

**EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2020**

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

Student:
Semester:

Final Grade: Satisfactory/Unsatisfactory

Date of Completion:

Faculty: Frances Brennan, MSN, RN; Amy M. Rockwell, MSN, RN
Carmen Patterson, MSN, RN; Brian Seitz, MSN, RN
Teaching Assistant: Brittany Schuster, BSN, RN

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:

- Clinical Assignments
- Completion of Patient Care
- Meditech Documentation
- Observation of Clinical Performance
- Evaluation of Clinical Performance Tool
- Onsite Clinical Debriefing
- Clinical Discussion Rubric
- Preceptor Feedback
- Nursing Care Plan Rubric
- Skills Lab Checklists/ Competency Tool
- Lasater Clinical Judgment Rubric
- Virtual simulation scenarios

ABSENCE (Refer to Attendance Policy)

| Date | Number of Hours | Comments | Make Up (Date/Time) |
|------------|-----------------------------------|----------|---------------------|
| | | | |
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| | | | |
| Initials | Faculty Name | | |
| FB | Frances Brennan, MSN, RN | | |
| CP | Carmen Patterson, MSN, RN | | |
| AR | Amy Rockwell, MSN, RN | | |
| BS | Brian Seitz, MSN, RN | | |
| BSc | Brittany Schuster, BSN, RN | | |

PERFORMANCE CODE

SATISFACTORY CLINICAL PERFORMANCE

Satisfactory (S): Safe; accurate each time, efficient, coordinated; confident, focuses on the patient; some expenditure of excess energy; within a reasonable time period; appropriate affective behavior; occasional supporting cues; minimal faculty feedback needed related to written clinical work.

UNSATISFACTORY CLINICAL PERFORMANCE

Needs Improvement (NI): Safe, accurate each time, skillful in parts of behavior, focuses more on the skill and self rather than the patient, inefficient, uncoordinated, anxious, worried, and flustered at times, expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues, faculty feedback required in several areas of clinical written work.

Unsatisfactory (U): Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

OTHER

Not Available (NA): The clinical experience which would meet the competency was not available.

Objective

1. Engage in the coordination and delivery of nursing care measures to groups of patients and to patients with complex problems. (1,3,4,5,7,8)*

| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
|---|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|---|----|----|----|----|----|---------|-------|
| Competencies: | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| a. Manage complex patient care situations with evidence of preparation and organization. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| b. Assess comprehensively as indicated by patient needs and circumstances. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| d. Evaluate patient's response to nursing interventions. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| e. Interpret cardiac rhythm; determine rate and measurements | NA | S | NA | S | S | S | NA | NA | S | | | | | | | | |
| f. Administer medications observing the six rights of medication administration. | NA | NA | NA | S | S | S | NA | NA | S | | | | | | | | |
| g. Perform venipuncture skill with beginning dexterity and evidence of preparation. | NA | S | S | NA | NA | NA | NA | NA | S | | | | | | | | |
| h. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. | NA | S | NA | S | S | S | NA | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BSc | BSc | BSc | | | | | | | | |
| onClinical | NA | PD, SP | DH, QC | 4P | 4C | 4C | NA | | | | | | | | | | |

Comments:

Week 3- Preceptor comments for Special Procedures clinical experience: 1-22-20 – Excellent in all areas. Preceptor comments: April successfully placed an IV. (1b,d)- Satisfactory discussion via CDG posting related to your Special Procedures clinical experience. Keep up the great work! AR
 Week 4 (1g)- Great job during your Digestive Health clinical! Keep up the great work! AR

*End-of- Program Student Learning Outcomes

Week 5-1(f) Great job administering all your medications this week in clinical while observing the six rights of medication administration. You were very organized and well prepared both days. Additionally, you did an excellent job administering your IV-Push medications as well. Keep up the hard work! BSc
 Week 6- Great job providing care to a complex care patient on a ventilator. Excellent job with medication administration including IV antibiotics. FB
 Week 7- Nice work managing and providing care for your patient this week. Also, nice job with medication administration. BS

| Objective | | | | | | | | | | | | | | | | | |
|---|-----------|-----------|-----------|------------|-----------|-----------|---------------|------------|------------|---|----|----|----|----|----|---------|-------|
| 2. Formulate nursing care plans, correlations, or clinical reports that demonstrate patient-centered care, evidence-based practice, and clinical judgment. (1,2,3,4,5,8)* | | | | | | | | | | | | | | | | | |
| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
| Competencies: | NA | S | NA | S | S | S | S | NA | S | | | | | | | | |
| a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. CC (noticing, interpreting, responding) | | | | | | NI | | NA | S | | | | | | | | |
| b. Monitor for potential risks and anticipate possible early complications. CC (noticing, interpreting, responding) | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Recognize changes in patient status and take appropriate action. (noticing, interpreting, responding) | NA | S | NA | S | S | S | NA | NA | S | | | | | | | | |
| d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. CC (noticing, interpreting, responding, reflecting) | NA | NA | NA | S | NA | NA | NA | NA | S | | | | | | | | |
| e. Development of clinical judgment in high-fidelity simulation scenarios. (Noticing, Interpreting, Responding, Reflecting) | | | | | | S | NA | NA | S | | | | | | | | |
| f. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. CC (noticing, interpreting, responding) | NA | NA | NA | NA | S | NA | NA | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BS/BSc | BSc | BSc | | | | | | | | |

Comments:

*End-of- Program Student Learning Outcomes

2d. See Care Plan Rubric at the end of this document.
 2e. See Clinical Simulation Rubric at the end of this document.

Week 5-2(d) Great job formulating a prioritized nursing care plan. Please see the Care Plan Rubric at the end of this document for my feedback. BSc
 Week 6- (2f) April, Great job with ABCDEF bundle. You provided a lot of detail into the bundle process and the associated assessments. Great job correlating the assessments performed on your patient with the appropriate areas of the bundle. FB
 Week 7- 2a- Overall you did a good job on your pathophysiology, correlating your patient’s diagnosis with her related labs, diagnostic tests, and medications. I would like you to provide a more detailed list of interventions related to your patient and her condition (assessments, monitoring, pertinent medications, education needed). Please email this to me via Edvance by Thursday, 2/27/20 at 0800 and it will be reflected on your tool next week. BS 2 b,c,d- Good job participating in post-conference, discussing risks and complications, recognition of changes, and priority nursing diagnosis. BS
 Week 8-2(a) Satisfactory revisions to pathophysiology. BS

| Objective | | | | | | | | | | | | | | | | | |
|---|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|---|----|----|----|----|----|---------|-------|
| 3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)* | | | | | | | | | | | | | | | | | |
| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
| Competencies: | NA | S | S | S | NA | NA | NA | NA | S | | | | | | | | |
| a. Critique communication barriers among team members (Preceptorship) | | | | NA | | | | | | | | | | | | | |
| b. Participate in QI, core measures, monitoring standards and documentation. | NA | NA | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Discuss strategies to achieve fiscal responsibility in clinical practice. | NA | NA | S | S | S | S | NA | NA | S | | | | | | | | |
| d. Clarify roles & accountability of team members related to delegation. (Preceptorship) | NA | S | S | NA | NA | NA | NA | NA | S | | | | | | | | |
| e. Determine the priority patient from assigned patient population. (Preceptorship) | NA | S | NA | NA | NA | NA | NA | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BSc | BSc | BSc | | | | | | | | |

Comments:

*End-of- Program Student Learning Outcomes

Week 4 (3b)- Satisfactory discussion via CDG posting related to your Quality Department clinical experience. Keep up the great work! AR

Week 5-3(c) You did a great job ensuring you used the PAR system appropriately when obtaining care items for your patient this week in clinical. This is just one important way to ensure fiscal responsibility in clinical practice. BSc

Objective

4. 4. Plan for a future in the nursing profession by analyzing information concerning employment, licensure, ethical, and legal issues in nursing focusing on accountability and respecting patient autonomy. (1,2,4,5)*

| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
|---|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|---|----|----|----|----|----|---------|-------|
| Competencies: | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| a. Critique examples of legal or ethical issues observed in the clinical setting. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| b. Engage with patients and families to make autonomous decisions regarding healthcare. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Exhibit professional behavior in appearance, responsibility, integrity and respect. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BSc | BSc | BSc | | | | | | | | |

Comments:

Week 5-(4a) Great job actively participating and listening during our discussion in which we discussed this competency. BSc

Week 7- 4 b,c- GrYou interacted well with your patient and were professional at all times. BS

Objective

5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)*

| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
|--|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|---|----|----|----|----|----|---------|-------|
| Competencies: | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| a. Reflect on your overall performance in the clinical area for the week. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| b. Demonstrate initiative in seeking new learning opportunities. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc.). | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| d. Perform Standard Precautions. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| e. Practice use of standardized EBP tools that support safety and quality. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BSc | BSc | BSc | | | | | | | | |

Comments:

Week 5-(5c,e) Great job providing examples and actively participating in discussion during post-conference. BSc

Week 5-5(e) Great job using the Morse Fall Scale this week in clinical to conduct a fall assessment on your patient and initiate and maintain the appropriate precautions. BSc

Week 7- 5a- Great performance in the clinical setting. BS

Objective

6. Engage with members of the healthcare team, patients, families, faculty, and peers through written, verbal and nonverbal methods, and by utilizing computer technology. (1,2,6,7,8)*

| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
|---|-----------|-----------|-----------|------------|-----------|-----------|--------------------|------------|------------|---|----|----|----|----|----|---------|-------|
| Competencies: | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| a. Establish collaborative partnerships with patients, families, and coworkers. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| b. Teach patients and families based on readiness to learn and discharge learning needs. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| d. Deliver effective and concise hand-off reports. | NA | S | NA | S | S | S | NA | NA | S | | | | | | | | |
| e. Document interventions and medication administration correctly in the electronic medical record. | NA | NA | NA | S | S | S | NA | NA | S | | | | | | | | |
| f. Consistently and appropriately posts in clinical discussion groups. | NA | S | S | S | S | S NI | S | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BS/ BSc | BSc | BSc | | | | | | | | |

Comments:

Week 3- Patient Advocate/Discharge Planner preceptor comments: 1-21-20 – Satisfactory in all areas. Preceptor comments: Very quiet; does ask some good questions; showed interest. (6c)- Satisfactory discussion via CDG posting related to your Patient Advocate/Discharge Planner clinical experience. (6f)- Satisfactory CDG postings related to your Patient Advocate/Discharge Planner and Special Procedures clinical experiences. Keep up the great work! AR

Week 4 (6f)- Satisfactory CDG posting related to your Quality Department clinical this week! AR

Week 5-6(e) You did a great job overall with all of your documentation this week in clinical. There were minor areas in which we discussed that needed to be changed, and you did a great job incorporating my feedback from Tuesday and applying it to your documentation on Wednesday. BSc

Week 6- (6a,b,c) Great job participating in active discussion regarding your collaboration with the healthcare team, patients, families and discharge learning needs. FB

*End-of- Program Student Learning Outcomes

Week 7- 6c- Nice job collaborating with your nurse to provide care for your patient and prepare her for her procedure. BS 6f- This will be changed to S when I receive your response to 2a. BS

| Objective | | | | | | | | | | | | | | | | | |
|---|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|---|----|----|----|----|----|---------|-------|
| 7. Devise methods utilized by nursing to develop the profession, advance the knowledge base, ensure accountability, and improve the outcomes of care delivery. (1,3,4,6,7,8)* | | | | | | | | | | | | | | | | | |
| Weeks of Course: | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Make up | Midterm | 9 | 10 | 11 | 12 | 13 | 14 | Make up | Final |
| Competencies: | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| a. Value the need for continuous improvement in clinical practice based on evidence. | | | | | | | | | | | | | | | | | |
| b. Accountable for investigating evidence-based practice to improve patient outcomes. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| c. Comply with the FRMCSN "Student Code of Conduct Policy." | S | S | S | S | S | S | S | NA | S | | | | | | | | |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions. | NA | S | S | S | S | S | NA | NA | S | | | | | | | | |
| Faculty Initials | AR | AR | AR | BSc | FB | BS | BSc | BSc | BSc | | | | | | | | |

Comments:

Week 5-7(e) You did a great job taking care of this patient last week in clinical. I realize the patient was not always the most kind to you, but you were always very patient and kind towards him. You remained professional and exhibited an ACE attitude at all times. Keep up all your hard work this semester! BSc

Skills Lab Evaluation Tool
AMSN
2020

| Skills Lab Competency Evaluation | Lab Skills | | | | | | | | | |
|--|--------------------------|---------------------------------------|----------------------------|---|---------------------------|-------------------------|---|--------------------------|--------------------------|--------------------------|
| | (1,3,4,6)*IV Start | 3,4,5,6)* Blood Admin./IV Pumps | Delegation/Prioritization/ | * Critical Care Meditech Document | 3,4,5,6)*Physician Orders | (1,3,6,7)*Resuscitation | 4,6)* Central Line/Blood Draw/Ports/IV Push | Assessment/Head to Toe | ents/CTECG/Telemetry | 5,6)*ECG Measurements |
| Performance Codes: S: Satisfactory U: Unsatisfactory | Date: 1/7/20 | Date: 1/7/20 | Date: 1/9/20 | Date: 1/9/20 | Date: 1/9/20 | Date: 1/9/20 | Date: 1/10/20 | Date: 1/10/20 | Date: 1/10/20 | Date: 1/10/20 |
| Evaluation: | S | S | S | S | S | S | S | S | S | S |
| Faculty Initials | AR/BS/ CP/BSc | FB | CP | FB | BS/BSc | AR | FB/CP | BS/BSc | BS/BSc | AR |
| Remediation: Date/Evaluation/Initials | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

***Course Objectives**

Comments:

IV Start: Satisfactory participation in the IV Start lab, including practice with technique, initiation and discontinuation of IV site, and placement of IV dressing. AR/BS/CP/BSc

Blood Admin/IV Pumps: Satisfactory participation practice with blood administration safety checks. Great job with priming tubing, secondary IV medication pump set up, and the use of the IV drug dose library. FB

Prioritization/Delegation: You have successfully completed your skills lab for delegation and prioritization. You satisfactorily prioritized care for multiple patients using multiple methods (i.e. Maslow's hierarchy of needs, ABC, and ABCD methods). You were able to appropriately delegate nursing tasks based on the skill level and scope of practice for each member of your team. You actively participated in the group discussion on delegation of nursing tasks and your team shared several important factors to consider when delegating, including scope of practice and skill level of the delegate, nursing laws, facility policy, and condition of the patient. Great job! CP

Meditech Documentation: Satisfactory completion of assessment documentation including physical re-assessment, safety and fall assessment, RN mechanical ventilator assessment, IV location assessment, and documentation editing. Great job! FB

Physician Orders: Satisfactory completion of physician order labs utilizing SBAR communication and taking orders over the phone. Good job! BS/BSc

Resuscitation: Satisfactory participation in the practice of Hands-Only CPR, ventilation with bag- valve mask/Ambu bag, and review of crash cart and Code Blue team duties and documentation. AR

Central Line Dressing Change: Satisfactory central line dressing change using proper technique, as well as line flushing. FB

Blood Draw, Ports: You were satisfactory in accessing an Infusaport device. You also satisfactorily demonstrated proper technique for CVAD cap change and satisfactorily demonstrated how to draw blood from a CVAD per hospital policy. CP

IV Push: Great job with reconstitution of powder with NS, and medication administration. FB

Head to Toe Assessment: Satisfactory completion of Head to Toe Assessment. BS/BSc

Nursing Care Plan Grading Tool
AMSN
2020

Student Name: April Randleman

Clinical Date: 2/4-2/5/2020

| | |
|---|---|
| Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)* | Ineffective airway clearance R/T copious secretions |
| **Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating | Total Points Comments |
| Nursing Diagnosis: (3 points) Problem Statement (1)-1 Etiology (1)-1 Defining Characteristics (1)-1 | Total Points: 3 Comments: Excellent job! Nursing diagnosis is appropriate to your patient situation. All defining characteristics are specific as well. |
| Goal and Outcome (6 points total) Goal Statement (1 point)-1 Outcome: Specific (1)-1/2 Measurable (1)-1 Attainable (1)-1 Realistic (1)-1 Time Frame (1)-1 | Total Points: 5.5 Comments: Excellent job! All outcomes are SMART. Unfortunately, you were missing an outcome statement for "requires oxygen at 5L per NC," therefore, I did have to take off 0.5 points. Overall, you did a great job with this section. |
| Nursing Interventions: (8 points total) Prioritized (1)-1/2 What (1)-1 How Often (1)-1 When (1)-1 Individualized (1)-1 Realistic (1)-1 Rationale (1)-1 All pertinent interventions listed (1)-1 | Total Points: 7.5 Comments: April, you did an excellent job with your nursing interventions. You included all pertinent interventions for your patient. My only feedback related to this section would be to consider prioritizing your medication administration higher. If you look at some of the interventions that come before your medication administration, I feel as if you could find one or two that should be considered lower priority. Overall, you did a great job. |
| Evaluation: (5 points total) Date (1)-1 Goal Met/partially/unmet (1)-1 Defining characteristics (1)-1 Plan to continue//modify/terminate (1)-1 Signature (1)-1 | Total Points: 5 Comments: Excellent job! |
| 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 = 21/22 Comments: Satisfactory care plan. Excellent job! BSc |

*End-of- Program Student Learning Outcomes

Firelands Regional Medical Center School of Nursing
Advanced Medical Surgical Nursing 2020
Simulation Evaluations

| | | | | | | | |
|---|---|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|
| vSim Evaluation | Performance Codes: S: Satisfactory U: Unsatisfactory | Rachael Heidebrink | Junetta Cooper | Mary Richards | Lloyd Bennett | Kenneth Bronson | Carl Shapiro |
| | | Date: 2/14/20 | Date: 2/28/20 | Date: 3/13/20 | Date: 3/20/20 | Date: 3/26/20 | Date: 4/9/20 |
| Evaluation | | S | S | | | | |
| Faculty Initials | | FB | BSc | | | | |
| Remediation: Date/Evaluation/ Initials | | NA | | | | | |

* Course Objectives

| | |
|--|--|
| | delivered (remember to shock as soon as possible). CPR re-initiated, EPI given. |
| <p>REFLECTING: (6)*</p> <ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B | <p>Team discusses scenario and the manifestations of bradycardia/symptomatic bradycardia (low cardiac output, low BP, dizziness). Pharmacologic and non-pharmacologic treatments for symptomatic bradycardias discussed. Discussed the need for pain management with transcutaneous pacing.</p> <p>Team discussed A-fib scenario. BP initially OK, team realized he had A-fib and was symptomatic. Goal of giving Cardizem for A-fib discussed (slow HR), In this case it also dropped BP, and a fluid bolus was ordered. This cause patient to be overloaded due to his CHF and low EF. Discussed the importance of being more aware of patient's history when determining interventions. Synchronized cardioversion discussed as another option for converting A-fib. Amiodarone discussed as another option to treat A-fib.</p> <p>Discussed Code-Blue scenario. With no pulse- CPR, shock, and EPI as soon as possible. Discussed that prior to shock the importance of making sure that all team members are "clear".</p> |
| <p>SUMMARY COMMENTS:</p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric</p> <p>Developing to accomplished is required for satisfactory completion of this simulation.</p> | <p>You are satisfactory for this scenario, good job! BS</p> |

/home/main/code/e360/apps/v8/releases/1583159360/public/upload/firelands/media/dropbox/76540-A.RandlemanAMSNWeek8Tool.docx

**EVALUATION OF CLINICAL PERFORMANCE TOOL
Advanced Medical Surgical Nursing- 2020**

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

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

Student eSignature & Date:

AR 12/20/19