

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Maternal Child Nursing – 2025**

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

**Student:** MARILYN MILLER

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Fall

**Date of Completion:**

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

**Faculty eSignature:**

**DIRECTIONS FOR USE:**

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

**METHODS OF EVALUATION:**

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

7/11/25 KA

**Absence: (Refer to Attendance Policy)**

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

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

## PERFORMANCE CODE

### SATISFACTORY CLINICAL PERFORMANCE

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

### UNSATISFACTORY CLINICAL PERFORMANCE

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

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

### OTHER

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

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

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| Date | Care Map Top Nursing Priority | Evaluation & Instructor Initials | Remediation & Instructor Initials | Remediation & Instructor Initials |
|------|-------------------------------|----------------------------------|-----------------------------------|-----------------------------------|
|      |                               |                                  |                                   |                                   |

| <b>Objective</b>                                                                                                                                                                                                                           |      |            |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)* |      |            |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                                                                                                          | 1    | 2          | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                                                                                                            | 8/22 | 8/29       | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| <b>Competencies:</b>                                                                                                                                                                                                                       |      | S          |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| a. Provide care utilizing techniques and diversions appropriate to the patient's level of development.                                                                                                                                     |      |            |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| b. Provide care using developmentally appropriate communication.                                                                                                                                                                           |      | S          |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| c. Provide care utilizing systematic and developmentally appropriate assessment techniques.                                                                                                                                                |      | S          |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| d. Describe safety measures for various stages of development. (i.e. monitoring fall risks, restraints, and DVT assessment)                                                                                                                |      | S          |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| e. Identify stage of growth and development (Erikson's Stages)(List Below and explain reason for choice)*                                                                                                                                  |      | S          |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| <b>Clinical Location Age of patient</b>                                                                                                                                                                                                    |      | Fisher ER- |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|                                                                                                                                                                                                                                            |      |            |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: **ER: All**, **H&V: 1A, B, E** **BG Club: 1B, E** **Flu: All**

#### Comments:

**1E: generativity vs stagnation.** This Erikson's 7<sup>th</sup> stage, occurring between ages 40-65. During this time, individuals focus on contributing to the next generation and society, fostering positive changes that will outlast them. If this need isn't met, a person may feel self-absorbed or stuck, a state known as stagnation.

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

| Objective                                                                                                                                                                                                                                  |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)* |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                                                                                                          | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                                                                                                            | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| <b>Competencies:</b>                                                                                                                                                                                                                       |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| f. Describe psychological changes in response to the expectant mother's pregnancy. <b>Maternal</b>                                                                                                                                         |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| g. Discuss prenatal influences on the pregnancy. <b>Maternal</b>                                                                                                                                                                           |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| h. Identify the stage and progression of a woman in labor. <b>Maternal</b>                                                                                                                                                                 |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| i. Discuss family bonding and phases of the puerperium. <b>Maternal</b>                                                                                                                                                                    |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| j. Identify various resources available for children and the childbearing family.                                                                                                                                                          |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| k. Value patient's perspective, diversity, age and cultural factors that influence their behaviors.                                                                                                                                        |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| l. Respect the centrality of the patient/family as core members of the health team.                                                                                                                                                        |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|                                                                                                                                                                                                                                            |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: 1K, L H&V: 1J, K BG Club: 1K Flu: 1 K, L

Comments:

| Objective                                                                                                                                                                                                                        |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 2. Integrate principles of decision-making in utilizing evidenced-based practice in the nursing process in providing care for the childbearing family and children encompassing cultural sensitivity and diversity. (1,2,3,4,5)* |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                                                                                                | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                                                                                                  | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| a. Engage in discussions of evidenced-based nursing practice.                                                                                                                                                                    |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| b. Perform nursing measures safely using Standard precautions.                                                                                                                                                                   |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| c. Perform nursing care in an organized manner recognizing the need for assistance.                                                                                                                                              |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| d. Practice/observe safe medication administration.                                                                                                                                                                              |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| e. Calculate pediatric and adult drug dosages correctly and determine appropriateness of the dose.                                                                                                                               |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| f. Utilize information obtained from patients/families as a basis for decision-making.                                                                                                                                           |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| g. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting) (List Below)*              |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: All H&V: 2B, C, G BG Club: 2G Flu: 2B, C, D, F, G

**Comments:**

2G: SDOH are conditions in the places where we live, work, play. For my pt a work play injury occurred which caused her to almost lose her finger. Her job affected her health in this example.

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

| Objective                                                                                                          |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|--------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 3. Summarize the legal, moral and ethical issues related to care of children and the childbearing family. (2,6,7)* |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                  | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                    | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| a. Act with integrity, consistency, and respect for differing views.                                               |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.         |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| c. Follow the standards outlined in the FRMCSN policy, “Student Code of Conduct”                                   |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| d. Critique examples of legal or ethical issues observed in the clinical setting. (List Below)*                    |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|                                                                                                                    |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: All H&V: All BG Club: All Flu: All

**Comments:**

Legal/ethical issues would be on whether or not we should have allowed the pt to leave the facility to go to Metro hospital with her IV in place. If metro did not admit her, the police would go find her. Having an IV still in place can be a liability/safety issue, she could do drugs to the IV also.

| Objective                                                                                                                                                                                                  |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)* |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                                                                          | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                                                                            | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| a. Develop and implement a priority care map and/or plan of care utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)                                     |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| b. Document assessment findings, interventions, and outcomes accurately on appropriate forms. (Including risk assessment and monitoring of wound care)                                                     |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| c. Summarize witnessed examples of patient/family advocacy.                                                                                                                                                |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| d. Provide patient centered and developmentally appropriate teaching.                                                                                                                                      |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| e. Analyze the involved pathophysiology of the patient's disease process. (noticing, interpreting, responding)                                                                                             |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|                                                                                                                                                                                                            |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: 4A, C, E H&V: 4B, D BG Club: 4D Flu: 4B, D

Comments:

| Objective                                                                                                                                                                                                  |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)* |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                                                                          | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                                                                            | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| f. Correlate the diagnostic tests with the patient's disease process. (noticing, interpreting, responding)                                                                                                 |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| g. Correlate the pharmacotherapy in relation to the patient's disease process. (noticing, interpreting, responding)                                                                                        |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| h. Correlate the medical treatment in relation to the patient's disease process. (noticing, interpreting, responding)                                                                                      |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| i. Correlate the nutritional needs/diet in relation to the patient's disease process. (noticing, interpreting, responding)                                                                                 |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| j. Correlate the patient's growth and developmental level in relation to the patient's disease process. (noticing, interpreting, responding)                                                               |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|                                                                                                                                                                                                            |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: 4F, G, H H&V: N/A BG Club: N/A Flu: N/A

Comments:

| <b>Objective</b>                                                                                                                                                                                                                                                          |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 5. Collaborating professionally with members of the health care team, childbearing and child-rearing families, faculty, and peers through written, verbal and nonverbal methods, and by conferencing, networking, and posting through computer technology. (1,3,5,6,7,8)* |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                                                                                                                                         | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                                                                                                                                           | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| a. Demonstrate interest and enthusiasm in clinical activities.                                                                                                                                                                                                            |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| b. Evaluate own participation in clinical activities.                                                                                                                                                                                                                     |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| c. Communicate professionally and collaboratively with members of the healthcare team.                                                                                                                                                                                    |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| d. Document assessment findings, interventions, and outcomes accurately in the electronic health record.                                                                                                                                                                  |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| e. Demonstrate skill in accessing and navigating information in the electronic health record. (Responding)                                                                                                                                                                |      | NA   |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| f. Clearly communicate care provided and needed at each transition in care using hand off communication techniques. (I-SBAR-R)                                                                                                                                            |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| g. Consistently and appropriately post comments in clinical discussion groups.                                                                                                                                                                                            |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: 5A, B, C, F, G H&V: 5A, B, C BG Club: 5A, B Flu: 5A, B, C

Comments:

\*End-of-Program Student Learning Outcomes

| Objective                                                                                                                                                     |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----|------|------|------|------|---------|-------|-------|-------|-------|------|-------|-------|-------|---------|-------|
| 6. Critique own strengths and areas for improvement modifying behaviors accordingly to achieve personal and professional goals. (7,8)*                        |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| Weeks of Clinical                                                                                                                                             | 1    | 2    | 3   | 4    | 5    | 6    | 7    | Midterm | 8     | 9     | 10    | 11    | 12   | 13    | 14    | 15    | Make up | Final |
|                                                                                                                                                               | 8/22 | 8/29 | 9/5 | 9/12 | 9/19 | 9/26 | 10/3 |         | 10/10 | 10/17 | 10/24 | 10/31 | 11/7 | 11/14 | 11/21 | 11/28 |         |       |
| a. Recognize areas for improvement and goals to meet these needs. (List Below)*                                                                               |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| b. Accept responsibility for decisions and actions.                                                                                                           |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| c. Demonstrate evidence of growth and self-confidence.                                                                                                        |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| d. Demonstrate evidence of research in being prepared for clinical.                                                                                           |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| e. Exhibits professional behavior i.e. appearance, responsibility, integrity, and respect.                                                                    |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| f. Describe initiatives in seeking out new learning experiences.                                                                                              |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| g. Demonstrate ability to organize time effectively.                                                                                                          |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| h. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
| i. Demonstrates growth in clinical judgment.                                                                                                                  |      | S    |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |
|                                                                                                                                                               |      |      |     |      |      |      |      |         |       |       |       |       |      |       |       |       |         |       |

\*\*Evaluate these competencies for the offsite clinicals: ER: All H&V: All BG Club: All Flu: All

#### Comments:

6A) area for improvement is to work faster. The nurse I was with was super-fast, she had me prime the line so fast and hook everything so fast, I just like to take my time since it was my first day back. To improve, if we have a lab I will practice moving faster, and have all the steps solidified in my head so I can move faster by the next clinical.

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

| Student Name:          |                                                                                                                      |                                                     |                 | Course Objective: 4: Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgment skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)* |                                     |               |          |
|------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------|----------|
| 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  
Maternal Child Nursing 2025  
Skills Lab Competency Tool

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

\* Course Objectives

| <b>Skills Lab Competency</b><br><b>Evaluation</b><br>Performance Codes:<br>S: Satisfactory<br>U: Unsatisfactory | <b>Lab Skills</b>               |                              |                               |                                  |                                         |                                       |                                     |                             |                             |                                  |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------|-------------------------------|----------------------------------|-----------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-----------------------------|----------------------------------|
|                                                                                                                 | Fundus Assessment (*1, 2, 5, 6) | Lochia Assessment (*1, 2, 4) | Pain Assessment (*1, 2, 5, 6) | Newborn Assessment (*1, 2, 5, 6) | Postpartum and Newborn DC Ed (*1, 2, 6) | Pregnancy History (*1, 2, 3, 4, 5, 6) | Newborn Thermo. (*1, 2, 3, 4, 5, 6) | EDD (*1, 2, 3, 4, 5, 6)     | Meditch (*1, 2, 3, 5, 6)    | Amazing Race (*1, 2, 3, 4, 5, 6) |
|                                                                                                                 | <b>Date:</b><br>8/20 & 8/21     | <b>Date:</b><br>8/20 & 8/21  | <b>Date:</b><br>8/20 & 8/21   | <b>Date:</b><br>8/20 & 8/21      | <b>Date:</b><br>8/20 & 8/21             | <b>Date:</b><br>8/20 & 8/21           | <b>Date:</b><br>8/20 & 8/21         | <b>Date:</b><br>8/20 & 8/21 | <b>Date:</b><br>8/20 & 8/21 | <b>Date:</b><br>10/20            |
| Evaluation                                                                                                      |                                 |                              |                               |                                  |                                         |                                       |                                     |                             |                             |                                  |
| Faculty Initials                                                                                                |                                 |                              |                               |                                  |                                         |                                       |                                     |                             |                             |                                  |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                          |                                 |                              |                               |                                  |                                         |                                       |                                     |                             |                             |                                  |

\* Course Objectives

Comments:

Firelands Regional Medical Center School of Nursing  
Maternal Child Nursing 2025  
Simulation Evaluations

| <b><u>Simulation Evaluation</u></b><br>Performance Codes:<br><b>S:</b> Satisfactory<br><b>U:</b> Unsatisfactory | <b>Simulation</b>                            |                                         |                                                     |                                         |                                                  |                                                   |                                         |                                          |                                         |                                               |                                         |                                           |                                     |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------|-----------------------------------------------------|-----------------------------------------|--------------------------------------------------|---------------------------------------------------|-----------------------------------------|------------------------------------------|-----------------------------------------|-----------------------------------------------|-----------------------------------------|-------------------------------------------|-------------------------------------|
|                                                                                                                 | Pregnancy and PP Simulation (*1, 2, 3, 5, 6) | vSim Maternity Case 1 (*1, 2, 3, 5, 6)  | Shoulder Dystocia and Newborn Care (*1, 2, 3, 5, 6) | vSim Maternity Case 4 (*1, 2, 3, 5, 6)  | Patient Care Safety Escape Room (*1, 2, 3, 5, 6) | Pediatric Respiratory Simulation (*1, 2, 3, 5, 6) | vSim Pediatric Case 3 (*1, 2, 3, 5, 6)  | Pediatric GI Simulation (*1, 2, 3, 5, 6) | vSim Pediatric Case 1 (*1, 2, 3, 5, 6)  | Student Developed Simulation (*1, 2, 3, 5, 6) | vSim Pediatric Case 4 (*1, 2, 3, 5, 6)  | Comprehensive Simulation (*1, 2, 3, 5, 6) | Empathy Simulation (*1, 2, 3, 5, 6) |
|                                                                                                                 | <b>Date: 9/11 &amp; 9/18</b>                 | <b>Date: 9/22</b>                       | <b>Date: 9/25 &amp; 10/2</b>                        | <b>Date: 10/6</b>                       | <b>Date: 10/16 &amp; 10/17</b>                   | <b>Date: 10/23 &amp; 10/30</b>                    | <b>Date: 11/3</b>                       | <b>Date: 11/4 &amp; 11/5</b>             | <b>Date: 11/18</b>                      | <b>Date: 11/18</b>                            | <b>Date: 11/21</b>                      | <b>Date: 11/21</b>                        | <b>Date:</b>                        |
|                                                                                                                 |                                              | Pre-Quiz, Scenario, SBAR, and Post Quiz |                                                     | Pre-Quiz, Scenario, SBAR, and Post Quiz |                                                  |                                                   | Pre-Quiz, Scenario, SBAR, and Post Quiz |                                          | Pre-Quiz, Scenario, SBAR, and Post Quiz |                                               | Pre-Quiz, Scenario, SBAR, and Post Quiz |                                           |                                     |
| Scenario Evaluation                                                                                             |                                              |                                         |                                                     |                                         |                                                  |                                                   |                                         |                                          |                                         |                                               |                                         |                                           |                                     |
| Survey                                                                                                          |                                              |                                         |                                                     |                                         |                                                  |                                                   |                                         |                                          |                                         |                                               |                                         |                                           |                                     |
| Faculty Initials                                                                                                |                                              |                                         |                                                     |                                         |                                                  |                                                   |                                         |                                          |                                         |                                               |                                         |                                           |                                     |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                          |                                              |                                         |                                                     |                                         |                                                  |                                                   |                                         |                                          |                                         |                                               |                                         |                                           |                                     |

\* Course Objectives

Comments:

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Maternal Child 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: \_\_\_\_\_