EVALUATION OF CLINICAL PERFORMANCE TOOL
Maternal Child Nursing – 2018

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: | Elvira Wobser | **Final Grade: Satisfactory/Unsatisfactory**

Semester: Fall   **Date of Completion:** | 12/5/18 |

Faculty: **Kelly Ammanniti, MSN, RN; Brian Seitz, MSN, RN**
Teach Assistant: Elizabeth Woodyard, BSN, RN, CRN | Elizabeth Woodyard 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)

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

8/9/18 KA

<h1 style="text-align:center">PERFORMANCE CODE</h1>

<u>SATISFACTORY CLINICAL PERFORMANCE</u>

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.

<u>UNSATISFACTORY CLINICAL PERFORMANCE</u>

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.

<u>OTHER</u>

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		12/5
Competencies: **a.** Provide care utilizing techniques and diversions appropriate to the patient's level of development.	NA	NA	~~NA~~ S	S	S	S	S	S	S	S	S	S	NA	~~S~~ N/A	NA	NA	NA	S
b. Provide care using developmentally-appropriate communication.	NA	NA	NA	S	S	NI	S	S	S	S	S	S	NA	~~S~~ N/A	NA	NA	NA	S
c. Use systematic and developmentally appropriate assessment techniques.	NA	NA	NA	S	S	S	S	S	S	S	S	S	NA	~~S~~ N/A	NA	NA	NA	S
d. Describe safety measures for various stages of development. (i. e. monitoring fall risks, restraints, and DVT assessment)	NA	NA	NA	S	S	NA	S	S	S	NA	NA	S	NA	~~S~~ N/A	NA	NA	NA	S
e. Identify stage of growth and development.	NA	NA	NA	S	S	S	NA	S	NA	S	NA	S	NA	NA	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	EW	EW	EW
Clinical Location Age of patient	NA	NA	LC 26	ER 85	PHN (2m 19d), WE, HSP	EC 35 m.	OB 27		OB (5d; 34y; 2d)	CV 5-7y.	WCP (12-38); BG (6-12)	SNP (14-18y) SIM	NA	SIM	NA	NA	NA	

Comments:

I identified the age of the patient whom I discussed mostly about in my CDG post. KA

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

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

*End-of-Program Student Learning Outcomes

Week 3 – 1e – You identified the patient as being in the geriatric stage in life. Remember to use Erikson's stages when describing the G&D stage of your patient in the future. KA

Week 5 – 1a – Elvira, you did a great job describing a patient you worked with while with the Pediatric nurse. KA
Week 5 – 1b & 1c – You did a great job using your knowledge of growth and development to guide your communication skills. KA

Week 6 – 1a – Elvira, you did a great job describing a patient you worked with this week while on clinical. KA
Week 6 – 1e – Elvira, you did a great job identifying the G&D stage the patient you worked with was in. 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. You did a terrific job actively participating in the Code Adam while on clinical. KA

Wk 8 1d –Identified two separate safety measures for each patient care for. EW
WK9 1B Good job identifying teachable moments with the children and utilizing time effectively. EW
WK10 1E Good job discussing developmental concerns regarding the 12 year old patient. EW
WK 11 1E Very good identifying and elaborating on the growth and development stage and how it affects nursing interventions. EW
WK13 1A-D Sim Rubrics are attached at the bottom of the tool. No need to evaluate yourself. EW

*End-of-Program Student Learning Outcomes

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		12/5
Competencies: **f.** Describe psychological changes in response to the expectant mother's pregnancy. **Maternal**	NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	NA	S
g. Discuss prenatal influences on the pregnancy. **Maternal**	NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	NA	S
h. Identify the stage and progression of a woman in labor. **Maternal**	NA	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA	NA	NA	NA	S
j. Identify various resources available for children and the childbearing family.	NA	NA	NA	NA	~~NA~~ S	S	NA	S	~~NA~~ S	NA	NA	NA	NA	NA	NA	NA	NA	S
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	NA	~~S~~ N/A	NA	NA	NA	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	NA	~~S~~ N/A	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	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 6 – 1j – Elvira, you did a great job discussing patient referrals you experienced while on clinical this week. KA

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

*End-of-Program Student Learning Outcomes

Wk8 1j You were able to identify and utilize lactation and the need for donor milk for your mom. Each of these are unique resources for mothers. Successful completion of this competency. EW

WK9 1K Appropriate identification of age and developmental stage. EW
WK10 1K Nice job discussing facts of each case professionally. EW
WK 11 1K Described how school nurse listened to each student and responded appropriately. EW

WK12 1K You did a nice job in your group responding to the questions related to globalization. You did a great job describing the cultural differences of pregnancy and infancy throughout the world. EW

*End-of-Program Student Learning Outcomes

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		12/5
a. Engage in discussions of evidenced-based nursing practice.	NA	NA	NA	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
b. Perform nursing measures safely using Standard precautions.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
c. Perform nursing care in an organized manner recognizing the need for assistance	NA	NA	NA	S	S	S	S	S	S	S	S	NA	NA	S N/A	NA	NA	NA	S
d. Practice/observe safe medication administration.	NA	NA	NA	S	S	NA	S	S	S	NA	S	S	NA	S N/A	NA	NA	NA	S
e. Calculate pediatric and adult drug dosages correctly and determine appropriateness of the dose.	NA	NA	NA	NI	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	NA	S
f. Utilize information obtained from patients/families as a basis for decision-making.	NA	NA	NA	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	EW	EW	EW

Comments:

Week 3 – 2b – Elvira, you were able to describe hearing the sucking and swallowing during breastfeeding with one of the newborns and the education provided to one of the mothers to help improve the newborns feeding. KA
WK8 2C Elvira, you did a good job in keeping track of timing for phototherapy baby as well as the circumcised baby and planned additional care accordingly. Good job. EW
WK9 3F Made sure student had glasses in order to perform vision test correctly. EW

*End-of-Program Student Learning Outcomes

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		12/5
a. Act with integrity, consistency, and respect for differing views.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	~~S~~ N/A	NA	NA	NA	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	NA	~~S~~ N/A	NA	NA	NA	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	NA	~~S~~ N/A	NA	NA	NA	S
d. Critique examples of legal or ethical issues observed in the clinical setting.	NA	NA	NA	NA	NA	NA	NA	NA	NA	S	S	S	NA	~~S~~ N/A	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	EW	EW	EW

Comments:

WK10 3D Discussion of ethical issues with 12-year-old patient done professionally. Valid arguments made. EW
WK11 3A Elvira, your discussion post was written very professionally. Demonstrates consistency and integrity. EW

*End-of-Program Student Learning Outcomes

Objective

3. 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		12/5
a. Develop one priority nursing diagnosis.	NA	NA	NA	S	S	NA	NA	S	~~NA~~ S	NA	NA	NA	NA	NA	NA	NA	NA	S
b. Formulate measurable goals for nursing diagnosis. (noticing, interpreting, responding)	NA	NA	NA	S	S	NA	NA	S	~~NA~~ S	NA	NA	NA	NA	NA	NA	NA	NA	S
c. Formulate specific, individualized, and evidence-based interventions. (noticing, interpreting, responding)	NA	NA	NA	S	S	NA	NA	S	~~NA~~ S	NA	NA	NA	NA	NA	NA	NA	NA	S
d. Evaluate plan of care, patient achievement of goal and revising plan when necessary (noticing, interpreting, responding, reflecting)	NA	NA	NA	S	S	NA	NA	S	~~NA~~ S	NA	NA	NA	NA	NA	NA	NA	NA	S
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~~ S	S	S	S	NA	NA	NA	NA	NA	NA	NA	S
f. Summarize witnessed examples of patient/family advocacy.	NA	NA	NA	NA	NA	S	NA	S	NA	S	S	NA	NA	NA	NA	NA	NA	S
g. Provide patient centered and developmentally appropriate teaching.	NA	NA	~~NA~~ S	S	S	S	S	S	S	S	S	S	NA	NA	NA	NA	NA	S
h. Analyze the involved pathophysiology of the patient's disease process. (noticing, interpreting, responding)	NA	NA	NA	S	S	S	S	S	S	S	S	S	NA	~~S~~ N/A	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	EW	EW	EW

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

Week 3 – 4a – You did a good job writing a thorough nursing diagnosis. KA
Week 3 – 4b – You were able to write a complete patient outcome. KA

*End-of-Program Student Learning Outcomes

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 5 – 4a – You wrote an appropriate and thorough nursing diagnosis. KA
Week 5 – 4b – You did a great job identifying appropriate outcomes you're your patient. KA
Week 5 – 4c – You did a great job writing thorough and patient specific interventions. KA
Week 5 – 4d – Elvira, you did a nice job writing an evaluation of this care plan for your patient. KA
Week 5 – 4g – You did a nice job providing patient teaching to your family. KA

Week 7 – 3e – I believe you had the opportunity to document in the EMR on you postpartum patient while on clinical. KA
Wk 8 3a,b,c,d As discussed in post conference, each of these was accomplished throughout your clinical day. Successful completion of these competencies. EW
WK9 4G Appropriate and timely education for the students.

*End-of-Program Student Learning Outcomes

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		12/5
i. Correlate the diagnostic tests with the patient's disease process. (noticing, interpreting, responding)	NA	NA	NA	S	S	S	S	S	S	S	S	NA	NA	S N/A	NA	NA	NA	S
j. Correlate the pharmacotherapy in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	NA	S	NA	NA	S	S	S	NA	S	S	NA	S N/A	NA	NA	NA	S
k. Correlate the medical treatment in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	NA	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
l. Correlate the nutritional needs/diet in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	NA	S	S	NA	S	S	S	NA	S	S	NA	S N/A	NA	NA	NA	S
m. Correlate the patient's growth and developmental level in relation to the patient's disease process. (noticing, interpreting, responding)	NA	NA	NA	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	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 – 4j – You did a great job identifying the medications that would be appropriate to order for your patient even though nothing was ordered yet. KA
Week 3 – 4k – Elvira, you did a nice job describing interventions performed on your patient and how they relate to the disease process. KA

Week 5 – 4k – Elvira. You did a great job describing an abnormal finding and how it was addressed. KA

Week 6 – 4f – You gave a great example of patient advocacy you witnessed this week! KA
WK 8 4K You did a good job of describing the need for phototherapy and the concept of rebound bilirubin levels. Good job! EW
WK10 IJK Discussed disease process, testing, medications per patient case. EW
WK 11 4M Discussed examples of how the patient's growth and development stages related to what the patient needed from the nurse. EW

*End-of-Program Student Learning Outcomes

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		12/5
a.	Demonstrate interest and enthusiasm in clinical activities.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
b.	Evaluate own participation in clinical activities.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S N/A	NA	NA	NA	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	S	S	S	S	NA	S N/A	NA	NA	NA	S
d.	Communicate professionally and collaboratively with members of the healthcare team.	NA	NA	S	S	S	S	NI S	S	S	S	S	S	NA	S N/A	NA	NA	NA	S
e.	Document assessment findings, interventions, and outcomes accurately in the electronic health record.	NA	NA	NA	NA	NA	NA	S	S	S	NA	NA	NA	NA	NA	NA	NA	NA	S
f.	Clearly communicate care provided and needed at each transition in care using hand off communication techniques. (I-SBAR-R)	NA	NA	NA	S	S	NA	NI S	S	S	S	S	S	NA	NA	NA	NA	NA	S
g.	Consistently and appropriately post comments in clinical discussion groups.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	NA	NA	NA	NA	S
		KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	EW	EW	EW

Comments:
Week 3 – 5a – 9-5-18 – Excellent in all areas. "Great job! Good luck with everything!" Julie Fletcher RN
Week 3 – 5g – Elvira, you did a terrific job thoroughly responding to the CDG questions on your lactation consultant experience this week. Keep up the wonderful work! KA

*End-of-Program Student Learning Outcomes

Week 4 – 5g – Elvira, you continue to be thorough and thoughtful with your cdg responses each week. Continue the great work! KA

Week 5 – 5b – Elvira, you did a great job identifying the information regarding the education that was provided that was new to you. KA
Week 5 – 5g – Elvira, you did a great job thoroughly responding to the CDG questions this week. Keep up the terrific work! KA

Week 6 – 5g – Elvira , great job thoughtfully responding to the CDG questions this week on the home visit you witnessed. 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 – 5f – Elvira, from my perspective you satisfactorily completed this competency even if you feel personally you could improve on your SBAR skills. KA
Week 7 – 5g – Elvira, you did a nice job answering the CDG questions this week. KA
WK9 5A,B Although it seems as if your experience was limited secondary to students having already been there, you were enthusiastic about your student education and did a good job evaluating your participation as evidence by your thorough CDG. EW
WK10 5G   Discussion post questions answered thoroughly. EW
WK 11 5G Discussion post was very professionally written. Examples were provided for each question. Very good job. EW
WK155D Elvira Wobser with Lisa Miller
10-31-18 – Excellent in all areas. "Elvira spent her day at the high school in which she saw many social/emotional needs and how interactions at this level are much different than the hospital. She was pleasant and engaged in the experience."

*End-of-Program Student Learning Outcomes

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		12/5
a. Recognize areas for improvement and goals to meet these needs.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
b. Accept responsibility for decisions and actions.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
c. Demonstrate evidence of growth, and self-confidence.	NA	NA	S	S	S	S	N̶I̶ S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
d. Demonstrate evidence of research in being prepared for clinical.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
e. Exhibits professional behavior i.e. appearance, responsibility, integrity, and respect.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
f. Describe initiatives in seeking out new learning experiences.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
g. Demonstrate ability to organize time effectively.	NA	NA	S	S	S	S	S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	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	NA	S̶ N/A	NA	NA	NA	S
i. Demonstrates growth in clinical judgment.	NA	NA	S	S	S	S	N̶I̶ S	S	S	S	S	S	NA	S̶ N/A	NA	NA	NA	S
	KA	KA	KA	KA	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW	EW	EW	EW	EW

Comments:

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Week 3: My strength this week involved learning about the proper ways to breastfeed and how to identify when a mother is incorrectly doing it. I learned how to provide them with information on how to have the most successful and painless breastfeeding experience. KA

My weakness was that I was unfamiliar with the name of the "football hold" position. In order to become more familiar with the positions and their technical names I watched an educational video about breastfeeding positions while at the hospital. KA

Week 4: My strength this week was assisting ER nurses with assessments and answering call lights. KA
My weakness was that while practicing Tylenol and Motrin calculations with the preceptor I did not ask her to repeat her numbers which caused me to initially write down the wrong numbers and calculate the wrong dosage. In the future I will ask the individual to repeat what is being said if I am unsure or believe that I have heard it wrong. Practice makes perfect with pediatric medication calculations. This sounds like a great goal for the future to decrease your chances of errors. KA

Week 5: My strength this week was that I was open to an opportunity to administer a flu vaccine to one the orderlies on the floor. It was nice to practice this skill since I have not done so since last semester. I was also answering call lights during the time I was not needed by my patient. KA

My weakness was that while auscultating my patient, I found it difficult to hear her heart, lung and bowel sounds. I believe this was due to the fact that she was my first pediatric patient. Practice is essential to begin feeling comfortable with young patients. I hope to be able to practice this skill during the OB clinical. KA

 Week 5 – 6a – Elvira, you did a nice job discussing how you would improve your communication techniques. KA

Week 6: My strength was learning about programs available in our area, such as *Help Me Grow*. I will add this program into my bank of knowledge and make sure to introduce/refer any patient in need of this program and the wonderful services they offer. KA

My weakness was that I had a more difficult time than I thought I would when communicating/playing with the child with autism I met through the EC clinical. One of the most difficult aspects of communicating with the child was the lack of feedback and/or response to my communication. I plan on reviewing my Psychiatric Nursing textbook in hopes of learning/relearning methods of communication of a child with autism.KA

Week 7 – 6c – Elvira, I feel any feelings of discomfort or lack of confidence you had related to OB being a new experience did not show through. I feel you worked hard and asked questions and tried to learn as much as you could while on clinical. KA
Week 7 – 6h – The staff nurses complimented you and your classmates and how appreciative they were of your help and assistance. KA
Week 7 – 6i – Elvira, you demonstrated knowledge of the OB patient and newborn. Any information you were unclear of you sought answers for to ensure you provided good care. KA
WK10 E Elvira, you always represent the school professionally whether it is in the classroom or on clinical. Elvira Wobser with Nicole Ziegler
10-23-18 – Excellent in all areas. No comments made. EW
WK 11 6I The progression of answers to examples and elaboration on topics professionally, demonstrated clinical growth. EW

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

Skills Lab Competency Evaluation Peformance 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

		Lab Skills

Skills Lab Competency Evaluation Peformance Codes: S: Satisfactory U: Unsatisfactory	Lochia Assessment (*1, 2, 4)	Babies Video (*1, 2, 3, 4, 5, 6)	6)Gestational Diabetes (*1, 2, 3, 4, 5,	(*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	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

* 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 Peformance 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	S	S	S
Faculty Initials	KA	KA	KA	KA	EW	EW	EW	EW	EW	EW
Remediation: Date/Evaluation/Initials	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: OBSERVATION DATE/TIME: SCENARIO #: 1 EFM

CLINICAL JUDGMENT	OBSERVATION NOTES

COMPONENTS NOTICING: (1, 2, 5)*
 ← Focused Observation: E   A   D
     B
 ← Recognizing Deviations from
     Expected Patterns: E   A   D   B
 • Information Seeking: E   A   D
     B
	At the end of the simulation you were able to identify various fetal heart rate patterns.
	
	 You were able to identify fetal heart rate patterns that were deviations that could potentially be harmful to the fetus.
	
	 Your group worked together to introduce yourselves, identify the patient, perform a focus assessment including a pain assessment, and gather a thorough pregnancy history.

INTERPRETING: (2, 4)* ← Prioritizing Data: E A D B • Making Sense of Data: E A D B	Based on the fetal heart rate patterns you were able to identify the appropriate treatment measures to correct the deviations. Through class discussion you were able to identify any additional steps your group may have missed and the appropriate order to perform all actions.

RESPONDING: (1, 2, 3, 5)*
 ← 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
	Correct steps to care for the various fetal heart rate patterns were identified.
	
	 Communication to health care providers was identified including providing report utilizing SBAR.
	
	 Able to identify different categories for heart rate patterns. Identified accelerations, late decelerations, variable decelerations, and early decelerations.
	
	 Your group provided the necessary education to the patient to help address her concerns and to help her stay involved in the process.

REFLECTING: (6)* ← Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B	Reflection of the simulation shows retention and identification of materials and areas that need additional practice. Demonstrated ability to provide constructive criticism to classmates without being critical.

SUMMARY COMMENTS:	Comments
E= Exemplary	**You are satisfactory for this simulation.**
A= Accomplished	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.
D= Developing	
B= Beginning	

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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
COMPONENTS NOTICING: (1, 2, 5)*					Recognition of a difficult delivery was the priority observation. Should dystocia was accurately observed.
☞ Focused Observation:	E	A	D	B	
☞ Recognizing Deviations from					Assessment questions were identified correctly.
Expected Patterns:	E	A	D	B	
• Information Seeking:	E	A	D	B	
INTERPRETING: (2, 3)*					Verbalization of the correct steps of HELPERR pneumonic.
☞ Prioritizing Data:	E	A	D	B	
• Making Sense of Data:	E	A	D	B	

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RESPONDING: (2, 3, 4, 5, 6)*					Correct steps to care for the patient experiencing shoulder dystocia were identified and verbalized.
☛ Calm, Confident Manner:	E	A	D	B	
☛ Clear Communication:	E	A	D	B	Clear communication with the patient and health care team was practiced.
• Well-Planned Intervention/					
Flexibility:	E	A	D	B	Follow up care was reflected on.
• Being Skillful:		E	A	D	
B					
SUMMARY COMMENTS:	**Comments**
---	---
E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are satisfactory for this simulation.**

* 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

COMPONENTS NOTICING: (1, 2)*
 	
➛ Focused Observation: E   A   D
     B
➛ Recognizing Deviations from
   Expected Patterns: E   A   D   B
• Information Seeking: E   A   D
     B
	The class was able to provide accurate assessment and identification of a post partum hemorrhage.
	
	Correct assessment and communication techniques were utilized throughout the scenario.
	
	The class utilized the patient's chart to identify risk factors associated with post partum hemorrhage.

INTERPRETING: (2, 4)* ➛ Prioritizing Data: E A D B • Making Sense of Data: E A D B	The class was able to interpret the assessment data and identify the course of treatment for the patient.

RESPONDING: (2, 3, 4, 5, 6)*
 	
➛ 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
	The correct treatment measures were provided and discussed with the patient. Which medications are needed first, etc.
	
	Utilization of the hospital policy for post partum hemmorage was discussed

SUMMARY COMMENTS:	Comments
E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are satisfactory for this simulation.** **Terrific job actively participating and responding to the simulation in the simulation lab.**

*Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO #4 Newborn Assessment and Thermoregulation

STUDENT NAME: OBSERVATION DATE/TIME: 10/1/18

CLINICAL JUDGMENT	OBSERVATION NOTES

COMPONENTS NOTICING: (1, 2)*
 	
← Focused Observation: E A D
  B
← Recognizing Deviations from
  Expected Patterns: E A D B
• Information Seeking: E A D
  B
	Recognition of a delivery was the priority observation. Newborn thermoregulation was compromised by fan, cold air, wet baby, window, not preheating surface, etc.
	
	Assessment questions were identified correctly.
	
	Assessing newborn after delivery was completed.

INTERPRETING: (2, 4)* ← Prioritizing Data: E A D B • Making Sense of Data: E A D B	Verbalization of the correct steps of drying and warming a infant after birth to prevent cold stress. Information gathered from assessed was used to determine Apgar score.

RESPONDING: (1, 2, 3, 5, 6)*	Correct steps to care for a newborn born and exposed to cold drafts after birth were identified and correctly demonstrated.

← 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
	Clear communication with the patient and health care team was practiced.
	
	 Newborn's Apgar score used to determine and delivery proper interventions for the newborn

SUMMARY COMMENTS: E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**Comments** **You are satisfactory for this simulation.**

*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
COMPONENTS NOTICING: (1, 2, 5)* • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: ~~E~~ ~~A~~ ~~D~~ ~~B~~ NA	Recognized increased swallowing, pain, and facial grimacing of patient. Recognized patient appearing uncomfortable in the position she was in the bed. Recognized the nurse not following the rights of medication administration.
INTERPRETING: (2, 4)* • Prioritizing Data: E A D B • Making Sense of Data: E A D B	Identified safety concerns and how to address them. Used assessment data to identify the patient having post-op complication of bleeding. Interpreted misuse of developmentally appropriate communication by the nurse.
RESPONDING: (1, 2, 3, 5)* • ~~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	Developed appropriate patient specific interventions when writing care plan. Able to recognize inappropriate interventions performed by the nurse and verbalize the correct interventions in their place.
REFLECTING: (6)* • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B	Reflected on areas of improvement for the nurse in the simulation. Choose appropriate foods for the nurse to use instead. Reflected on steps to correct medication errors from occurring.

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SUMMARY COMMENTS:	Comments
E= Exemplary	**You are satisfactory for this simulation.**
A= Accomplished	Terrific job participating and evaluating the care performed by the nurse in the scenario.
D= Developing	
B= Beginning	

Lasater Clinical Judgment Rubric Scoring Sheet

CLINICAL JUDGMENT					OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)*					Good job assessing patient and gathering pertinent information regarding his condition.
☞ Focused Observation:	**E**	A	D		
B					Great job seeking information from the patient and recognizing change in condition.
☞ Recognizing Deviations from					
Expected Patterns:	**E**	A	D	B	Upon second assessment, fluid overload was immediately recognized, as was the need to intervene.
• Information Seeking:	**E**	A	D		
B					Code Blue situation was identified and called.
					Resolution of CHF noticed, group inquired about weight, urine output. Nice job.
INTERPRETING: (2, 4)*					Utilized assessment data to formulate appropriate SBAR report.
☞ Prioritizing Data:	**E**	A	D	B	Recognized signs and symptoms of dehydration, recognized fluid overload and the need to respond, and recognized improved condition while seeking appropriate information. Nice job!
• Making Sense of Data:	**E**	A	D		
B					

RESPONDING: (1, 2, 3, 5)*					Team members remained calm throughout scenario and communicated effectively with each other and during several calls to physician.
↜ Calm, Confident Manner:	**E**	A	D	B	
↜ Clear Communication:		**E**	A	D	Great SBAR communication with physician.
B					
• Well-Planned Intervention/					Great response to CODE Blue situation. Need for CPR was recognized and initiated immediately.
Flexibility:		**E**	A	D	B
• Being Skillful:		**E**	A	D	Good skills initiating and DC'ing IV therapy and with medication administration.
B					

REFLECTING: (6)*					
↜ Evaluation/Self-Analysis:	~~E~~	~~A~~	~~D~~	~~B~~	NA
• Commitment to Improvement:	~~E~~	~~A~~	~~D~~		NA
~~B~~					

SUMMARY COMMENTS:	**You are satisfactory for this simulation.**
E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**Great job assessing for and identifying dehydration, recognizing fluid overload progressing to CHF, and eventually responding to a Code situation. Great job also of communicating with physicians and recognizing both patient deterioration and intervening to ensure resolution of CHF/fluid overload.**

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Lasater Clinical Judgment Rubric Scoring Sheet

CLINICAL JUDGMENT				OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)*				Team introduces self to Rose. Begins assessment. No pain. Explains to Rose what is happening. Identifies patient, ensures consent.
↜ Focused Observation:	E	**A**	D	Temp 101.5, recognizes need to treat.
B				
↜ Recognizing Deviations from				Safety hazards identified and removed. Asks appropriate questions to elicit information. Uses developmentally appropriate communication.
Expected Patterns:	E	**A**	D	B
				Upon reassessment recognizes increased coughing, declining respiratory

• Information Seeking: B		**E**	A	D	status. Recognized stridor.
INTERPRETING: (2, 4)*					Identifies patient before preparing medications. Following breathing treatment, remember to reassess lung sounds.
← Prioritizing Data:	**E**	**A**	D	B	
• Making Sense of Data: B		E	A	D	
RESPONDING: (1, 2, 3, 5)*					Call to physician about ibuprofen order. Call to physician about ibuprofen, new order received and read back. Identifies patient. Administers ibuprofen, amoxicillin (wrong dose), cetirizine, dexamethasone. Calls RT for breathing treatment. Begins 2L O2.via NC., decreased to 1L after order received. Calls physician to ask for oxygen. Order received and read back. (Check chart, order should already be there).
← 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**	
REFLECTING: (6)*					Team participated in debriefing, discussing what was noticed, how it was interpreted, and how the team responded. Members discussed what went well and potential areas for improvement. Correct doses for medications were calculated and discussion was had regarding the importance of checking orders against recommended dosages. Nice job.
← Evaluation/Self-Analysis:	**E**	A	D	B	
• Commitment to Improvement: B		**E**	A	D	

<table>
<tr><td>SUMMARY COMMENTS:

E = exemplary, A = accomplished, D = developing, B = Beginning
Based off of Lasater's Clinical Judgment Rubric

<strong style="color:red">Developing to accomplished is required for satisfactory completion of this simulation.</td><td><strong style="color:red">You are satisfactory for this scenario, good job!</td></tr>
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Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME:　　OBSERVATION DATE/TIME:　11/12/18　　　SCENARIO #:　Head Injury

CLINICAL JUDGMENT					OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)*					With report of head/neurologic injury, team performed a focused neurological assessment.
← Focused Observation:		**E**	A	D	Vital signs acquired, with alterations from normal expectations noted.
B					Accurate Pediatric Glasgow Coma Scale score obtained from assessment.
← Recognizing Deviations from					Team sought pertinent information related to injury and circumstances surrounding it
Expected Patterns:	**E**	A	D	B	
• Information Seeking:		**E**	A	D	
B					
INTERPRETING: (2, 4)*					Team accurately interpreted data from assessment, determining the severity of head injury.
← Prioritizing Data:	**E**	A	D	B	Teams recognized which cases could be handled with a phone call to the physician, and also sought additional help when the situation warranted it.
• Making Sense of Data:		E	**A**	D	
B					

RESPONDING: (1, 2, 3, 5)*
 	
➜ 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
	Team responded and acted in a calm and confident manner.
	
	Good SBAR communication with physician.
	
	Teams verbalized the need to contact child protective services and the police when necessary.
	
	Teams worked together well and recognized the severity of each patient's injury and calmly sought help from the appropriate sources when necessary.

REFLECTING: (6)* ➜ Evaluation/Self-Analysis: **E** A D B • Commitment to Improvement: **E** A D B	During reflection, class recognized and discussed what went well and identified potential areas for improvement.
SUMMARY COMMENTS: E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are satisfactory for this scenario, Good job!**

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Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: OBSERVATION DATE/TIME: 11/14/18   SCENARIO #: 1   GI

CLINICAL JUDGMENT	OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)* ← Focused Observation:　　　　E　**A**　　D 　　B ← Recognizing Deviations from 　Expected Patterns:　　**E**　A　　D　　B • Information Seeking:　　　E　**A**　　D 　　B	Team introduces self, identifies patient. Begins assessment. Recognizes need for contact precautions, does not leave Rose unattended while donning gown. Bruised noted on legs and on right side abdomen. Team inquires about bruises and provides reassurance. Recognized need for pain medication. Team returns and begins reassessment. Pain at 5/10. Temp elevated. Membranes tacky, pulses weaker, cap refill 4 sec.
INTERPRETING: (2, 4)* ← Prioritizing Data:　　　E　**A**　　D　　B • Making Sense of Data:　　　E　**A**　　D 　　B	Team interpreted patient was contagious and contact precautions needed to be initiated. Team interprets bruises as possible abuse. Team interprets symptoms to be suggestive of dehydration.
RESPONDING: (1, 2, 3, 5)* ← 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	Call to lab regarding stool sample. Rotavirus positive. Good communication among team members. Good communication with Rose also. Call to physician to question acetaminophen suppository. New order received. Asks about IV fluid. Verbalizes order read back. Calls authorities regarding bruises to investigate further. Calls lab regarding other labs. Identifies patient, administers correct doses of acetaminophen and cetirizine, and flushes IV. Identifies patient, flushes IV, administers acetaminophen. Call to physician, discusses signs of dehydration. Orders for IV bolus and maintenance fluids, read back. IV bolus administered and maintenance fluids initiated.

REFLECTING: (6)*	Team reflected on the scenario, discussing what was noticed, what they interpreted, and how they responded.
• Evaluation/Self-Analysis: **E** A D B • Commitment to Improvement: **E** A D B	Team discusses what went well with the scenario and also identified potential areas for improvement.
SUMMARY COMMENTS: E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are satisfactory for this scenario, nice job!**

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Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME:　　　OBSERVATION DATE/TIME:　11/19/18　　　SCENARIO　Care of multiple patients (Livestream)

CLINICAL JUDGMENT	OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)*	Recognized the appropriate priority patient.
• Focused Observation: **E** A D B	Assessed patient and recognized patient was experiencing DKA/Lyme Disease.
• Recognizing Deviations from Expected Patterns: **E** A D B Information Seeking: **E** A D B	Choose appropriate assessment questions for both patient and father.

NTERPRETING: (2, 4)*					Able to interpret lab values to diagnose moderate DKA.
-Prioritizing Data:	**E**	A	D	B	Able to interpret data for hypoglycemia.
Making Sense of Data:		**E**	A	D	Able to interpret data to determine source of patient's rash.
B					
ESPONDING: (1, 2, 3, 5)*					Choose appropriate course of action for patient with DKA.
-Calm, Confident Manner:	**E**	A	D	B	Filled out orders appropriately with correct dosage values and IV pump rates.
-Clear Communication:		**E**	A	D	Provided appropriate treatment for hypoglycemia.
B					Was able to determine course of treatment for Lyme disease and provide appropriate treatment.
Well-Planned Intervention/					
Flexibility:	**E**	A	D	B	Developed patient-centered care-plan using assigned nursing diagnosis.
Being Skillful:		**E**	A	D	
B					
UMMARY COMMENTS:					Great job putting the pieces together! Satisfactorily completed simulation scenarios.
= Exemplary A= Accomplished D= Developing B= eginning					You are satisfactory for this simulation.
grade of developing to accomplished is needed to be counted as tisfactory for this simulation.					

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Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO: Project Belly

STUDENT NAME: OBSERVATION DATE/TIME: 10/15/18

REFLECTING: (6)*	You reflected on many aspects of your time wearing the empathy belly. Your responses were thoughtful and reflective on how you felt and you compared your experience to a real pregnancy.
← Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B	
	Great job.
	I enjoyed seeing your pregnancy photo!

SUMMARY COMMENTS:	Comments
E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are satisfactory for this simulation.**

*Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet: SCENARIO: Project Belly

STUDENT NAME: OBSERVATION DATE/TIME: 10/15/18

REFLECTING: (6)*	You reflected on many aspects of your time wearing the empathy belly. Your responses were thoughtful and reflective on how you felt and you compared your experience to a real pregnancy.
← Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B	
	Great job.
	I enjoyed seeing your pregnancy photo!

SUMMARY COMMENTS:	Comments
E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric **Developing to accomplished is required for satisfactory completion of this simulation.**	**You are satisfactory for this simulation.**

*Course Objectives

Lasater Clinical Judgment Rubric Scoring Sheet

CLINICAL JUDGMENT	OBSERVATION NOTES
COMPONENTS NOTICING: (1, 2, 5)*	Asked appropriate questions during home assessment and utilized appropriate assessment techniques on mother and children.
☛ Focused Observation: E A D B	
☛ Recognizing Deviations from Expected Patterns: E A D B	Noticed uncleanly environmental issues and safety concerns throughout the home.
• Information Seeking: E A D B	Recognized nutritional deficiencies throughout the home.

INTERPRETING: (2, 4)*						Recognized a potentially abusive situation.
←Prioritizing Data:	E	A	D	B		Recognized the need for community resources in multiple aspects of the family's living.
• Making Sense of Data:		E	A	D		
B						Recognized assessment findings related acute respiratory distress and failure to thrive.
						Recognized the need for education throughout the family.
RESPONDING: (1, 2, 3, 5)*						Provided appropriate education to mother, father, and Adam.
←Calm, Confident Manner:	E	A	D	B		Communicated appropriately with all family members.
←Clear Communication:		E	A	D		Provided family appropriate referrals to needed services.
B						Received consent to treat and sent children to hospital for further assessment.
• Well-Planned Intervention/ Flexibility:	E	A	D	B		
• Being Skillful:		E	A	D		Able to develop a thorough SBAR for the health care provider related to the family situation.
B						Developed a complete and applicable nursing diagnosis and care plan utilizing all the information gathered throughout the simulation.
REFLECTING: (6)*						Able to compare preconceived notions about the scenario to the actual aspects of the simulation.
←Evaluation/Self-Analysis:	E	A	D	B		Able to define methods of improvement related to education, communication, and interventions.
• Commitment to Improvement:		E	A	D		
B						Reflected on the need to be aware of the community resources available to the patient population you are working with.
						Reflected on feelings associated with the difficult home environment.
						Were able to thoroughly express concerns and demonstrate aspects of clinical judgment in your reflective journal responses.

SUMMARY COMMENTS:	Satisfactory completion of comprehensive simulation.
Satisfactory completion is receiving accomplished or higher in all areas of rubric. **E= Exemplary** **A= Accomplished** **D= Developing** **B= Beginning**	

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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: _____