

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Maternal Child Nursing – 2019**

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

**Student:** Pam McDonald

**Final Grade:** Satisfactory/Unsatisfactory

**Semester:** Fall

**Date of Completion:**

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

**Teach Assistant:** Elizabeth Woodyard, BSN, RN, CRN; Monica Dunbar BSN, RN; Cathy Matz BSN, RN

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**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.

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**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       |
| Monica Dunbar      | MD       |

8/15/19 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

| <b>Objective</b>                                                                                                                                                                                                                           |      |     |      |                                                                                                |                             |      |       |         |       |       |      |      |       |       |       |      |         |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|------|------------------------------------------------------------------------------------------------|-----------------------------|------|-------|---------|-------|-------|------|------|-------|-------|-------|------|---------|-------|
| 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 |
|                                                                                                                                                                                                                                            | 8/30 | 9/6 | 9/13 | 9/20                                                                                           | 9/27                        | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| <b>Competencies:</b>                                                                                                                                                                                                                       |      | NA  | NA   | S                                                                                              | S                           |      |       |         |       |       |      |      |       |       |       |      |         |       |
| a. Provide care utilizing techniques and diversions appropriate to the patient's level of development.                                                                                                                                     |      |     |      |                                                                                                |                             |      |       |         |       |       |      |      |       |       |       |      |         |       |
| b. Provide care using developmentally-appropriate communication.                                                                                                                                                                           |      | NA  | NA   | S                                                                                              | S                           |      |       |         |       |       |      |      |       |       |       |      |         |       |
| c. Use systematic and developmentally appropriate assessment techniques.                                                                                                                                                                   |      | NA  | NA   | S                                                                                              | S                           |      |       |         |       |       |      |      |       |       |       |      |         |       |
| d. Describe safety measures for various stages of development. (i.e. monitoring fall risks, restraints, and DVT assessment)                                                                                                                |      | NA  | NA   | S                                                                                              | S                           |      |       |         |       |       |      |      |       |       |       |      |         |       |
| e. Identify stage of growth and development (Erikson's Stages)(List Below)*                                                                                                                                                                |      | NA  | NA   | S                                                                                              | S                           |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                                                                                                            |      | EW  | EW   | EW                                                                                             |                             |      |       |         |       |       |      |      |       |       |       |      |         |       |
| Clinical Location<br>Age of patient                                                                                                                                                                                                        |      |     |      | Bell<br>evue<br>Scho<br>ol<br>9th-<br>11th<br>grad<br>e<br>stud<br>ents<br>Adol<br>esce<br>nce | FR<br>MC<br>OB<br>Age<br>29 |      |       |         |       |       |      |      |       |       |       |      |         |       |

Comments:

\*End-of-Program Student Learning Outcomes

| <b>Objective</b>                                                                                                                                                                                                                                       |      |     |      |      |      |      |       |         |       |       |      |      |       |       |       |      |         |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|------|------|------|------|-------|---------|-------|-------|------|------|-------|-------|-------|------|---------|-------|
| 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 |
|                                                                                                                                                                                                                                                        | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| <b>Competencies:</b>                                                                                                                                                                                                                                   |      |     |      |      |      |      |       |         |       |       |      |      |       |       |       |      |         |       |
| f. Describe psychological changes in response to the expectant mother's pregnancy. <b>Maternal</b>                                                                                                                                                     |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| g. Discuss prenatal influences on the pregnancy. <b>Maternal</b>                                                                                                                                                                                       |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| h. Identify the stage and progression of a woman in labor. <b>Maternal</b>                                                                                                                                                                             |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| i. Discuss family bonding and phases of the puerperium. <b>Maternal</b>                                                                                                                                                                                |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| j. Identify various resources available for children and the childbearing family.                                                                                                                                                                      |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| k. Value patient's perspective, diversity, age and cultural factors that influence their behaviors.                                                                                                                                                    |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| l. Respect the centrality of the patient/family as core members of the health team.                                                                                                                                                                    |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                                                                                                                        |      | EW  | EW   | EW   |      |      |       |         |       |       |      |      |       |       |       |      |         |       |

**Comments:**

| <b>Objective</b>                                                                                                                                                                 |      |     |      |      |      |      |       |         |       |       |      |      |       |       |       |      |         |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|------|------|------|------|-------|---------|-------|-------|------|------|-------|-------|-------|------|---------|-------|
| 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 |
|                                                                                                                                                                                  | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| a. Engage in discussions of evidenced-based nursing practice.                                                                                                                    |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| b. Perform nursing measures safely using Standard precautions.                                                                                                                   |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| c. Perform nursing care in an organized manner recognizing the need for assistance.                                                                                              |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| d. Practice/observe safe medication administration.                                                                                                                              |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| e. Calculate pediatric and adult drug dosages correctly and determine appropriateness of the dose.                                                                               |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| f. Utilize information obtained from patients/families as a basis for decision-making.                                                                                           |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                                                  |      | EW  | EW   | EW   |      |      |       |         |       |       |      |      |       |       |       |      |         |       |

**Comments:**

| <b>Objective</b>                                                                                                    |      |     |      |      |      |      |       |         |       |       |      |      |       |       |       |      |         |       |
|---------------------------------------------------------------------------------------------------------------------|------|-----|------|------|------|------|-------|---------|-------|-------|------|------|-------|-------|-------|------|---------|-------|
| 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 |
|                                                                                                                     | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| a. Act with integrity, consistency, and respect for differing views.                                                |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations.          |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| c. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct"                                    |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| d. Critique examples of legal or ethical issues observed in the clinical setting.                                   |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                     |      | EW  | EW   | EW   |      |      |       |         |       |       |      |      |       |       |       |      |         |       |

**Comments:**

| 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 |
|                                                                                                                                                                                                             | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| a. Develop one priority nursing diagnosis.                                                                                                                                                                  |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| b. Formulate measurable goals for nursing diagnosis. (noticing, interpreting, responding)                                                                                                                   |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| c. Formulate specific, individualized, and evidence-based interventions. (noticing, interpreting, responding)                                                                                               |      | 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    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| e. Document assessment findings, interventions, and outcomes accurately on appropriate forms. (Including risk assessment and monitoring of wound care)                                                      |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| f. Summarize witnessed examples of patient/family advocacy.                                                                                                                                                 |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| g. Provide patient centered and developmentally appropriate teaching.                                                                                                                                       |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| h. Analyze the involved pathophysiology of the patient's disease process. (noticing, interpreting, responding)                                                                                              |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                                                                             |      | EW  | EW   | 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 |
|                                                                                                                                                                                                             | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| i. Correlate the diagnostic tests with the patient's disease process. (noticing, interpreting, responding)                                                                                                  |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| j. Correlate the pharmacotherapy in relation to the patient's disease process. (noticing, interpreting, responding)                                                                                         |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| k. Correlate the medical treatment in relation to the patient's disease process. (noticing, interpreting, responding)                                                                                       |      | 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    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| m. Correlate the patient's growth and developmental level in relation to the patient's disease process. (noticing, interpreting, responding)                                                                |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                                                                             |      | EW  | EW   | EW   |      |      |       |         |       |       |      |      |       |       |       |      |         |       |

Comments:

| <b>Objective</b>                                                                                                                                                                                                                                                           |      |     |      |      |      |      |       |         |       |       |      |      |       |       |       |      |         |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----|------|------|------|------|-------|---------|-------|-------|------|------|-------|-------|-------|------|---------|-------|
| 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 |
|                                                                                                                                                                                                                                                                            | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| a. Demonstrate interest and enthusiasm in clinical activities.                                                                                                                                                                                                             |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| b. Evaluate own participation in clinical activities.                                                                                                                                                                                                                      |      | 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   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| d. Communicate professionally and collaboratively with members of the healthcare team.                                                                                                                                                                                     |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| e. Document assessment findings, interventions, and outcomes accurately in the electronic health record.                                                                                                                                                                   |      | 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    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| g. Consistently and appropriately post comments in clinical discussion groups.                                                                                                                                                                                             |      | NA  | NA   | NA   | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                                                                                                                                            |      | EW  | EW   |      |      |      |       |         |       |       |      |      |       |       |       |      |         |       |

**Comments:**

| 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 |
|                                                                                                                                                               | 8/30 | 9/6 | 9/13 | 9/20 | 9/27 | 10/4 | 10/11 |         | 10/18 | 10/25 | 11/1 | 11/8 | 11/15 | 11/22 | 11/29 | 12/6 |         |       |
| a. Recognize areas for improvement and goals to meet these needs. (List Below)*                                                                               |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| b. Accept responsibility for decisions and actions.                                                                                                           |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| c. Demonstrate evidence of growth and self-confidence.                                                                                                        |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| d. Demonstrate evidence of research in being prepared for clinical.                                                                                           |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| e. Exhibits professional behavior i.e. appearance, responsibility, integrity, and respect.                                                                    |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| f. Describe initiatives in seeking out new learning experiences.                                                                                              |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| g. Demonstrate ability to organize time effectively.                                                                                                          |      | NA  | NA   | 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    |      |       |         |       |       |      |      |       |       |       |      |         |       |
| i. Demonstrates growth in clinical judgment.                                                                                                                  |      | NA  | NA   | S    | S    |      |       |         |       |       |      |      |       |       |       |      |         |       |
|                                                                                                                                                               |      | EW  | EW   | EW   |      |      |       |         |       |       |      |      |       |       |       |      |         |       |

#### Comments:

6a. Week 4. My clinical experience this week was at the Bellevue High School performing hearing and vision screenings. I could have improved by reviewing hearing and vision material before the day of clinical. I will review material before my next off site clinical. PM

Week 5 6a. My clinical this week was FRMC OB. My patient was 29-year-old G 3 T 2 P0 L2. I can improve by learning a more focused postpartum assessment and teach my patients about postpartum care. I will review postpartum material before my next OB clinical. PM

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

Firelands Regional Medical Center School of Nursing  
Maternal Child Nursing 2019  
Skills Lab Competency Tool

| <b>Skills Lab Competency</b><br><br><b>Evaluation</b><br>Performance Codes:<br>S: Satisfactory<br>U: Unsatisfactory | <b>Lab Skills</b>                          |                          |                                    |                                          |                           |                                      |                                          |                         |                                 |                        |                                       |                      |                                      |                               |                            |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------|------------------------------------|------------------------------------------|---------------------------|--------------------------------------|------------------------------------------|-------------------------|---------------------------------|------------------------|---------------------------------------|----------------------|--------------------------------------|-------------------------------|----------------------------|
|                                                                                                                     | Adult Head to Toe Assessment (*1, 2, 5, 6) | Meditech (* 1,2,3, 5, 6) | Pediatric Assessment (*1, 2, 5, 6) | Postpartum and Newborn DC Ed (* 1, 2, 6) | (* 1, 2, 3, 6)NAS Scoring | (* 1, 2,6)Happiest Baby on the Block | Pediatric Emergency Triangle (* 1, 2, 6) | (*1,2,3,5)Broselow Tape | Med. Admin. (*1, 2, 3, 4, 5, 6) | APGAR (*2, 3, 4, 5, 6) | Breast Assessment (*1, 2, 3, 4, 5, 6) | (*1,2,3,5,6)Safety   | (*1, 2, 3, 4, 5, 6)Pregnancy History | Pain Assessment (*1, 2, 5, 6) | (* 1,2,6)Circumcision Care |
|                                                                                                                     | <b>Date:</b><br>8/27                       | <b>Date:</b><br>8/ 28    | <b>Date:</b><br>8/ 28              | <b>Date:</b><br>8/ 28                    | <b>Date:</b><br>8/ 28     | <b>Date:</b><br>8/ 28                | <b>Date:</b><br>8/ 28                    | <b>Date:</b><br>8/ 28   | <b>Date:</b><br>8/29            | <b>Date:</b><br>8/29   | <b>Date:</b><br>8/29                  | <b>Date:</b><br>8/29 | <b>Date:</b><br>8/29                 | <b>Date:</b><br>8/29          | <b>Date:</b><br>8/29       |
| Evaluation                                                                                                          | S                                          | S                        | S                                  | S                                        | S                         | S                                    | S                                        | S                       | S                               | S                      | S                                     | S                    | S                                    | S                             | S                          |
| Faculty Initials                                                                                                    | EW                                         | EW                       | EW                                 | EW                                       | EW                        | EW                                   | EW                                       | EW                      | EW                              | EW                     | EW                                    | EW                   | EW                                   | EW                            | EW                         |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b>                                                              | N/A                                        | N/A                      | N/A                                | N/A                                      | N/A                       | N/A                                  | N/A                                      | N/A                     | N/A                             | N/A                    | N/A                                   | N/A                  | N/A                                  | N/A                           | N/A                        |

\* Course Objectives

| <b>Skills Lab Competency</b><br><br><b>Evaluation</b><br>Performance Codes:<br>S: Satisfactory<br>U: Unsatisfactory | <b>Lab Skills</b>            |                        |                              |                               |                                  |                         |                                     |                                    |                                 |                                               |                            |                                   |                                     |                                  |
|---------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------|------------------------------|-------------------------------|----------------------------------|-------------------------|-------------------------------------|------------------------------------|---------------------------------|-----------------------------------------------|----------------------------|-----------------------------------|-------------------------------------|----------------------------------|
|                                                                                                                     | Lochia Assessment (*1, 2, 4) | Immunizations (*1,2,3) | (*1,4,5)Pediatric Lab Values | (*1,4,5)Pediatric Vital Signs | Newborn Assessment (*1, 2, 5, 6) | (*2,5,6)Health Literacy | Newborn Thermo. (*1, 2, 3, 4, 5, 6) | Newborn Bath and Cord Care (*2, 4) | Fundus Assessment (*1, 2, 5, 6) | Breastfeeding and Bottle Feeding (* 1,2,3, 6) | Leopold's (*1, 2, 3, 5, 6) | Postpartum Assessment (* 1, 2, 6) | Ballard Assessment (*2, 3, 4, 5, 6) | (*1, 2, 5, 6)Med/Surg Skills Day |
|                                                                                                                     | <b>Date:</b><br>8/29         | <b>Date:</b><br>8/29   | <b>Date:</b><br>8/29         | <b>Date:</b><br>8/29          | <b>Date:</b><br>8/29             | <b>Date:</b><br>8/29    | <b>Date:</b><br>8/29                | <b>Date:</b><br>8/29               | <b>Date:</b><br>8/29            | <b>Date:</b><br>8/29                          | <b>Date:</b><br>8/29       | <b>Date:</b><br>8/29              | <b>Date:</b><br>8/29                | <b>Date:</b><br>9/5              |

|                                                        |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|--------------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Evaluation                                             | S   | S   | S   | S   | S   | S   | S   | S   | S   | S   | S   | S   | S   | S   |
| Faculty Initials                                       | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  | EW  |
| <b>Remediation:</b><br><b>Date/Evaluation/Initials</b> | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

\* Course Objectives

Comments:

Firelands Regional Medical Center School of Nursing  
Maternal Child Nursing 2019  
Simulation Evaluations

| <b>vSim Evaluation</b><br>Performance Codes:<br>S: Satisfactory<br>U: Unsatisfactory | vSim                             |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |
|--------------------------------------------------------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
|                                                                                      | (*1, 2, 3, 5, 6)Maternity Case 5 | (*1, 2, 3, 5, 6)Maternity Case 2 | (*1, 2, 3, 5, 6)Maternity Case 1 | (*1, 2, 3, 5, 6)Maternity Case 3 | (*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: 9/10                       | Date: 9/16                       | Date: 9/30                       | Date: 10/7                       | Date: 10/11                      | Date: 10/28                      | Date: 11/4                       | Date: 11/11                      | Date: 11/18                      | Date: 11/25                      |
| Evaluation                                                                           | S                                | S                                |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |
| Faculty Initials                                                                     | EW                               | EW                               |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |
| Remediation:                                                                         | NA                               | NA                               |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |
| Date/Evaluation/Initials                                                             |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  |

\* Course Objectives

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Maternal Child 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 & Date: \_\_\_\_\_