

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Nursing Foundations – 2025**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Fall

**Date of Completion:**

**Faculty:** Frances Brennan, MSN, RN; Amy Rockwell, MSN, RN;  
Chandra Barnes, MSN, RN; Nick Simonovich, MSN, RN  
Heather Schwerer, MSN, RN; Brittany Lombardi, MSN, RN, CNE

**Faculty eSignature:**

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

**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:**

|                                          |                     |
|------------------------------------------|---------------------|
| Skills Lab Checklists                    | Faculty Feedback    |
| Care Map Grading Rubric                  | Documentation       |
| Administration of Medications            | Clinical Reflection |
| Simulation Scenarios                     |                     |
| Skills Demonstration                     |                     |
| Evaluation of Clinical Performance Tool  |                     |
| Clinical Discussion Group Grading Rubric |                     |
| Lasater Clinical Judgment Rubric         |                     |

**ABSENCE (Refer to Attendance Policy)**

| Date                              | Number of Hours | Comments | Make Up (Date/Time) |
|-----------------------------------|-----------------|----------|---------------------|
|                                   |                 |          |                     |
|                                   |                 |          |                     |
|                                   |                 |          |                     |
| Faculty/Teaching Assistant's Name |                 |          | Initials            |
| Chandra Barnes                    |                 |          | CB                  |
| Frances Brennan                   |                 |          | FB                  |
| Amy Rockwell                      |                 |          | AR                  |
| Nicholas Simonovich               |                 |          | NS                  |
| Heather Schwerer                  |                 |          | HS                  |
| Brittany Lombardi                 |                 |          | BL                  |

|               |    |
|---------------|----|
| Stacia Atkins | SA |
|---------------|----|

## **PERFORMANCE CODE**

### **SATISFACTORY CLINICAL PERFORMANCE**

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

### **UNSATISFACTORY CLINICAL PERFORMANCE**

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

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

### **OTHER**

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

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

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| Objective                                                                                                                               |        |        |        |        |        |        |           |        |          |        |         |         |         |         |                 |       |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|-----------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 1. Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values. (2,4,6)* |        |        |        |        |        |        |           |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                                     | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7    | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                                    |        |        |        |        |        |        |           |        |          |        |         |         |         |         |                 |       |
| a. Identify spiritual needs of patient (Noticing).                                                                                      |        |        |        |        |        |        |           |        |          |        |         |         |         |         |                 |       |
| b. Identify cultural factors that influence healthcare (Noticing).                                                                      |        |        |        |        |        |        |           |        |          |        |         |         |         |         |                 |       |
| c. Coordinate care based on respect for patient's preferences, values, and needs (Responding).                                          |        |        |        |        |        |        | S         |        |          |        |         |         |         |         |                 |       |
| d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting).                                  |        |        |        |        |        |        | S         |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                              |        |        |        |        |        |        | BL        |        |          |        |         |         |         |         |                 |       |
| <b>Clinical Location: Patient age**</b>                                                                                                 |        |        |        |        |        |        | 3T-age 84 |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**\*\*Document your clinical location and patient age in the designated box above.**

#### Comments:

Week 7-1(c,d) Great job this week showing respect for your patient's individual preferences, values, and needs while providing care. In your CDG, you did a nice job identifying your patient's abnormal assessment findings and priority concerns. This demonstrates the early development of clinical judgment, which is essential for safe and effective nursing practice. BL

| Objective                                                                                                                                                                                                     |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|---------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 1. Summarize knowledge of anatomy, physiology, chemistry, nutrition, psychosocial and developmental principles in performance of basic physical assessment through use of clinical judgment skills. (3,4, 5)* |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                                                                                                           | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7  | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                                                                                                          |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| a. Perform head to toe assessment utilizing techniques of inspection, palpation and auscultation (Responding).                                                                                                |        |        |        |        |        |        | NH<br>S |        |          |        |         |         |         |         |                 |       |
| b. Use correct technique for vital sign measurement (Responding).                                                                                                                                             |        |        |        |        |        |        | NH<br>S |        |          |        |         |         |         |         |                 |       |
| c. Conduct a fall/safety assessment and institute appropriate precautions (Responding).                                                                                                                       |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| d. Conduct a skin risk assessment and institute appropriate precautions (Responding).                                                                                                                         |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| e. Collect the nutritional data of assigned patient (Noticing).                                                                                                                                               |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding).                                                                                                                   |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).                                                                          |        |        |        |        |        |        |         |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                                                                                                    |        |        |        |        |        |        | BL      |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Comments:**

Week 7- 2(a,b) Great job this week using correct techniques for measuring vital signs and completing a systematic head to toe assessment on your assigned patient. Your assessment was thorough and completed in a timely manner, and you were able to notice several abnormal findings. You did well recognizing pieces of your assessment that you omitted to ensure you will improve in the future. Self-awareness is an important part of learning. It's completely normal to miss small things early on. As you gain more experience and spend more time at the bedside, you'll continue to grow in both confidence and competence. BL

| Objective                                                                                                                           |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
|-------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 2. Select communication techniques and appropriate boundaries with patients, families, and health care team members. (1,2,3,4,6,7)* |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                                 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                                |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| a. Receive report at beginning of shift from assigned nurse (Noticing).                                                             |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| b. Hand off (report) pertinent, current information to the next provider of care (Responding).                                      |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| c. Use appropriate medical terminology in verbal and written communication (Responding).                                            |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| d. Report promptly and accurately any change in the status of the patient (Responding).                                             |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| e. Communicate effectively with patients and families (Responding).                                                                 |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| f. Participate as an accountable health care team member in the provision of patient centered care (Responding).                    |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
|                                                                                                                                     |        |        |        |        |        |        | BL     |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                          |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

#### Comments:

Week 7-3(e) Although you were unable to have a lot of conversation with your patient this week due to his health status, you did a great job communicating to him what you were doing at all times. Its important to keep patients informed about the care you are providing even if they are unable to respond to you. BL

| Objective                                                                                                             |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
|-----------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 3. Exemplify advanced searches in accessing electronic health care information and documenting patient care. (1,4,8)* |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                  |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| a. Document vital signs and head to toe assessment according to policy (Responding).                                  |        |        |        |        |        |        | NS     |        |          |        |         |         |         |         |                 |       |
| b. Document the patient response to nursing care provided (Responding).                                               |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| c. Access medical information of assigned patient in Electronic Medical Record (Responding).*                         |        | S      |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).*                     |        | S      |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| e. Provide basic patient education with accurate electronic documentation (Responding).                               |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection).    |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| *Week 2 –Meditech Orientation                                                                                         |        | BL     |        |        |        |        | BL     |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                            |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Comments:**

Week 2- 4(c,d) Great job listening attentively and actively participating in the Meditech orientation clinical. You demonstrated beginning competence in accessing a patient's EHR, documenting care in an intervention, and locating patient data. You were able to access Lexicomp and locate patient education materials, as well as find nursing policies and procedures on the health system intranet. Great job! NS/CB/BL

Week 7- 4(a) Excellent job with your documentation this week in clinical. Your documentation for both your vital signs and head to toe assessment were thorough and accurate. A friendly reminder to be confident in your own assessment findings when documenting. Use the information you are given in report as a baseline for the patient's presentation, but with the understanding that assessment findings can change at anytime. 4(c) Great job in your CDG discussing the use of informatics and technology in the clinical setting. You provided a nice description of how you utilized the patient's vital signs data to look for trends and identify any changes. 4(f) Satisfactory completion of your CDG this week. Keep up all your hard work! BL

| Objective                                                                                                              |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
|------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 4. Exemplify psychomotor skills and nursing care safely using evidence-based practice. (3,4,5,7,8)*                    |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                    | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                   |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| a. Demonstrate correct body mechanics and practices safety measures during the provision of patient care (Responding). |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| b. Apply the principles of asepsis and standard/infection control precautions (Responding).                            |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding).                |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding).             |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| e. Organize time providing patient care efficiently and safely (Responding).                                           |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| f. Manages hygiene needs of assigned patient (Responding).                                                             |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| g. Demonstrate appropriate skill with wound care (Responding).                                                         |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| <b>h. Document the location of fire pull stations and fire extinguishers. **</b> (Interpreting).                       |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
|                                                                                                                        |        |        |        |        |        |        | BL     |        |          |        |         |         |         |         |                 |       |

Faculty/TA Initials

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**\*\*You must document the location of the pull station and extinguisher here for your first clinical experience.**

There was a fire extinguisher located by room 3027 by the exit stairwell. There was a pull station located by room 3021. Great job! BL  
**Comments**

| Objective                                                                                    |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
|----------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 5. Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*        |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                          | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                         |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| a. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding). |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                   |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Comments:**

| Objective                                                                                                              |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
|------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 6. Convert basic pharmacology principles into safe medication administration. (3,5,6,7)*                               |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                    | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                   |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| a. Identify the action, rationale, dosage, side effects and the nursing implications of medications (Interpreting).    |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| b. Recognize patient drug allergies (Interpreting).                                                                    |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| c. Practice the rights of medication administration and safety checks prior to medication administration (Responding). |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| d. Administer oral, intra-muscular, subcutaneous, and intradermal medications using correct techniques (Responding).   |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| e. Review the patient record for time of last dose before giving PRN medication (Interpreting).                        |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| f. Assess the patient response to PRN medications (Responding).                                                        |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| g. Demonstrate medication administration documentation appropriately using BMV (Responding).                           |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| <b>*Week 11: BMV</b>                                                                                                   |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                             |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Comments:**

| Objective                                                                                                                                                                  |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|---------|---------|---------|---------|-----------------|-------|
| 2. Exemplify professional conduct through self-reflection, responsibility for learning, and goal setting. (1,5,7)*                                                         |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| Clinical Experience                                                                                                                                                        | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Mid-Term | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 Make-Up | Final |
| <b>Competencies:</b>                                                                                                                                                       |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| a. Reflect on areas of strength** (Reflecting)                                                                                                                             |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| b. Reflect on areas for self-growth with a plan for improvement. ** (Reflecting)                                                                                           |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| c. Incorporate instructor feedback for improvement and growth (Reflecting).                                                                                                |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| d. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct" (Responding).                                                                             |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions (Responding). |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding).                                                                     |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| g. Comply with patient's Bill of Rights (Responding).                                                                                                                      |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| h. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding).                                                    |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| i. Actively engage in self-reflection. (Reflecting)                                                                                                                        |        |        |        |        |        |        | S      |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                                                                 |        |        |        |        |        |        | BL     |        |          |        |         |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**\*\* Strength/weakness reflection (a,b): Must have different written example each week of clinical/lab. You must explain your plan for how you will improve. Example, "I am having a difficult time with obtaining a manual BP. I will get a BP cuff from Amy and practice manual BP's with at least three members of my family this week." Please ensure that you answer this section in-depth with your plan of action. Each week must be different.**

#### Comments:

One of my strengths is confidence, by walking into the patient's room and explaining to the patient what I was going to assess. I felt good walking in since it wouldn't be my first time since I work at the hospital. I was nervous going in since I was in a different role, but as I was talking to the patient it felt natural to me on how I was talking

through my assessments to the patient. Great job, Rylee! You did an excellent job during your first clinical experience. Your confidence and competence will only grow stronger as you gain more experience. BL

One of my weaknesses was that I forgot to assess my patient’s mental status, if they use any ambulatory aides, and ask to squeeze my hands and flex their feet. For my next clinical, I will write myself off a check list to make sure I don’t forget anything. Nice job taking time to reflect on an area of improvement for your next clinical experience. It is completely normal to miss some pieces of your head to toe assessment the first time you perform it on a real patient. Creating a checklist is a great idea to implement. I would also recommend taking time to practice on family member or friend as well. BL

Week 7-8(i) You did a wonderful job reflecting on your first clinical experience in your CDG this week. You provided a nice description of your thoughts and feelings before and after the experience. Keep up all your great work! BL

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

Note: Students are required to submit one satisfactory care map by 11/17/2025 at 0800. If the care map is not evaluated as satisfactory upon initial submission, the student may revise the care map based on instructor feedback/remediation and resubmit one time by 11/24/2025 at 0800 to receive a satisfactory evaluation. **\*See Attached Nursing Care Map Grading Rubric**

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric

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

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

|            |                                                                                                                                                                                               |                |                 |                |              |  |  |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|----------------|--------------|--|--|
|            | 13. An appropriate rationale is included for each intervention                                                                                                                                | > 75% complete | 50-75% complete | < 50% complete | 0% complete  |  |  |
| Reflecting | 14. List all of the highlighted reassessment findings for the top nursing priority.                                                                                                           | >75% complete  | 50-75% complete | <50% complete  | 0% complete  |  |  |
|            | 15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> <li>Continue plan of care</li> <li>Modify plan of care</li> <li>Terminate plan of care</li> </ul> | Complete       |                 |                | Not complete |  |  |

## Reference

An in-text citation and reference are required.

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

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>Total Possible Points= 45 points<br/> 45-35 points = Satisfactory<br/> 34-23 points = Needs Improvement*<br/> &lt; 23 points = Unsatisfactory*</p> <p><b>*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b></p> <p><b>***Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. ***</b></p> <p><b>Faculty/Teaching Assistant Comments:</b></p> | <b>Total Points:</b>                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Faculty/Teaching Assistant Initials:</b> |

Firelands Regional Medical Center School of Nursing  
Nursing Foundations 2025  
Simulation Evaluations

|                                                                |                                |          |                                         |                                   |                                                       |
|----------------------------------------------------------------|--------------------------------|----------|-----------------------------------------|-----------------------------------|-------------------------------------------------------|
| <b>Student Name:</b>                                           |                                |          |                                         |                                   |                                                       |
| <b>Performance Codes:</b> S: Satisfactory<br>U: Unsatisfactory |                                |          | <b>Evaluation</b><br>*(Refer to L.C.JR) | <b>Faculty</b><br><b>Initials</b> | <b>Remediation</b><br><b>Date/Evaluation/Initials</b> |
| <b>Date:</b><br>11/4/25<br>or<br>11/11/25                      | Simulation #1<br>(2,3,5,8) *   | Scenario |                                         |                                   |                                                       |
|                                                                |                                | Survey   |                                         |                                   |                                                       |
| <b>Date:</b><br>11/24/25<br>or<br>11/25/25                     | Simulation #2<br>(2,3,5,7,8) * | Scenario |                                         |                                   |                                                       |
|                                                                |                                | Survey   |                                         |                                   |                                                       |

\* Course Objectives

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Nursing Foundations – 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: \_\_\_\_\_