

**EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2026**

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

Student:

Final Grade: Satisfactory/Unsatisfactory

Semester: Spring

Date of Completion:

Faculty: Frances Brennan, MSN, RN; Amy M. Rockwell, MSN, RN
Chandra Barnes, MSN, RN; Brian Seitz, MSN, RN, CNE
Brittany Lombardi, MSN, RN, CNE

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:

- Clinical Assignments
- Completion of Patient Care
- Meditech Documentation
- Observation of Clinical Performance
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Clinical Discussion Rubric
- Preceptor Feedback
- Nursing Care Map Rubric
- Skills Lab Checklists/Competency Tool
- Lasater Clinical Judgment Rubric
- Virtual Simulation scenarios
- Pathophysiology Grading Rubric
- SBAR/Physician Orders Rubric
- Hand-Off Report Competency Rubric

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)
Initials	Faculty Name		
CB	Chandra Barnes, MSN, RN		
FB	Fran Brennan, MSN, RN		
BL	Brittany Lombardi, MSN, RN, CNE		
AR	Amy Rockwell, MSN, RN		
BS	Brian Seitz, MSN, RN, CNE		

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. Engage in the coordination and delivery of nursing care measures to groups of patients and to patients with complex problems. (1,3,4,5,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	N/A	S	S														
a. Manage complex patient care situations with evidence of preparation and organization. (Responding)	S	N/A	S	S														
b. Assess comprehensively as indicated by patient needs and circumstances. (Noticing)	S	N/A	S	S														
c. Evaluate patient’s response to nursing interventions. (Reflecting)	S	N/A	S	S														
d. Interpret cardiac rhythm; determine rate and measurements. (Interpreting)	S	N/A	S	S														
e. Administer medications observing the seven rights of medication administration. (Responding)	N/A	N/A	S	S														
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. (Responding)	S	N/A	S	N/A														
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. (Responding)	N/A	N/A	S	S														
Faculty Initials	AR	AR	AR	BS														
Clinical Location Special procedures	None	Infusion Center & Cardiac Diagnostic	4C															

Comments:

Week 2 (1b,c,f)- Satisfactory during Special Procedures clinical and with discussion via CDG posting. Preceptor comments: “Satisfactory in ‘appropriate use of communication skills’; Excellent in all other areas. Nikki had several successful IV starts, observed 2 bone marrow biopsies, paracentesis and a leg angioplasty. She asked many appropriate questions while actively engaging in clinical.” Great job! AR

Week 4 (1b)- Satisfactory during Cardiac Diagnostics clinical and excellent discussion via CDG posting. Preceptor comments: “Excellent in all areas.” (1c,f)- Satisfactory during Infusion Center clinical and with CDG posting. Preceptor comments: “Satisfactory in all areas. Observed wound care, observed lab draws prior to PRBC’s. Started IV’s and performed lab draw. Observed therapeutic phleb. Asked questions/engaged in conversation with staff and patients.” Great job! AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 5- 1a-e, g- You did a nice job this week caring for your patient(s), having been prepared and organized. Assessments were thorough and well done, and documented appropriately. You administered medications appropriately using various routes (IV, IVP, SQ, OG) while observing the seven rights of medication administration. You had the opportunity to insert a Foley catheter for one of the patients on the floor. Nice work! BS

Objective

2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	N/A	S	S														
a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding)																		
b. Monitor for potential risks and anticipate possible early complications. (Noticing, Interpreting, Responding)	N/A	N/A	S	S														
c. Recognize changes in patient status and take appropriate action. (Noticing, Interpreting, Responding)	N/A	N/A	S	S														
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. (Noticing, Interpreting, Responding, Reflecting) *	N/A	N/A	S	S														
e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. (Responding)	S	N/A	S	S														
f. Identify factors associated with Social Determinants of Health (SDOH) &/or cultural elements that have the potential to influence patient care.** (Noticing, Interpreting, Responding, Reflecting)	S	N/A	S	S														
Faculty Initials	AR	AR	AR	BS														

*When completing the 4T Care Map CDG refer to the Care Map Rubric

**Objective 2f: Provide a comment for the highlighted competency each week. If no clinical experiences, put “NA” for that week.

Comments:

Week 2 2f: We had a patient who was an elderly man who lived alone with many health issues. His daughter moved away to Columbus, where she is a nurse, and he stated that he has been alone and no one checks on him not even a phone call. This is sad the patient is having health issues and no family to check on him. He was coming in for a bone marrow biopsy. He has no social support this seems to be a huge problem with the older generation. This influenced the patient care because he was lonely and he wanted to just talk with the nurse; he just wanted someone to speak to. Unfortunately, the nurses there are on a tight schedule, and they don't have time to sit down and talk. **This is a very sad situation. Did the patient have transportation to and from the hospital for his testing? There are so many people who are totally on their own with no support, which can make their physical condition worsen. AR**

Week 4 2f: During my time with the infusion center my patient with diabetes had to rely on transportation to get him to and from appointments and in times like this visit when he needed evaluation within a timely manner, he got lucky that transportation was available to pick him up and take him right away. This can affect his outcome not having reliable transportation to and from appointments. Both patients live with chronic conditions that require ongoing treatments and office visits. Possibly living on a fixed income and the increase in health care costs can play a role in the patient getting the appropriate care. During my experience at the cardiac Diagnostic are all of the patients lived with a chronic health condition and have testing done every so often with my patient being informed of the upfront cost of his test he almost backed out of the testing due to being on a fixed income and not being able to afford the test. This can hinder the appointment affect his health. **These are big concerns for many patients, of all ages and backgrounds. Being aware of and educating our patients on available resources can be very helpful, but won't end these issues. Great discussion. AR**

Week 5 2f This patient lived with chronic pain, he lived alone in a sense in his parent's garage and a daily alcoholic drinker. He was a poor historian when he arrived to the ER he denied drinking alcohol, but his sister states his alcohol intake has increased. His living conditions along with his alcohol intake puts the patient at risk for medication adherence. This could possibly hinder his recovery process. During his stay he seemed to have a good support system his son, sister and brother visited daily. His mother wanted to visit but she has trouble getting around. He had several other visitors that came in and prayed with him and showed him support. This positive support system may positively impact his recovery. **Living alone in a garage is certainly not ideal. Good job. BS**

Week 5- 2a-f - You were able to correlate the relationships among your patients' disease processes, history and symptoms, and present condition utilizing your clinical judgment skills, and utilize that information to complete your pathophysiology CDG. You also did a nice job providing a prioritized list of nursing interventions for your patient. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	N/A	N/A	S	S														
a. Critique communication barriers among team members. (Interpreting)	S																	
b. Participate in QI, core measures, monitoring standards and documentation. (Interpreting & Responding)	N/A	S	N/A	S														
c. Discuss strategies to achieve fiscal responsibility in clinical practice. (Responding)	S	N/A	S	S														
d. Clarify roles & accountability of team members related to delegation. (Noticing)	N/A	N/A	S	S														
e. Determine the priority patient from assigned patient population. (Interpreting) (Patient Mgmt.)	N/A	N/A	N/A	N/A														
Faculty Initials	AR	AR	AR	BS														

Comments:

Week 3 (3b)- Satisfactory Quality Assurance/Core Measures assignment and with discussion via CDG posting. Keep up the good work. AR

Week 4 (3c)- Excellent discussion via CDG posting related to your Infusion Center clinical experience. Great job. AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

4. 4. Plan for a future in the nursing profession by analyzing information concerning employment, licensure, ethical, and legal issues in nursing focusing on accountability and respecting patient autonomy. (1,2,4,5,7)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	N/A	S	S														
a. Critique examples of legal or ethical issues observed in the clinical setting. (Interpreting)	S	N/A	S	S														
b. Engage with patients and families to make autonomous decisions regarding healthcare. (Responding)	S	N/A	S	S														
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. (Responding)	S	N/A	S	U														
Faculty Initials	AR	AR	AR	BS														

Objective 4a: Provide a comment for the highlighted competency each week. If no clinical experiences, put "NA" for that week.

Comments:

Week 2 4a: The only thing that I could think of as an ethical issue would be when we walked into the procedure room for the angiogram, the patient was lying on the table, completely exposed. There is a door and then a window and the patient was facing the window naked. During this clinical, everything seemed to be fine I didn't see any legal issue in this clinical setting. HIPAA was followed, and privacy in the procedures area was provided. This situation was definitely an ethical concern. It is our duty to protect our patients and maintain their dignity at all times. Good example. AR

Week 4 4a: During my infusion center experience, I feel an ethical issue could be that the patients are only separated by a curtain and often the curtain was not closed. The curtain is also not soundproof so if you are educating a patient or even talking to the patient about what they are there for the patient on the other side can hear everything. This can be seen as an ethical issue along with a HIPAA violation if pursued properly. During my time in the Cardiac Diagnostic area the only thing that was a issue was not within the department a patient's wife discussed with me how upset they were when they scheduled the appointment with scheduling the approach the scheduler took to inform the patient on his possible portion of the bill the way it was addressed made the patient feel as if he had to pay upfront he almost canceled his stress test. One must remember that your tone and scripture is everything when addressing sensitive situations like money and billing with patients. You are absolutely correct. It's all in the way you say something and can make a positive impact if done therapeutically. AR

*End-of- Program Student Learning Outcomes

Week 5 4a: What I observed while taking care of this patient was during the second day the patient had a emergent endotracheal tube reintubation after this happened patient went down for some scans when we arrived back to the room. The night nurse was notified of a phone call from the patient son Michael and he would like a call back. The night nurse acknowledged the message from her colleague. Once everything settled the night nurse returned the phone call to who she thought had called. She ended up calling the patient brother and not the son back. I feel this could have been avoided had the message been written down with the name and telephone number of the caller and not just given as a verbal message. There is a possibility that the brother was not on his notification list and HIPAA could have been broken. **Good point, Nikki, and I agree with your solution. BS**

Week 5 4c: I was late turning in my CDG and clinical tool for this week I will ensure to prioritize my time better and stop overthinking everything to ensure that they are turned in prior to the expected date and time. **BS**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	N/A	S	S														
a. Reflect on your overall performance in the clinical area for the week. (Responding)	S	N/A	S	S														
b. Demonstrate initiative in seeking new learning opportunities. (Responding)	S	N/A	S	S														
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. (Interpreting)	S	N/A S	S	S														
d. Maintain the principles of asepsis and standard/infection control precautions (Responding)	S	N/A	S	S														
e. Practice use of standardized EBP tools that support safety and quality. (Responding)	S	N/A	S	S														
f. Utilize faculty, preceptor and mentor feedback to improve clinical performance. (Responding & Reflecting)	S	N/A	S	S														
Faculty Initials	AR	AR	AR	BS														

*End-of- Program Student Learning Outcomes

Comments:

Week 3 (5c)- Satisfactory Quality Assurance/Core Measures assignment and with discussion via CDG posting. Keep up the good work. AR

Week 5- 5a,b,d- Overall great performance in the clinical setting this week, both with patient care and documentation. Hand hygiene observed at all times when entering and exiting patient rooms. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

6. Engage with members of the healthcare team, patients, families, faculty, and peers through written, verbal and nonverbal methods, and by utilizing computer technology. (1,2,6,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	N/A	S	S														
a. Establish collaborative partnerships with patients, families, and coworkers. (Responding)																		
b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding)	N/A	N/A	N/A	S														
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. (Responding)	N/A S	N/A	S	S														
d. Deliver effective and concise hand-off reports. (Responding) *	N/A	N/A	N/A	U														

*End-of- Program Student Learning Outcomes

e. Document interventions and medication administration correctly in the electronic medical record. (Responding)	N/A	N/A	N/A	S														
f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	S	N/A S	S	S U														
Faculty Initials	AR	AR	AR	BS														

***When completing 4T Hand-Off Report see 4T Hand- Off Competency Rubric**

Comments:

Week 2 (6f)- Satisfactory CDG discussion related to your Special Procedures clinical experience. Keep up the great work. AR

Week 3 (6f)- Satisfactory CDG posting related to your Quality Assurance/Core Measures experience. Keep up the great work! AR

Week 4 (6c,f)- Excellent discussion postings related to our Infusion Center and Cardiac Diagnostics clinical experience. Great job! AR

Week 5 6d: Hand off report could have been done better! Issues with hand off report was overthinking and making it more complicated than what it was. I hope to redeem myself on this. Will give a better hand off report at the next clinical experience next week. Sounds good Nikki. I think if you organize the report it will be better. BS

Week 4- 6a-c, e,f- You did a good job interacting with patients and other members of the healthcare team. This is an important skill in healthcare. You also did a great job documenting interventions and medication administration. Unfortunately, your CDG was late and did not include a reference and in-text citation. Please respond below as to how you will prevent this in the future. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective

7. Devise methods utilized by nursing to develop the profession, advance the knowledge base, ensure accountability, and improve the outcomes of care delivery. (1,3,4,6,7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Mid-term	9	10	11	12	13	14	15	Make up	Final
Competencies:	S	N/A	S	S														
a. Value the need for continuous improvement in clinical practice based on evidence. (Responding)	S	N/A	S	S														
b. Accountable for investigating evidence-based practice to improve patient outcomes. (Responding)	S	N/A S	S	S														

*End-of- Program Student Learning Outcomes

c. Comply with the FRMCSN "Student Code of Conduct Policy." (Responding)	S	N/A	S	S														
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)	S	N/A	S	S														
Faculty Initials	AR	AR	AR	BS														

Comments:

Week 3 (7b)- Satisfactory Quality Assurance/Core Measures assignment and with discussion via CDG posting. Keep up the good work. AR
 Week 5- 7d- An ACE attitude was displayed at all times while during the clinical experience. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

Student Name:		Course Objective: Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment.					
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		

*End-of- Program Student Learning Outcomes

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 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:

Care Map Evaluation Tool**
AMSN
2026

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials

** AMSN students are required to submit one satisfactory care map (CDG) during the 3-week 4T clinical rotation. If the care map is not evaluated as satisfactory upon initial submission, the student has one opportunity to revise the care map based on instructor feedback. **Students that are not satisfactory after these 2 attempts will be required to meet with course faculty for remediation.**

Comments:

Pathophysiology Grading Rubric
 Firelands Regional Medical Center School of Nursing
 Advanced Medical Surgical Nursing
 2026

Student Name: N. Papenfuss

Clinical Date: 2/3-2/4/2026

<p>1. Provide a description of your patient including current diagnosis and past medical history. (4 points total)</p> <ul style="list-style-type: none"> • Current Diagnosis (2) • Past Medical History (2) 	<p>Total Points: 4 Comments: Nice job providing a description of your patient's current diagnosis and past medical history.</p>
<p>2. Describe the pathophysiology of your patient's current diagnosis. (6 points total)</p> <ul style="list-style-type: none"> • Pathophysiology-what is happening in the body at the cellular level (6) 	<p>Total Points: 6 Comments: Great job describing the pathophysiology of your patient's medical diagnosis.</p>
<p>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (6 points total)</p> <ul style="list-style-type: none"> • All patient's signs and symptoms included (2) • Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (2) • Explanation of how all patient's signs and symptoms correlate with current diagnosis. (2) 	<p>Total Points: 6 Comments: You did a nice job correlating your patient's diagnoses with all of his presenting signs and symptoms. Nice work!</p>
<p>4. Correlate the patient's current diagnosis with all related labs. (12 points total)</p> <ul style="list-style-type: none"> • All patient's relevant lab result values included (3) 1 • Rationale provided for each lab test performed (3) • Explanation provided of what a normal lab result should be in the absence of current diagnosis (3) • Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (3) 	<p>Total Points: 10 Comments: Nice work correlating your patient's current diagnosis and his lab values. Rationales and explanations provided for each lab provided. Additional labs; creatinine, K+, magnesium, calcium, sodium, chloride- not included.</p>
<p>5. Correlate the patient's current diagnosis with all related diagnostic tests. (12 points total)</p> <ul style="list-style-type: none"> • All patient's relevant diagnostic tests and results included (3) • Rationale provided for each diagnostic test performed (3) • Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (3) • Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (3) 	<p>Total Points: 12 Comments: Relevant diagnostic tests and results included with rationales. Explanation provided related to how the results correlate with the patient's current diagnosis.</p>
<p>6. Correlate the patient's current diagnosis with all related</p>	<p>Total Points: 9</p>

<p>medications. (9 points total)</p> <ul style="list-style-type: none"> • All related medications included (3) • Rationale provided for the use of each medication (3) • Explanation of how each of the patient's relevant medications correlate with current diagnosis (3) 	<p>Comments: Comments: Nice job listing the patient's medications with appropriate rationales and correlations to the current diagnosis.</p>
<p>7. Correlate the patient's current diagnosis with all pertinent past medical history. (4 points total)</p> <ul style="list-style-type: none"> • All pertinent past medical history included (2) • Explanation of how patient's pertinent past medical history correlates with current diagnosis (2) 	<p>Total Points: 4 Comments: Past medical history provided with correlations to current diagnosis.</p>
<p>8. Prioritize nursing interventions related to current diagnosis. (6 points total)</p> <ul style="list-style-type: none"> • All nursing interventions provided for patient prioritized and rationales provided (6) 	<p>Total Points: 5 Comments: Interventions and rationales provided. Not prioritized appropriately. I would also like to see them be more specific. Ex- Assess respiratory status hourly would be better if you listed the items you will assess in the intervention.</p>
<p>9. Discuss the role of interdisciplinary team members in the care of the patient. (6 points total)</p> <ul style="list-style-type: none"> • Identifies all interdisciplinary team members currently involved in the care of the patient (2) 1 • Explains how each current interdisciplinary team member contributes to positive patient outcomes (2) 1 • Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (2) 	<p>Total Points: 4 Comments: Roles of the members listed was provided. RN, RT, case manager, pharmacist not included.</p>
<p>Total possible points = 65 51-65 = Satisfactory < 51 = Unsatisfactory</p> <p>Course Objective: 2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)*</p> <p>Clinical Competency: 2(a.) Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding)</p> <p>*End-of-Program Student Learning Outcomes</p>	<p>Total Points: 60/65 Unsatisfactory. BS Comments: You did a nice job, Nikki, however you forgot a reference and in-text citation. Please add these things and repost your CDG. BS</p>

Firelands Regional Medical Center School of Nursing
AMSN –4 Tower - Hand-Off Report Competency Rubric
Faculty: Brittany Lombardi, MSN, RN, CNE; Brian Seitz, MSN, RN, CNE; Chandra Barnes, MSN, RN

Student Name: N. Papenfuss

Date: 2/4/2026

Must complete satisfactorily during 4 Tower debriefing.

23-30 points = Satisfactory	< 23 points = Unsatisfactory
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CRITERIA

	Meets Expectations 5	Needs Improvement 3	Does Not Meet Expectations 0	POINTS
Introduction Safety (1,2)*	Introduction provided (includes patient name, room number etc.). Provides socioeconomic factors (e.g. social support), allergies, and alerts (falls, isolation, etc.)	Provides introduction and communicates most of the safety concerns of the patient.	Does not provide introduction and/or does not address the safety concerns of the patient.	3
Situation (3)*	Presents chief complaint and current status (including code status, recent changes, and response to treatment).	Presents most information but missing pertinent data e.g. current status, changes etc.	Information is incomplete and/or disorganized. Not possible to understand and obtain an adequate and clear picture of the patient’s situation.	3
Background (4)*	Provides detailed and organized background information regarding presenting diagnosis and signs/symptoms; includes pertinent past medical and surgical history.	Provides background information but information disorganized and difficult to understand. Missing some information related to past medical and surgical history.	Background information is incomplete and/or inaccurate. Missing pertinent information related to past medical and surgical history	3
Assessment Laboratory/Diagnostic Testing (5)*	Provides clear, concise, pertinent assessment information e.g. vital signs, cardiac assessment, respiratory assessment. Communicates pertinent laboratory and diagnostic information and relates findings to current diagnosis/presentation.	Provides assessment information but material is disorganized. Communicates laboratory and diagnostic findings but information is not specific. Example: states hemoglobin is low without stating specific number or why it is abnormal.	Assessment information is incomplete and needs improvement. Does not communicate findings in a way that can be understood.	3
Actions (4,5)*	Explains interventions performed or required. Provides rationale.	Explains interventions performed/required but does not provide rationales.	Does not include all interventions performed and does not provide rationales.	3
Communication Prioritization (1,4,5,6)*	Communicates and prioritizes any outstanding patient issues and the plan of care. Example: patient having change in mental status - would	Communicates all information but is slightly disorganized in presentation.	Overall communication of hand-off report needs improvement. Incomplete report and/or disorganized in presentation	5

*End-of- Program Student Learning Outcomes

	explain CT ordered. Includes patient teaching provided.			
			TOTAL POINTS	20/30 U

Faculty Comments: __Unatisfactory. BS Nikki, you will have an oppportunity next week to repeat your hand-off report again.

BS _____

Faculty Signature: Brian Seitz, MSN, RN, CNE **Date:** 2/4/2026

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

Students Name:					
Performance Codes: S: Satisfactory U: Unsatisfactory			Evaluation	Faculty Initials	Remediation Date/Evaluation/Initials
Date: 2/13/2026	vSim (Rachael Heidebrink) (Pharm) (*1, 2, 6)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
Date: 2/23/2026 2/24/2026	Week 8 Simulation (*1, 2, 3, 5, 6, 7)	Scenario			
		Survey			
Date: 2/27/2026	vSim (Junetta Cooper) (Pharm) (*1, 2, 6)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
Date: 3/13/2026	vSim (Mary Richards) (Pharm) (*1, 2, 6)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
Date: 3/20/2026	vSim (Lloyd Bennett) (Med-Surg) (*1, 2, 6)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
Date: 3/26/2026	vSim (Kenneth Bronson) (Med-Surg) (*1, 2, 6)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
Date: 4/6/2026	vSim (Carl Shapiro) (Med-Surg) (*1, 2, 6)	Pre-Quiz, Scenario, SBAR, and Post Quiz			
Date: 4/6/2026	Comprehensive Simulation (*1, 2, 3, 5, 6, 7)	Scenario			
		Survey			

* Course Objectives

Comments:

*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Skills Lab Evaluation Tool
AMSN
2026

Skills Lab Competency Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	Lab Skills									
	Meditech Document (6)*	Physician Orders/SBAR (1,5,6)*	Prioritization/Delegation (1,2,5,6)*	Resuscitation (1,5,6)*	IV Start (1,6)*	Blood Admin./IV Pumps (1,2,6)*	Central Line/Blood Draw/Ports (1,6)*	Head to Toe Assessment (1,6)*	ECG/Hand-off report/CT (1,6)*	ECG Measurements (1,6)*
	Date: 1/6/2026	Date: 1/6/2026	Date: 1/6/2026	Date: 1/6/2026	Date: 1/8/2026	Date: 1/8/2026	Date: 1/9/2026	Date: 1/9/2026	Date: 1/9/2026	Date: 1/9/2026
Evaluation:	S	S	S	S	S	S	S	S	S	S
Faculty Initials	FB	BS/CB	BL	AR	BS/CB/ BL/FB	AR	CB	BS/DW	BS/DW	AR
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Course Objectives**

Comments:

Meditech Documentation: Satisfactory participation of assessment documentation including physical re-assessment, safety and fall assessment, RN mechanical ventilator assessment, IV location assessment, vital signs, and feeding method. Great job! FB

Physician Orders/SBAR: Satisfactory completion of physician's order lab per the SBAR skills competency rubric: phone call to physician with SBAR report, receiving and reading back multiple physician orders, and hand-off report given to the next student in rotation. Discussion of the treatment, medications, and plan of care for a patient experiencing NSTEMI and STEMI. CB/BS

Prioritization/Delegation: Satisfactory completion of the prioritization and delegation skills lab. You demonstrated satisfactory performance in all four lab activities, including patient prioritization, assigning tasks to the appropriate provider role (RN, LPN, and UAP), prioritizing nursing interventions, and identifying appropriate patient assignments for both the RN and LPN. You successfully prioritized care for multiple patients using established frameworks such as Maslow's hierarchy of needs, ABCs, and the nursing process. You appropriately delegated nursing tasks and actively participated in group discussions related to delegation and clinical decision-making. Great job! BL

Resuscitation: Satisfactory participation in the practice of Hands-Only CPR, discussion regarding use of and ventilation with bag-valve mask/Ambu bag, and review of crash cart and Code Blue team duties and documentation. AR

IV Start: Satisfactory participation in the IV Start lab, including practice with technique, initiation and discontinuation of IV site, and placement of IV dressing. FB/CB/BS/BL

Blood Admin/IV Pumps: Satisfactory completion of practice with blood administration safety checks and quality assurance audit. Great job with IV pump practice, the use of the medication library, and pump set up of primary and secondary IV medication infusion. AR

Central Line Dressing Change/Ports/Blood Draw: Satisfactory central line dressing change participation providing proper technique guidelines, maintenance of central line ports, and line flushing. You were satisfactory in accessing and de-accessing an infusaport device, demonstrated proper technique on how to draw blood from a CVAD, and properly labeled a blood tube per hospital policy. Great job! CB

*End-of- Program Student Learning Outcomes

Head to Toe Assessment: Satisfactory completion of the Head to Toe Assessment. Great job! DW/BS

ECG/Telemetry Placements/Hand-off report/CT: Satisfactory participation with review of monitoring tutorial and placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium tutorial; satisfactory completion of

**EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced 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 & Date:

ar 12/12/2025