

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Medical Surgical Nursing – 2026**

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

**Student:**

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Spring

**Date of Completion:**

**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;

**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. 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:**

- 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

**ABSENCE (Refer to Attendance Policy)**

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

| Faculty’s Name          | Initials  |
|-------------------------|-----------|
| <b>Kelly Ammanniti</b>  | <b>KA</b> |
| <b>Stacia Atkins</b>    | <b>SA</b> |
| <b>Monica Dunbar</b>    | <b>MD</b> |
| <b>Rachel Haynes</b>    | <b>RH</b> |
| <b>Heather Schwerer</b> | <b>HS</b> |
| <b>Nick Simonovich</b>  | <b>NS</b> |
| <b>Dawn Wikel</b>       | <b>DW</b> |

## 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 | Make Up | Final |
|---|----------------------------------|----|--------------|-------------------|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>  |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Analyze the involved pathophysiology of the patient's disease process. (Interpreting)                    |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Correlate patient's symptoms with the patient's disease process. (Interpreting)                          |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Correlate diagnostic tests with the patient's disease process. (Interpreting)                            |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)                   |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)                 |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)                 |                                  |    | NA           | NA                |   |   |   |   |         |   |    |    |    |    |         |         |       |
| g. Assess developmental stages of assigned patients. (Interpreting)   |                                  |    | NA           | S                 |   |   |   |   |         |   |    |    |    |    |         |         |       |
| h. Demonstrate evidence of research in being prepared for clinical. (Noticing)                              | S                                |    | NA           | S                 |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly. | Meditech, FSBS, IV Pump Sessions |    | No clinicals | ECSC 1/28 DH 1/29 |   |   |   |   |         |   |    |    |    |    |         |         |       |
| Instructors Initials  | NS                               | NS | DW           |                   |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*Evaluate these competencies for the offsite clinicals:

DH: 1h

IC: 1h.

ECSC: 1g, h

OR: All

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 1 (1h)- During week 1, the Meditech, FSBS and IV pump sessions were all considered clinical hours. You came prepared to each of them and demonstrated competency accordingly. For this reason, you have earned an S for this competency. NS/SA/DW/HS

**Week 4- When it came to the research of colonoscopies prior to the experience, honestly all I knew was what we learned last semester about the digestive system, so going in and physically seeing it was an eye opener and a great way to see it physically. I am already a hands on, visual learner so being able to ask questions throughout the procedure helped me understand digestive health more and the reasoning as for why someone would need a colonoscopy from reasons ranging from positive Cologuard to just routine depending on family hx and your hx. When it came to ECSC although many of the seniors did not participate, the ones that did had very limited functional skill they needed help with, but the few that needed help mainly was for like vision, and hand dexterity to be able to apply the tape to the canvas.**

**Objective**

2. Perform physical assessments as a method for determining deviations from normal. (3,4,5)\*

| Weeks of the Course   | 1  | 2  | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|----|----|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Noticing) |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Conduct a fall assessment and implement appropriate precautions. (Noticing)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Conduct a skin assessment and implement appropriate precautions and care. (Noticing)                                   |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Communicate physical assessment. (Responding)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)                                |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)                       | S  |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|   | NS | NS | DW |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*Evaluate these competencies for the offsite clinicals: DH: N/A IC: 2f ECSC: N/A OR: 2a,b,c,d,e

**Comments:**

Week 1 (2f)- You satisfactorily completed the Meditech clinical update including documentation of IV solutions and the IV assessment. NS

## Objective

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

| Weeks of the Course   | 1  | 2  | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|----|----|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>  | S  |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Perform standard precautions. (Responding)   | S  |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Demonstrate nursing measures skillfully and safely. (Responding)   |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Appropriately prioritizes nursing care. (Responding)   |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Recognize the need for assistance. (Reflecting)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Apply the principles of asepsis where indicated. (Responding)  | S  |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| g. Demonstrate appropriate skill with Foley catheter insertion, maintenance, & removal (Responding)   |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| h. Implement DVT prophylaxis (early ambulation, SCDs, TED hose, administer enoxaparin or heparin) based on assessment and physicians' orders (Responding) |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| i. Identify the role of evidence in determining best nursing practice. (Interpreting)   | S  |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| j. Identify recommendations for change through team collaboration. (Reflecting)   |    |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
|   | NS | NS | DW |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*Evaluate these competencies for the offsite clinicals:

DH: 3a

IC: 3a, f

ECSC: 3a, j

OR: All

**Comments:** week 4- When it comes the offsite I went to DH, and ECSC I made sure to demonstrate proper hand hygiene, while in the procedure room I ensured that I stayed clear of the sterile field and gave room whenever the medical team needed to get around to ensure everything remained sterile. When it came to ECSC we all worked very well together and any accommodations that were needed we ensured we're put into place right away rather it be getting someone coffee, or getting a paper towel to clean up their paint, it was great team work.

**Objective**

3. Execute safety precautions in the implementation of quality, patient-centered care and evidence-based nursing interventions. (2,3,4,5,8)\*

| Weeks of the Course   | 1  | 2  | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|---|----|----|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)       |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| l. Ensure patient safety through proper use of EHR, IV flow sheet, and BMV. (Responding)                          |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| m. Calculate medication doses accurately. (Responding)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| n. Administer IV therapy, piggybacks, IV push, and/or adding solution to a continuous infusion line. (Responding) |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| o. Regulate IV flow rate. (Responding)  | S  |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| p. Flush saline lock. (Responding)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| q. Monitor and/or discontinue an IV. (Noticing/Responding)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| r. Perform FSBS with appropriate interventions. (Responding)  | S  |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|   | NS | NS | DW |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*Evaluate these competencies for the offsite clinicals:

DH: N/A      IC: N/A      ECSC: N/A      OR: All

**Comments:**

Week 1 (3o)- During the IV pump session, you actively participated in the programming and maintenance of the Alaris IV pump. Additionally, you accurately identified abnormal IV site assessment data with an IV site monitoring activity. HS/NS  
 (3r)- You satisfactorily performed a Quality Control check of the glucometer as well as demonstrate skills and knowledge required for proper fingerstick blood glucose measurement with the ACCU-CHEK Inform II glucometer. SA/DW

**Objective**

4. Use therapeutic communication techniques to establish a baseline for nursing decisions. (1,5,7)\*

| Weeks of the Course  | 1  | 2  | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|--|----|----|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>   |    |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)                                   |    |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. Communicate professionally and collaboratively with members of the healthcare team or next provider of care using clear, organized hand-off communication techniques. (SBAR) (Responding) |    |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Report promptly and accurately any change in the status of the patient. (Responding)  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Maintain confidentiality of patient health and medical information. (Responding)  |    |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)  |    |    | NA | S  |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)   |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|  | NS | NS | DW |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*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: Week 4- Honestly, after reviewing the objectives being that I had DH and ECSC, I see that a, b, d, and e should be what I evaluate myself, however for “b” I did not need to give any handoff reports I was just observing, but I did still communicate professionally.**

**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 | Make Up | Final |
|---|----|----|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| <b>Competencies:</b>  |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| <b>a. Describe a teaching need of your patient.** (Reflecting)</b>  |    |    |    |    |   |   |   |   |         |   |    |    |    |    |         |         |       |
| <b>b. Utilize appropriate terminology and resources (Lexicomp, UpToDate, Dynamic Health, Skyscape) when providing patient education. (Responding)</b> |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|   | NS | NS | DW |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*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:**

I did not have clinicals this week, but I am looking forward to my first clinical experience of the semester next week! Starting off with something new, which is ECSC. I am excited to see how that goes and cannot wait to interact with those at the nursing home because I know small things like what we're doing means the most to them. DW

**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)\*

| Weeks of the Course  | 1  | 2  | 3  | 4  | 5 | 6 | 7 | 8 | Midterm | 9 | 10 | 11 | 12 | 13 | Make Up | Make Up | Final |
|--|----|----|----|----|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| a. Develop and implement a priority care map utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)   |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. <b>Identify factors associated with Social Determinants of Health (SDOH) &amp;/or cultural elements that have the potential to influence patient care.**</b> (Noticing, Interpreting, Responding, Reflecting) |    |    | NA | NA |   |   |   |   |         |   |    |    |    |    |         |         |       |
|  | NS | NS | DW |    |   |   |   |   |         |   |    |    |    |    |         |         |       |

**\*\*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 | Make Up | Final |
|--|----|----|----|---|---|---|---|---|---------|---|----|----|----|----|---------|---------|-------|
| a. <b>Reflect on an area of strength. ** (Reflecting)</b>  | S  |    | NA | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| b. <b>Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)</b>  | S  |    | NA | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)   | S  |    | NA | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)  | S  |    | 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 |   |   |   |   |         |   |    |    |    |    |         |         |       |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)   | S  |    | NA | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| g. Demonstrate the ability to give and receive constructive feedback. (Responding)   | S  |    | NA | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
| h. Actively engage in self-reflection. (Reflecting)  | S  |    | NA | S |   |   |   |   |         |   |    |    |    |    |         |         |       |
|  | NS | NS | DW |   |   |   |   |   |         |   |    |    |    |    |         |         |       |

\*\*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 and 2- I would say that an area of strength would be dosage calculation, I am improving by knowing the different calculations, especially with the IV calculations. An improvement I would like to see more confidence in is with ABG'S and identifying the different manifestations of each one, by mastering that I will read and rewrite them to get more practice. **Good,**

Mariah! I am glad to hear that you have confidence in your math calculations which will help decrease the stress of applying these in the clinical setting. Good plan for improvement with ABGs, the more practice with them, the more you will understand the interpretations. Great job during a busy first two weeks of the semester, keep up the hard work! NS

Week 3- No clinical

Week 4: overall, I had a very great start to my clinicals, I really enjoyed the offsite experience because I was able to interact with others in a different environment, during the ECSC I enjoyed being around the seniors just helping them with their word searches, or from something as simple as answering trivia questions with them. During my DH experience, it was very informative and the whole medical team were very helpful and encouraging when it came to questions I had, which I was afraid to ask because I didn't want to interrupt but the nurse ensured me that all questions are fine and that I asked great questions. As far as my strengths are concerned I feel it would be that I am comfortable asking questions, especially if it is about something I am completely unaware about. However, the weakness of that would be knowing when questions are vs are not appropriate to ask depending on the timing, what I mean by that is like I mentioned before I didn't want to feel like I was interrupting anyone, especially during a procedure. I did notice that the team had causal conversations and were laid back and when there was something urgent they knew how to prioritize so that was a great thing to see, which will help me later down the line.

| 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*)<br>*provides explanation if < 7  | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) |               |          |
|  | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3  |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) |               |          |
|  | 3. Identify all risk factors relevant to the patient.  | (lists at least 5*)<br>*provides explanation if < 5  | (lists 4)       | (lists 3)   | (lists < 3 or gives no explanation) |               |          |
| Interpreting   | 4. List all nursing priorities and highlight the top priority problem.   | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 5. State the goal for the top nursing priority.  | Complete   |                 |   | Not complete                        |               |          |
|  | 6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 7. Identify all potential complications for the top nursing priority problem.  | (lists at least 3)   | (lists 2)       |   | (lists < 2)                         |               |          |
| 8. Identify signs and symptoms to monitor for each complication. | (lists at least 3)   | (lists 2)  |                 | (lists < 2)                                       |                                     |               |          |
| Responding   | 9. List all nursing interventions relevant to the top nursing priority.  | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 10. Interventions are prioritized  | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 11. All interventions include a frequency  | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 12. All interventions are individualized and realistic   | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |

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

**Reference**

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

Total Possible Points= 45 points  
45-35 points = Satisfactory  
34-23 points = Needs Improvement\*  
< 23 points = Unsatisfactory\*  
**\*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**  
  
**\*\*\*Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. \*\*\***  
  
**Faculty/Teaching Assistant Comments:**

**Total Points:**

---

**Faculty/Teaching Assistant Initials:**

| 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*)<br>*provides explanation if < 7  | (lists 5-6)     | (lists 5-7 but no specific patient data included) | (lists < 5 or gives no explanation) |               |          |
|  | 2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.                               | (lists at least 3*)<br>*provides explanation if < 3  |                 | (lists 3 but no specific patient data included)   | (lists < 3 or gives no explanation) |               |          |
|  | 3. Identify all risk factors relevant to the patient.  | (lists at least 5*)<br>*provides explanation if < 5  | (lists 4)       | (lists 3)   | (lists < 3 or gives no explanation) |               |          |
| Interpreting   | 4. List all nursing priorities and highlight the top priority problem.   | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 5. State the goal for the top nursing priority.  | Complete   |                 |   | Not complete                        |               |          |
|  | 6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem. | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 7. Identify all potential complications for the top nursing priority problem.  | (lists at least 3)   | (lists 2)       |   | (lists < 2)                         |               |          |
| 8. Identify signs and symptoms to monitor for each complication. | (lists at least 3)   | (lists 2)  |                 | (lists < 2)                                       |                                     |               |          |
| Responding   | 9. List all nursing interventions relevant to the top nursing priority.  | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 10. Interventions are prioritized  | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 11. All interventions include a frequency  | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |
|  | 12. All interventions are individualized and realistic   | > 75% complete   | 50-75% complete | < 50% complete                                    | 0% complete                         |               |          |

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

**Reference**

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

Total Possible Points= 45 points  
45-35 points = Satisfactory  
34-23 points = Needs Improvement\*  
< 23 points = Unsatisfactory\*  
**\*Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**  
  
**\*\*\*Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. \*\*\***  
  
**Faculty/Teaching Assistant Comments:**

**Total Points:**

---

**Faculty/Teaching Assistant Initials:**

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

|   |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
|---|------------------------------|-----------------------------------|--------------------------------------|------------------------------------|--------------------------------|----------------------------------|-------------------------|------------------------------------|
| Student name: <b>Mariah Robinson</b>            |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
| <b>Skills Lab Competency Evaluation</b>         | <b>Lab Skills</b>            |                                   |                                      |                                    |                                |                                  |                         |                                    |
|   | <b>Week 1</b>                | <b>Week 1</b>                     | <b>Week 1</b>                        | <b>Week 1</b>                      | <b>Week 1</b>                  | <b>Week 2</b>                    | <b>Week 2</b>           | <b>Week 9</b>                      |
| Performance Codes:                              | <b>Insulin</b><br>(2,3,5,7)* | <b>Assessment</b><br>(2,3,4,5,7)* | <b>IV Math Application</b><br>(3,7)* | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* | <b>IV Skills</b><br>(2,3,5,7)* | <b>Trach</b><br>(1,2,3,4,5,6,7)* | <b>EBP</b><br>(3,7)*    | <b>Lab Day</b><br>(1,2,3,4,5,6,7)* |
| S: Satisfactory                                 |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
| U: Unsatisfactory                               |                              |                                   |                                      |                                    |                                |                                  |                         |                                    |
|   | <b>Date:</b><br>1/6/26       | <b>Date:</b><br>1/6/26            | <b>Date:</b><br>1/7/26               | <b>Date:</b><br>1/7/26             | <b>Date:</b><br>1/9/26         | <b>Date:</b><br>1/16/26          | <b>Date:</b><br>1/16/26 | <b>Date:</b><br>3/10/26            |
| Evaluation:                                     | <b>S</b>                     | <b>S</b>                          | <b>S</b>                             | <b>S</b>                           | <b>S</b>                       | <b>S</b>                         | <b>S</b>                |                                    |
| Faculty/Teaching Assistant Initials             | <b>MD</b>                    | <b>KA/RH</b>                      | <b>KA/DW/HS</b>                      | <b>MD/NS/RH</b>                    | <b>NS</b>                      | <b>RH</b>                        | <b>KA</b>               |                                    |
| <b>Remediation:</b><br>Date/Evaluation/Initials | <b>NA</b>                    | <b>NA</b>                         | <b>NA</b>                            | <b>NA</b>                          | <b>NA</b>                      | <b>NA</b>                        | <b>NS</b>               |                                    |

\*Course Objectives

**Comments:**

(IV Math)-You satisfactorily participated in the IV Math learning session on 1/6/26 as well as the assigned IV Math practice questions and the IV Math Application Lab on 1/8/26. KA/DW/HS

(Lab Day)- You satisfactorily completed the mandatory lab review of nursing foundational skills. This was achieved through simulating care for a patient in a scenario requiring competency in assessment, communication, medication administration (including PO and IM injection), nasogastric tube insertion and removal, patient mobility and hygiene, use of PPE for Contact Isolation, wound care, Foley insertion and removal, development of nursing notes, and providing SBAR hand-off report. NS/MD/RH

(IV Skills)- You have satisfactorily completed IV lab including a saline flush, IV push medication administration with reconstitution, priming and hanging a primary and secondary IV solution, adjusting a flow rate to run by gravity, discontinuing IV therapy, and monitoring the IV site for infiltration and signs of complications. NS

(Trach Care & Suctioning) - During this lab, you satisfactorily demonstrate competence with tracheostomy care and tracheostomy suctioning. Very smooth. Great job. HS

(EBP Lab)- You actively participated in the online searching process for evidence-based practice literature, as well as reviewing example articles to determine appropriate selection and information needed when summarizing a research article. KA/SA/LK

Firelands Regional Medical Center School of Nursing  
 Medical Surgical Nursing 2026  
 Simulation Evaluations

| <b>Student Name: Mariah Robinson</b>                            |  |                    |                   |                         |   |
|---|--|--------------------|-------------------|-------------------------|---|
| <b>Performance Codes: S: Satisfactory<br/>U: Unsatisfactory</b> |  |                    | <b>Evaluation</b> | <b>Faculty Initials</b> | <b>Remediation Date/Evaluation/Initials</b> |
| <b>Date:</b><br>1/26/26   | Shadow Health (Respiratory Hourly Rounds:<br>Medical-Surgical)<br>(*1, 2, 3, 4, 5, 6)        | Scenario           | <b>S</b>          | <b>DW</b>               | <b>NA</b>                                   |
|   |  | DCE Score          | 100%              |                         |   |
| <b>Date:</b><br>2/9/26  | Shadow Health (Endocrine Hourly Rounds:<br>Medical-Surgical)<br>(*1, 2, 3, 4, 5, 6)          | Scenario           |                   |                         |   |
|   |  | DCE Score          |                   |                         |   |
| <b>Date:</b><br>2/23/26   | Shadow Health (Basic Patient Case:<br>Pharmacology)<br>(*1, 2, 3, 4, 5, 6)                   | Scenario           |                   |                         |   |
|   |  | DCE Score          |                   |                         |   |
| <b>Date:</b><br>2/25 or<br>2/26/26                              | Simulation #1<br>(Musculoskeletal & Resp)<br>(*1, 2, 3, 4, 5, 6, 7)                          | Prebrief           |                   |                         |   |
|   |  | Scenario           |                   |                         |   |
|   |  | Reflection Journal |                   |                         |   |
|   |  | Survey             |                   |                         |   |
| <b>Date:</b><br>3/24/26   | Shadow Health (Perioperative Care Hourly<br>Rounds: Medical-Surgical)<br>(*1, 2, 3, 4, 5, 6) | Scenario           |                   |                         |   |
|   |  | DCE Score          |                   |                         |   |
| <b>Date:</b><br>4/8 or<br>4/9/26                                | Simulation #2<br>(GI & Endocrine)<br>(*1, 2, 3, 4, 5, 6, 7)                                  | Prebrief           |                   |                         |   |
|   |  | Scenario           |                   |                         |   |
|   |  | Reflection Journal |                   |                         |   |
|   |  | Survey             |                   |                         |   |
| <b>Date:</b><br>4/13/26   | Shadow Health (Intermediate Patient Case:<br>Pharmacology)<br>(*1, 2, 3, 4, 5, 6)            | Scenario           |                   |                         |   |
|   |  | DCE Score          |                   |                         |   |
| <b>Date:</b><br>4/23/26   | Shadow Health (Renal Hourly Rounds:<br>Medical-Surgical)<br>(*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:

12/19/25