

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

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

**Student:** Kathleen Sibert

**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).                                                                                      |        |                      |        |        |        |        |        |                  |          | S                | NA      | S                |         |         |                 |       |
| b. Identify cultural factors that influence healthcare (Noticing).                                                                      |        |                      |        |        |        |        |        |                  |          | S                | NA      | S                |         |         |                 |       |
| c. Coordinate care based on respect for patient's preferences, values, and needs (Responding).                                          |        |                      |        |        |        |        | NA     | S                | S        | S                | NA      | S                |         |         |                 |       |
| d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting).                                  |        |                      |        |        |        |        | NA     | S                | S        | S                | NA      | S                |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                              |        | NS                   |        |        |        |        | CB     | SA               | SA       | BL               | BL      |                  |         |         |                 |       |
| <b>Clinical Location: Patient age**</b>                                                                                                 |        | Meditech Orientation |        |        |        |        | NA     | 3T, 92 Years old | NA       | 3T, 82 years old | NA      | 3T, 84 years old |         |         |                 |       |

\* 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: NA – No Clinicals.

Week 8(1c,d): Great job showing respect for your patient's needs, being compassionate and kind while delivering care. You also demonstrated the appropriate use of Maslow's hierarchy of needs during the head to toe assessment performed on your patient during this clinical experience, being able to recognize physiological needs of your patient when performing head to toe assessment. SA

Week 9-1(c,d) You demonstrated excellent care this week by thoughtfully respecting your patient's individual preferences, values, and needs. Additionally, your CDG effectively identified the patient's priority problem, supported by thorough analysis of assessment findings and diagnostic tests. 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).                                                                                                |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| b. Use correct technique for vital sign measurement (Responding).                                                                                                                                             |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| c. Conduct a fall/safety assessment and institute appropriate precautions (Responding).                                                                                                                       |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| d. Conduct a skin risk assessment and institute appropriate precautions (Responding).                                                                                                                         |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| e. Collect the nutritional data of assigned patient (Noticing).                                                                                                                                               |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding).                                                                                                                   |        |        |        |        |        |        |        |        |          | NA     | NA      | NA      |         |         |                 |       |
| g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).                                                                          |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                                                                                                    |        | NS     |        |        |        |        | CB     | SA     | SA       | BL     | BL      |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

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

**Comments:**

Week 8: I was unable to fully perform a head-to-toe assessment 100% due to patient refusing nursing interventions and care; I tried my best at completing what I could perform.

Week 8(2a,b): Kathleen, you performed a systematic head to toe assessment and retrieved all vital signs within a timely manner. You performed a great assessment and should not be so hard on yourself! There are always areas for improvement, but with this being your first clinical, you did just fine! Great job! SA

Week 9-2(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. 2(c) Great job completing a fall and safety assessment this week and implementing appropriate precautions for your patient. In your CDG, you did well identifying the risk factors that contributed to the patient's fall risk score and pointing out safety concerns in the patient's room. Your efforts to prevent falls show good attention to patient safety. Keep up the great work! 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>                                                                                                                |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| a. Receive report at beginning of shift from assigned nurse (Noticing).                                                             |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| b. Hand off (report) pertinent, current information to the next provider of care (Responding).                                      |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| c. Use appropriate medical terminology in verbal and written communication (Responding).                                            |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| d. Report promptly and accurately any change in the status of the patient (Responding).                                             |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| e. Communicate effectively with patients and families (Responding).                                                                 |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| f. Participate as an accountable health care team member in the provision of patient centered care (Responding).                    |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                          |        | NS     |        |        |        |        | CB     | SA     | SA       | BL     | BL      |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

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

**Comments:**



Week 8(3a,c,d,e): Great job receiving hand off report on your patient. Good job using medical terminology while communicating with your patient, reporting all findings, and communicating effectively with your staff RN. SA

Week 9-3(e,f) Great job this week communicating with your patient and other members of the health care team. 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>                                                                                                  |        |        |        |        |        |        |        |        | S        |        |         |         |         |         |                 |       |
| a. Document vital signs and head to toe assessment according to policy (Responding).                                  |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| b. Document the patient response to nursing care provided (Responding).                                               |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| c. Access medical information of assigned patient in Electronic Medical Record (Responding).*                         |        | S      |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).*                     |        | S      |        |        |        |        |        |        | S        | S      | NA      | S       |         |         |                 |       |
| e. Provide basic patient education with accurate electronic documentation (Responding).                               |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection).    |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| <b>*Week 2 –Meditech Orientation</b>                                                                                  |        | NS     |        |        |        |        | CB     | SA     | SA       | 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(4c,d): Satisfactory for listening attentively and actively participating in the Meditech orientation clinical. You showed beginning competence in the ability to access a patient's EHR, document care in an intervention, and locate patient data. You were able to access Lexicomp to locate patient education materials. Additionally, nursing policies and procedures were located on the health system intranet. Great job! NS/CB/BL

Week 8(4a,b,c,f): Satisfactory job with documentation of the head to toe assessment and vital signs of your patient. Make sure to note any areas you may have forgot to assess, so that assessments and documentation are thorough and accurate. You did a good job utilizing Meditech for documentation and to look up patient information. Your documentation on everything was great, we expect not all information to not be completed when documenting the first clinical. You completed your first cdg, meeting all requirements per the grading rubric, excellent job! SA

Week 9-4(a,b) Excellent job this week with your documentation. Your documentation was accurate, and completed in a timely manner. 4(c) You did an excellent job thoroughly reviewing your patient's electronic health record (EHR) to gather information that enhanced your understanding of the patient's overall plan of care. 4(f) Satisfactory completion of your CDG this week. Great job! 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). |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| b. Apply the principles of asepsis and standard/infection control precautions (Responding).                            |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding).                |        |        |        |        |        |        |        |        |          | NA     | NA      | NA      |         |         |                 |       |
| d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding).             |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| e. Organize time providing patient care efficiently and safely (Responding).                                           |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| f. Manages hygiene needs of assigned patient (Responding).                                                             |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| g. Demonstrate appropriate skill with wound care (Responding).                                                         |        |        |        |        |        |        |        |        |          |        | NA      | NA      |         |         |                 |       |
| <b>h. Document the location of fire pull stations and fire extinguishers. **</b> (Interpreting).                       |        |        |        |        |        |        | NA     | S      | S        |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                             |        | NS     |        |        |        |        | CB     | SA     | SA       | BL     | BL      |         |         |         |                 |       |

\* 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.**

**Comments:**

**Week 8: Pull station location is around the corner from room 3001 or diagonal from the locker room. Fire extinguisher is in-between the staff soiled linen/equipment hallway and reception desk. Thank you! SA**

Week 8(5a,b): Great job utilizing correct body mechanics and raising the bed while performing an assessment. You did a great job ensuring that you foamed in/out when entering/exiting patients' rooms. SA

Week 9-5(a,f) Great job managing your patient's hygiene needs this week, as well as utilizing proper body mechanics when providing patient care. BL

| 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><br>a. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding). |        |        |        |        |        |        |        |        |          | S      | NA      | S       |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                           |        | NS     |        |        |        |        |        |        | SA       | BL     | BL      |         |         |         |                 |       |

\* End-of-Program Student Learning Outcomes

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

**Comments:**

Week 9-6(a) You are beginning to demonstrate the ability to use clinical judgment in developing a patient-centered plan of care. At this point, you are starting to connect assessment findings, patient needs, and nursing interventions, which shows growth in your reasoning skills. Continue practicing how to prioritize problems and link interventions directly to patient outcomes—this will strengthen your ability to respond effectively and make thoughtful, patient-centered decisions. BL

| 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).                           |        |        |        |        |        |        |        |        |          |        |         | S       |         |         |                 |       |
| <b>*Week 11: BMV</b>                                                                                                   |        |        |        |        |        |        |        |        |          |        |         |         |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                             |        | NS     |        |        |        |        |        |        | SA       |        |         |         |         |         |                 |       |

\* 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)                                                                                                                             |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| b. Reflect on areas for self-growth with a plan for improvement. ** (Reflecting)                                                                                           |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| c. Incorporate instructor feedback for improvement and growth (Reflecting).                                                                                                |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| d. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct" (Responding).                                                                             |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions (Responding). |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding).                                                                     |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| g. Comply with patient's Bill of Rights (Responding).                                                                                                                      |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| h. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding).                                                    |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| i. Actively engage in self-reflection. (Reflecting)                                                                                                                        |        |        |        |        |        |        | NA     | S      | S        | S      | NA      | S       |         |         |                 |       |
| <b>Faculty/TA Initials</b>                                                                                                                                                 |        | NS     |        |        |        |        | CB     | SA     | SA       | BL     | 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:**

Week 7 NA: No clinicals



**Week 8: (a,b)** My strength this week was confidence and the ability to take accurate vital signs, including accurate radial pulses, verifying with the vital monitor that I had successfully counted the correct pulse rate. My weakness for week 8 clinicals is forgetting a couple areas in the head-to-toe assessment, such as asking neurological questions in verifying A&O, and skin turgor. My plan to improve in doing a head-to-toe assessment is practicing on my husband while voice recording it to verify what has been omitted. Practicing at least 3 times before next clinical's to get a better grasp at not forgetting any topics. **That is a great plan. Pedal pulses can be hard to find, so do not be afraid to ask for assistance! SA**

**Week 8(8d,f,h):** Excellent job following the student code of conduct, exhibiting professionalism while in the clinical setting, and ensuring that patient privacy was respected. SA

**Week 9 (a,b).** During this clinical, my strength was demonstrating effective hygiene care. I was able to complete a full bag bath and linen change while maintaining patient privacy and comfort. During the bag bath, I was able to effectively communicate with my patient to ensure his comfort level and respect while also encouraging his participation. During hygiene care, I was able to demonstrate and have help from a classmate on how to perform a bag bath and linen change with a real patient for her first time. **Great job demonstrating effective hygiene care and maintaining patient privacy, comfort, and dignity throughout the process. It's excellent that you communicated with your patient to ensure comfort and encouraged participation. Your willingness to collaborate and support a classmate also highlights strong teamwork and professionalism. Keep up the great work! BL** My weakness during clinical rotation would be having difficulty in auscultating my patients apical heart rate. Having difficulty in detecting subtle heart sounds can affect my assessment. I plan on improving my weakness by practicing auscultation on my family, friends, or classmates at least 5 times before next clinicals to ensure I have proper placement and positioning. **Great job taking time to reflect on an area in need of improvement for future clinical experiences. Self-awareness is an important part of learning. It can be difficult to auscultate an apical pulse when there are other sounds competing for your attention, such as lung or bowel sounds. Keep practicing your listening skills and take your time to focus on one area at a time—over time, your ability to distinguish overlapping sounds will improve. Keep up all your hard work! BL**

**Week 11 (a,b)** My strength this week is that I communicated effectively and worked well with the healthcare team to ensure adequate patient care. During my assessment I took note of my patient's indwelling catheter tube with sediment in the tubing, I originally thought it could potentially be blocked. With notifying my instructor we troubleshooted the catheter tubing to provide adequate flow. My weakness for week 11 clinical would include that I picked the wrong priority nursing problem for my patient. Originally, I thought a priority problem would be oxygen perfusion, however it was infection. To improve my nursing priority problem skills, I will study 3 different case studies care map plans to get a better understanding in recognizing the priority nursing problem.

| 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.

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  
Nursing Foundations 2025  
Simulation Evaluations

|                                                                |                                |          |                                                        |                                   |                                                       |
|----------------------------------------------------------------|--------------------------------|----------|--------------------------------------------------------|-----------------------------------|-------------------------------------------------------|
| <b>Student Name:</b>                                           |                                |          |                                                        |                                   |                                                       |
| <b>Performance Codes:</b> S: Satisfactory<br>U: Unsatisfactory |                                |          | <b>Evaluation</b><br><small>*(Refer to L.C.JR)</small> | <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: \_\_\_\_\_