EVALUATION OF CLINICAL PERFORMANCE TOOL
Nursing Access – 2020

Firelands Regional Medical Center School of Nursing
Sandusky, Ohio

Student: LaTrisa Briscoe   **Final Grade: Satisfactory/Unsatisfactory**

Semester: Fall   **Date of Completion:**

Faculty: Carmen Patterson MSN, RN   **Faculty eSignature:**
Dawn Wikel, MSN, RN, CNE
Devon Cutnaw BSN, RN
Nick Simonivich, BSN, RN

DIRECTIONS FOR USE:

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). 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. 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:
Lasater Clinical Judgment Rubric
Faculty Feedback
Skills Demonstration
Evaluation of Clinical Performance Tool
Documentation
High-Fidelity Simulation
Skills Lab Competency Tool
Skill Lab Checklist

ABSENCE (Refer to Attendance Policy)

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

Faculty's Name	Initials
Carmen Patterson	CP
Nick Simonovich	NS
Devon Cutnaw	DC

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.

Objective

1. Recognize the needs of the individual using a patient-centered approach and therapeutic communication. (1,2,3,4)*

Clinical Experience	Week 15	Make-Up	Final
Competencies: a. Identify spiritual needs of the patient and cultural factors which influence healthcare (**Noticing**).			
b. Coordinate care based on respect for patient's preferences, values, and needs (**Responding**).			
Faculty Initials			
Clinical Location	**3T**		

Comments

* End-of-Program Student Learning Outcomes

Objective			
2. Utilize steps of the nursing process including clinical judgment in the formulation of an evidence-based, patient-centered plan of care. (1,2,3,4,5)*			
Clinical Experience	Week 15	Make-Up	Final
a. Utilize clinical judgment skills to develop a patient-centered plan of care (**Responding**)			
b. Development of clinical judgment in high-fidelity simulation scenarios (**Noticing, Interpreting, Responding, Reflecting**).			

Faculty Initials

Comments

* End-of-Program Student Learning Outcomes

Objective			
3. Demonstrate effective psychomotor skills and accurate use of technology in performing assessments and documenting safe nursing care. (1, 2, 3, 4, 5, 8)*			
Clinical Experience	Week 15	Make-Up	Final
Competencies: a. Perform a physical assessment and obtain vital sign measurements utilizing correct techniques (**Responding**).			
b. Demonstrate correct body mechanics and practice safety measures during the provision of patient care (**Responding**).			
c. Access medical information of assigned patient in Electronic Medical Record (**Responding**).			
d. Document the physical assessment and vital signs for assigned patient according to policy (**Responding**).			
e. Apply the principles of asepsis and standard precautions (**Responding**).			

Faculty Initials

Comments

* End-of-Program Student Learning Outcomes

Objective			
4. Choose evidence-based strategies and legal-ethical concepts which may be applied to health care settings. (7)*			
Clinical Experience	Week 15	Make-Up	Final
Competencies: a. Comply with patient's Bill of Rights (**Responding**).			
b. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (**Responding**).			
c. Follow the standards outlined in the FRMCSN policy, "Student Conduct While Providing Nursing Care" (**Responding**).			

Faculty Initials

Comments

* End-of-Program Student Learning Outcomes

Objective			
5. Develop an individualized teaching plan based on patient needs. (2, 3, 5, 6)*			
Clinical Experience	Week 15	Make-Up	Final
Competencies: **a.** Utilize appropriate resources and terminology when providing patient education (R**esponding**).			

<div align="center">Faculty Initials</div>

Comments

* End-of-Program Student Learning Outcomes

Objective			
6. Analyze and discuss specific role changes necessary to transition from licensed practical nurse to registered nurse. (1, 3, 4,5, 6,7,8)*			
Clinical Experience	Week 15	Make-Up	Final
Competencies: **a.** Incorporate instructor feedback for improvement and growth (**Reflecting**).			

Faculty Initials

Comments

* End-of-Program Student Learning Outcomes

Objective			
7. Establish personal goals for success in the RN nursing program based upon concepts of self-directed learning, time management, and values clarification. (7)*			

Clinical Experience	Week 15	Make-Up	Final
Competencies: a. Reflect on areas of strength**(Reflecting)			
b. Reflect on areas for self-growth with a plan for improvement.** (**Reflecting**)			
c. Actively engage in self-reflection. (**Reflecting**)			
d. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (**Responding**).			

Faculty Initials

You must provide specific examples of areas of strength and areas for self-growth. You must also provide an explanation of how you will improve in your area for self-growth. Example, "I had a hard time with taking a manual BP. I will get a BP cuff and practice manual BP's with at least three members of my family." Please ensure that you answer this section in-depth with your plan of action.

Comments

* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting   10

Week 14   **Lasater Clinical Judgment Rubric Scoring Sheet**

STUDENT NAME: Autumn Halbisen, LaTrisa Briscoe **OBSERVATION DATE/TIME: 11/24/2020**   **SCENARIO #: Care of the Older Adult**

CLINICAL JUDGMENT					OBSERVATION NOTES
COMPONENTS NOTICING:					
• Focused Observation:	E	A	D	B	You noticed the patient's confusion and elevated blood pressure (with prompting) and recognized the need to respond to both. Remember when calling the healthcare provider, provide as much information as possible related to the problem e.g. prior blood pressure readings, medications administered, and interventions performed.
• Recognizing Deviations from Expected Patterns:	E	A	D	B	
• Information Seeking:	E	A	D	B	
INTERPRETING:					You recognized the need to contact the healthcare provider sooner with elevated blood pressure. You also stated the need to gather more information related to the head to toe assessment prior to contacting the healthcare provider
• Prioritizing Data:	E	A	D	B	
• Making Sense of Data:	E	A	D	B	
RESPONDING:					You responded to the patient's confusion by reorienting her to the environment.
• Calm, Confident Manner:	E	A	D	B	
• Clear Communication:	E	A	D	B	You responded to her elevated blood pressure by contacting the healthcare provider.
• Well-Planned Intervention/ Flexibility:	E	A	D	B	
• Being Skillful:	E	A	D	B	
REFLECTING:					As you reflected on the care provided, you were able to recognize areas of strength (communicating with the patient/family and peer). You also recognized areas for improvement (contacting the healthcare provider sooner with elevated blood pressure). Discussed practicing the head to toe assessment and reviewing objectives to prepare for simulation.
• Evaluation/Self-Analysis:	E	A	D	B	
• Commitment to Improvement:	E	A	D	B	
SUMMARY COMMENTS:					You verified the patient before beginning care, great work! You performed a very thorough and organized head to toe assessment on the patient. You identified the abnormal data with an asterisk which help to determine patient needs/interventions to be performed. Remember to read back the orders when calling the healthcare provider to ensure you interpreted the orders correctly. You communicated well with one another and with the patient and her daughter, making eye contact with both throughout the entire scenario. Nice job!

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

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting   11

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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: _____