

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

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

Student:

Final Grade: **Satisfactory**

Semester: **Fall**

Date of Completion:

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

Faculty eSignature:

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

DIRECTIONS FOR USE:

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

METHODS OF EVALUATION:

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

ABSENCE (Refer to Attendance Policy)

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

Stacia Atkins

SA

PERFORMANCE CODE

SATISFACTORY CLINICAL PERFORMANCE

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

UNSATISFACTORY CLINICAL PERFORMANCE

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

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

OTHER

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

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

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
Competencies:																
a. Identify spiritual needs of patient (Noticing).										S	S	NA	S	NA	NA	S
b. Identify cultural factors that influence healthcare (Noticing).										S	S	NA	S	NA	NA	S
c. Coordinate care based on respect for patient's preferences, values, and needs (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting).							S	NA	S	S	S	NA	S	NA	NA	S
Faculty/TA Initials		NS					SA	CB	CB	BL	BL	BL	BL	BL	BL	BL
Clinical Location: Patient age**		Meditech Orientation					3 Tower 82 Years Old	NA	N/A	3 Tower 75 Years Old	3 Tower 80- and 90- Years Old	NA	3 T 70 and 74 Years Old	NA	NA	

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

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

Comments:

Week 7(1c,d): Great job showing respect for your patient's needs, being compassionate and kind while delivering care. You also demonstrated the appropriate use of Maslow's hierarchy of needs during the head to toe assessment performed on your patient during this clinical experience, being able to recognize physiological needs of your patient when performing head to toe assessment. SA

Week 9-1(c,d) You demonstrated excellent care this week by thoughtfully respecting your patient's individual preferences, values, and needs. Additionally, your CDG effectively identified the patient's priority nursing problem, supported by thorough analysis of assessment findings. BL

Week 10-1(d) Excellent work this week applying your critical thinking and clinical judgment skills to determine your patient's priority problem. BL

Week 12-1(d) Great job analyzing your patient's assessment, lab, and diagnostic test findings to determine a nursing priority problem. In your CDG, you correctly identified five priority nursing interventions related to the priority nursing problem. As you continue building your clinical judgment skills, keep focusing on how each intervention supports your patient's overall care plan. BL

Objective

1. Summarize knowledge of anatomy, physiology, chemistry, nutrition, psychosocial and developmental principles in performance of basic physical assessment through use of clinical judgment skills. (3,4, 5)*

Clinical Experience	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Mid-Term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14 Make-Up	Final
Competencies:																
a. Perform head to toe assessment utilizing techniques of inspection, palpation and auscultation (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
b. Use correct technique for vital sign measurement (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
c. Conduct a fall/safety assessment and institute appropriate precautions (Responding).										S	S	NA	S	NA	NA	S
d. Conduct a skin risk assessment and institute appropriate precautions (Responding).										S	S	NA	S	NA	NA	S
e. Collect the nutritional data of assigned patient (Noticing).										S	S	NA	S	NA	NA	S
f. Demonstrates appropriate insertion, maintenance, and/or removal of NG tube (Responding).										NA	NA	NA	NA	NA	NA	NA
g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).										S	S	NA	S	NA	NA	S
Faculty/TA Initials		NS					SA	CB	CB	BL	BL	BL	BL	BL	BL	BL

* End-of-Program Student Learning Outcomes

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

Comments:

Week 7(2a,b): Kayla, you performed a systematic head to toe assessment and retrieved all vital signs within a timely manner. Great job! SA

Week 9-2(a,b) Great job this week using correct techniques for measuring vital signs and completing a systematic head to toe assessment on your assigned patient. Your assessment was thorough and completed in a timely manner. 2(c) Great job completing a fall and safety assessment this week and implementing appropriate precautions for your patient. In your CDG, you did well identifying the risk factors that contributed to the patient's fall risk score and pointing out safety concerns in the patient's room. Your efforts to prevent falls show good attention to patient safety. Keep up the great work! BL

Week 10-2(e) Great job discussing your patient's nutritional status in your CDG this week. You demonstrated a thorough assessment by considering factors such as BMI, appetite, oral intake, etc. BL

Objective

2. Select communication techniques and appropriate boundaries with patients, families, and health care team members. (1,2,3,4,6,7)*

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

* End-of-Program Student Learning Outcomes

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

Comments: I entered “NI” for area “e” because while I performed my head-to-toe assessment on the patient confidently, I was so focused on that, I forgot to communicate about anything else with the patient. I’m sure it wasn’t the best time to be woken up for an assessment and I didn’t engage more with the patient; find out likes, dislikes, things about the patient, to lighten the process. I also did not see family in the room at this time. I could have done/said more to the patient than medical related tasks.

Week 7(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 great communicating with your client! SA

Week 9-3(e,f) Great job this week communicating with your patient, her family, and the rest of the health care team. Your kindness and professionalism were noticed— the patient’s daughter specifically complimented your bedside manner and care. Keep up this compassionate, patient-centered approach; it truly makes a difference in the care experience. BL

Week 10-3(a,b,f) Great job taking report on your patient using the assigned report sheet. Utilizing a structured report sheet, rather than a blank piece of paper, supports accuracy and promotes patient safety. You also communicated pertinent assessment information effectively to the bedside nurse throughout your clinical experience. Keep up the great work! BL

Week 12-3(f) You did a nice job actively participating as an accountable member of the healthcare team in delivering patient-centered care. Continue building confidence in your role by engaging in effective teamwork—including appropriate delegation—and seeking opportunities to contribute to individualized patient care. Thank you for your willingness to always help out your fellow classmates when you have time as well. BL

Objective

3. Exemplify advanced searches in accessing electronic health care information and documenting patient care. (1,4,8)*

Clinical Experience	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Mid-Term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14 Make-Up	Final
Competencies:									S							
a. Document vital signs and head to toe assessment according to policy (Responding).							S	NA	S	S	NA	S	NA	NA	NA	S
b. Document the patient response to nursing care provided (Responding).							S	NA	S	S	NA	S	NA	NA	NA	S
c. Access medical information of assigned patient in Electronic Medical Record (Responding).*		S					S	NA	S	S	NA	S	NA	NA	NA	S
d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).*		S							S	S	NA	S	NA	NA	NA	S
e. Provide basic patient education with accurate electronic documentation (Responding).										S	S	NA	S	NA	NA	S
f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection).							S	NA	S	S	NA	S	NA	NA	NA	S
*Week 2 –Meditech Orientation		NS					SA	CB	CB	BL	BL	BL	BL	BL	BL	BL
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 7(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. You completed your first cdg, meeting all requirements per the grading rubric, excellent job! SA

Week 9-4(a,b) Excellent job this week with your documentation. Your documentation was accurate, and completed in a timely manner. 4(c) You did an excellent job thoroughly reviewing your patient's electronic health record (EHR) to gather information that enhanced your understanding of the patient's overall plan of care. 4(f) Satisfactory completion of your CDG this week. Great job! BL

Week 10-4(f) Satisfactory completion of your CDG this week. Excellent job! BL

Week 12-4(f) Satisfactory completion of your CDG this week. Your responses were very thorough and reflected strong critical thinking skills. Excellent job! BL

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

* End-of-Program Student Learning Outcomes

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

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

Comments:

Week 7: There were many different locations for a pull station and fire extinguisher. There was a pull station by the exam room/conference room, by room 3027, by room 3021, across from room 3020, and by room 3010. There were fire extinguishers located by room 3027, between rooms 3018 and 3019, and by room 3010. Thank you! SA

Week 7(5a,b): Great job utilizing correct body mechanics and raising the bed while performing an assessment. You did a great job ensuring that you foamed in/out when entering/exiting patients' rooms. SA

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

Week 10-5(a,d) Great job with your CDG this week in which you assessed and identified your patient's mobility level (AM-PAC Basic Mobility Assessment). You correctly identified factors that led to the score, as well as any barriers to achieving the John Hopkins Mobility Goal. Nice job! BL

Objective

5. Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*

Clinical Experience	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Mid-Term	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14 Make-Up	Final
Competencies: a. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding).										S	S	NA	S	NA	S	S
Faculty/TA Initials		NS							CB	BL	BL	BL	BL	BL	BL	BL

* End-of-Program Student Learning Outcomes

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

Comments:

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

Week 14-6(a) Satisfactory completion of the Nursing Care Map Assignment. Please see the Nursing Care Map Rubric below for my feedback. Great job! BL

Objective

6. Convert basic pharmacology principles into safe medication administration. (3,5,6,7)*

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

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

Comments:

Week 11-7(g) 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
Competencies:																
a. Reflect on areas of strength** (Reflecting)							S	NA	S	S	S	NA	S	NA	NA	S
b. Reflect on areas for self-growth with a plan for improvement. ** (Reflecting)							S	NA	S	S	S	NA	S	NA	NA	S
c. Incorporate instructor feedback for improvement and growth (Reflecting).							S	NA	S	S	S	NA	S	NA	NA	S
d. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct" (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
g. Comply with patient's Bill of Rights (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
h. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding).							S	NA	S	S	S	NA	S	NA	NA	S
i. Actively engage in self-reflection. (Reflecting)							S	NA	S	S	S	NA	S	NA	NA	S
Faculty/TA Initials		NS					SA	CB	CB	BL	BL	BL	BL	BL	BL	BL

Week 12-7(a-d,g) Excellent job implementing the rights of medication administration and completing safety checks prior to giving medications this week. In your CDG, you provided a clear and thorough analysis of five prescribed medications, including classification, route, and pharmacokinetic details such as onset, peak, and duration. You also identified appropriate nursing assessments and patient education. As you continue building your skills, focus on making connections between each medication and your patient's current condition and long-term health. This will further develop your clinical judgment and enhance patient teaching. Great job! BL

* End-of-Program Student Learning Outcomes

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

**** Strength/weakness reflection (a,b): Must have different written example each week of clinical/lab. You must explain your plan for how you will improve. Example, "I am having a difficult time with obtaining a manual BP. I will get a BP cuff from Amy and practice**

manual BP's with at least three members of my family this week." Please ensure that you answer this section in-depth with your plan of action. Each week must be different.

Comments:

Week 7: I am having a hard time having self confidence when it comes to working in a hospital setting. It's not something I am used to, or have done for many years, let alone incorporating nursing practice into that. I am having trouble with being too hard on myself and my capabilities. For example, I get upset when I don't catch on to things the first time. I feel like people think I am a failure. I can improve on this by steadily taking things day by day and working on one thing at a time to make sure I have each task mastered. I will also work on this by listening to my instructors when they tell me everything will be okay and that I am doing well because their opinion matters, and if I wasn't doing well or needed improvement, I know they would tell me that, too. This will help me gain improvement on my listening skills as well. **The beginning of every semester will feel overwhelming. You are learning something outside of your comfort zone and that is ok to be hesitant! It is not a race to know it all at once, absorb each days opportunities! You had a great first day and try to stay positive! You can do this! SA**

Week 7(8d,f,h): Excellent job following the student code of conduct, exhibiting professionalism while in the clinical setting, and ensuring that patient privacy was respected. SA

Week 9(a,b): I find that an area of strength I have is patient care- toileting, bathing, feeding, bed changes, comfort measures. I have experience performing these tasks; however, I didn't realize how much of a positive impact I had with my care until today. I received some wonderful feedback from the patient's family and found out good things were relayed to my clinical instructor about my care. The patient was calm, cooperative and thankful for my care, as well. I performed patient care in a timely manner, according to patient's needs/requests, and respecting any wishes they had, maintaining a safe and calming environment. **Excellent job, Kayla! Your attention to comfort, safety, and respect clearly made a difference. It's wonderful that both the patient and her family noticed and appreciated your thoughtful approach and communication skills. Keep building on this strength, as your compassion and professionalism are key to providing high-quality, patient-centered care. BL**

During my head-to-toe assessment, I seem to be forgetting to palpate the brachial artery and dorsalis pedis artery. This is something that is very new to me, and something that just hasn't seemed to stick. I will make improvements on this by making a note of it before I begin my head-to-toe assessment, so I don't forget. I will also practice a head-to-toe assessment on at least 3 family members, making sure to incorporate these palpations. This way, I can gain practice and gather a better routine on how I conduct my assessment so I don't forget anything. **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 10(a,b): This week I was able to assist one of my fellow student nurses with patient care. The assistance needed consisted of hygiene cares such as bathing and linen change. The area of strength this week that I would like to recognize isn't necessarily how well I did with patient care, but how well I demonstrated teamwork and effectiveness with another student nurse. The teamwork I provided helped keep the patient safe and comfortable during these cares. The teamwork I provided also helped my peer to get things done in a more timely and smooth manner. I have always said that to be a good leader is to be a good follower, so when I was asked to help with these tasks, I was excited to do so! **Great job! Teamwork is very important in nursing to ensure positive patient outcomes. Collaborating effectively with your peers, and other healthcare team members helps provide safe, efficient, and patient-centered care. BL** An area for self-growth this week would be that I feel like I need more practice in Meditech. When I document, only minor adjustments need to be made, however, some things I forget that I can or cannot document on, and I keep documenting or not documenting on those things. Very minor things, but I am noticing the repetition of being made aware of these things. I am very old school and not very tech savvy, so as a goal to overcome this, I am going to create a paper outlining the categories specifically on physical assessment and make notes of the things that I should and should not be documenting on. I understand that every semester as I advance, this will probably change, but I will focus on this semester specifically for now. **Great job recognizing an area for self-growth. Overall, your documentation has been very well done and accurate, with only minor corrections needed. Remember to utilize your Meditech Guidelines whenever you are unsure about documentation—they are an excellent resource to help ensure accuracy. Additionally, don't forget to reference the handout listing all interventions you can and cannot document. Using these tools consistently will help strengthen your documentation skills and build confidence. On the topic of confidence, this is an area I would like to see you continue to develop. It is completely normal at the foundational level to feel anxious or unsure at times; however, I encourage you to have more confidence in yourself, your knowledge, and your skill set. You perform very well in the clinical environment, and it's important to acknowledge and give yourself credit for your accomplishments. BL**

Week 12(a,b): An area of strength I had for this week was being confident in medication administration. I was a little nervous giving my first subcutaneous injection, however, I overcame that very well. I feel that my previous experience with medication administration helped me feel confident in this process. The difference between my previous experience and this experience was the hospital setting. It is a different feeling and process than what I have done in the past, however, the confidence while doing it was probably the most confident I have felt my whole clinical experience this semester. **Kayla, you did an excellent job with your first medication pass! You demonstrated both skill and confidence. BL** An area of weakness that I noticed this week is grasping the concept of what is a nursing priority problem. I tend to always gravitate toward what a patient was admitted to the hospital for, rather than what the root of the problem actually is. This critical thinking skill needs a little bit of altering

on my part. I still have a lot of notes and information from my time throughout clinicals this semester, so one thing I will do is practice researching information on skyscape and make sure I get a comfortable and confident feel of it so I can better understand how to identify a nursing priority problem and all of the pertinent information that follows, such as interventions and education. It can be challenging to identify a priority nursing problem at the foundational level, but you have shown significant growth in your clinical judgment skills this semester. As you continue to develop these skills, determining the priority problem will become more intuitive. Your progress reflects dedication and critical thinking. Keep up the excellent work! BL

Week 12-8(a,b,i) Nice job providing a thoughtful reflection on your medication administration experience. I appreciate your openness in discussing your expectations, concerns, and the challenges you faced. Recognizing these challenges is an important step toward developing strategies to maintain safety and confidence in your practice. BL

Date	Care Map Top Nursing Priority	Evaluation & Instructor Initials	Remediation & Instructor Initials
10/22/25-10/23/25	Impaired Gas Exchange	*Satisfactory/BL	*NA/BL

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: Kayla Jameson		Course 6. Develop patient-centered plans of care utilizing the nursing process.					
Date or Clinical Week: Week 10		Objective: (3,4,5,6,7) *					
Criteria		3	2	1	0	Points Earned	Comments
Noticing	1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.	(lists at least 7*) *provides explanation if < 7	(lists 5-6)	(lists 5-7 but no specific patient data included)	(lists < 5 or gives no explanation)	3	Excellent job identifying all abnormal assessment findings, lab findings and diagnostic tests for your patient. You also did a great job identifying all risk factors relevant to your patient as well.
	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	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Great job listing nursing priorities for your patient, as well as identifying the top priority problem. You correctly highlighted all of the related/relevant data from the noticing boxes that support the top priority nursing problem. Nice job identifying potential complications for your top nursing priority problem.
	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	
Responding	9. List all nursing interventions relevant to the top nursing priority.	> 75% complete	50-75% complete	< 50% complete	0% complete	3	Excellent job with your nursing interventions! You listed all relevant nursing interventions, prioritized them appropriately and provided detailed rationales. A friendly reminder to list each medication as a separate intervention for administration.
	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	
	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	

Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete	3	Excellent job!
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> Continue plan of care Modify plan of care Terminate plan of care 	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.

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: Satisfactory completion of your Nursing Care Map. Please review all my feedback above.
Excellent job! BL

Total Points: 45/45

Faculty/Teaching Assistant Initials: BL

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

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

* Course Objectives

Student Roles: O=Observer

STUDENT NAME(S) AND ROLE(S): Kayla Jameson (O)

GROUP #: 5

SCENARIO: NF #1

OBSERVATION DATE/TIME(S): 11/11/2025 0800-0900

CLINICAL JUDGMENT COMPONENTS	OBSERVATION NOTES
<p>NOTICING: (1,2,4,6,7) *</p> <ul style="list-style-type: none"> Focused Observation: E A D B 	<p>Noticed numerous positives related to the students performing the scenario. Noticed the need for more education related to medication. Noticed omission of orientation assessment. Noticed some fall precautions not present. Noticed need for improved safety/body mechanics. Noticed some issues with prioritization related to not initiating oxygen sooner. Noticed some lack of communication with the patient. Noticed some interruptions among team members that can lead to patient confusion/anxiousness. Noticed not making sense of coughing and shortness of breath related to low Spo2. Noticed some lack of confidence amongst team members. Noticed the need for further education and communication. Noticed the need for a focused respiratory assessment. Noticed some assessments being omitted. Noticed cordial approach among team members. Noticed several interventions implemented (elevating HOB, re-assessing Spo2, etc).</p>
<p>REFLECTING: (1,2,4,5,6,8) *</p> <ul style="list-style-type: none"> Evaluation/Self-Analysis: E A D B Commitment to Improvement: E A D B 	<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 provided feedback to 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>SUMMARY COMMENTS: * = Course Objectives</p> <p>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p> <p>Scenario Objectives:</p> <ul style="list-style-type: none"> Demonstrate collaborative communication with patients and 	<p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information</p> <p>Reflecting: 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>Satisfactory completion of NF Simulation #1.</p>

healthcare team members (1,3,8) *

- Execute accurate and complete head to toe assessment (1,5,6,8) *
- Select and administer prescribed oral medications following the six rights (1,4,5,7) *
- Identify and provide accurate patient education (1,2,3,4,5,7) *

Lasater Clinical Judgment Rubric Scoring Sheet

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

STUDENT NAME(S) AND ROLE(S): Kayla Jameson (A)

GROUP #: 6

SCENARIO: NF #2

OBSERVATION DATE/TIME(S): 11/25/2025 0800-0900

CLINICAL JUDGMENT COMPONENTS	<u>OBSERVATION NOTES</u>
<p>NOTICING: (1,2,4,6,7) *</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 	<p>Notices tissue with yellow sputum. Notices the patient is coughing. Recognizes the patient is in pain. Notices the patient's lung sounds are abnormal. Recognizes the patient's SpO2 is decreased and oxygen is required per the healthcare provider's order. Recognizes the need to waste (2 mg) 1 mL of morphine to administer the correct dose.</p>
<p>INTERPRETING: (1,2,4,6,7) *</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p>Interprets patient's blood pressure as elevated. Initially does not interpret the patient's SpO2 as low, but later realizes. Prioritizes the patient's pain and respiratory complaints. Interprets the patient's lung sounds as crackles. Prioritizes administering the patient pain medication (Morphine). Selects the appropriate pain medication to administer based on the patient's pain assessment.</p>
<p>RESPONDING: (1,2,3,4,5,6,7) *</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B 	<p>Assessment nurse introduces self and identifies patient. Obtains vital signs: T-99.5, BP-138/80, HR-87, SpO2-91% on RA, RR- does not assess. Removes SpO2 monitor from patient's finger. Performs a focused pain assessment - utilizes PQRST. Performs a focused respiratory assessment. Raises head of bed. Provides education on coughing and deep breathing, ambulation, and use of the incentive spirometer. Communicates assessment information with the medication nurse. Returns to reassess the patient's heart rate and respirations (HR-85, RR-20 (set at 28)). Medication nurse enters the room, introduces self and identifies patient. Does not verify patient's allergies. Patient is not scanned, but medication is scanned and verified with the MAR. Selects appropriate needle size for IM injection. Wastes 2 mg (1 mL) of medication with assessment nurse as witness. Administers 4 mg (2 mL) of medication – good technique, aspirates</p>

	<p>appropriately with injection. Provides education about the medication after it is administered and patient asks.</p> <p>Oxygen is applied at 2L via NC. No reassessment of SpO2 is performed.</p> <p>Education is provided about use of the Incentive Spirometer. Demonstration is provided.</p> <p>Education is provided about smoking cessation when prompted by patient (asked for a cigarette).</p>
<p>REFLECTING: (1,2,4,5,6,8) *</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B 	<p>Everyone participated well in debriefing. Each member of the team reflected on the experience and asked appropriate questions. Members of the team noticed areas for improvement and discussed ways to make improvements in the future (i.e. needle safety, hand hygiene, etc.).</p>
<p>SUMMARY COMMENTS: * = Course Objectives</p> <p>Satisfactory completion of the simulation scenario is a score of “Developing” or higher in all areas of the rubric.</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p> <p>Scenario Objectives:</p> <ul style="list-style-type: none"> • Demonstrate collaborative communication with patients and healthcare team members (1,3,8) * • Differentiate between need for complete head to toe versus focused assessment and execute accordingly (1,5,6,8) * • Select and administer prescribed oral and intramuscular medications following the six rights (1,4,5,7) * • Identify and provide accurate patient education (1,2,3,4,5,7) * • Recognize patient oxygenation and pain control needs and provide appropriate interventions (2,4,5,6,7) * 	<p>Lasater Clinical Judgement Rubric Comments:</p> <p>Noticing: Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information. 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>Interpreting: Focuses on the most relevant and important data useful for explaining the patient’s condition. 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>Responding: 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. Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response. Displays proficiency in the use of most nursing skills; could improve speed or accuracy.</p> <p>Reflecting: 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>Satisfactory completion of NF Simulation #2.</p>

Skills Lab Competency Tool

Student Name: Kayla Jameson

Comments:

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

- Edvance360 Learning Management System.

Skills Lab Competency Evaluation	Lab Skills										
	Week 1 (4)*	Week 2 (2,3,5,8)*	Week 3 (2,3,4,5,8)*	Week 4 (2,3,4,5,8)*	Week 5 (2,3,4,5,8)*	Week 6 (1,2,3,4,5,8)*	Week 7 (2,3,4,5,8)*	Week 8 (2,3,4,5,8)*	Week 9 (2,3,4,5,8)*	Week 10 (2,3,4,5,6,8)*	Week 11 (2,5,7)*
	Date: 8/18/2025	Date: 8/25/2025	Date: 9/2/2025	Date: 9/8/2025	Date: 9/15, 18/2025	Date: 9/22/2025	Date: 9/29/2025	Date: 10/6/2025	Date: 10/13/2025	Date: 10/20/2025	Date: 10/28/2025
Evaluation:	S	S	S	S	S	S	S	S	U	S	S
Faculty Initials	HS	HS	NS	AR	AR	AR	NS	NS	HS	AR	AR
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	10/13/2025 S/HS	NA	NA
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Course Objectives**

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):

Awesome 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 out of three 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 132/78, which was well within range for a satisfactory result. The second measurement was set at 110/68 and you interpreted it as 118/70, slightly out of range for a satisfactory result. The third measurement was set at 148/90, and you interpreted it as 146/88 – well within the desired range! You were able to verbally discuss the following measurements: axillary and rectal temperature along with orthostatic vital sign assessments. You did not require any prompts throughout the whole checkoff, great work! You were able to remind yourself about raising the height of the bed and lowering the side rail for safety. You provided accurate detail in your communication with the “patient”. Your documentation was 100% accurate. Keep up the great work!! NS

Week 4 (Assessment):

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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 pupil accommodation. I suggest you review and practice a full pain assessment prior to your first clinical experience.

You demonstrated friendly, professional, and informative communication. You were able to correctly identify the lung sounds as wheezes. Great job! AR

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-** omitted radiation location of back.
- **Vital signs-** Documentation complete and accurate.
- **Safety-** Documentation complete and accurate.
- **Physical reassessment-** HEENT (eye)- omitted bilateral visual field defects and artificial eye as “no.” Cardiovascular- omitted right radial pulse documentation; omitted edema note- toes to knee bil. and the entire left upper extremity. Gastrointestinal- omitted date of last bowel movement; omitted gastrointestinal symptoms of nausea, vomiting, and constipation; omitted nausea/vomiting duration of 2-3 days. AR

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. AR

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! AR

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 required one prompt related to having the patient flex their head forward once the tube reaches the back of the throat. You did not require any prompts during irrigation. You did not require any prompts during removal, 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! NS

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 having the patient extend their leg prior to placing the snap secure device on the leg to ensure adequate slack. 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! NS

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 were initially unsatisfactory for not maintaining sterility during the dressing change process. You did not prepare your supplies at waist level or higher, upon applying sterile gloves the bottom of your jacket was touching the sterile supplies once you opened them, you then touched the outside of the cotton tipped applicator and the edge of the 4x4 gauze package, and reached over the sterile field to moisten the gauze. HS

Remediation: 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 require a prompt for pouring the sterile saline over the packing dressing; you initiated/maintained the sterile field and followed aseptic technique throughout. 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. 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: _____