

**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)
<b>Faculty/Teaching Assistant’s Name</b>			<b>Initials</b>
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.**

---

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	N/A	S	N/A	S		
b. Identify cultural factors that influence healthcare (Noticing).										S	N/A	S	N/A	S		
c. Coordinate care based on respect for patient's preferences, values, and needs (Responding).							N/A	S	S	S	N/A	S	N/A	S		
d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting).							N/A	S	S	S	N/A	S	N/A	S		
<b>Faculty/TA Initials</b>		NS					CB	SA	SA	FB	FB	FB	FB			
<b>Clinical Location; Patient age**</b>		Meditech Orientation					N/A	3T; 82 years old	NA	3T; 57 years old	N/A	3T; 84 years old	N/A	3T; 74 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 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 (1a,b)-Kacy, you were able to identify the needs of this patient through the gathering of objective and subjective data.. You recognized how their prognosis was affecting them in a spiritual and cultural manner, and provided support in a manner that was appropriate for the time and situation. Great job! FB

Week 11 (1c)- Nice job considering your patient's preferences while coordinating appropriate care to ensure positive patient outcomes. You are also recognizing care needs based on Maslow's hierarchy of needs and critically thinking through assessments and diagnostic testing. FB

**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).							N/A	<del>H</del> S	S	S	N/A	S	N/A	S		
b. Use correct technique for vital sign measurement (Responding).							N/A	S	S	S	N/A	S	N/A	S		
c. Conduct a fall/safety assessment and institute appropriate precautions (Responding).										S	N/A	S	N/A	S		
d. Conduct a skin risk assessment and institute appropriate precautions (Responding).										S	N/A	S	N/A	S		
e. Collect the nutritional data of assigned patient (Noticing).										S	N/A	S	N/A	S		
f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding).										N/A	N/A	N/A	N/A	N/A		
g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).										S	N/A	S	N/A	S		
<b>Faculty/TA Initials</b>		NS					CB	SA	SA	FB	FB	FB	FB			

\* End-of-Program Student Learning Outcomes  
Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Comments:**

Week 8(2a,b): Kacy, you performed a systematic head to toe assessment and retrieved all vital signs within a timely manner. I changed your “NI” to a “S”, as you had a good first day. 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 (2a,c)- Great job with patient assessments during this clinical rotation. You provided very thorough and structured assessments. You were able to identify the appropriate focused assessment based on information gathered during the initial assessment. Great job identifying the fall risk for your assigned patient and ensuring all precautions were in place. Make sure to access all lab values, and diagnostic testing to determine the relevance to your patient’s status. FB

Week 11 (2a,c,d)- You did a great job performing all assessments. You also demonstrated the ability to gather information from assessments performed to determine a priority problem for your assigned patient. After determining the priority problem, you implemented all necessary interventions. You are demonstrating the ability to use clinical judgment and critical thinking, putting information together from assessments and diagnostic testing, great job! Keep up the great work! FB

**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>							N/A	<del>H</del> S	S	S	N/A	S	N/A	S		
a. Receive report at beginning of shift from assigned nurse (Noticing).							N/A	<del>H</del> S	S	S	N/A	S	N/A	S		
b. Hand off (report) pertinent, current information to the next provider of care (Responding).										S	N/A	S	N/A	S		
c. Use appropriate medical terminology in verbal and written communication (Responding).							N/A	S	S	S	N/A	S	N/A	S		
d. Report promptly and accurately any change in the status of the patient (Responding).							N/A	S	S	S	N/A	S	N/A	S		
e. Communicate effectively with patients and families (Responding).							N/A	S	S	S	N/A	S	N/A	S		
f. Participate as an accountable health care team member in the provision of patient centered care (Responding).							N/A	S	S	S	N/A	S	N/A	S		
<b>Faculty/TA Initials</b>		NS					CB	SA	SA	FB	FB	FB	FB			

\* 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. I changed your “NI” to a “S” as you did fine taking report with the nurses as best you could! You can always access your patient’s chart for more information so do not get discouraged if you do not hear everything during hand off. SA

Week 9 (3a,b)- Great job receiving and providing pertinent information during shift report, and hand off report. Appropriate medical terminology was used during all communications provided. Good job communicating appropriately to staff RN and other health care disciplines when necessary. Get very familiar with report sheet and don’t be afraid to ask questions if you are missing information or don’t understand something being reported. FB

Week 11 (3e)- Great job communicating with your patient this week. Communication comes in many forms and building a trusting relationship is very important to a successful plan of care. FB

**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).							N/A	S	S	S	N/A	S	N/A	S		
b. Document the patient response to nursing care provided (Responding).							N/A	S	S	S	N/A	S	N/A	S		
c. Access medical information of assigned patient in Electronic Medical Record (Responding).*		S					N/A	<del>N</del> S	S	S	N/A	S	N/A	S		
d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).*		S							S	S	N/A	S	N/A	S		
e. Provide basic patient education with accurate electronic documentation (Responding).										S	N/A	S	N/A	S		
f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection).							N/A	S	S	S	N/A	S	N/A	S		
<b>*Week 2 –Meditech Orientation</b>		NS					CB	SA	SA	FB	FB	FB	FB			

**Faculty/TA Initials**

\* 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, so I changed your "NI" to a "S". Your documentation on everything was great, we expect not all information to not be complete on your first clinical experience. You completed your first cdg, meeting all requirements per the grading rubric, excellent job! SA

Week 9 (4 a,b,c) Great job with head to toe assessment, vital signs, and focused assessment. You documented thoroughly and in a timely manner. Good job accessing pertinent information and additional information within the electronic medical record for the one of the first times. Accessing information will get easier the more experience you get with the EHR. You were able to identify and gather important information regarding your patient's problems and testing to provide an accurate plan of care, nice job! (4f)- CDG was appropriately posted following the CDG rubric, on time, and in a substantive manner. Your response to a peer also followed all the CDG rubric guidelines. Keep up the great work. FB

Week 11 (4 a,b)- Great job with documentation this week with minimal editing needed. (4c)- You were able to access the medical record, gather pertinent information and interpret data. (4f)- Your discussion post was complete and thorough providing supporting data for the priority problem. You also completed a substantial comment to one of your peers. FB

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).							N/A	S	S	S	N/A	S	N/A	S		
b. Apply the principles of asepsis and standard/infection control precautions (Responding).							N/A	S	S	S	N/A	S	N/A	S		
c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding).										N/A	N/A	N/A	N/A	N/A		
d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding).							N/A	S	S	S	N/A	S	N/A	S		
e. Organize time providing patient care efficiently and safely (Responding).							N/A	S	S	S	N/A	S	N/A	S		
f. Manages hygiene needs of assigned patient (Responding).										S	N/A	S	N/A	S		
g. Demonstrate appropriate skill with wound care (Responding).											N/A	S	N/A	N/A		
<b>h. Document the location of fire pull stations and fire extinguishers. ** (Interpreting).</b>							N/A	S	S							
<b>Faculty/TA Initials</b>		NS					CB	SA	SA	FB	FB	FB	FB			

\* 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- The fire extinguisher is located across from room 3036. There is a pull station is located at the nurse's station, as well as multiple scattered throughout the hallway. 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 d,e)- Nice job with the management of the care you provided to your assigned patient. You organize your time appropriately to provide safe, efficient care while making sure to provide care that contributes to positive patient outcomes. FB

Week 11 (5e) Great job managing time effectively to provide all necessary care for your patient and meeting all basic care needs. (5f) Make sure to offer and/or encourage hygiene care for your assigned patients. If your assigned patient refuses assist a fellow student with hygiene care. FB

**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).										S	N/A	S	N/A	S		
<b>Faculty/TA Initials</b>		NS							SA	FB	FB	FB	FB			

\* End-of-Program Student Learning Outcomes

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

**Comments:**

Week 9 (6a)- You provided care to your assigned patient using information gained through the semester in theory and lab. The care provided used clinical judgment and the established plan of care for your patient, great job! FB

Week 11 (6a)- Great job utilizing clinical judgement while providing care to your patient during this clinical rotation. It is wonderful to see you apply the knowledge you have gained in theory to the care of your patients at the bedside. FB

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).													N/A	S		
b. Recognize patient drug allergies (Interpreting).													N/A	S		
c. Practice the rights of medication administration and safety checks prior to medication administration (Responding).													N/A	S		
d. Administer oral, intramuscular, subcutaneous, and intradermal medications using correct techniques (Responding).													N/A	S		
e. Review the patient record for time of last dose before giving PRN medication (Interpreting).													N/A	S		
f. Assess the patient response to PRN medications (Responding).													N/A	S		
g. Demonstrate medication administration documentation appropriately using BMV (Responding).												S	N/A	S		
<b>*Week 11: BMV</b>																
<b>Faculty/TA Initials</b>		NS							SA				FB	FB		

\* End-of-Program Student Learning Outcomes  
 Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Comments:**

Week 11 (7g) - You are satisfactory for this competency by attending the Bedside Medication Verification (BMV) clinical orientation, actively listening, observing, and discussing accurate medication documentation and safe administration with the use of the BMV scanner. NS/CB/SA

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

\* 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 strength I have is completing tasks in a timely manner. One weakness I have is missing steps in a head-to-toe assessment. To improve my head-to-toe assessment, I will practice at least 2 full head-to-toe assessments on family members before my next clinical. *That is a great plan, practice makes perfect! 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: (8a) My strength this week was my head-to-toe assessment. I felt more confident performing after practicing on my family members beforehand.

(8b) My weakness this week was charting. I will spend more time during lab and extra time in the library exploring Meditech to become more comfortable with the program. Documentation will get easier with practice. Make sure to document thoroughly and timely is very important. Spending time in the library lab is a great idea to get yourself familiar with required documentation. It is also very beneficial to document at the bedside, so if something is forgotten you can complete it in a timely manner.

**(8f) This competency was changed to a “U” because you did not complete the evaluation tool by the designated time. You will need to address the “U” per the instructions listed on the first page of the Evaluation Tool. “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.” FB**

Week 10: I recognize that I received a “U” in last week’s responsibility competency because I did not turn in my assignment by the designated time. I understand that it is important and essential to meet deadlines as it reflects accountability. Accountability is an important aspect of being a nursing student. It also generates respect for our schools’ expectations and policies. This experience has taught me the importance of managing time and organization. From now on, I will set reminders on my phone to ensure I meet these deadlines and double check that I have turned in the assignment appropriately. This week I have turned in the clinical tool by the deadline and will continue to submit the tool in a timely manner in the future. **Great job reflecting on accountability the importance of managing your time. I am sure this won’t happen again. FB**

Week 11: My strength was documentation. I was able to correctly document all my assessments and findings without having to edit my charting. A weakness is navigating the charting system: MEDITECH. I am struggling to find where information is located. Before my next clinical, I will go to the library and explore Meditech and practice searching for information for thirty minutes. **Great job with documentation this week. Practicing with the documentation system will be very useful. If you have any down time during your clinical experience use that time wisely. You will become more comfortable finding information if you use any downtime to explore the electronic chart and read reports, healthcare provider notes, history and physicals, explore nursing notes, case manager notes and any other available information. This will also assist you in developing critical thinking and clinical judgment skills. FB**

Week 13: My strength this week was administering oral and subcutaneous medications. A weakness was connecting labs, diagnostic imaging, and nursing diagnosis. I will work on reviewing labs and connecting them to diagnosis. I will also compare lab values and work on “thinking like a nurse” and critical thinking skills a few times a week.

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					
Date or Clinical Week:		Objective:					
Criteria		3	2	1	0	Points Earned	Comments
<b>Noticing</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) <b>*provides explanation if &lt; 7</b>	(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*) <b>*provides explanation if &lt; 3</b>		(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*) <b>*provides explanation if &lt; 5</b>	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)		
<b>Interpreting</b>	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)			
<b>Responding</b>	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 U: Unsatisfactory			<b>Evaluation</b> <small>*(Refer to LCJR)</small>	<b>Faculty Initials</b>	<b>Remediation Date/Evaluation/Initials</b>
<b>Date:</b> 11/4/25 or 11/11/25	Simulation #1 (2,3,5,8) *	Scenario	S	FB	NA
		Survey	S	FB	NA
<b>Date:</b> 11/24/25 or 11/25/25	Simulation #2 (2,3,5,7,8) *	Scenario			
		Survey			

\* Course Objectives

**Student Roles: O=Observer**

STUDENT NAME(S) AND ROLE(S): Alejandro Baez (O), Kacy Leibacher(O)

GROUP #: 3

SCENARIO: NF #1

OBSERVATION DATE/TIME(S): 11/4/2025 1230-1330

<p><b>CLINICAL JUDGMENT COMPONENTS</b></p>	<p><b>OBSERVATION NOTES</b></p>
<p><b>NOTICING: (1,2,4,6,7) *</b></p> <ul style="list-style-type: none"> <li>Focused Observation:            E            A            D            B</li> </ul>	<p>Noticed observation of the rights of medication administration.                      Noticed collaboration and teamwork among students performing in the scenario.                      Noticed good information seeking by performers when assessing sputum characteristics.                      Noticed productive conversations between performing team members to ensure timely interventions were performed.                      Considered educational topics such as mobility level, fall precautions, and pressure injury risk.                      Noticed good medication education and information seeking related to supplement use.                      Noticed good prioritization with prompt oxygen administration for low Spo2.                      Noticed identification of fall risk and implementation of precautions.                      Noticed good communication among team members and with the patient.                      Noticed omission of a few assessment findings and need to go back into the room several times.</p>
<p><b>REFLECTING: (1,2,4,5,6,8) *</b></p> <ul style="list-style-type: none"> <li>Evaluation/Self-Analysis:        E            A            D            B</li> <li>Commitment to Improvement: E            A            D            B</li> </ul>	<p>Observers did a great job actively paying attention to detail throughout scenario. Constructive feedback was provided during debriefing. Observers provided good insight on safe medication administration, including the rights of medication administration. Observers also praised students for initiating O2 via nasal cannula for low Spo2 per orders while also discussing the need for prompt intervention. Constructive feedback was provided related to areas for improvement. Good discussion and support amongst those performing in the scenario and the observers.</p>
<p><b>SUMMARY COMMENTS: * = Course Objectives</b></p> <p><b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b></p> <p><b>E= Exemplary</b>  <b>A= Accomplished</b>  <b>D= Developing</b>  <b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>Demonstrate collaborative communication with patients and healthcare team members (1,3,8) *</li> <li>Execute accurate and complete head to toe assessment (1,5,6,8) *</li> </ul>	<p><b>Lasater Clinical Judgement Rubric Comments:</b></p> <p><b>Noticing:</b> Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs.</p> <p><b>Reflecting:</b> Independently evaluates and analyzes clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p><b>Satisfactory Completion of NF Simulation #1.</b></p>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Select and administer prescribed oral medications following the six rights (1,4,5,7) *</li><li>• Identify and provide accurate patient education (1,2,3,4,5,7) *</li></ul> |  |
|--|--|

Firelands Regional Medical Center School of Nursing  
Nursing Foundations 2025  
Skills Lab Competency Tool

Student Name: Kacy Leibacher

Comments:

**Week 1 (Technology Lab):** During this lab you were able to satisfactorily navigate:

<b>Skills Lab Competency Evaluation</b>	<b>Lab Skills</b>										
	<b>Week 1 (4)*</b>	<b>Week 2 (2,3,5,8)*</b>	<b>Week 3 (2,3,4,5,8)*</b>	<b>Week 4 (2,3,4,5,8)*</b>	<b>Week 5 (2,3,4,5,8)*</b>	<b>Week 6 (1,2,3,4,5,8)*</b>	<b>Week 7 (2,3,4,5,8)*</b>	<b>Week 8 (2,3,4,5,8)*</b>	<b>Week 9 (2,3,4,5,8)*</b>	<b>Week 10 (2,3,4,5,6,8)*</b>	<b>Week 11 (2,5,7)*</b>
	<b>Date:</b> 8/18/2025	<b>Date:</b> 8/26/2025	<b>Date:</b> 9/2/2025	<b>Date:</b> 9/10/2025	<b>Date:</b> 9/17/2025 9/18/2025	<b>Date:</b> 9/24/2025	<b>Date:</b> 10/1/2025	<b>Date:</b> 10/8/2025 10/6/2025	<b>Date:</b> 10/15/2025	<b>Date:</b> 10/22/2025	<b>Date:</b> 10/28/2025
Performance Codes:											
S: Satisfactory											
U: Unsatisfactory											
Evaluation:	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
Faculty Initials	HS	HS	NS	AR	HS	HS	AR	HS	HS	AR	AR
<b>Remediation: Date/Evaluation/Initials</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Remediation: Date/Evaluation/Initials</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**\*Course Objectives**

- Learning Management System.
- Skyscape Resource System.
- Assessment Technologies Institute (ATI) / Shadow Health.
- Guided tour of library and computer lab. HS

**Week 2 (Hand Hygiene; Vital Signs; PPE):** During lab this week you were able to satisfactorily demonstrate:

- Appropriate hand hygiene utilizing hand sanitizer and soap/water.
- Accurate verbalization of procedure for donning & doffing PPE.

Appropriate level of skill during guided practice with measurement of radial and brachial pulses, along with manual blood pressure. Vital signs skills will be observed 1:1 with faculty during Week 3. Keep up the good work! HS

**Week 3 (Vital Signs):**

Great work in the lab this week! You satisfactorily completed the vital sign check off during 1:1 observation, including oral temperature, radial pulse, respiratory rate, pulse oximetry, and blood pressure measurement. During the blood pressure measurement, you accurately obtained two consecutive blood pressure results on the Vital Sim manikin for a satisfactory evaluation. The first blood pressure measurement was set at 134/78, and you identified it as 134/78, 100% accurate! The second measurement was set at 110/68 and you interpreted it as 110/68, again 100% accurate. Very well done! You were able to verbally discuss the following measurements: axillary and rectal temperature along with orthostatic vital sign assessments. You required two prompts at the end related to asking the patient if they have smoke chewed gum, or ingested any

food/drink within 20 minutes of obtaining an oral temperature and raising the bed position height and lowering the side rail. Otherwise, you did great! You provided accurate detail in your communication with the “patient”. Your documentation was 100% accurate. Keep up the great work!! NS

**Week 4 (Assessment):**

Satisfactory with head to toe assessment guided practice, hand-off report activity, Lexicomp/Intranet navigation activity, and the assessment/safety activity utilizing your clinical judgment skills. Great job! You will be observed 1:1 for Head to Toe Assessment competency during Week 5. AR

**Week 5 (Assessment; Mobility):** Great job in lab this week! You have satisfactorily demonstrated a basic head to toe assessment in the skills lab. Your approach was systematic, thorough, and overall well done. You did require 1 prompt related to checking capillary refill of the upper and lower extremities. You demonstrated friendly, professional, and informative communication. Great job! HS

Feedback on documentation this week: With this being the first time that you fully documented these interventions, there are some areas for improvement. You did a good job, overall, with your Meditech documentation. You documented on the interventions listed below; however, some areas were inaccurate and omitted. Please review each area of documentation within the next two weeks so you can examine areas that were omitted. I want you to feel comfortable and confident with Meditech documentation.

- **Pain-** Documentation complete and accurate.
- **Vital signs-** Documentation complete and accurate.
- **Safety-** documented “yes” to chair alarm instead of “no” and documented “no” to bed alarm instead of “yes.”
- **Physical reassessment-** HEENT – omitted documentation for eye position, nystagmus, and eye discharge color. Cardiovascular- omitted capillary refill documentation for left radial pulse; omitted edema note of toes to knee bil. and the entire left upper extremity. Integumentary- omitted integumentary symptoms of bruises. Male reproductive- documented penile implant, which was not included in the scenario.

Mobility Lab 9/18/2025: Satisfactory completion of mobility lab through demonstration of the following: Logrolling/turning a patient, lifting a patient in bed, repositioning from lying to sitting, repositioning from sitting to standing, stand/pivot transfer from a bed to a chair, ambulating with a walker, ambulating with crutches, ambulating with a cane, use of a gait belt, and safe use of a wheelchair. Proper body mechanics were utilized to promote safety for the health care worker and the patient. Great job with active participation throughout the duration of the lab. HS

**Week 6 (Personal Hygiene Skills):** Satisfactory with patient hygiene, making an occupied bed, shaving, oral care, hearing aid care, application of ace wraps, TED Hose/SCD’s, and clinical readiness scenario during guided practice. Completed Meditech documentation for Hygiene and Ted Hose. Keep up the great work! HS

**Week 7 (NG Skills: Insertion, Irrigation, and Removal; Feedings):**

Great job this week in lab demonstrating competence for Nasogastric Tube Insertion, Irrigation, and Removal through 1:1 observation. You are satisfactory in all NG skills. During insertion you did not require any prompts. You did require one prompt during irrigation and removal, as a reminder to also check placement by aspiration of gastric contents. Excellent patient education provided! Great job! You were able to verbalize understanding of the difference between irrigation and flushing. You were able to practice administering intermittent tube feeding using the gravity method while also confirming tube placement with gastric residual. Additionally, you participated in the PO intake station for accurate calculation of carbohydrate intake, accurately measured gastric output through the NG tube, practiced assisting a visually impaired patient with their meal, and completed the assigned documentation in Meditech. Keep up the great work! AR

**Week 8 (Foley Skills: Insertion, Removal; Sterile Gloves; I&O, Documentation Lab):** You did a great job in the lab this week and were satisfactory with the following skills: Sterile Glove Application, Foley Catheter Insertion (female), and Foley Catheter Removal. One prompt was required during insertion related to pulling back gently on the catheter until slight resistance is felt prior to putting the stabilization device on. You were able to recognize potential broken sterile field during insertion and verbalized the correct course of action to continue the procedure. Otherwise, you did not require any additional prompts, nice work! You maintained the sterile field throughout the Foley insertion, and did not contaminate the catheter or your gloves at any point. You correctly verbalized the differences in catheter insertion for a male patient. You also actively participated in the Intake and Output stations, and completed Meditech documentation related to Urinary Catheter Management and Intake & Output. Keep up the great work! HS

Documentation Lab – You have satisfactorily completed the documentation lab by actively participating in Meditech documentation related to vital signs, physical re-assessment, safety and falls, pain assessment, patient rounds, TED hose/SCD/Ace wrap, feeding method, Intake and Output, urinary catheter management, and writing a nurse note. You utilized your time wisely, asked appropriate questions, and gained experience with each intervention listed in preparation for clinical. Great job! CB

**Week 9 (Wound Care: Dry Sterile, Damp to Dry Packed, Stoma Skills):** You have demonstrated competence in the skill of wound assessment and wound care through guided observation of Dry Sterile Dressing and 1:1 observation of Damp to Dry Packed Wound Dressing Change. During the Damp to Dry Packed Wound Dressing Change, you did not require any prompts and initiated/maintained the sterile field and followed aseptic technique throughout. You did catch yourself when you forgot to open the cotton tip applicators prior to putting on your sterile gloves. Your communication with the patient was excellent. Documentation was completed related to wound care and patient rounds in the Meditech system. Additionally, you participated in the stoma care station to gain additional knowledge and skills. Great job this week! HS

**Week 10 (Safety; Infection Control; Prioritization; Weight; Pressure Ulcer Prevention; Soft Restraints; Doppler BP):**

Satisfactory participation with the following stations: Prioritization, Patient Weight, Restraints, Doppler BP, Meditech documentation, and Patient Scenario involving Safety, Infection Control, and Pressure Ulcer Prevention. Keep up the hard work! AR

**Week 11 (Medication Lab):**

Satisfactory participation and performance of the following skills in the medication lab: Oral, IM, SQ, and ID medication administration; performance of IM injection on fellow student; performance of SQ & ID injection on practice pad/sponge; use of and drawing medication out of ampule and vial; communication/accountability activity with awareness of allergies & dosage calculation. AR

**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: \_\_\_\_\_