EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2026

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: Kayli Collins

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: a. Manage complex patient care situations with evidence of preparation and organization. **(Responding)**	S	S	S	NA	S													
b. Assess comprehensively as indicated by patient needs and circumstances**. (Noticing)**	S	S	S	NA	S													
c. Evaluate patient's response to nursing interventions. **(Reflecting)**	S	S	S	NA	S													
d. Interpret cardiac rhythm; determine rate and measurements. **(Interpreting)**	S	S	S	NA	S													
e. Administer medications observing the seven rights of medication administration. **(Responding)**	S	S	S	NA	S													
f. Perform venipuncture skill with beginning dexterity and evidence of preparation. **(Responding)**	~~S~~ NA	NA	NA	NA	S													
g. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. **(Responding)**	S	S	S	NA	S													
Faculty Initials	BL	BS	CB	AR														
Clinical Location	4P	4C	4C	NA	CD & IS													

Comments:

Week 2-1(a-e,g) This week, you demonstrated strong clinical competence in effectively managing complex patient care situations. Your approach to patient care was well-organized, and you demonstrated effective time management skills. Your head-to-toe assessments were thorough and accurate. Medication administration (via numerous routes) was conducted safely and accurately, adhering to all rights of medication administration. Lastly, you gained experience in beginning to interpret cardiac rhythms, including accurate rate and interval measurements. Your attentiveness in closely monitoring your patients on 4P significantly contributed to promoting positive patient outcomes. Overall, excellent work! BL

*End-of- Program Student Learning Outcomes

Week 3- 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 while observing the seven rights of medication administration. Nice work! BS
Week 4(1a-e,g): Excellent job this week managing complex patient care situations. Your care was very organized, and you did a great job with your time management. Your head to toes assessments were very thorough and well done. Medication passes were safely done following all rights of medication administration. Practice was gained interpreting cardiac rhythms through observation and one on one discussion. Great job monitoring your patient closely to ensure positive patient outcomes. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

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: a. Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. **(Noticing, Interpreting, Responding)**	S	S	S	NA	S													
b. Monitor for potential risks and anticipate possible early complications. **(Noticing, Interpreting, Responding)**	S	S	S	NA	S													
c. Recognize changes in patient status and take appropriate action. **(Noticing, Interpreting, Responding)**	S	S	S	NA	S													
d. Formulate a prioritized nursing plan of care utilizing clinical judgment skills. **(Noticing, Interpreting, Responding, Reflecting)** *	S	S	S	NA	S													
e. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. **(Responding)**	S	S	S	NA	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	S	S	NA	S													
Faculty Initials	BL	BS	CB	AR														

***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.

*End-of- Program Student Learning Outcomes

Comments:
Week 2 2f: My first patient this week had a few social determinants of health that would affect his care. He was in the hospital for pulmonary embolisms and right heart strain. He was a previous 1 pack per day smoker, which could have affected the PE and his history of COPD. He had a support system at the hospital with him which was his girlfriend. She encouraged him to get out of bed and move around to keep him feeling better. She helped with his care by promoting ambulation and encouraging him to do his breathing treatments. Great job, Kayli! Having a good support system can significantly improve patient outcomes, compliance with treatment plans, and recovery after discharge. Given the patient's history of smoking and current alcohol use, despite a significant cardiac history, low health literacy may be a concern as well. BL
Week 2-2(d) Excellent job utilizing your clinical judgment skills to formulate a prioritized plan of care for your patient on 4P this week. Please refer to the Care Map Rubric for my feedback. BL
Week 3 2F: My second patient had an amazing support system which affects her Social Determinants of Health. Even though she was able to react to anything they were still there holding her hand and telling her how much they loved her. They kept telling her to keep fighting and that they would be right by her side. This kind of support system is truly vital to a critical patient.
Week 3- 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 satisfactorily complete your pathophysiology CDG. Although some were omitted, you also did a nice job providing a prioritized list of nursing interventions for your patient. BS
Week 4 2F: My patient during clinical this week had a Social Determinant of Health related to his housing. He was admitted with pneumonia, and I found in some reports that his wife stated that they live in a boat house that currently has no heat and has not had heat for a while. The heating situation likely affected his symptoms since her said he had not been feeling well for weeks. It's possible that they do not have the resources to have their heating fixed which could lead to an SDOH related to finances. Great example of a SDOH and how this affected your patient's health. CB
Week 4(b,c,e): You did a great job this week monitoring your patient for changes and potential complications. You did an excellent job respecting your patient and providing patient-centered care. CB
Week 6 2F: A social determinant of health I witnessed this week was in the Infusion Center. There was a 77-year-old patient who was wheelchair bound and living in a nursing home. She comes weekly to receive therapy, and the nursing home provides her transportation. Her therapy only last 30 minutes but her transportation is never on time. They drop her off and leave until they feel like returning. Instead of leaving after her therapy, she had to wait another 30 minutes for her transportation to return so that she could go back to her nursing home.

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

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: a. Critique communication barriers among team members. **(Interpreting)**	S	S	S	NA	S													
b. Participate in QI, core measures, monitoring standards and documentation. **(Interpreting & Responding)**	S	S	S	NA	S													
c. Discuss strategies to achieve fiscal responsibility in clinical practice. **(Responding)**	S	S	S	NA	S													
d. Clarify roles & accountability of team members related to delegation. **(Noticing)**	S	S	S	NA	S													
e. Determine the priority patient from assigned patient population. **(Interpreting)** (**Patient Mgmt.**)	S	S	~~S~~ NA	NA	NA													
Faculty Initials	BL	BS	CB	AR														

Comments:

Week 2-3(c) Excellent work this week demonstrating fiscal responsibility in your clinical practice. It's important to make thoughtful, cost-conscious decisions that support high-quality patient care. These are essential skills as you transition into professional practice. BL
Week 3- 3b- You did a nice job describing the process for collection of data related to core measures, including specific information related to the electronic medical record and documentation. BS
Week 4(c,e): Great job being fiscally responsible in the clinical setting this week by scanning saline flushes when administering IV medication. Competency 3e was changed to a NA because this is patient management specific. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

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: a. Critique examples of legal or ethical issues observed in the clinical setting. **(Interpreting)**	S	S	S	NA	S													
b. Engage with patients and families to make autonomous decisions regarding healthcare. **(Responding)**	S	S	S	NA	S													
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. **(Responding)**	S	S	S	NA	S													
Faculty Initials	BL	BS	CB	AR														

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

Comments:

Week 2 4a: A legal and ethical issue I noticed was with my second patient this week. He was completely independent with his care and moving as he needed to. He was on several high fall risk medications and was connected to oxygen. Even with these medications and the oxygen, he was not placed on fall precautions. He did move just fine on his own but I feel that he should have been on fall precautions because of the medications and oxygen. Great job, Kayli. It is important to implement appropriate safety measures to prevent patient falls in the hospital. At times, a patient may not be classified as high fall risk based on the formal assessment, yet your nursing judgment may indicate otherwise. In these situations, it is always appropriate to err on the side of caution and implement additional fall precautions as needed to ensure patient safety. BL

Week 2-4(b) You demonstrated excellent communication and interpersonal skills this week by actively engaging your patient in decision-making processes. Your ability to listen empathetically, provide clear information, and respect individual values supported patient autonomy and fostered trust. Keep up the great work! BL

Week 3 4a: A legal and ethical issue occurred with my first patient this week. She was intubated and couldn't make medical decisions for herself and she had no POA. Legally the POA goes to the oldest adult child if one is not already designated. The oldest daughter was with the patient, but she was verbally abusive to all the staff taking care of her mother. This makes it hard for the team to provide appropriate care to the patient which can become an issue if something were to go wrong with the patient. The daughter had been to the unit multiple times over the last few days and was causing issues with the staff during each visit. I feel that for the benefit of the patient the daughter should be asked to step out if she continues to act this way. This is not uncommon in the critical care environment. We're usually dealing with people who have a loved one that is very sick. Families are scared and irritable. People deal with these emotions in their own way, and unfortunately sometimes they have outbursts like the one we witnessed. BS

Week 3- 4c- Professional behavior observed at all times while on the clinical floor. BS

Week 4 4a: A legal and ethical issue that occurred during clinical this week was something that I overheard during report. While I was with my patient, he adamantly refused to eat his meals, I would ask multiple times throughout to day to make sure he truly did not want to eat. What I overheard in report was that someone who was previously caring for this patient essentially "forced food down his throat." If this true then the patient lost his right of autonomy in choosing what he would like to do.

*End-of- Program Student Learning Outcomes

Kayli, this is a great example of both an ethical and legal issue. I understand the need for nutrition, but it is overall the patients wishes on whether they want to eat or not. Your patient was very sick and I think the fact that it absolutely took everything out of him, was why he was refusing. CB
Week 4(c): Excellent job displaying professional behavior at all times in the clinical setting. CB
Week 6 4a: An ethical issue that I witnessed this week occurred in the Infusion Center. There was a patient who had shown up to her therapy sessions smelling like marijuana in the past. The smell was so strong that other patients were complaining about it. So, today the nurses put this patient in a private room to help prevent that situation from happening again. To keep the patient from feeling embarrassed, the nurses closed the curtains of all the chairs so that the patient didn't feel like she was being excluded by having a private room. I feel like this was a really good way to deal with the situation without making the patient feel embarrassed.

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

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: a. Reflect on your overall performance in the clinical area for the week. **(Responding)**	S	S	S	NA	S													
b. Demonstrate initiative in seeking new learning opportunities. **(Responding)**	S	S	S	NA	S													
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. **(Interpreting)**	S	S	S	NA	S													
d. Maintain the principles of asepsis and standard/infection control precautions **(Responding)**	S	S	S	NA	S													
e. Practice use of standardized EBP tools that support safety and quality. **(Responding)**	S	S	S	NA	S													
f. Utilize faculty, preceptor and mentor feedback to improve clinical performance. **(Responding & Reflecting)**	S	S	S	NA	S													
Faculty Initials	BL	BS	**CB**	**AR**														

Comments:

Week 2-5(b) Great job this week demonstrating initiative and enthusiasm for learning. You actively sought out new learning opportunities, successfully practiced several skills for the first time in the clinical setting, and showed growing confidence and independence while carrying out nursing interventions. BL
Week 3- 5a,b,d- 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. 5c- You did a nice job describing ways to create a culture of safety in the hospital setting. BS
Week 4(5b,c,d): Excellent job working independently and as a team, while completing interventions for your patient. Great job using standard precautions while caring for your patients this week! Great job discussing factors that create a culture of safety for your patient in your CDG this week. CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting
*End-of- Program Student Learning Outcomes

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: a. Establish collaborative partnerships with patients, families, and coworkers. **(Responding)**	S	S	S	NA	S													
b. Teach patients and families based on readiness to learn and discharge learning needs. **(Interpreting & Responding)**	S	S	S	NA	S													
c. Collaborate and communicate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. **(Responding)**	S	S	S	NA	S													
d. Deliver effective and concise hand-off reports. **(Responding)** *	S	S	S	NA	NA													
e. Document interventions and medication administration correctly in the electronic medical record. **(Responding)**	S	S	S	NA	NA													
f. Consistently and appropriately posts in clinical discussion groups. **(Responding and Reflecting)**	S	~~S~~ U	S	NA	S													
Faculty Initials	BL	BS	CB	AR														

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

Comments:

Week 2-6(d) Great job receiving report from the night shift RN this week. Moving forward, focus on becoming more comfortable using a standardized report sheet instead of a blank piece of paper. Using a structured tool will help improve organization, accuracy, and efficiency in communication, which are key skills in professional nursing practice. 6(e) Excellent job with all of your documentation this week in clinical. Your documentation was done in a timely manner and accurate. 6(f) Satisfactory completion of your CDG this week. Keep up the great work! BL

Week 3- 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 did not include a reference and in-text citation. Please respond below as to how you will prevent this in the future. BS

*End-of- Program Student Learning Outcomes

In order to prevent this from happening in the future I will keep my CDG requirements paper next me when I keep the CDG for the week and reread my entry for any missed requirements before submitting it to the discussion post. Thank you for addressing the “U”. CB
Week 4(6d,e,f): Excellent job with all your documentation this week in clinical. Your documentation was done in a timely manner and was accurate. Satisfactory completion of your 4T hand-off report, scoring 30/30 per the grading rubric below. Satisfactory completion of your CDG this week. Keep up the great work! CB

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

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: a. Value the need for continuous improvement in clinical practice based on evidence. **(Responding)**	S	S	S	NA	S													
b. Accountable for investigating evidence-based practice to improve patient outcomes. **(Responding)**	S	S	S	NA	S													
c. Comply with the FRMCSN *"Student Code of Conduct Policy."* **(Responding)**	S	S	S	NA	S													
d. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions**.** **(Responding)**	S	S	S	NA	S													
Faculty Initials	BL	BS	CB	AR														

Comments:

Week 2-7(d) Kayli, your positive attitude, strong sense of commitment, and genuine enthusiasm for nursing were evident in every interaction with your patients this week. These qualities not only enhance patient care but also contribute meaningfully to the clinical team. Keep up all your hard work! BL
Week 3- 7d- An ACE attitude was displayed at all times while during the clinical experience. BS
Week 4(7a,b,d): You researched and summarized an interesting EBP article in your CDG titles "Nursing Care for Pneumonia Patients." Great job displaying a great attitude, commitment to provide optimal care, and enthusiasm for the caring of individuals at a very vulnerable and often difficult time. CB

*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Care Map Grading Rubric

Student Name: Kayli Collins **Date or Clinical Week:** 1/13/26-1/14/26				**Course Objective:**	Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care of diverse populations, evidence-based practice, and clinical judgment.		
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	Excellent job identifying abnormal assessment findings, lab findings and diagnostic tests for your patient. You also did a great job identifying risk factors relevant to your patient as well. Remember when listing your assessment findings to be as specific as possible – was the edema pitting or non-pitting? Did the patient rate his chest pain on a scale from 0-10?
	2. Identify all abnormal lab findings/diagnostic tests; include specific patient data.	**(lists at least 3*) *provides explanation if < 3**		**(lists 3 but no specific patient data included)**	**(lists < 3 or gives no explanation)**	3	
	3. Identify all risk factors relevant to the patient.	**(lists at least 5*) *provides explanation if < 5**	**(lists 4)**	**(lists 3)**	**(lists < 3 or gives no explanation)**	3	
Interpreting	4. List all nursing priorities and highlight the top priority problem.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	2	Great job listing nursing priorities for your patient, as well as identifying the top priority problem. Additional priorities that should have been included related to circulation would be "Impaired Cardiovascular Function" and "Thrombosis." You correctly highlighted all of the related/relevant data from the noticing boxes that support the top priority nursing problem. Nice job identifying potential complications for your top nursing priority problem.
	5. State the goal for the top nursing priority.	**Complete**			**Not complete**	3	
	6. Highlight all of the related/relevant data from the Noticing boxes that support the top priority nursing problem.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	7. Identify all potential complications for the top nursing priority problem.	**(lists at least 3)**	**(lists 2)**		**(lists < 2)**	3	
	8. Identify signs and symptoms to monitor for each complication.	**(lists at least 3)**	**(lists 2)**		**(lists < 2)**	3	
Responding	9. List all nursing interventions relevant to the top nursing priority.	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	Excellent job with your nursing interventions! You listed all relevant nursing interventions, prioritized them appropriately and provided detailed rationales.
	10. Interventions are prioritized	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	11. All interventions include a frequency	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	
	12. All interventions are individualized and realistic	**> 75% complete**	**50-75% complete**	**< 50% complete**	**0% complete**	3	

*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**	3	
Reflecting	14. List all of the highlighted reassessment findings for the top nursing priority.	**>75% complete**	**50-75% complete**	**<50% complete**	**0% complete**	3	Great job!
	15. Evaluation includes one of the following statements: • Continue plan of care • Modify plan of care • Terminate plan of care	**Complete**			**Not complete**	3	

Reference

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

Total Possible Points= 45 points
45-35 points = Satisfactory
34-23 points = Needs Improvement*
< 23 points = Unsatisfactory*
***Total points adding up to less than or equal to 34 points require revision and resubmission until Satisfactory. Refer to the course specific requirements for resubmission deadlines.**

*****Students that are not satisfactory after 2 attempts will be required to meet with course faculty for remediation. *****

Faculty/Teaching Assistant Comments: Satisfactory completion of your Nursing Care Map. Please review all my feedback above. Excellent job! BL

Total Points: 43/45

Faculty/Teaching Assistant Initials: BL

*End-of- Program Student Learning Outcomes

Care Map Evaluation Tool**
AMSN
2026

Date	Nursing Priority Problem	Evaluation & Instructor Initials	Remediation & Instructor Initials
1/13/26-1/14/26	Ineffective Cardiac Tissue Perfusion	Satisfactory; BL	NA

** 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:

*End-of- Program Student Learning Outcomes

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

Student Name: K. Collins **Clinical Date: 1/20-1/21/2026**

1. Provide a description of your patient including current diagnosis and past medical history. (4 points total) • Current Diagnosis (2) • Past Medical History (2)	**Total Points:** 4 **Comments:** Great job providing a description of your patient's current diagnosis and past medical history. BS
2. Describe the pathophysiology of your patient's current diagnosis. (6 points total) • Pathophysiology-what is happening in the body at the cellular level (6)	**Total Points:** 6 **Comments:** Great job describing the pathophysiology of your patient's medical diagnoses and how it relates to some of her other medical problems. BS
3. Correlate the patient's current diagnosis with presenting signs and symptoms. (6 points total) • 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)	**Total Points:** 6 **Comments:** You did a nice job correlating your patient's diagnosis with all of her presenting signs and symptoms. Nice work!
4. Correlate the patient's current diagnosis with all related labs. (12 points total) • 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)	**Total Points:** 10 **Comments:** What you provided was well done. Several important labs not provided (BUN, Creatinine, Liver enzymes, lactate, K+, NA)
5. Correlate the patient's current diagnosis with all related diagnostic tests. (12 points total) • 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)	**Total Points:** 12 **Comments:** All relevant diagnostic tests and results included with rationales. Explanation provided related to how the results correlate with the patient's current diagnosis. BS
6. Correlate the patient's current diagnosis with all related	**Total Points:** 9

*End-of- Program Student Learning Outcomes

medications. (9 points total) • 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)	**Comments:** Nice job listing the patient's medications with appropriate rationale and correlation to the current diagnosis. Aspirin, Levothyroxine, and Metoprolol omitted. BS
7. Correlate the patient's current diagnosis with all pertinent past medical history. (4 points total) • All pertinent past medical history included (2) • Explanation of how patient's pertinent past medical history correlates with current diagnosis (2)	**Total Points:** 4 **Comments:** Great job connecting your patient's past medical history with her current diagnoses! BS
8. Prioritize nursing interventions related to current diagnosis. (6 points total) • All nursing interventions provided for patient prioritized and rationales provided (6) 4	**Total Points:** 4 **Comments:** Good job here there are just some interventions not included: Assess mechanical ventilator, assess respiratory status, assess and monitor for skin breakdown, Don appropriate PPE when entering the room, turn and reposition, provide oral hygiene.
9. Discuss the role of interdisciplinary team members in the care of the patient. (6 points total) • Identifies all interdisciplinary team members currently involved in the care of the patient (2) • Explains how each current interdisciplinary team member contributes to positive patient outcomes (2) • Identifies additional interdisciplinary team members (not involved currently) that should be included in the care of the patient to ensure positive patient outcomes (2)	**Total Points:** 6 **Comments:** Good job identifying the members of the interdisciplinary team and their roles in the care of your patient.
Total possible points = 65 51-65 = Satisfactory < 51 = Unsatisfactory **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)* **Clinical Competency:** 2(a.) Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. (Noticing, Interpreting, Responding) *End-of-Program Student Learning Outcomes	**Total Points: 62/65 Satisfactory BS** **Comments:** Satisfactory completion of your pathophysiology assignment. Nice work! BS

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: _____Kayli Collins_____ **Date**: _____1/28/26_____

Must complete satisfactorily during 4 Tower debriefing.

23-30 points = Satisfactory	< 23 points = Unsatisfactory

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.	5
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.	5
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	5
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.	5
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.	5
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 explain CT ordered. Includes patient	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

	teaching provided.			
			TOTAL POINTS	30/30

Faculty Comments: _____Great job communicating a very detailed, organized and thorough hand-off report.

Faculty Signature:_____Chandra Barnes, MSN, RN_____Date: _____1/28/26_____

*End-of- Program Student Learning Outcomes

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:

Skills Lab Evaluation Tool
AMSN
2026

*End-of- Program Student Learning Outcomes

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	CB/BS	BL	AR	FB/CB/ BS/BL	AR	CB	BS/DW	BS	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

*End-of- Program Student Learning Outcomes