Assertively seeks information to plan intervention; carefully collects useful subjective data from observing and interacting with the patient and family.</p> <p><b>Interpreting:</b> Generally, focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p><b>Responding:</b> Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families. Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p><b>Reflecting:</b> Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p>

	<b>Overall excellent performance during the comprehensive simulation on patient's experiencing a Shock, ARDS, and a MI.</b>
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Firelands Regional Medical Center School of Nursing  
Skills Lab Evaluation Tool  
AMSN  
2025

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

**\*Course Objectives**

**Comments:**

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

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

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

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

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

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

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

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

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

**ECG Measurements:** Satisfactory participation in and practice of ECG measurements during the ECG Measurements Lab. You

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

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

I was given the opportunity to review my final clinical ratings in each course competency. I was given the opportunity to ask questions about my clinical performance. I have the following comments to make about my clinical performance/final clinical evaluation:

Student eSignature & Date:

Katelyn Morgan	4/23/2025
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ar 11/15/2024