

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

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

**Student:** Evelyn Zam

**Final Grade:** Satisfactory

**Semester:** Fall

**Date of Completion:** 12/1/2025

**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:** Chandra Barnes, MSN, RN

**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

**ABSENCE (Refer to Attendance Policy)**

Date	Number of Hours	Comments	Make Up (Date/Time)
Faculty/Teaching Assistant’s Name			Initials

Clinical Discussion Group Grading Rubric

Lasater Clinical Judgment Rubric

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).									NA	S	N/A	S	N/A	S	N/A	S
b. Identify cultural factors that influence healthcare (Noticing).									NA	S	N/A	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	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	N/A	S
<b>Faculty/TA Initials</b>		CB					CB	BL	BL	CB	CB	CB	CB	CB	CB	CB
<b>Clinical Location; Patient age**</b>		Meditech Orientation					N/A	3T 74		4N 81	N/A	4N 59	N/A	4N 87	N/A	

\* 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 8-1(c,d) Great job this week showing respect for your patient's individual preferences, values, and needs while providing care. In your CDG, you did a nice job identifying your patient's abnormal assessment findings and priority concerns. This demonstrates the early development of clinical judgment, which is essential for safe and effective nursing practice. BL

Week 9(1c): Great job this week coordinating care around your patient's needs and preferences. CB

Week 11(1d): You did a great job this week utilizing Maslow's to determine the needs of your patient, ensuring that appropriate measures were taken. CB

Week 13(1a,b,d): Great job this week ensuring that all spiritual and cultural factors were taken into account when caring for your patient. You did a nice job meeting the needs of your patient, using Maslow's. CB

**Objective**

2. 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	S	S	S	N/A	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	N/A	S
c. Conduct a fall/safety assessment and institute appropriate precautions (Responding).									NA	S	N/A	S	N/A	S	N/A	S
d. Conduct a skin risk assessment and institute appropriate precautions (Responding).									NA	S	N/A	S	N/A	S	N/A	S
e. Collect the nutritional data of assigned patient (Noticing).									NA	S	N/A	S	N/A	S	N/A	S
f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding).									NA	S	N/A	N/A	N/A	N/A	N/A	S
g. Describe the findings and the rationale for diagnostic studies with the nursing implications									NA	S	N/A	S	N/A	S	N/A	S

for assigned patient (Interpreting).																
<b>Faculty/TA Initials</b>		CB					CB	BL	BL	CB						

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

**Comments:**

Week 8- 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. BL

Week 9(2a,b,c,f,g): Great job completing your head to toe assessment and obtaining vital signs on your patient. You did a good job ensuring safety, completing the John Hopkins Fall Risk Assessment, and you were able to describe the factors that related to that score in your CDG. Great job maintaining, ensuring proper placement, and using the correct technique to remove your patient’s NG tube. You were also able to discuss a priority problem for your patient and lab and diagnostic findings that may correlate to that diagnosis. CB

Week 11(2a,e,g): Your great with performing and documenting your head to toe assessment on your patient. You were able to obtain nutritional data on your patient and correlate the importance of good nutrition related to your patient’s situation. You were able to discuss diagnostic studies that were performed on your patient that led to the priority problem of impaired skin integrity. CB

Week 13(2a,d,g): Great job performing your head to toe assessment, being very thorough and detailed. Although you are unable to document a skin assessment, this was also performed during your head to toe. You did a nice job describing labs and diagnostic test that you patient had performed related to their priority problem. CB

**Objective**

3. 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>																
a. Receive report at beginning of shift from assigned nurse (Noticing).							N/A	S	S	S	N/A	S	N/A	S	N/A	S
b. Hand off (report) pertinent, current information to the next provider of care (Responding).									NA	S	N/A	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	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	N/A	S
e. Communicate effectively with patients and families (Responding).							N/A	S	S	S	N/A	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	N/A	S
<b>Faculty/TA Initials</b>		CB					CB	BL	BL	CB	CB	CB	CB	CB	CB	CB

\* End-of-Program Student Learning Outcomes

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

**Comments:**

Week 8-3(e) Excellent job communicating with your patient during clinical this week. You also did a great job reflecting on and discussing your communication in your CDG as well. BL

Week 9(3b,e): Great job with handing off pertinent information related to your patient before the end of the clinical day. You did a great job communicating with the bedside nurse, patient, and peers. CB

Week 11(3b,d,e): You did a great job reporting off and accurately reporting any sort of changes to the bedside nurse. You were also to have effective communication with your patient and your peers this week, good job! CB

Week 13(3e): Excellent job this week communicating with your patients, peers, and floor staff. You did a nice job communicating during your medication pass, ensuring that your patient was aware of what meds they were receiving. CB

Objective																
4. Exemplify advanced searches in accessing electronic health care information and documenting patient care. (1,4,8)*																
Clinical Experience	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Mid-Term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14 Make-Up	Final
<b>Competencies:</b>																
a. Document vital signs and head to toe assessment according to policy (Responding).							N/A	S	S	S	N/A	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	N/A	S
c. Access medical information of assigned patient in Electronic Medical Record (Responding).*		S					N/A	S	S	S	N/A	S	N/A	S	N/A	S
d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).*		S							NA	S	N/A	S	N/A	S	N/A	S
e. Provide basic patient education with accurate electronic documentation (Responding).									NA	NA	N/A	N/A	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	N/A	S
<b>*Week 2 –Meditech Orientation</b>		CB					CB	BL	BL	CB	CB	CB	CB	CB	CB	CB

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**Faculty/TA Initials**

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\* End-of-Program Student Learning Outcomes

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

**Comments:**

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

Week 8-4(a) Excellent job with your documentation this week in clinical. Your documentation for both your vital signs and head to toe assessment were thorough and accurate. As discussed in clinical, a friendly reminder that for any body system that is found to be normal based on the defined parameters in Meditech, you do not need to document any further information. You can select "yes" for normal, and then move on to the next system. 4(c) Great job in your CDG discussing the use of informatics and technology in the clinical setting. You provided a nice description of how you utilized the patient's chart to gather information related to previous diagnoses and symptoms.

4(f) Satisfactory completion of your CDG this week. Keep up all your hard work! BL

Week 9(4e,f): You did a good job this week with documentation of your findings while obtaining vital signs and a head to toe assessment on your patient. Your CDG was satisfactory completing all requirements per the CDG grading rubric. CB

Week 11(4c,f): You were able to access the EMR this week in clinical to collect data related to your patient's nutritional status and AM-PAC mobility level. Great job on your CDG, meeting all requirements per the grading rubric. CB

Week 13(4c,e,f): You did a great job this week accessing your patient's information on the electronic medical record. You were able to verify medication and provide education related to medication taking. Satisfactory completion of your cdg, following the cdg grading rubric, nice job! CB

**Objective**

5. 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	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	N/A	S
c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding).									NA	NA	N/A	N/A S	N/A	N/A	N/A	S
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	N/A	S
e. Organize time providing patient care efficiently and safely (Responding).							N/A	S	S	S	N/A	S	N/A	S	N/A	S
f. Manages hygiene needs of assigned patient (Responding).									NA	S	N/A	S	N/A	S	N/A	S
g. Demonstrate appropriate skill with wound care (Responding).									NA		N/A	S	N/A	N/A	N/A	S
h. Document the location of fire pull stations and fire extinguishers. ** (Interpreting).							N/A	S	S							S

<b>Faculty/TA Initials</b>		CB					CB	BL	BL	CB						
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\* 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:**

**There is a fire extinguisher across from room 3036 and a pull station next to the exam room.** Great job! BL

Week 9(5c,d,f): Great job managing basic patient care needs and providing hygiene needs for your patient.. CB

Week 11(5a,c,d,g): Excellent job this week ensuring that your patient was educated on the importance of getting up to the chair and ensuring that the correct technique was utilized. You were able to manage basic care needs with knowledge and preparation. Great job completing the task of maintain your patient’s external catheter. Good job completing wound care of an unstageable pressure ulcer to the sacrum. You were able to use clean technique with the appropriate supplies and ordered solutions. CB

Week 13(5e): Great job with time management this week with your medication administration. You were able to organize your time and prioritize your patient’s needs. CB



Objective																
6. 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).									NA	S	N/A	S	N/A	S	S	S
<b>Faculty/TA Initials</b>		CB							BL	CB	CB	CB	CB	CB	CB	CB

\* End-of-Program Student Learning Outcomes

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

**Comments:**

Week 9(6a): You did a great job using clinical judgement skills this week in clinical. You knew that your patient's priority problem related to the knee injury. You were able to correlate diagnostic findings and labs, to implement interventions related to the problem. CB

Week 11(6a): Great job using clinical judgement this week during your clinical time with your patient. You were able to put pieces of assessment data together to recognize your patient's priority problem of impaired skin integrity. Great job correlating findings to your priority. CB

Week 13(6a): You were able to develop a plan of care for your patient related to their priority problem this week in clinical, good job! In your cdg, you listed appropriate interventions you implement for your patient's priority problem. CB

Week 14(6a): Satisfactory completion of your first nursing care map. Please see my feedback on the completed care map grading rubric below. CB

**Objective**

7. 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>									NA							
a. Identify the action, rationale, dosage, side effects and the nursing implications of medications (Interpreting).									NA				N/A	S	N/A	S
b. Recognize patient drug allergies (Interpreting).									NA				N/A	S	N/A	S
c. Practice the rights of medication administration and safety checks prior to medication administration (Responding).									NA				N/A	S	N/A	S
d. Administer oral, intra-muscular, subcutaneous, and intradermal medications using correct techniques (Responding).									NA				N/A	S	N/A	S
e. Review the patient record for time of last dose before giving PRN medication (Interpreting).									NA				N/A	S	N/A	S
f. Assess the patient response to PRN medications (Responding).									NA				N/A	S	N/A	S
g. Demonstrate medication administration documentation appropriately using BMV (Responding).									NA			N/A S	N/A	S	N/A	S
<b>*Week 11: BMV</b>																
<b>Faculty/TA Initials</b>		CB							BL			CB	CB	CB	CB	CB

\* 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

Week 13(7a-d, g): You did a great job with medication administration. You were able to identify why your patient was receiving the medication, potential side effects, and appropriate patient education. You reassessed your patient after giving medications, ensuring their safety. You followed the rights of medication administration with 3 medication checks, verifying the correct patient and their allergies. You were able to utilize the BMV for medication administration documentation. CB

**Objective**

8. 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	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	N/A	S
c. Incorporate instructor feedback for improvement and growth (Reflecting).							N/A	S	S	S	N/A	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	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	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 U	S	N/A	S
g. Comply with patient's Bill of Rights (Responding).							N/A	S	S	S	N/A	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	N/A	S
i. Actively engage in self-reflection. (Reflecting)							N/A	S	S	S	N/A	S	N/A	S	N/A	S
		CB					CB	BL	BL	CB	CB	CB	CB	CB	CB	CB

Faculty/TA Initials

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\* 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:**

My strength from this week would be communicating with the patient and providing good care before exiting the patient’s room. Great job! You did an excellent job with your first clinical experience. Although communication may seem simple, it can sometimes be challenging in the hospital setting. You demonstrated strong interpersonal skills by taking the time to converse with your patient during your assessment. Remember, even brief conversations can show that you care and help build rapport, while also providing valuable information for your clinical evaluation. Keep up the great work! BL

My weakness for this week would be the head-to-toe assessment. On my head-to-toe assessment there was a couple things I missed. To improve my weakness, I will practice my head-to-toe assessment on a family member and or friend once every day until I feel more comfortable. Great job taking time to reflect on an area of improvement for future clinical experiences. Self-awareness is an important part of learning. It’s completely normal to miss small things early on. As you gain more experience and spend more time at the bedside, you’ll continue to grow in both confidence and competence. Keep up all your hard work! BL

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

My strength from week 9 would be providing adequate hygiene to my client and assuring their physical needs were met throughout the entire clinical experience. You did a great job providing excellent care to your patient this week. CB

My weakness from week 9 would be confidence. My client had an NG tube and an order got placed to remove it which was thrilling and nerve racking at the same time. I want to practice reviewing lab skills every week and trusting myself as I know what I need to do to complete each procedure and complete it correctly. As you get more experience, you will gain confidence. You have a great plan in place to help calm your nerves when experiences arise. CB

My strength for week 11 would be adapting to a pt that was a little tricky at times personality wise as he was confused. However, I feel like I handled his confusion well and adapting to a different personality to give him the best care. You did a great job adjusting your care to the needs of your patient considering his confusion and restlessness. CB

My weakness for week 11 would be not answering call lights for other patients. I feel like on day two this week I had more free time and I need to try and answer other call lights to get different patient experiences. Gaining experience by answering other call lights is a great way to boost confidence and see more. CB

Week 12(8f): Competency 8f was changed to an “U” due to the fact of late submission of your clinical tool. 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. CB

Addressing U: THERE IS NO LONGER A U BECAUSE I TURNED MY CLINICAL TOOL IN ON TIME. Thank you. CB

My strength for this week was getting the patient up and moving multiple times throughout the day and managing the patient’s pain with medication and ice pack therapy. My weakness for this week was not being as confident with med pass. To improve this, I will continue to look over the seven rights of medication administration and practice what to do when giving the medications. You did a great job with your patient this week making sure she was up and about. Medication administration will come easier with time. The more experience you get with looking meds up and passing them, you will gain confidence! CB

**Final comment: Evelyn, you did an excellent job this semester! You came to each clinical prepared and ready to take on any patient assigned to you. You have grown over the weeks with your confidence and knowledge of not only the environment of the hospital and clinical setting, but also your patients and their needs. Every single one of your patient's were pleased with the care you provided and the time that you spent with them. Great job, and I am excited to see your growth continue! CB**

Date	Care Map Top Nursing Priority	Evaluation & Instructor Initials	Remediation & Instructor Initials
11/17/2025	Impaired Skin Integrity	*S/CB	*NA/CB

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: Evelyn Zam		Course Objective: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*					
Date or Clinical Week: 11/17/2025							
Criteria		3	2	1	0	Points Earned	Comments
<b>N o t i c i n g</b>	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Great job listing abnormal assessment findings and lab/diagnostics. A couple of things that should be included are confusion and agitation and q2 hour check and change. You did a great job listing all lab/diagnostics and risk factors for your patient.
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	(lists at least 3*) *provides explanation if < 3		(lists 3 but no specific patient data included)	(lists < 3 or gives no explanation)	3	
	3. Identify all risk factors relevant to the patient.	(lists at least 5*) *provides explanation if < 5	(lists 4)	(lists 3)	(lists < 3 or gives no explanation)	3	
<b>I n t e r p r e t i n g</b>	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Nice job listing nursing priorities for your patient and highlighting the appropriate priority problem! Remember to go through Skyscape and list all priorities that are related to your patient. You did a great job only highlighting relevant data from the noticing boxes. You were able to list potential complications related to your priority problem with s/sx. There is no need to highlight potential complications, as all of those listed are related.
	5. State the goal for the top nursing priority.	Complete			Not complete	3	
	6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	7. Identify all potential complications for the top nursing priority problem.	(lists at least 3)	(lists 2)		(lists < 2)	3	
	8. Identify signs and symptoms to monitor for each complication.	(lists at least 3)	(lists 2)		(lists < 2)	3	
<b>R e s p o</b>	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Excellent job listing appropriate interventions that were individualized for your patient. Interventions were prioritized with a rationale for each. My only suggestion here is that you need to include collaboration with PT/OT and the wound nurse.
	10. Interventions are prioritized	> 75% complete	50-75% complete	< 50% complete	0% complete	3	
	11. All interventions include a frequency	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

<b>n d i n g</b>	12. All interventions are individualized and realistic	> 75% complete	50-75% complete	< 50% complete	0% complete	3	

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	3		
<b>R e f l e c t i n g</b>	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	1	Good job reassessing your patient to complete the reflecting/evaluation portion of the care map. The only two findings that were not reevaluated were lung sounds and shortness of breath. Anything that is highlighted in the assessment box and lab/diagnostic box needs to be reevaluated for this portion. I agree that it is appropriate to continue the plan of care on your patient!
	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	3	

### Reference

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

<p>Total Possible Points= 45 points  45-35 points = Satisfactory  34-23 points = Needs Improvement*  &lt; 23 points = Unsatisfactory*  <b>*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.</b>   <b>***Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. ***</b>   <b>Faculty/Teaching Assistant Comments: Evelyn, you did an excellent job completing your first care map! Remember when completing assignments with a grading rubric and guidelines, always have them out to follow. Keep up all of your hard work! CB</b></p>	<p><b>Total Points:</b>  <span style="color: red;">43/45</span></p> <hr/> <p><b>Faculty/Teaching Assistant Initials:</b>  <span style="color: red;">CB</span></p>
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Firelands Regional Medical Center School of Nursing  
Nursing Foundations 2025  
Simulation Evaluations

Student Name:					
Performance Codes: S: Satisfactory U: Unsatisfactory			Evaluation <small>*(Refer to LCJR)</small>	Faculty Initials	Remediation Date/Evaluation/Initials
Date: 11/4/25 or 11/11/25	Simulation #1 (2,3,5,8) *	Scenario	S	CB	N/A
		Survey	S	CB	N/A
Date: 11/24/25 or 11/25/25	Simulation #2 (2,3,5,7,8) *	Scenario	S	CB	N/A
		Survey	S	CB	N/A

\* Course Objectives

## Lasater Clinical Judgment Rubric Scoring Sheet

Student Roles: O=Observer

STUDENT NAME(S) AND ROLE(S): Isabella Blakely (O), Evelyn Zam (O)

GROUP #: 4

SCENARIO: NF #1

OBSERVATION DATE/TIME(S): 11/4/2025 1330-1430

<b>CLINICAL JUDGMENT COMPONENTS</b>	<b><u>OBSERVATION NOTES</u></b>
<b>NOTICING: (1,2,4,6,7) *</b>  • Focused Observation:            E            A            D            B	<b><u>Focused Observation</u></b> Observers did a great job actively paying attention to detail throughout scenario. Observed low SpO2 result and reported in debriefing the need for oxygen. Wanted to help peers with prompts, remember to strictly be observing the scenario in this role.
<b>REFLECTING: (1,2,4,5,6,8) *</b>  • Evaluation/Self-Analysis:    E            A            D            B • Commitment to Improvement: E            A            D            B	<b><u>Evaluation/Self-Analysis</u></b> 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 recognizing their prompt intervention.  <b><u>Commitment to Improvement</u></b> Constructive feedback was provided related to areas for improvement. Good discussion and support amongst those performing in the scenario and the observers.
<b>SUMMARY COMMENTS: * = Course Objectives</b>  <b>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</b>  <b>E= Exemplary</b> <b>A= Accomplished</b> <b>D= Developing</b> <b>B= Beginning</b>  <b>Scenario Objectives:</b> <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><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>	Lasater Clinical Judgement Rubric Comments:  <b><u>Noticing</u></b> <b><u>Focused Observation:</u></b> Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information  <b><u>Reflecting</u></b> <b><u>Evaluation/Self-Analysis:</u></b> Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives  <b><u>Commitment to Improvement:</u></b> Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses  <b>Satisfactory Completion of NF Simulation #1.</b>

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## **Lasater Clinical Judgment Rubric Scoring Sheet**

**Student Roles: A=Assessment Nurse; M=Medication Nurse**

STUDENT NAME(S) AND ROLE(S): Isabella Blakely (A), Evelyn Zam (M)

GROUP #: 4

SCENARIO: NF #2

OBSERVATION DATE/TIME(S): 11/24/2025 1200-1300

CLINICAL JUDGMENT COMPONENTS	<u>OBSERVATION NOTES</u>
<p><b>NOTICING: (1,2,4,6,7) *</b></p> <ul style="list-style-type: none"> <li>• Focused Observation: E A D B</li> <li>• Recognizing Deviations from Expected Patterns: E A D B</li> <li>• Information Seeking: E A D B</li> </ul>	<p>Identified name and DOB compared to wristband when entering the room for patient safety.</p> <p>Noticed low Spo2 (92%) when obtaining vital signs.</p> <p>Noticed patient had shortness of breath. Sought additional information to when it started and what makes it worse.</p> <p>Noticed cough.</p> <p>Noticed sputum/tissues in the bed. Sought further information related to duration of cough and sputum.</p> <p>Noticed crackles upon auscultation.</p> <p>Noticed patient was in pain. Sought additional information related to pain (rating, location). Noticed patient's pain 7/10.</p> <p>Sought additional information by re-evaluating the patient's breathing status after oxygen administration.</p> <p>Noticed order for morphine and need to perform dosage calculation.</p> <p>Sought information related to allergies prior to medication administration.</p> <p>Consider asking patient preference for injection location.</p> <p>Sought additional information after medication administration related to relief and comfort.</p>
<p><b>INTERPRETING: (1,2,4,6,7) *</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data: E A D B</li> <li>• Making Sense of Data: E A D B</li> </ul>	<p>Prioritized vital signs when entering the room.</p> <p>Prioritized oxygenation status, made sense of SOB and physician order for oxygen at 2L NC.</p> <p>Prioritized pain assessment when noticing patient in pain. Remember to complete all steps of a pain assessment (discussed in debriefing).</p> <p>Made sense of need to communicate with medication nurse to medicate for pain.</p> <p>Made sense of the MAR related to pain rating and need for dosage calculation to be performed.</p> <p>Prioritized correct PRN pain medication (morphine for pain 7/10).</p> <p>Consider administering pain medications prior to continuing full assessment for patient comfort. Team members can collaborate to administer medications then return to complete full assessment.</p>
<p><b>RESPONDING: (1,2,3,4,5,6,7) *</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner: E A D B</li> <li>• Clear Communication: E A D B</li> <li>• Well-Planned Intervention/</li> </ul>	<p>Introduced self and role when entering the room for communication.</p> <p>Elevated HOB for shortness of breath</p> <p>Administered O2 via nasal cannula at 2L for Spo2 of 92%.</p> <p>Focused respiratory assessment performed.</p>

<p>Flexibility: E A D B</p> <ul style="list-style-type: none"> <li>• Being Skillful: E A D B</li> </ul>	<p>Performed pain assessment in response to patients' complaints of pain. Consider focusing your assessment on the location of pain (look, auscultate).</p> <p>Dosage calculation performed accurately to determine need to waste 1ml (2mg) of morphine. Ordered 4mg (2ml), administered 4mg (2mL). Remember to have witness to waste of excess narcotics (discussed in debriefing).</p> <p>Confirmed name, DOB, and allergies prior to medication administration. Utilized BMV correctly for medication administration. Educated patient on morphine ordered for pain.</p> <p>Cleaned injection site using aseptic technique. Remember to aspirate prior to injection. Good technique (90 degrees), pushed slowly. Selected SubQ needle size (25g, 5/8in.) instead of IM needle size (22g, 1in, discussed in debriefing). Did not correctly initiate safety after injection (discussed in debriefing). Good communication with the patient regarding plan for pain relief. Good communication among team members.</p> <p>Good communication with the patient during assessment for comfort.</p> <p>Re-evaluated Spo2 of 93% after oxygen administration and additional interventions.</p> <p>Consider providing information on alternatives to smoking such as a nicotine patch.</p> <p>Education on morphine once prompted by patient.</p> <p>Educated and encouraged patient on performing breathing exercises with incentive spirometry, coughing and deep breathing, and splinting with a pillow to help with pain/discomfort.</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>Each member actively participated in debriefing. Each member of the team reflected on the experience and asked appropriate questions. Members of the team noticed areas for improvement related to prioritization and IM injections and discussed ways to make improvements in the future. Discussed importance of performing a focused pain and respiratory assessment before completing a thorough head to toe assessment. Discussed medication error remediation and variance reporting. Identified educational opportunities that were presented in the scenario. Reflected on clinical judgement and critical thinking that required. Emotions, thoughts and feelings were explored. Each member demonstrated a desire to improve nursing performance.</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></p> <p><b>A= Accomplished</b></p> <p><b>D= Developing</b></p> <p><b>B= Beginning</b></p> <p><b>Scenario Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate collaborative communication with patients and healthcare team members (1,3,8) *</li> <li>• Differentiate between need for complete head to toe versus focused assessment and execute accordingly (1,5,6,8) *</li> <li>• Select and administer prescribed oral and intramuscular medications following the six rights (1,4,5,7) *</li> <li>• Identify and provide accurate patient education (1,2,3,4,5,7) *</li> <li>• Recognize patient oxygenation and pain control needs and provide appropriate interventions (2,4,5,6,7) *</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. Recognizes most obvious patterns and deviations in data and uses these to continually assess. Actively seeks subjective information about the patient’s situation from the patient and family to support planning interventions; occasionally does not pursue important leads.</p> <p><b>Interpreting:</b> Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data. In most situations, interprets the patient’s data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse.</p> <p><b>Responding:</b> Generally displays leadership and confidence and is able to control or calm most situations; may show stress in particularly difficult or complex situations. Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport. Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p><b>Reflecting:</b> Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives. Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses.</p> <p><b>Satisfactory completion of NF Simulation #2!</b></p>
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## Skills Lab Competency Tool

Student Name: Evelyn Zam

Comments:

**Week 1 (Technology Lab):**

<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>
Performance Codes: S: Satisfactory U: Unsatisfactory	<b>Date:</b> 8/18/2025	<b>Date:</b> 8/26/2025	<b>Date:</b> 9/5/2025	<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
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	<b>HS</b>	<b>HS</b>	<b>BL</b>	<b>AR</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>HS</b>	<b>AR</b>	<b>AR</b>
<b>Remediation: Date/Evaluation/Initials</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Remediation: Date/Evaluation/Initials</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

**\*Course Objectives**

During this lab you were able to satisfactorily navigate:

- Edvance360 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 job in lab this week! You successfully completed the vital signs check-off during 1:1 observation, including oral temperature, radial pulse, respiratory rate, pulse oximetry, and blood pressure measurement. During the blood pressure assessment, you accurately obtained two consecutive readings on the Vital Sim manikin. The first measurement was set at 100/60, and you recorded it perfectly as 100/60. The second measurement was set at 128/64, and you interpreted it at 128/70 - well within the desired range. In addition, you demonstrated strong knowledge by verbally discussing axillary and rectal temperature measurement, as well as orthostatic vital sign assessment. You required one prompt for remembering to insert the rectal thermometer probe 1-1.5 inches. Overall, your documentation was well done. You incorrectly charted the pulse oximetry finding as the FIO2%. Be sure to take some time to review this documentation next time you are in lab. Overall, excellent work—keep it up! BL

**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 assessing sensation of extremities for presence of numbness, tingling, and burning. 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-** Documentation complete and accurate.
- **Physical reassessment-** HEENT – omitted documentation for artificial eye and visual assistive devices; omitted teeth condition; omitted trachea description. Cardiovascular- omitted documentation for left radial pulse. Neurological- omitted documentation for left and right leg motor strength. Integumentary- omitted documentation of does patient have wounds.

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. You did not require any prompts during insertion, or irrigation. Excellent patient education provided! One prompt was needed during removal as a reminder to flush the tube with 20mL of air in the clear port. 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 hard work! HS

**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. Two prompts were required during insertion: you compromised sterility by switching the catheter from one hand to the other and the other prompt was using the skin prep first then the alcohol pad prior to placing the snap secure device. Otherwise, you did not require any additional prompts, nice work! 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 caught yourself when you forgot to pour the sterile saline over the packing dressing. Be sure to take your time when completing your skills. 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. CB

**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:

n/a

Student eSignature & Date: \_Evelyn Zam 12/1/25\_\_\_\_\_