

**SEVALUATION OF CLINICAL PERFORMANCE TOOL
Maternal Child Nursing – 2018**

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

Student: Laura Souslin

Final Grade: Satisfactory/Unsatisfactory

Semester: Fall

Date of Completion: 12/5/18

Faculty: Kelly Ammanniti, MSN, RN; Brian Seitz, MSN, RN

Teach Assistant: Elizabeth Woody10/16/18ard, BSN, RN, CRN

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 on the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a “S, NI, or U”. 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, the following week it must be addressed with a comment as to why it is no longer a “U”. If the student does not state why the “U” is corrected, then it will be another “U” until the student addresses it. All clinical competencies are critical to meeting the objectives of the course. If the final performance code is unsatisfactory in any one of the competencies, a grade of unsatisfactory is given. If a pattern of unsatisfactory performance occurs after performing the competency satisfactorily, this also constitutes a grade of unsatisfactory. An unsatisfactory as a final score in any single competency results in a clinical course grade of unsatisfactory; this is a failure of the course. The terms Satisfactory and Unsatisfactory will be used in evaluating the final grade or clinical course performance.

METHODS OF EVALUATION:

- Care Maps
- Patient/Family Education
- Preparedness for Clinical/Clinical Performance
- Online Clinical Discussion Groups
- Administration of Medications
- Nursing Skills Completion of Clinical Performance Tool
- Written Reports of Clinical Experiences
- Documentation
- Conferences with the Faculty

Absence: (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make-up (/Date/Time)
9/25/18	9	PHS called in ill	11/10/18
10/10/18	8	OB	10/16/18 EW
10/19/18	1	Empathy belly survey	10/19/18 EW

Faculty’s Name	Initials
Kelly Ammanniti	KA
Brian Seitz	BS
Elizabeth Woodyard	EW

8/9/18 KA

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 instructor 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

Objective																		
1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
Competencies:	NA	NA	S	NA	S	S	S	S	S	S	S	S						
a. Provide care utilizing techniques and diversions appropriate to the patient's level of development.	NA	NA	S	NA S	S	S	S	S	S	S	S	S						
b. Provide care using developmentally-appropriate communication.	NA	NA	S	NA	S	S	S	S	S	S	S	S						
c. Use systematic and developmentally appropriate assessment techniques.	NA	NA	S	NA	S	S	S	S	S	S	S	S						
d. Describe safety measures for various stages of development. (i. e. monitoring fall risks, restraints, and DVT assessment)	NA	NA	S	NA	S	S	S	S	S	S	NA	S						
e. Identify stage of growth and development.	NA	NA	S	NA	S	S	S	S	S	S	S	S						
Clinical Location	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW							
Age of patient	NA	NA	ER, 8y	LC, 36	Alter native sites	HS, Pre-K	EC, OB		OB, 36	OB, 30	BG club, 6-12	Wee blo day						

Comments:

Week 3 – 1a – Laura, you did a nice job describing a patient you worked with in the ER this week. KA

Week 3 – 1e – You identified the child was in the school-age period. Remember to use Erikson's stages when describing the G&D stage of your patient in the future. KA

Week 3– 1a – Laura, you did a great job describing the patients you worked with this week. KA

Week 5 – 1c – You did a great job describing a patient you worked with week. KA

Week 5 – 1e – You did a great job identifying the correct stage of G&D the students you worked with were in. KA

Week 6 – 1b – You did a great job using your knowledge of growth and development to guide your communication skills. KA

***End-of-Program Student Learning Outcomes**

Week 7 - 1a - Laura, you did a great job describing a patient you worked with this week while on clinical. KA

Week 7 - 1b - Provided care to mother and newborn using developmentally appropriate communication. KA

Week 7 - 1d - Discussed safety measures and concerns related to the OB patient in postconference. KA

Week 7 - 1e - Laura, you did a great job identifying the G&D stage the patient you worked with was in. KA

WK8 1C Laura, you did a very good job with your first post -partum assessment and were very organized in your care. EW

WK9 1B Laura you recognized mother's distress and waited for the right time to provide encouragement and communication. EW

Objective																		
1. Describe the principles of growth and development and knowledge of pathophysiology as a basis for the provision of safe, quality nursing care to children and the childbearing family across the health-illness continuum. (1,2,3,4,7)* (Continued)																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
Competencies:	NA	NA	NA	NA	NA	NA	NA	NA	NA	S	NA	NA						
f. Describe psychological changes in response to the expectant mother's pregnancy. Maternal	NA	NA	NA	NA	NA	NA	NA	NA	NA	S	NA	NA						
g. Discuss prenatal influences on the pregnancy. Maternal	NA	NA	NA	NA	NA	NA	NA	NA	S	S	NA	NA						
h. Identify the stage and progression of a woman in labor. Maternal	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA						
i. Discuss family bonding and phases of the puerperium. Maternal	NA	NA	NA	NA	NA	NA	S	S	S	S	NA	NA						
j. Identify various resources available for children and the childbearing family.	NA	NA	S	NA	S	NA	NA	S	NA	S	NA	NA						
k. Value patient's perspective, diversity, age and cultural factors that influence their behaviors.	NA	NA	S	S	S	S	S	S	S	S	S	S						
l. Respect the centrality of the patient/family as core members of the health team.	NA	NA	S	S	S	S	S	S	S	S	S	S						
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW							

Comments:

Week 5 – 1j – You did a nice job discussing the education provided this week at childbirth class. KA

Week 5 – 1k – You did a nice job describing the few questions the participants had regarding childbirth. KA

Week 7 – 1i – You were able to discuss signs of family bonding you witnessed while in OB this week. KA

Week 7 – 1j - Laura, you did a great job discussing patient referrals you experienced while on clinical this week. KA

WK8 1J Identified resources of lactation consultant and donor milk. Successful completion of this competency. EW

WK9 1H Successful completion of this competency as evidence by witness of emergent c-section. EW

Objective																		
2. Integrate principles of decision-making in utilizing evidenced-based practice in the nursing process in providing care for the childbearing family and children. (1,2,3,4,5)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
a. Engage in discussions of evidenced-based nursing practice.	NA	NA	S	S	S	S	S	S	S	S	NA	NA						
b. Perform nursing measures safely using Standard precautions.	NA	NA	S	S	S	S	S	S	S	S	S	S						
c. Perform nursing care in an organized manner recognizing the need for assistance	NA	NA	S	NA	NA	NA	S	S	S	S	NA	NA						
d. Practice/observe safe medication administration.	NA	NA	S	NA	S	NA	S	S	S	S	NA	NA						
e. Calculate pediatric and adult drug dosages correctly and determine appropriateness of the dose.	NA	NA	S	NA	NA	NA	NA	S	S	S	NA	NA						
f. Utilize information obtained from patients/families as a basis for decision-making.	NA	NA	S	NA	S	NA	S	S	S	S	NA	NA						
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW							

Comments:

Week 3 – 2b – Laura, you were able to describe hearing the sucking and swallowing during breastfeeding with one of the newborns. KA4
 Week 7- 2d – This was an observation during OB.KA

WK 8 2C Laura you were unsure about being able to accurately hear infant heart tones and advocated for yourself for it to be quieter so you could accurately hear . This is important to provide consistent, accurate care. Good job. EW

WK9 2F Information gathered from the patient was given to nursing staff as well as lactation and was helpful in developing and continuing plan of care. EW.

Objective																		
3. Summarize the legal, moral and ethical issues related to care of children and the child-bearing family. (2,6,7)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
a. Act with integrity, consistency, and respect for differing views.	NA	NA	S	S	S	S	S	S	S	S	S	S						
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.	NA	NA	S	S	S	S	S	S	S	S	S	S						
c. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct"	NA	NA	S	S	S	S	S	S	S	S	S	S						
d. Critique examples of legal or ethical issues observed in the clinical setting.	NA	NA	S	S	S	S	S	S	S	S	S	S						
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW							

Comments:

Week 5 – 3d – You did a great job identifying a potential legal issue you witnessed while on clinical. KA
 WK 2A You acted with integrity and respect during clinical to all you encountered. EW

Objective																		
4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgement skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
a. Develop one priority nursing diagnosis.	NA	NA	S	NA	NA	NA	NA	S	NA	NA	NA	NA						
b. Formulate measurable goals for nursing diagnosis. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	NA	S	NA S	S	NA	NA						
c. Formulate specific, individualized, and evidence-based interventions. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	NA	S	NA S	S	NA	NA						
d. Evaluate plan of care, patient achievement of goal and revising plan when necessary (noticing, interpreting, responding, reflecting)	NA	NA	S	NA	NA	NA	NA	S	NA S	S	NA	NA						
e. Document assessment findings, interventions, and outcomes accurately on appropriate forms. (Including risk assessment and monitoring of wound care)	NA	NA	NA	NA	NA	NA	NA	NA	S	S	NA	NA						
f. Summarize witnessed examples of patient/family advocacy.	NA	NA	NA	NA	NA	NA	NA S	S	S	S	NA	NA						
g. Provide patient centered and developmentally appropriate teaching.	NA	NA	S	NA S	S	S	S	S	S	S	S	S						
h. Analyze the involved pathophysiology of the patient's disease process. (noticing, interpreting, responding)	NA	NA	S	NA	S	NA	S	S	S	S	NA	NA						
	KA	KA	KA	KA	KA	KA	KS	KA	EW	EW	EW							

Week 3 – 4g – Laura, you did a nice job describing the education provided to the lactating mothers. KA

Week 5 – 4g – You did a great job providing teaching to the students you encountered while on clinical. KA

Wk 8 4b,c,d, Successful completion of this competency as you recognized your mother's needs, interpreted what she would need, responded, and then reflected.EW

***End-of-Program Student Learning Outcomes**

WK9 4E Documentation complete. Improvement of nurse's note content. EW

Objective																		
4. Construct nursing care plans and clinical reports that demonstrate mastery of clinical judgement skills through holistic, age-appropriate nursing care of the childbearing family and children. (1,2,6)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
i. Correlate the diagnostic tests with the patient's disease process. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	S		S	S	NA	NA						
j. Correlate the pharmacotherapy in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	NA		S	S	NA	NA						
k. Correlate the medical treatment in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	S		S	S	NA	NA						
l. Correlate the nutritional needs/diet in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	S		S	S	NA	NA						
m. Correlate the patient's growth and developmental level in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	S	NA	NA	NA	S		S	S	NA	NA						
	KA	KA	KA	KA	KA	KA			EW	EW	EW							

*Advocacy is speaking on behalf of a patient in order to protect their rights and help them obtain needed information and services. i.e., the nurse calls the Dr for a pain medication because the patient is noticeably uncomfortable and has nothing ordered for pain.

Comments:

Week 3 – 4a – You did a terrific job writing a thorough nursing diagnosis. KA

Week 3 – 4b – You were able to write a complete patient outcome. KA

Week 3 – 4c – You wrote thorough and complete patient specific nursing interventions. KA

Week 3 – 4d – You did a nice job evaluating your plan of care. KA

Week 3 – 4k – Laura, you did a nice job describing interventions performed on your patient and how they relate to the disease process. KA

Week 3 – 4j – You did a great job identifying the medications ordered for your patient and their purpose. KA

Week 5 – 4k – You did a good job discussing the treatments of the patients you saw at the women's clinic this week. KA

***End-of-Program Student Learning Outcomes**

Week 6 – 4k – Laura. you did a great job describing an abnormal finding and how it was addressed. KA

Week 7 – 4f – You gave a great example of patient advocacy you witnessed this week! KA

Week 7 – 4k – Laura, you did a nice job relating the newborn's disease process with his course of treatment. KA

WK9 4J Appropriate timing of medications to promote healing and comfort such as Motrin and also provided the patient Tylenol for pain in between. EW

Objective																		
5. Collaborating professionally with members of the health care team, child-bearing and child-rearing families, faculty, and peers through written, verbal and nonverbal methods, and by conferencing, networking, and posting through computer technology. (1,3,5,6,7,8)*																		
Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
a. Demonstrate interest and enthusiasm in clinical activities.	NA	NA	S	S	S	S	S	S	S	S	S	S						
b. Evaluate own participation in clinical activities.	NA	NA	S	S	S	S	S	S	S	S	S	S						
c. Present at all clinical sites neatly groomed and with appropriate identification and attire (according to school uniform policy).	NA	NA	S	S	S	S	S	S	NI	S	S	S						
d. Communicate professionally and collaboratively with members of the healthcare team.	NA	NA	S	S	S	S	S	S	S	S	NA	NA						
e. Document assessment findings, interventions, and outcomes accurately in the electronic health record.	NA	NA	NA	NA	S	S	S	S	S	S	NA	NA						
f. Clearly communicate care provided and needed at each transition in care using hand off communication techniques. (I-SBAR-R)	NA	NA	NA	NA	S	S	S	S	S	S	NA	NA						
g. Consistently and appropriately post comments in clinical discussion groups.	NA	NA	S	S	S	S	S	S	S	S	NA	NA						
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW							

Comments:

Week 3 – 5g – Laura, you did a good job responding to your CDG questions this week on your ER experience. Keep up the superb work. KA

Week 4 – 5a – 9-11-18 – Excellent in all areas. “Great job Laura!” Good luck in all your future endeavors!” Julie Fletcher RN

***End-of-Program Student Learning Outcomes**

Week 4 – 5g – Laura, keep up the great work thoroughly responding to the cdg questions for your clinical site each week. Nice job! KA

Week 5 – 5b – Laura, you did a great job identifying the information regarding the education that was provided that was new to you. KA

Week 5 – 5d – You did a nice job describing an example of interdisciplinary collaboration you witnessed this week. KA

Week 5 – 5g – Laura, you are always very thorough and thoughtful with your CDG responses. Keep up the terrific work! KA

Week 6 – 5a – 9-20-18 – Satisfactory in all areas. “Laura demonstrated skill and knowledge performing vision/hearing screening with high school students; asked appropriate questions; interacted well with students.”

Week 6 – 5g – Laura, you did a nice job answering the CDG questions this week. Keep up the nice work. KA

Week 7 – 5a – You were active and enthusiastic throughout your OB experience even when there were lulls in patient care. KA

Week 7 – 5d – You communicated professionally with all staff members you encounter while on OB. KA

Week 7 – 5g – Laura, great job thoughtfully responding to the CDG questions this week on your clinical experiences.

WK8 d,e,f Good job with complete documentation, communicating with members of the health care team, and providing hand-off report at the end of clinical. EW

WK8 5C Called off second day of clinical. Will make up EW

WK9 5B Laura, I think one of your strengths is that you recognize your limitations but then seek out to make them better. This is an important trait all nurses need to progress clinically and you already have it. Good job. .EW

Objective

6. Critique own strengths and areas for improvement modifying behaviors accordingly to achieve personal and professional goals. (7,8)*

Weeks of Clinical	1	2	3	4	5	6	7	Midterm	8	9	10	11	12	13	14	15	Make up	Final
	8/24	8/31	9/7	9/14	9/21	9/28	10/5		10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30		
a. Recognize areas for improvement and goals to meet these needs.	NA	NA	S	S	S	S	S	S	S	S	S	S						
b. Accept responsibility for decisions and actions.	NA	NA	S	S	S	S	S	S	S	S	S	S						
c. Demonstrate evidence of growth, and self-confidence.	NA	NA	S	S	S	S	S	S	S	S	S	S						
d. Demonstrate evidence of research in being prepared for clinical.	NA	NA	S	S	S	S	S	S	S	S	S	S						
e. Exhibits professional behavior i.e. appearance, responsibility, integrity, and respect.	NA	NA	S	S	S	S	S	S	S	S	S	S						
f. Describe initiatives in seeking out new learning experiences.	NA	NA	S	S	S	S	S	S	S	S	S	S						
g. Demonstrate ability to organize time effectively.	NA	NA	S	S	S	S	S	S	S	S	S	S						
h. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions.	NA	NA	S	S	S	S	S	S	S	S	S	S						
i. Demonstrates growth in clinical judgment.	NA	NA	S	S	S	S	S	S	S	S	S	S						
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW							

Comments:

Week 6 – 6a – You did a nice job discussing how you would improve your communication techniques. KA

Week 7 – 6h – The staff nurses complimented you and your classmates and how appreciative they were of your help and assistance. KA

WK9 6E Empathy belly evaluation not turned in on time. Please make sure to address how you will prevent this competency from being unsatisfactory in the future. EW

WK9 6F Took time to seek out new experiences in OB clinical. EW

***End-of-Program Student Learning Outcomes**

Week 10(6e) I have exhibited professional behavior by attending all clinical since the last missed time, rescheduled and attended 1:2 missed clinicals, and turned in the written assignment. I have received a flu vaccination to prevent further illness. I have also reviewed the following policies of the FRMS School of Nursing student handbook: Philosophy, Attendance policy and flow chart for MSN, and Student code of conduct. I will continue to exhibit professional behavior that is representative of the FRMC School of Nursing.

***End-of-Program Student Learning Outcomes**

Firelands Regional Medical Center School of Nursing
Maternal Child Nursing 2018
Skills Lab Competency Tool

Skills Lab Competency Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	Lab Skills														
	Adult Head to Toe Assessment (*1, 2, 5, 6)	Newborn Head to Toe Assessment (*1, 2, 5, 6)	Child Head to Toe Assessment (*1, 2, 5, 6)	Newborn Thermo. (*1, 2, 3, 4, 5, 6)	Newborn Head Assessment (*1, 2, 5, 6)	Fundus Assessment (*1, 2, 5, 6)	Baby Bath (*2, 4)	Leopold's (*1, 2, 3, 5, 6)	Breast Assessment (*1, 2, 3, 4, 5, 6)	APGAR (*2, 3, 4, 5, 6)	Med. Admin. (*1, 2, 3, 4, 5, 6)	(*2, 4, 5) Kegals	(*1, 2, 3, 4, 5, 6) Pregnancy History	Pain Assessment (*1, 2, 5, 6)	(*1, 2, 4, 5) Bonding
	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21
Evaluation	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Faculty Initials	KA	KA	KA	KA	KA	KA	KA	KA	KA	KA	KA	KA	KA	KA	KA
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* Course Objectives

Skills Lab Competency Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	Lab Skills												
	Lochia Assessment (*1, 2, 4)	Babies Video (*1, 2, 3, 4, 5, 6)	Gestational Diabetes (*1, 2, 3, 4, 5, 6)	(*2,3,5) Informed Consent	(*1,2) Child Nutrition	(*1,2,3,5) Autism	Immunizations (*1,2,3)	(*1,4,5) Pediatric Lab Values	(*1,4,5) Pediatric Vital Signs	(*1,2, 3,5) Lead Poisoning	(*1,2,3,5) Broselow Tape	(*2,5,6) Health Literacy	(*1,2,3,5,6) Safety
	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21	Date: 8/21
Evaluation	S	S	S	S	S	S	S	S	S	S	S	S	S

Faculty Initials	KA												
Remediation: Date/Evaluation/Initials	NA												

* Course Objectives

Comments: You satisfactorily completed all competencies that were included in the Maternal Child Nursing Lab Day. You actively participated in the in Newborn and child head to toe assessment, newborn bath, fundal assessment, lochia assessment, Leopold's maneuver, breast assessment, medication administration, safety assessment, and Broselow tape stations. You also demonstrated your knowledge on newborn thermoregulation, newborn head assessment, APGAR scoring, Kegel's exercises, Pregnancy history, pain assessment, mother-newborn bonding, gestational diabetes, informed consent, child nutrition, immunizations, pediatric lab values, pediatric vital signs, lead poisoning, and health literacy. You satisfactory completed your head-to-toe check-off. KA/BS/EW

Firelands Regional Medical Center School of Nursing
Maternal Child Nursing 2018
Simulation Evaluations

vSim Evaluation Performance Codes: S: Satisfactory U: Unsatisfactory	vSim									
	(*1, 2, 3, 5, 6)Maternity Case 3	(*1, 2, 3, 5, 6)Maternity Case 2	(*1, 2, 3, 5, 6)Maternity Case 1	(*1, 2, 3, 5, 6)Maternity Case 5	(*1, 2, 3, 5, 6)Maternity Case 4	(*1, 2, 3, 5, 6)Pediatric Case 2	(*1, 2, 3, 5, 6)Pediatric Case 3	(*1, 2, 3, 5, 6)Pediatric Case 5	(*1, 2, 3, 5, 6)Pediatric Case 1	(*1, 2, 3, 5, 6)Pediatric Case 4
	Date: 8/28	Date: 9/17	Date: 9/24	Date: 10/1	Date: 10/8	Date: 10/22	Date: 10/29	Date: 11/5	Date: 11/9	Date: 11/19
Evaluation	S	S	S	S	S	S	S			
Faculty Initials	KA	KA	KA	EW	EW	EW				
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA				

* Course Objectives

<p>SUMMARY COMMENTS:</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p>	<p>Comments</p> <p>You are satisfactory for this simulation.</p> <p>Great job participating in the first simulation. Reading, identifying, and applying the correct techniques in fetal heart rate patterns is a skill that can take time to develop. You are well on your way.</p>
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Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO #2 Shoulder Dystocia

STUDENT NAME: OBSERVATION DATE: 9/4/18

CLINICAL JUDGMENT	OBSERVATION NOTES
<p>COMPONENTS NOTICING: (1, 2, 5)*</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 	<p>Recognition of a difficult delivery was the priority observation. Should dystocia was accurately observed.</p> <p>Assessment questions were identified correctly.</p>
<p>INTERPRETING: (2, 3)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p>Verbalization of the correct steps of HELPER pneumonic.</p>

<p>RESPONDING: (2, 3, 4, 5, 6)*</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D <li style="padding-left: 40px;">B 	<p>Correct steps to care for the patient experiencing shoulder dystocia were identified and verbalized.</p> <p>Clear communication with the patient and health care team was practiced.</p> <p>Follow up care was reflected on.</p>
<p>SUMMARY COMMENTS:</p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater’s Clinical Judgment Rubric</p> <p>Developing to accomplished is required for satisfactory completion of this simulation.</p>	<p>Comments</p> <p>You are satisfactory for this simulation.</p>

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet: **SCENARIO #3 Post-Partum Hemorrhage**

STUDENT NAME: OBSERVATION DATE/TIME: 9/25/17 1300

CLINICAL JUDGMENT					OBSERVATION NOTES
<p>COMPONENTS NOTICING: (1, 2)*</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 					<p>The class was able to provide accurate assessment and identification of a post partum hemorrhage.</p> <p>Correct assessment and communication techniques were utilized throughout the scenario.</p> <p>The class utilized the patient's chart to identify risk factors associated with post partum hemorrhage.</p>
<p>INTERPRETING: (2, 4)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: B E A D 					<p>The class was able to interpret the assessment data and identify the course of treatment for the patient.</p>
<p>RESPONDING: (2, 3, 4, 5, 6)*</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: B E A D • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: B E A D 					<p>The correct treatment measures were provided and discussed with the patient. Which medications are needed first, etc.</p> <p>Utilization of the hospital policy for post partum hemorrhage was discussed</p>

<p>INTERPRETING: (2, 4)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p>Verbalization of the correct steps of drying and warming a infant after birth to prevent cold stress.</p> <p>Information gathered from assessed was used to determine Apgar score.</p>
<p>RESPONDING: (1, 2, 3, 5, 6)*</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B 	<p>Correct steps to care for a newborn born and exposed to cold drafts after birth were identified and correctly demonstrated.</p> <p>Clear communication with the patient and health care team was practiced.</p> <p>Newborn's Apgar score used to determine and delivery proper interventions for the newborn</p>
<p>SUMMARY COMMENTS:</p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric</p> <p>Developing to accomplished is required for satisfactory completion of this simulation.</p>	<p>Comments</p> <p>You are satisfactory for this simulation.</p>

*Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO #5 Newborn with NAS

STUDENT NAME:

OBSERVATION DATE/TIME:

10/8/18

CLINICAL JUDGMENT					OBSERVATION NOTES
<p>COMPONENTS NOTICING: (1, 2)*</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 					<p>Recognition of a child at risk for NAS was the priority assessment.</p> <p>Assessment questions were identified correctly.</p> <p>Assessing newborn the newborn using the NAS scale was performed.</p> <p>Appropriately assessed mother for the last time she took opioids/illicit drugs.</p>
<p>INTERPRETING: (2, 4)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 					<p>Verbalized of the correct steps of caring for the newborn and mother after the NAS scoring was completed.</p> <p>Information gathered from assessment of the newborn and mother was used to determine the newborns NAS score.</p>
<p>RESPONDING: (1, 2, 3, 5, 6)*</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B 					<p>Correct steps to care for a newborn born exposed to drugs in utero were identified.</p> <p>Clear communication with the patient and health care team was practiced.</p> <p>Provided education to the mother on the NAS score, how to get help/treatment for addiction, and the steps she can to take to best care for her infant.</p>

<p>SUMMARY COMMENTS:</p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric</p> <p>Developing to accomplished is required for satisfactory completion of this simulation.</p>	<p>Comments</p> <p>You are satisfactory for this simulation.</p> <p>Great job identifying the patients NAS score as well as providing education to the mother. Keep up the wonderful work!</p> <p>You did a nice job learning and implementing the NAS scale and policy.</p>
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*Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: OBSERVATION DATE/TIME: 10/22/18 SCENARIO #: Post op T&A

CLINICAL JUDGMENT	OBSERVATION NOTES
<p>COMPONENTS NOTICING: (1, 2, 5)*</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E ——— A ——— D ——— B NA 	<p>Recognized increased swallowing, pain, and facial grimacing of patient.</p> <p>Recognized patient appearing uncomfortable in the position she was in the bed.</p> <p>Recognized the nurse not following the rights of medication administration.</p>
<p>INTERPRETING: (2, 4)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 	<p>Identified safety concerns and how to address them.</p> <p>Used assessment data to identify the patient having post-op complication of bleeding.</p> <p>Interpreted misuse of developmentally appropriate communication by the nurse.</p>

<p>RESPONDING: (1, 2, 3, 5)*</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E — A — D — B NA • Clear Communication: — E — A — D — B NA • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: — E — A — D — B NA 	<p>Developed appropriate patient specific interventions when writing care plan.</p> <p>Able to recognize inappropriate interventions performed by the nurse and verbalize the correct interventions in their place.</p>
<p>REFLECTING: (6)*</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B 	<p>Reflected on areas of improvement for the nurse in the simulation. Choose appropriate foods for the nurse to use instead.</p> <p>Reflected on steps to correct medication errors from occurring.</p>
<p>SUMMARY COMMENTS:</p> <p>E= Exemplary</p> <p>A= Accomplished</p> <p>D= Developing</p> <p>B= Beginning</p>	<p>Comments</p> <p>You are satisfactory for this simulation.</p> <p>Terrific job participating and evaluating the care performed by the nurse in the scenario.</p>

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EVALUATION OF CLINICAL PERFORMANCE TOOL
Maternal Child Nursing – 2017
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: _____