

**EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Foundations – 2020**

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

Student: Rebecca Norman

Final Grade: Satisfactory/Unsatisfactory

Semester: Fall

Date of Completion:

Faculty: Frances Brennan, MSN, RN; Lora Malfara, MSN, RN; Amy Rockwell, MSN, RN; Brittany Schuster, MSN, RN

Teaching Assistant: Devon Cutnaw, BSN, RN; Nick Simonovich, 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:

Skills Lab Checklists
Care plan Grading Rubric
Administration of Medications
Simulation Scenarios

Faculty Feedback
Documentation

ABSENCE (Refer to Attendance Policy)

Date	Number of Hours	Comments	Make Up (Date/Time)

Skills Demonstration
Evaluation of Clinical Performance Tool
Clinical Discussion Group Grading Rubric
Lasater Clinical Judgment Rubric
Skills Lab Competency Tool

	Faculty's Name	Initials
	Frances Brennan	FB
	Devon Cutnaw	DC
	Lora Malfara	LM
	Brittany Schuster (Lombardi)	BS (BL)
	Nicholas Simonovich	NS
	Amy Rockwell	AR

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/patients/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.

*Grey shaded boxes do not need a student evaluation rating.

Clinical Location;
Patient age

		NA	NA	4N, 62															
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Comments

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

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).																			
		DC	NS	BS															

Comments

Week 5-2(b) Rebecca, you did an excellent job with your vital sign measurements this week. You utilized the correct technique for all vital signs, and you were able to obtain accurate measurements. Keep up all your great work! BS

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Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

f. Participate as an accountable health care team member in the provision of patient centered care (Responding).			NA	NA	U													
			DC	NS	BS													

Comments

Week 5-3(e) Excellent job communicating effectively with your assigned patient in clinical this week. You did a great job keeping him informed of everything that you were doing. BS

Week 5-3(f) Unfortunately, this competency has been graded as “U” because it was left blank. Remember, if you do not self-rate a competency the competency is automatically 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 will continue to rate the competency unsatisfactory until it is addressed. Going forward, be sure to double check that you have self-rated all white boxes for each week. Please let me know if you have any questions. BS

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

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding).			NA	NA	S													
e. Organize time providing patient care efficiently and safely (Responding).			NA	NA	S													
f. Manages hygiene needs of assigned patient (Responding).																		
g. Demonstrate appropriate skill with wound care (Responding).																		
h. Document the location of fire pull stations and fire extinguishers. ** (Interpreting).																		
			DC	NS	BS													

Comments

****You must document the location of the pull station and extinguisher here for clinical #2 experience.**

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Objective																			
6. Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*																			
Clinical Experience	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Mid-Term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Make-Up	Final
Competencies: a. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding). *See rubric at end of tool																			

Comments

* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

e. Review the patient record for time of last dose before giving prn medication (Interpreting).																			
f. Assess the patient response to prn medications (Responding).																			
g. Document medication administration appropriately (Responding).																			
*Week 11: BMV																			

Comments

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**** Must have different written example each week of clinical/lab. You must explain your plan for how you will improve. Example, "I am having a difficult time with obtaining a manual BP. I will get a BP cuff from Amy and practice manual BP's with at least three members of my family this week." Please ensure that you answer this section in-depth with your plan of action. Each week must be different.**

WEEK 5 A.) I was able to obtain vitals and communicate with patients what his vital signs were for the first time with an actual patient. **Excellent job! BS**

WEEK 5 B.) I am having a problem with being confident while entering and introducing myself to the patient, but Brittney helped me out. I also forgot to take the oral temperature for a vital sign at first. The second time I left the room I did not take off my gloves before I left the patients room, but Brittney reminded me that I need to take off gloves before I exit patients room. **Rebecca, you did an excellent job in your first clinical experience! It is completely normal to be nervous when you are just beginning. I thought you did a great job with overcoming your fear, and then communicating and interacting with the patient very well. I feel as if the reason you forgot to take the oral temperature was simply just nerves. You had so much going on in your head, but the important thing is that you remembered once you started charting. I am glad that you recognized your mistake of coming out of the room with your gloves on, and I'm sure because of it you will be more conscious of not doing it again. Keep up all your hard work! You will notice that I did have to change this competency to an NI. Unfortunately, you did not provide a plan for improvement. In the future, be sure to include your plan for improvement when you identify your area of self-growth (see the example above). If you have any questions, please do not hesitate to ask. I'm looking forward to watching you grow throughout this semester. ☺ BS**

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

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

Week 12 or 13:

<p>Objective # 6: Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*</p>	
<p>**Nursing care plan not appropriate to patient situation = 0 and automatic unsatisfactory rating</p>	<p>Total Points Comments</p>
<p>Nursing Diagnosis: (3 points total) Problem Statement (1) Etiology (1) Defining Characteristics (1)</p>	<p>Total Points Comments</p>
<p>Goal and Outcome (6 points total) Goal Statement (1 point) Outcome: Specific (1) Measurable (1) Attainable (1) Realistic (1) Time Frame (1)</p>	<p>Total Points Comments:</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 (1)</p>	<p>Total Points Comments:</p>
<p>Evaluation: (5 points total) Date (1) Goal Met/partially/unmet (1) Defining characteristics (1) Plan to continue/terminate (1) Signature (1)</p>	<p>Total Points Comments:</p>
<p>Total possible points = 22 18-22 = Satisfactory care plan 17-13 = Needs improvement care plan <13 = Unsatisfactory care plan</p>	<p>Total Points for entire Care plan = Comments:</p>

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Simulation Evaluations

<u>Simulation Evaluation</u>	Simulation #1 (2,3,5,8) *	Simulation #2 (2,3,5,7,8) *
	Date:	Date:
Performance Codes: S: Satisfactory U: Unsatisfactory		
Evaluation		
Faculty Initials		
Remediation: Date/Evaluation/Initials		

* Course Objectives

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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: _____