

**EVALUATION OF CLINICAL PERFORMANCE TOOL  
Medical Surgical Nursing – 2019**

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

**Student:** Erica Wiegand

**Semester:** Spring

**Faculty:** Dawn Wikel, MSN, RN, CNE; Kelly Ammanniti, MSN, RN; Lora Malfara, MSN, RN

**Teaching Assistant:** Devon Cutnaw, BSN, RN; Monica Dunbar, BSN, RN;  
 Nick Simonovich, BSN, RN; Liz Woodyard, BSN, RN, CRN

**Final Grade:** Satisfactory/Unsatisfactory

**Date of Completion:**   
This box stays blank until the end of the semester.

**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 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:**

- Skills Lab Competency Tool & Skills Checklists
- Simulation, Prebriefing, Debriefing, & Reflection Journals
- Nursing Care Plan Rubric
- Meditech Documentation
- Clinical Debriefing
- Clinical Discussion Group Grading Rubric
- Evaluation of Clinical Performance Tool
- Lasater’s Clinical Judgment Rubric & Scoring Sheet
- Virtual Simulation Scenarios

**ABSENCE (Refer to Attendance Policy)**

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

Faculty’s Name	Initials
Kelly Ammanniti	KA
Devon Cutnaw	DC
Monica Dunbar	MD
Lora Malfara	LM
Nick Simonovich	NS
Dawn Wikel	DW
Liz Woodyard	EW

## 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.

**\*Grey shaded boxes do not need a student evaluation rating or faculty member's initials.**

Date	Care Plan Diagnosis	Evaluation & Instructor Initials	Remediation & Instructor Initials	Remediation & Instructor Initials
1/30/19	Impaired Gas Exchange	S- DW	NA	NA

Note: Students are required to submit two satisfactory care plans over the course of the semester. If the care plan is not evaluated as satisfactory upon initial submission, the student may revise the care plan based on instructor feedback/remediation and resubmit until satisfactory. At least one care plan must be submitted prior to midterm.

**Objective**

1. Illustrate correlations to demonstrate the pathophysiological alterations in adult patients with medical-surgical problems. (2,3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>Competencies:</b>			S	NA														
a. Analyze the involved patho-physiology of the patient's disease process. (Interpreting)			S	NA														
b. Correlate patient's symptoms with the patient's disease process. (Interpreting)			S	NA														
c. Correlate diagnostic tests with the patient's disease process. (Interpreting)			NA	NA														
d. Correlate pharmacotherapy in relation to the patient's disease process. (Interpreting)			NA	NA														
e. Correlate medical treatment in relation to the patient's disease process. (Interpreting)			S	NA														
f. Correlate the nutritional needs in relation to patient's disease process. (Interpreting)			NA	NA														
g. Assess developmental stages of assigned patients. (Interpreting)			NA	NA														
h. Demonstrate evidence of research in being prepared for clinical. (Noticing)	S		S	NA														
	Indicate your clinical site as well as your patient's age and primary medical diagnosis in this box weekly.	Meditech, FSBS, D/C IV, IV Pump Sessions	Alternative Care Center, Wound Care	Vsim for clinical 1/30/19														
	Instructors Initials	EW	DW	DW														

**Comments:**

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

WK1h: Please utilize either NI, NA, or S as responses on the clinical tool. EW

**Objective**

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

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>Competencies:</b>			NA	NA														
a. Perform inspection, palpation, percussion, and auscultation in the physical assessment of assigned patient. (Responding)			NA	NA														
b. Conduct a fall assessment and implement appropriate precautions. (Responding)			NA	NA														
c. Conduct a skin risk assessment and implement appropriate precautions and care. (Responding)			S	NA														
d. Communicate physical assessment. (Responding)			NA	NA														
e. Analyze appropriate assessment skills for the patient's disease process. (Interpreting)			NA	NA														
f. Demonstrate skill in accessing electronic information and documenting patient care. (Responding)	S		NA	NA														
	<b>EW</b>		<b>DW</b>	<b>DW</b>														

**Comments:**

WK1 2F Please utilize either NI, NA, or S as responses on the clinical tool. EW

Week 1 (2f)- By attending the meditech clinical update & providing your full, undivided attention during the demonstration of documenting insulin, IV solutions, saline flushes and IV site assessments you are satisfactory for this competency. NS

**Objective**

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

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>Competencies:</b>	S		S	NA														
a. Perform standard precautions. (Responding)	S		S	NA														
b. Demonstrate nursing measures skillfully and safely. (Responding)	S		S	NA														
c. Demonstrate promptness and ability to organize nursing care effectively. (Responding)			NA	NA														
d. Appropriately prioritizes nursing care. (Responding)			NA	NA														
e. Recognize the need for assistance. (Interpreting)			NA	NA														
f. Apply the principles of asepsis where indicated. (Responding)	S		S	NA														
g. Manages a patient in physical restraints according to hospital policy. (Responding)			NA	NA														
h. Implement the appropriate DVT prophylaxis interventions based on assessment and physicians orders. (Responding)			NA	NA														
i. Identify the role of evidence in determining best nursing practice. (Interpreting)			NA	S NI														
j. Identify recommendations for change through team collaboration. (Interpreting)			NA	NA														
	<b>EW</b>		<b>DW</b>	<b>DW</b>														

**Comments:**

WK1 3 a,b,f Please utilize either NI, NA, or S as responses on the clinical tool. EW

Week 4 (3i)- This is a significant amount of information that was left out of your EBP article summary. One to two sentences is not enough to clearly explain the methods and results. It is much more detailed than that; ex. It was a pre, post-intervention pilot study design, there are seven primary components of the interventions, counseling was provided by lay people, when was the education provided, how was asthma control assessed, how long was data collected, etc. I am concerned that you did not have

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

the full article but were summarizing the abstract only. I realize that this may be new for you, but please understand that you must have the full article to summarize and future issues with this will result in a U for this competency. Please let me or one of the other faculty know if you need additional assistance with this process. DW

## Objective

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

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>Competencies:</b>			NA	NA														
k. Administer PO, SQ, IM, or ID medications observing the rights of medication administration. (Responding)			NA	NA														
l. Calculate medication doses accurately. (Responding)			NA	NA														
m. Administer IV therapy, piggybacks and/or adding solution to a continuous infusion line. (Responding)			NA	NA														
n. Regulate IV flow rate. (Responding)	S		NA	NA														
o. Flush saline lock. (Responding)			NA	NA														
p. D/C an IV. (Responding)	S		NA	NA														
q. Monitor an IV. (Responding)			NA	NA														
r. Perform tracheostomy care. (Responding)			NA	NA														
s. Perform FSBS with appropriate interventions. (Responding)	S		NA	NA														
	<b>EW</b>		<b>DW</b>	<b>DW</b>														

Comments:WK1 3 n,p,s Please utilize either NI, NA, or S as responses on the clinical tool. EW

Week 1 (3p)- By attending the D/C IV clinical and providing your full, undivided attention during the demonstration of both the Alaris pump, documentation of IV site maintenance and discontinuing a peripheral IV you are satisfactory for this competency. NS/EW

(3s)-The student was able to demonstrate understanding of the rationale of FSBS and the use of the glucometer. The student was able to perform a Quality Control check of the glucometer as well as demonstrate skills and knowledge required of proper sample ID, collection and handling of blood. LM/DC

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

## Objective

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

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>Competencies:</b>			S	NA														
a. Integrate professionally appropriate and therapeutic communication skills in interactions with patients, families, and significant others. (Responding)			S	NA														
b. Communicate professionally and collaboratively with members of the healthcare team. (Responding)			S	NA														
c. Report promptly and accurately any change in the status of the patient. (Responding)			NA	NA														
d. Maintain confidentiality of patient health and medical information. (Responding)			NA	NA														
e. Consistently and appropriately post comments in clinical discussion groups. (Reflecting)			NA	S														
f. Obtain report, from previous care giver, at the beginning of the clinical day. (Noticing)			NA	NA														
g. Provide a clear, organized hand-off report to your patient's next provider of care. (Responding)			NA	NA														
			DW	DW														

### Comments:

Week 4 (4e)- According to the CDG Grading Rubric, you have earned an S for your discussion this week. Suggestions for improvement with APA formatting moving forward: 1. Here is the correct reference for your article. Please pay close attention to the authors (more than seven authors uses the ...), use of punctuation, the use of upper and lowercase letters, use of italics, and the format for the volume, issue, and page numbers.

Liptzin, D.R., Gleason, M.C., Cicutto, L.C., Cleveland, C.L., Shocks, D.J., White, M.K...Szeffer, S.J. (2016). Developing, implementing, and evaluating a school-centered asthma program: Step-up asthma program. *The Journal of Allergy and Clinical Immunology: In Practice*, 4(5), 972-979. <https://doi.org/10.1016/j.jaip.2016.04.016>

2. The correct citation for an article that has six or more authors is the first authors last name, et al., and the publication year- ex. (Liptzin et al., 2016). DW

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

5. Implement patient education based on teaching needs of patients and/or significant others. (1,6)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>Competencies:</b>																		
a. Describe a teaching need of your patient.** (Reflecting)			U	S U														
b. Utilize appropriate terminology and resources when providing patient education. (Responding)			NA	NA														
c. Evaluate health-related information on the intranet. (Responding)			NA	NA														
			DW	DW														

**\*\*5a- You must address this competency in the comments on a weekly basis. For clinicals on 3T, 3N, 4N, or Rehab- describe the patient education you provided; be specific. For clinicals on alternative sites- describe a teaching need you identified.**

**Comments:**

**Week 3- 5) A.** One of the clients at the Alternative Care Center was talking about how much she liked to eat not just one but multiple Little Debbie's, she was a diabetic. We talked about other food options that would be a better choice than the Little Debbie's. There was a need for nutritional teaching. **Erica, You did a great job of discussing an educational need for a client at the Alternative Care Center, however you did not evaluate yourself above. According to the directions on page 1 of this document, blank boxes automatically result in a U. Please review the directions on page 1 for detail on addressing the U. You are required to make a comment below as to how you have improved in this area for week 4. Failure to do so will result in a continued rating of U. DW**

**Week 4- 5.) A.** For the vSim scenario the patient who was diabetic, needed to be educated on the signs and symptoms of hypoglycemia and how to treat. What he should do before, during and after physical activity. **You have appropriately identified a teaching need, however you did not address the U evaluation from week 3. Please review my feedback above from week 3 as well as the directions on the first page. You must provide a written comment addressing how you have changed the U to an S or you will continue to receive U's until done. Unfortunately, you were working with the wrong version of the tool which has prevented you from seeing my feedback and making the necessary comments. In the future, please be sure to open the version that is sent back to you on a weekly basis and both carefully review the faculty feedback as well as save that version to add to for the following week. I will be happy to sit down with you to clarify this process if you think it will be helpful. DW**

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

**Objective**

6. Implement patient-centered plans of care utilizing the nursing process and clinical judgment. (2,3,4,5)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
a. Develop and implement a priority care plan utilizing the nursing process and clinical judgment. (Noticing, Interpreting, Responding, Reflecting)			NA	S														
b. Development of clinical judgment in high-fidelity simulation scenarios. (Noticing, Interpreting, Responding, Reflecting)																		
			DW	DW														

**Comments:**

See Care Plan Grading Rubrics below.

Week 8- See Simulation Scoring Sheet below.

Week 13- See Simulation Scoring Sheet below.

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

<p><b>Objective # 6a:</b> Implement patient-centered plans of care utilizing the nursing process and clinical judgment. (2,3,4,5)*</p>	<p><b>Students Name:</b> Erica Wiegand</p> <p><b>Date:</b> 1/30/19</p>
<p><b>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</b></p>	<p><b>Nursing Diagnosis:</b> <b>Impaired Gas Exchange</b></p>
<p>Nursing Diagnosis: (3 points total)          Problem Statement (1)          Etiology (1)          Defining Characteristics (1)</p>	<p>Total Points 3          Comments: This is an excellent choice for nursing diagnoses. The diagnosis is well supported by the defining characteristics. The only suggestion for improvement is to provide more detail with each defining characteristic, (ex. Shortness of breath at rest, or wheezing audible and on inspiration throughout).</p>
<p>Goal and Outcome (6 points total)          Goal Statement (0)          Outcome:          Specific (0)          Measurable (1)          Attainable (1)          Realistic (1)          Time Frame (1)</p>	<p>Total Points 4          Comments: The goal should be directly related to the problem statement. Your problem statement deals with gas exchange, not breathing pattern. In the future, the goal should be a positive reflection of the problem (ex. The Patient will display improved gas exchange...). The outcomes are a direct reflection of the defining characteristics listed in the Nursing Diagnosis section. All must be addressed in the outcomes. Your care plan does not address outcomes related to the cough or the ability to speak in full sentences without SOB.</p>
<p>Nursing Interventions: (8 points total)          Prioritized (1)          What (1)          How Often (1)          When (1)          Individualized (1)          Realistic (1)          Rationale (1)          All pertinent interventions listed (0)</p>	<p>Total Points 7          Comments: One point was deducted for not having all of the pertinent interventions listed. Always remember, "assess, do, teach". You want to do something to both assess and help to improve each of the outcomes in the care plan. Additional interventions may include elevating the head of the bed, coughing and deep breathing, administering supplemental O2, encouraging fluids (oral/IV), alternating rest and activity, and education on triggers, meds, and pursed-lip breathing.</p>
<p>Evaluation: (5 points total)          Date (0)          Goal Met/partially/unmet (1)          Defining characteristics (1)          Plan to continue/terminate (1)          Signature (1)</p>	<p>Total Points 4          Comments: One point was deducted for not including the date of the evaluation. Some additional suggestions for improvement include stating one overall evaluation of goal met, partially met, or not met; and make sure you are evaluating the outcomes (not the interventions). For this care plan there is no need to evaluate the mental status, but instead should have evaluated the pt. ability to speak without shortness of breath.</p>
<p>Total possible points = 22          18-22 = Satisfactory care plan          17-14 = Needs improvement care plan          ≤ 13 = Unsatisfactory care plan</p>	<p>Total Points for entire care plan = 18 out of 22 (Satisfactory)</p> <p>Comments: Overall good job! Some details are missing, but overall it was well thought out. In the future, please be sure to include a citation and reference in your care plan. You are satisfactory with this care plan and are not required to resubmit with revisions. Keep up the good work! DW</p>



<b>Objective # 6a:</b> Implement patient-centered plans of care utilizing the nursing process and clinical judgment. (2,3,4,5)*	<b>Students Name:</b>  <b>Date:</b>
<b>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</b>	<b>Nursing Diagnosis:</b>
Nursing Diagnosis: (3 points total) Problem Statement (1) Etiology (1) Defining Characteristics (1)	Total Points Comments:
Goal and Outcome (6 points total) Goal Statement (1) Outcome: Specific (1) Measurable (1) Attainable (1) Realistic (1) Time Frame (1)	Total Points Comments:
Nursing Interventions: (8 points total) Prioritized (1) What (1) How Often (1) When (1) Individualized (1) Realistic (1) Rationale (1) All pertinent interventions listed (1)	Total Points Comments:
Evaluation: (5 points total) Date (1) Goal Met/partially/unmet (1) Defining characteristics (1) Plan to continue/terminate (1) Signature (1)	Total Points Comments:
Total possible points = 22 18-22 = Satisfactory care plan 17-14 = Needs improvement care plan ≤ 13 = Unsatisfactory care plan	Total Points for entire care plan =  Comments:

**Objective**

7. Illustrate professional conduct including self examination, responsibility for learning, and goal setting. (7)\*

Weeks of the Course	1	2	3	4	5	6	7	8	Midterm	9	10	11	12	13	14	Make Up	Make Up	Final
<b>a. Reflect on an area of strength.** (Reflecting)</b>	S		S	S														
<b>b. Reflect on an area for improvement and set a goal to meet this need.** (Reflecting)</b>	NI		NI	NI U														
c. Demonstrate evidence of growth, initiative, and self-confidence. (Responding)	S		S	NA														
d. Follow the standards outlined in the FRMCSN Student Code of Conduct Policy. (Responding)	S		S	NA														
e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)	S		S	NA														
f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect. (Responding)	S		S	NA														
g. Demonstrate the ability to give and receive constructive feedback. (Responding)	S		S	NA														
h. Actively engage in self-reflection. (Reflecting)	S		S	NA														
	<b>EW</b>		<b>DW</b>	<b>DW</b>														

**\*\*7a and 7b: You must address these competencies in the comments section on a weekly basis. Please write a different comment each week. Remember that a goal includes what you will do to improve, how often you will do it, and when you will do it by (example- "I had trouble remembering to do the three checks of the six medication rights prior to administering medications. I will review the six rights and medication administration content in the textbook twice before the next clinical. Additionally, I will request to meet with my clinical faculty member to practice preparing and administering at least three medications before the next clinical."**

**Comments:**

**Week 1 A) Strength this week, communicating with fellow students during the IV math scenarios. Working with two other students, we were succesacologysful in solving the problems by communicating and listening to each other.**

B) This week I struggled with remembering the proper technique for administering an intramuscular injection, the Z track technique, the correct use of the safety needle. I will review the Skill Module in ATI, Medication Administration 3 by next week.

\*End-of-Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Week 3 A) Strength. This week at the Alternative Care Center, I was very engaging with the clients. I really made an effort to sit with each person and have a conversation with them. Wonderful! DW B) This week I struggled with the Respiratory Pharmacology, this isn't clinical related but I do need to know this information so when I am at clinical I will have a complete understanding of the medications. I will review ATI Pharmacology and Lewis textbook by Monday. Erica, this is a great goal for improvement related to the clinical setting. I appreciate your thoughtful reflection. DW

Week 4 7. A) Strength this week, being organized. Being able to prioritize and organize everything that needed to be accomplished.. I feel I was able to stay on top of the assignments. DW B) This week I did struggle with finding an article for the CDG, I did find one and I am sure it gets easier the more you do. Also had a hard typing the CDG, but reached out for help and was able to get it posted. This process does get easier the more you do it. EBP is such an important part of nursing practice that this will be a skill you want to perfect and utilize on a regular basis. Unfortunately, you did not provide a goal for improvement which results in an evaluation of U. Please be sure to address this U in the comments below for week 5 to avoid any additional Us. The directions on page 1 explain the requirements for addressing U's. Please don't be discouraged by this week's feedback. You can do this. It will take some time to get used to, but until then really slow down and take your time to work through the tool each week. Please let me know if I can be of any assistance. DW

Firelands Regional Medical Center School of Nursing  
**Medical Surgical Nursing 2019**  
**Skills Lab Competency Tool**

<b>Skills Lab Competency Evaluation</b>	<b>Lab Skills</b>							
	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 10</b>
Performance Codes:	<b>IV Math</b> (3,7)*	<b>Assessment</b> (2,3,4,5,7)*	<b>Insulin</b> (2,3,5,7)*	<b>Lab Day</b> (1,2,3,4,5,6,7)*	<b>IV Skills</b> (2,3,5,7)*	<b>Trach</b> (1,2,3,4,5,6,7)*	<b>EBP</b> (3,7)*	<b>Lab Day</b> (1,2,3,4,5,6,7)*
S: Satisfactory U: Unsatisfactory	<b>Date:</b> 1/7 & 1/9/19	<b>Date:</b> 1/8/19	<b>Date:</b> 1/8/19	<b>Date:</b> 1/10/19	<b>Date:</b> 1/11/19	<b>Date:</b> 1/16/19	<b>Date:</b> 1/22/19	<b>Date:</b> 3/22/19
Evaluation:	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	
Instructor Initials	<b>EW</b>	<b>EW</b>	<b>EW</b>	<b>EW</b>	<b>EW</b>	<b>EW</b>	<b>DW</b>	
<b>Remediation: Date/Evaluation/Initials</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

\*Course Objectives

**Comments:**

**Week 1**

(IV Math)-You satisfactorily participated in the IV Math learning session on 1/7/19 as well as the assigned IV Math practice questions and the IV Math Application lab on 1/9/19. KA

(Assessment)- You were able to satisfactorily demonstrate the Basic Head to Toe Assessment during lab. EW/KA/DW

(Insulin)- You were able to correctly prepare an insulin pen and administer subcutaneous insulin. Insulin requirements were accurately identified and calculated through the corrective scale and carbohydrate coverage orders. DW

(Lab Day)- You satisfactorily completed the mandatory lab review of nursing foundational skills. This was achieved through simulating care for a patient in a scenario requiring competency in assessment, communication, medication administration (including PO and IM injection), nasogastric tube insertion and maintenance, patient mobility and hygiene, use of PPE for Contact Isolation, wound care, and foley insertion. NS/LM/EW/MD/DC

(IV Skills)- You have satisfactorily completed IV lab including a saline flush, hanging a primary and secondary IV solution, adjusting a flow rate to run by gravity, discontinuing IV solution, and monitoring the IV site for infiltration, phlebitis, and signs of complication. NS/EW

**WK 2 TRACH CARE & SUCTIONING:** During this lab you were able to satisfactorily demonstrate competence with tracheostomy care and tracheostomy suctioning. The steps were completed in an appropriate sequence and sterility was maintained. You required zero prompts. Good job! EW

**Week 3 (EBP Lab)-** During this lab, you were able to satisfactorily demonstrate three different routes to search for evidence-based nursing journals via the internet. You were attentive and actively participated. DW

Firelands Regional Medical Center School of Nursing  
 Medical Surgical Nursing 2019  
 Simulation Evaluations

<b>vSim Evaluation</b>	<b>vSim</b>								
	ical-Surgical) Vincent Brody	al-Surgical) Jennifer Hoffman	dical-Surgical) Skyler Hansen	o)Juan Carlos (Pharmacology)	cal-Surgical) Marilyn Hughes	Vernon Russell *1, 2, 3, 4, 5, 6) (Fundamentals)	ical-Surgical) Stan Checketts	Harry Hadley 1, 2, 3, 4, 5, 6) (Pharmacology)	4, 5, 6)(Pharmacology) Yoa Li
Performance Codes:  S: Satisfactory  U: Unsatisfactory	Date: 1/28/19	Date: 1/30/19	Date: 1/30/19	Date: 2/12/19	Date: 2/25/19	Date: 3/26/19	Date: 4/15/19	Date: 4/25/19	Date: 4/29/19
Evaluation	S	S	S						
Faculty Initials	DW	DW	DW						
Remediation: Date/Evaluation/Initials	NA	NA	NA						

\* Course Objectives

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Medical Surgical Nursing – 2019**

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

I was given the opportunity to review my final clinical ratings in each course competency. I was given the opportunity to ask questions about my clinical performance. I have the following comments to make about my clinical performance/final clinical evaluation:

Student eSignature and Date:

-

dw 1/3/19