

EVALUATION OF CLINICAL PERFORMANCE TOOL
Medical Surgical Nursing – 2026
Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Alejandro Baez
Final Grade: Satisfactory/Unsatisfactory

Semester: Spring
Completion:

Date of

Faculty: Rachel Haynes, MSN, RN, CNE; Heather Schwerer, MSN, RN; Kelly Ammanniti, MSN, RN, CHSE;
 Monica Dunbar, DNP, RN; Nick Simonovich, MSN, RN Dawn Wikel, MSN, RN, CNE;
Teaching Assistant: Stacia Atkins, BSN, RN

Faculty eSignature:

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. Faculty and teaching assistants will complete a cumulative evaluation of each competency at the midterm and final. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.**

METHODS OF EVALUATION:

ABSENCE (Refer to Attendance Policy)

Skills Lab Competency Tool & Skills Checklists

Simulation, Prebriefing, & Reflection Journals

Nursing Care Map Rubric

Meditech Documentation

Clinical Debriefing

Clinical Discussion Group Grading Rubric

Evaluation of Clinical Performance Tool

Lasater's Clinical Judgment Rubric & Scoring Sheet

Virtual Simulation Scenarios

Date	Number of Hours	Comments	Make-up (/Date/Time)

Faculty's Name	Initials
Kelly Ammanniti	KA
Stacia Atkins	SA
Monica Dunbar	MD
Rachel Haynes	RH
Heather Schwerer	HS
Nick Simonovich	NS
Dawn Wikel	DW

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 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, 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 boxes do not need a student evaluation rating or faculty/teaching assistant initials.**

Week	Care Map Top Nursing Priority	Evaluation & Instructor Initials	Remediation & Instructor Initials	Remediation & Instructor Initials

Note: Students are required to submit two satisfactory care maps over the course of the semester. If the care map is not evaluated as satisfactory upon initial submission, the student must revise the care map based on instructor feedback/remediation and resubmit. A maximum of two remediation attempts will be provided for a single care map and if still unsatisfactory, the student will be required to start fresh and initiate a care map on a new patient. At least one care map must be submitted prior to midterm.

Objective

1. Illustrate correlations to demonstrate the pathophysiological alterations in adult patients with medical-surgical problems. (2,3,4,5)*

Weeks of the Course

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- Midterm
- 9
- 10
- 11
- 12
- 13
- Make Up
- MakeUp
- Final

Competencies:

- a. Analyze the involved patho-physiology of the patient's disease process. (Interpreting)
- a. Correlate patient's symptoms with the patient's disease process. (Interpreting)
- a. Correlate diagnostic tests with the patient's disease process. (Interpreting)
- a. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)
- a. Correlate medical treatment in relation to the patient's disease process. (Interpreting)
- a. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)

a. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)																		
a. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)																		

**Evaluate these competencies for the offsite clinicals: DH: 4a, b, d IC: 4b, d ECSC: 4a, b, d, e OR: 4a, b, c, d, e, f

CDG	Week Completed	Initials
EBP Article: Discussing Evidence in Nursing Research		
Patient Education: Identifying and Intervening on Knowledge Deficit		
Safety: Restorative Care and Managing Potential Complications		

Comments:

Objective

5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)*

Weeks of the Course

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- Midterm
- 9
- 10
- 11
- 12
- 13
- Make Up
- MakeUp
- Final

Competencies:

- a. Describe a teaching need of your patient.** (Reflecting)
- a. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)

**5a & b- You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab- describe the patient education you provided; be specific- include the topic, method of delivery, reason for teaching need, materials to support learning through above resources (if applicable), and method used to validate learning. Example: Education related to orthostatic hypotension (changing positions slowly by sitting at the side of the bed or chair for a few minutes before moving to another position, utilizing the walker when ambulating) was provided to my patient through discussion and demonstration. This was necessary to maintain patient safety as he/she was experiencing a drop-in blood pressure and dizziness when getting out of bed. A patient education sheet was printed from Lexicomp and given to the patient. The teach back method was used to validate learning.

Comments:

Objective	
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6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*																	
Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	Make Up	MakeUp	Final
a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)																	
a. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting)																	

****6b-** You must address this competency in the comments below for all clinicals on 3T, 4N, or Rehab. Refer to CMS Social Determinates of Health Screening Tool in the Resources folder for the course.

See Care Map Grading Rubrics below.

Comments:

Objective

7. Illustrate professional conduct including self-examination, responsibility for learning, and goal setting. (7)*

Weeks of the Course

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- Midterm
- 9
- 10
- 11
- 12
- 13
- Make Up
- MakeUp
- Final

- a. **Reflect on an area of strength.**** (Reflecting)
- a. **Reflect on an area for improvement and set a goal to meet this need.****

(Reflecting)

- a. Demonstrate evidence of growth, initiative, and self-confidence. (Responding) S
- a. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding) S
- a. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. (Responding) S
- a. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding) S
- a. Demonstrate the ability to give and receive constructive feedback. (Responding) S
- a. Actively engage in self-reflection. (Reflecting) S

****Evaluate these competencies for the offsite clinicals: DH: All IC: All ECSC: All OR: ALL**

****7a and 7b: You must address these competencies in the comments section after each clinical experience. Please write a different comment each week. Remember that a goal includes what you will do to improve, how often you will do it, and when you will do it by (example- "I had trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical.")**

Comments:

Week 1

- A. My area of strength this week was being open and talking with more of my classmates. I have had trouble opening up and being less shy, and it was fulfilling to talk to new classmates and people I haven't had the chance to get to know.
- B. An area of improvement for myself this week is definitely studying. I got too confident in certain things I thought I knew right away, but when test time came around, I wasn't nearly as confident as I wanted to be.

Student Name:

Course Objective:

6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*

Date or Clinical Week:

Criteria

3

2

1

0

Points Earned

Comments

Noticing

1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.

(lists at least 7*)

*provides explanation if < 7

(lists 5-6)

(lists 5-7 but no specific patient data included)

(lists < 5 or gives no explanation)

2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.

(lists at least 3*)

*provides explanation if < 3

(lists 3 but no specific patient data included)

(lists < 3 or gives no explanation)

3. Identify all risk factors relevant to the patient.

(lists at least 5*)

*provides explanation if < 5

(lists 4)

(lists 3)

(lists < 3 or gives no explanation)

Interpreting

4. List all nursing priorities and highlight the top priority problem.

> 75% complete

50-75% complete

< 50% complete

0% complete

5. State the goal for the top nursing priority.

Complete

Not complete

6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.

> 75% complete

50-75% complete

< 50% complete

0% complete

7. Identify all potential complications for the top nursing priority problem.

(lists at least 3)

(lists 2)

(lists < 2)

8. Identify signs and symptoms to monitor for each complication.
(lists at least 3)
(lists 2)
(lists < 2)

Responding

9. List all nursing interventions relevant to the top nursing priority.
 > 75% **complete**
 50-75% **complete**
 < 50% **complete**
 0% **complete**

10. Interventions are prioritized
 > 75% **complete**
 50-75% **complete**
 < 50% **complete**
 0% **complete**

11. All interventions include a frequency
 > 75% **complete**
 50-75% **complete**
 < 50% **complete**
 0% **complete**

12. All interventions are individualized and realistic
 > 75% **complete**
 50-75% **complete**
 < 50% **complete**
 0% **complete**

Criteria		3	2	1	0	Points Earned	Comments
	13. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete		
Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> • Continue plan of care • Modify plan of care • Terminate plan of care 	Complete			Not complete		

Reference

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

Total Possible Points= 45 points
 45-35 points = Satisfactory
 34-23 points = Needs Improvement*
 < 23 points = Unsatisfactory*

Total Points:

***Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Faculty/Teaching Assistant Initials:**
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:

Student Name:

Course Objective:

6. Implement patient-centered plans of care utilizing the nursing process, clinical judgment, and consideration for cultural, ethnic, and social diversity. (2,3,4,5)*

Date or Clinical Week:

Criteria

3

2

1

0

Points Earned

Comments

Noticing

1. Identify all abnormal assessment findings (subjective and objective); include specific patient data.

(lists at least 7*)

*provides explanation if < 7

(lists 5-6)

(lists 5-7 but no specific patient data included)

(lists < 5 or gives no explanation)

2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.

(lists at least 3*)

*provides explanation if < 3

(lists 3 but no specific patient data included)

(lists < 3 or gives no explanation)

3. Identify all risk factors relevant to the patient.

(lists at least 5*)

*provides explanation if < 5

(lists 4)

(lists 3)

(lists < 3 or gives no explanation)

Interpreting

4. List all nursing priorities and highlight the top priority problem.

> 75% complete

50-75% complete

< 50% complete

0% complete

5. State the goal for the top nursing priority.

Complete

Not complete

6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.

> 75% complete

50-75% complete

< 50% complete

0% complete

7. Identify all potential complications for the top nursing priority problem.

(lists at least 3)

(lists 2)

(lists < 2)

8. Identify signs and symptoms to monitor for each complication.

(lists at least 3)

(lists 2)

(lists < 2)

Responding

9. List all nursing interventions relevant to the top nursing priority.

> 75% complete

50-75% complete

< 50% complete
 0% complete
 10. Interventions are prioritized
 > 75% complete
 50-75% complete
 < 50% complete
 0% complete

11. All interventions include a frequency
 > 75% complete
 50-75% complete
 < 50% complete
 0% complete

12. All interventions are individualized and realistic
 > 75% complete
 50-75% complete
 < 50% complete
 0% complete

Criteria		3	2	1	0	Points Earned	Comments
	13. An appropriate rationale is included for each intervention	> 75% complete	50-75% complete	< 50% complete	0% complete		
Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	>75% complete	50-75% complete	<50% complete	0% complete		
	15. Evaluation includes one of the following statements: <ul style="list-style-type: none"> • Continue plan of care • Modify plan of care • Terminate plan of care 	Complete			Not complete		

Reference

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 The care map will be graded “needs improvement” if missing either the in-text citation or reference, but not both.
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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.***	Total Points:
Faculty/Teaching Assistant Comments:	Faculty/Teaching Assistant Initials:

Firelands Regional Medical Center School of Nursing
 Medical Surgical Nursing 2026
 Skills Lab Competency Tool

Student name:	
Skills Lab	Lab Skills

Competency Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	Week 1	Week 1	Week 1	Week 1	Week 1	Week 2	Week 2	Week 9
	Insulin (2,3,5,7)*	Assessment (2,3,4,5,7)*	IV Math Application (3,7)*	Lab Day (1,2,3,4,5,6,7)*	IV Skills (2,3,5,7)*	Trach (1,2,3,4,5,6,7)*	EBP (3,7)*	Lab Day (1,2,3,4,5,6,7)*
	Date: 1/6/26	Date: 1/6/26	Date: 1/8 or 1/9/26	Date: 1/8 or 1/9/26	Date: 1/9/26	Date: 1/14 or 1/15/26	Date: 1/14 or 1/15/26	Date: 3/9 or 3/10/26
Evaluation:								
Faculty/Teaching Assistant Initials								
Remediation: Date/Evaluation/Initials								
*Course Objectives								

Comments:

Firelands Regional Medical Center School of Nursing

Medical Surgical Nursing 2026
Simulation Evaluations

Student Name:					
Performance Codes: S: Satisfactory U: Unsatisfactory			Evaluation	Faculty Initials	Remediation Date/Evaluation/Initials
Date: 1/26/26	Shadow Health (Respiratory Hourly Rounds: Medical-Surgical) (*1, 2, 3, 4, 5, 6)	Scenario			
		DCE Score			
Date: 2/9/26	Shadow Health (Endocrine Hourly Rounds: Medical-Surgical) (*1, 2, 3, 4, 5, 6)	Scenario			
		DCE Score			
Date: 2/23/26	Shadow Health (Basic Patient Case: Pharmacology) (*1, 2, 3, 4, 5, 6)	Scenario			
		DCE Score			
Date: 2/25 or 2/26/26	Simulation #1 (Musculoskeletal & Resp) (*1, 2, 3, 4, 5, 6, 7)	Prebrief			
		Scenario			
		Reflection Journal			
		Survey			
Date: 3/24/26	Shadow Health (Perioperative Care Hourly Rounds: Medical-Surgical) (*1, 2, 3, 4, 5, 6)	Scenario			
		DCE Score			
Date: 4/8 or 4/9/26	Simulation #2 (GI & Endocrine) (*1, 2, 3, 4, 5, 6, 7)	Prebrief			
		Scenario			
		Reflection Journal			

		Survey			
Date: 4/13/26	Shadow Health (Intermediate Patient Case: Pharmacology) (*1, 2, 3, 4, 5, 6)	Scenario			
		DCE Score			
Date: 4/23/26	Shadow Health (Renal Hourly Rounds: Medical-Surgical) (*1, 2, 3, 4, 5, 6)	Scenario			
		DCE Score			

* Course Objectives

Comments:

EVALUATION OF CLINICAL PERFORMANCE TOOL

**Medical Surgical Nursing – 2026
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 and Date:

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