

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

**Faculty:** Frances Brennan, MSN, RN; Amy M. Rockwell, MSN, RN  
Carmen Patterson, MSN, RN; Brian Seitz, MSN, RN  
Brittany Lombardi, MSN, RN

|                            |  |
|----------------------------|--|
| <b>Date of Completion:</b> |  |
| <b>Faculty eSignature:</b> |  |

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 in the comment section by the faculty member with the rationale for the evaluation. All competencies must be rated a "S, NI, U, or NA". 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, it must be addressed with a comment as to why it is no longer a "U" the following week. If the student does not state why the "U" is corrected, 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 or needs improvement 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 or needs improvement 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.

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  
ABCDEF Bundle Grading Rubric  
Pathophysiology Grading Rubric

**ABSENCE (Refer to Attendance Policy)**

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

Grey shaded weekly competency boxes do not need a student evaluation rating or faculty/teaching assistant initials.

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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 |
|---------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------|-----|-------------------------------------------|---------------------------------------------|------------------------|------------------------|---------|---------|----|----|----|------------------------------|--------------------------------------|----|------------------------|-------|
| <b>Competencies:</b>                                                                                                            |           | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>                    | S         |                                     |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>                                    | S         | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| c. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. <b>(Responding)</b> | S         | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| d. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>                                                    | S         | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| e. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>                                             | S         | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| f. Administer medications observing the six rights of medication administration. <b>(Responding)</b>                            | N/A       | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| g. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>                         | N/A       | N/A                                 |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| h. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>                     | S         | S                                   |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| <b>Faculty Initials</b>                                                                                                         | <b>BS</b> | <b>BL</b>                           |     |                                           |                                             |                        |                        |         |         |    |    |    |                              |                                      |    |                        |       |
| <b>Clinical Location</b>                                                                                                        | ICU       | PRE<br>GRE<br>SSI<br>VE<br>CAR<br>E | ICU | CAR<br>DIA<br>C<br>DIA<br>GN<br>OST<br>IC | SPE<br>CIA<br>L<br>PRO<br>/INF<br>USI<br>ON | NO<br>CLI<br>NIC<br>AL | NO<br>CLI<br>NIC<br>AL |         |         | PM | PM | PM | QU<br>ALI<br>TY/<br>COR<br>E | PAT<br>IET<br>NT<br>AD<br>VOC<br>ATE | DH | NO<br>CLI<br>NIC<br>AL |       |

\*End-of- Program Student Learning Outcomes

**Comments:**

**Week 2- 1a, b- Good job assessing and managing care for your patient on 4C this week BS**

**Week 3-1(a-f, h) Cindy, you did an excellent job taking care of your patient this week while managing complex care situations. Your care was very organized and you were well prepared. You did a great job prioritizing your cardiac assessment for this patient, and monitoring her heart rhythm and blood pressure very closely. You had excellent communication with the patient on both days, and respected her values. You also did a great job responding appropriately to equipment alarms. Your medication passes were very well done on both days, and you were able to administer PO and SubQ medications. Your patient was also on an IV Heparin gtt and IV Nitroglycerin gtt as well, in which you got to observe how to manage both of these. Keep up all your great work! BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------|---|---|---|---|---|---------|---------|---|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>                                                                                                                                                                            | S  | S       |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Correlate relationships among disease process, patient's history, patient symptoms, and present condition utilizing clinical judgment skills. <b>CC (Noticing, Interpreting, Responding)</b> | NI |         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Monitor for potential risks and anticipate possible early complications. <b>(Noticing, Interpreting, Responding)</b>                                                                         | S  | S       |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>                                                                                 | S  | S       |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>CC (Noticing, Interpreting, Responding, Reflecting)</b>                                                     | S  | S       |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. <b>CC (Noticing, Interpreting, Responding)</b>                                                             | S  | S<br>NA |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |

\*End-of- Program Student Learning Outcomes

|                         |           |                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------|-----------|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Faculty Initials</b> | <b>BS</b> | <b>BL/<br/>BS</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------|-----------|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

**Comments:**

Week 2-2a- You did a nice job on your pathophysiology CDG, it just needs a little more information. Please review comments on the rubric and resubmit back to me via email. BS

Week 3-2a- Revisions have been made to the pathophysiology CGD. It is now satisfactory. BS

**Week 3-2(d) Excellent job formulating a prioritized nursing care plan utilizing your clinical judgment skills. Please see the Care Plan Rubric at the end of this document for my feedback. BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

| <b>Objective</b>                                                                                                              |   |   |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---------|---------|---|----|----|----|----|----|---------|-------|
| 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 |
| <b>Competencies:</b>                                                                                                          | S | S |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Critique communication barriers among team members. <b>(Interpreting)</b>                                                  |   |   |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Participate in QI, core measures, monitoring standards and documentation. <b>(Interpreting &amp; Responding)</b>           | S | S |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>                              | S | S |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>                                    | S | S |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |

\*End-of- Program Student Learning Outcomes

|                                                                                                     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------|-----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| e. Determine the priority patient from assigned patient population. (Interpreting) (Patient Mngmt.) | N/A | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Faculty Initials                                                                                    | BS  | BL  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Comments:**

Week 2- 3a- You did a nice job discussing this during post-clinical conference. BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

## 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 |
|-------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|---|---|---|---------|---------|---|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>                                                                                        | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Critique examples of legal or ethical issues observed in the clinical setting. <b>(Interpreting)</b>     |           |           |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Engage with patients and families to make autonomous decisions regarding healthcare. <b>(Responding)</b> | N/A       | N/A       |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Exhibit professional behavior in appearance, responsibility, integrity and respect. <b>(Responding)</b>  | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                                     | <b>BS</b> | <b>BL</b> |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |

## Comments:

Week 2- 4a, c- You did a nice job discussing this during post-clinical conference. Professional behavior exhibited at all times BS

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

## 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 |
|------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|---|---|---|---------|---------|---|----|----|----|----|----|---------|-------|
| <b>Competencies:</b>                                                                                                               | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Reflect on your overall performance in the clinical area for the week. <b>(Responding)</b>                                      | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Demonstrate initiative in seeking new learning opportunities. <b>(Responding)</b>                                               | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. <b>(Interpreting)</b> | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Perform Standard/Standard Plus Precautions. <b>(Responding)</b>                                                                 | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Practice use of standardized EBP tools that support safety and quality. <b>(Responding)</b>                                     | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| f. Utilize faculty feedback to improve clinical performance. <b>(Responding &amp; Reflecting)</b>                                  | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                                                            | <b>BS</b> | <b>BL</b> |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |

### Comments:

Week 2- 5c- You did a nice job discussing this during post-clinical conference. Nice work in the clinical setting. BS

**Week 3-5(b) This week you had the opportunity to observe your patient have a cardiac catheterization. Additionally, you successfully and safely placed a Foley catheter in a female patient while maintaining sterile technique. Keep up all your great work! BL**

| 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 |
| <b>Competencies:</b>                                                                                                                                                                    | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Establish collaborative partnerships with patients, families, and coworkers. <b>(Responding)</b>                                                                                     |           |           |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Teach patients and families based on readiness to learn and discharge learning needs. <b>(Interpreting &amp; Responding)</b>                                                         | N/A       | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. <b>(Responding)</b>                                                     | N/A       | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Deliver effective and concise hand-off reports. <b>(Responding)</b>                                                                                                                  | N/A       | N/A       |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>                                                                 | N/A       | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>                                                                               | S<br>U    | S<br>NI   |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                                                                                                                 | <b>BS</b> | <b>BL</b> |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

Week 2- 6f- You did not include a reference or internal citation in your CDG. Please respond below on how you will prevent this in the future. BS

Week 2-6f- Double check my work and using the rubric as a reference.-CC **Thank you.** BL

**Week 3-6(a-c) Excellent job this week during debriefing in which you were actively involved in the discussion of these competencies. You also did an excellent job communicating with your patient this week and providing education to her when possible as well. BL**

\*End-of- Program Student Learning Outcomes

**Week 3-6(e) Excellent job with all your documentation this week in clinical! Your documentation was done in a timely manner and accurate. You also did a great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. Keep up the great work! BL**

**Week 3-6(f) Unfortunately, I did have to change this competency to an “NI” for this week because you were missing an in-text citation within your care plan. You did a great job including multiple references, however each of these references need to be cited as an in-text citation within your care plan. Remember to include both an in-text citation and reference for your CDG in Week 4. BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

| 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 |
| <b>Competencies:</b>                                                                                                                                                          | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Value the need for continuous improvement in clinical practice based on evidence. (Responding)                                                                             |           |           |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Accountable for investigating evidence-based practice to improve patient outcomes. (Responding)                                                                            | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Comply with the FRMCSN “Student Code of Conduct Policy.” (Responding)                                                                                                      | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and “ACE”- attitude, commitment, and enthusiasm during all clinical interactions. (Responding)    | S         | S         |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>                                                                                                                                                       | <b>BS</b> | <b>BL</b> |   |   |   |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Skills Lab Evaluation Tool  
AMSN  
2021

| <b>Skills Lab<br/>Competency<br/>Evaluation</b>  | <b>Lab Skills</b>                                             |                                            |                                                          |                                     |                                |                                                     |                                                                   |                                                |                                                   |                                          |
|--------------------------------------------------|---------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------|-------------------------------------|--------------------------------|-----------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------|------------------------------------------|
|                                                  | <b>Critical Care<br/>Meditech Document<br/>(1,2,3,4,5,6)*</b> | <b>Physician Orders<br/>(1,2,3,4,5,6)*</b> | <b>Prioritization/<br/>Delegation<br/>(1,2,3,4,5,6)*</b> | <b>Resuscitation<br/>(1,3,6,7)*</b> | <b>IV Start<br/>(1,3,4,6)*</b> | <b>Blood Admin./IV<br/>Pumps<br/>(1,2,3,4,5,6)*</b> | <b>Central Line/Blood<br/>Draw/Ports/IV Push<br/>(1,2,3,4,6)*</b> | <b>Head to Toe<br/>Assessment<br/>(1,2,6)*</b> | <b>ECG/Telemetry<br/>Placements/CT<br/>(1,6)*</b> | <b>ECG Measurements<br/>(1,2,4,5,6)*</b> |
|                                                  | <b>Date:<br/>1/5/2021</b>                                     | <b>Date:<br/>1/5/2021</b>                  | <b>Date:<br/>1/5/2021</b>                                | <b>Date:<br/>1/5/2021</b>           | <b>Date:<br/>1/7/2021</b>      | <b>Date:<br/>1/7/2021</b>                           | <b>Date:<br/>1/8/2021</b>                                         | <b>Date:<br/>1/8/2021</b>                      | <b>Date:<br/>1/8/2021</b>                         | <b>Date:<br/>1/8/2021</b>                |
| Performance Codes:                               |                                                               |                                            |                                                          |                                     |                                |                                                     |                                                                   |                                                |                                                   |                                          |
| S: Satisfactory                                  |                                                               |                                            |                                                          |                                     |                                |                                                     |                                                                   |                                                |                                                   |                                          |
| U: Unsatisfactory                                |                                                               |                                            |                                                          |                                     |                                |                                                     |                                                                   |                                                |                                                   |                                          |
| Evaluation:                                      | <b>S</b>                                                      | <b>S</b>                                   | <b>S</b>                                                 | <b>S</b>                            | <b>S</b>                       | <b>S</b>                                            | <b>S</b>                                                          | <b>S</b>                                       | <b>S</b>                                          | <b>S</b>                                 |
| Faculty Initials                                 | <b>BS</b>                                                     | <b>BS</b>                                  | <b>BS</b>                                                | <b>BS</b>                           | <b>BS</b>                      | <b>BS</b>                                           | <b>BS</b>                                                         | <b>BS</b>                                      | <b>BS</b>                                         | <b>BS</b>                                |
| <b>Remediation:<br/>Date/Evaluation/Initials</b> | <b>NA</b>                                                     | <b>NA</b>                                  | <b>NA</b>                                                | <b>NA</b>                           | <b>NA</b>                      | <b>NA</b>                                           | <b>NA</b>                                                         | <b>NA</b>                                      | <b>NA</b>                                         | <b>NA</b>                                |

**\*Course Objectives**

**Comments:**

**Meditech Documentation:** Satisfactory participation 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's order lab utilizing SBAR communication and taking orders over the phone. Good job! BL/BS

**Prioritization/Delegation:** You have successfully completed the prioritization and delegation skills lab. You satisfactorily prioritized care for multiple patients using multiple methods (e.g. Maslow's hierarchy of needs, ABC, and ABCD methods). You were able to appropriately delegate nursing tasks for your assigned patients. 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

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

**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/BL

**Blood Admin/IV Pumps:** Satisfactory completion of practice with blood administration safety checks activity. Great job with IV pump practice, the use of the medication library, and pump set up of primary and secondary IV medication infusion. FB

**Central Line Dressing Change/IV Push:** Satisfactory central line dressing change using proper technique, as well as line flushing. Great job with preparation of mixing a medication with normal saline and administering as an IV push through the central line. FB

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

**Head to Toe Assessment:** You are satisfactory for the head-to-toe assessment competency. Nice Job! BL/BS

\*End-of- Program Student Learning Objectives: **ECG/Telemetry Placements/CT:** Satisfactory participation with review of monitoring tutorial and placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium tutorial. BL/BS<sup>12</sup>

**ECG Measurements:** Satisfactory participation in and practice of ECG measurements during the ECG Measurements Lab. You accurately measured and interpreted a 6-second rhythm strip for Normal Sinus Rhythm. Great job! AR

Nursing Care Plan Grading Tool  
AMSN  
2021

**Student Name:** Cindy Cisco

**Clinical Date:** 1/19/21-1/20/21

Firelands Regional Medical Center School of Nursing  
Advanced Medical Surgical Nursing 2021  
Simulation Evaluations

|                                                                                                         |                                                                            |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b><u>vSim Evaluation</u></b><br><br>Performance Codes:<br><br>S: Satisfactory<br><br>U: Unsatisfactory | <b>Rachael Heidebrink</b><br><b>(Pharmacology)</b><br><b>(1. 2. 6. 7)*</b> | <b>Junetta Cooper</b><br><b>(Pharmacology)</b><br><b>(1. 2. 6. 7)*</b> | <b>Mary Richards</b><br><b>(Pharmacology)</b><br><b>(1. 2. 6. 7)*</b> | <b>Lloyd Bennett</b><br><b>(Medical-Surgical)</b><br><b>(1. 2. 6. 7)*</b> | <b>Kenneth Bronson</b><br><b>(Medical-Surgical)</b><br><b>(1. 2. 6. 7)*</b> | <b>Carl Shapiro</b><br><b>(Pharmacology)</b><br><b>(1. 2. 6. 7)*</b> |
|                                                                                                         | <b>Date:</b><br>2/9/2021                                                   | <b>Date:</b><br>2/26/2021                                              | <b>Date:</b><br>3/12/2021                                             | <b>Date:</b><br>3/19/2021                                                 | <b>Date:</b><br>3/25/2021                                                   | <b>Date:</b><br>4/22/2021                                            |
| Evaluation                                                                                              |                                                                            |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |
| Faculty Initials                                                                                        |                                                                            |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |
| <b>Remediation:</b><br><b>Date/Evaluation/</b><br><b>Initials</b>                                       |                                                                            |                                                                        |                                                                       |                                                                           |                                                                             |                                                                      |

\* Course Objectives

ABCDEF Bundle Grading Rubric  
Firelands Regional Medical Center School of Nursing  
Advanced Medical Surgical Nursing  
2021

**Student Name:**

**Clinical Date:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p><b>1. (A) Assess Prevent and Manage Pain ( 5 points total)</b></p> <ul style="list-style-type: none"> <li>• Results of subjective and objective comprehensive pain assessment are explained including the clinical tool results and validation of pain (1)</li> <li>• Comparison results/trending (1)</li> <li>• Explanation of what the patient is receiving for pain management, and whether or not it is working (1)</li> <li>• Non-pharmacological interventions discussed for pain management (1)</li> <li>• Underlying cause/reason/diagnosis for patient's pain is discussed (1)</li> </ul>                                                                                                    | <p><b>Total Points:</b></p> <p><b>Comments:</b></p> |
| <p><b>2. (B) Both Spontaneous Awakening Trials and Spontaneous Breathing Trials ( 7 points total)</b></p> <ul style="list-style-type: none"> <li>• Patient's subjective and objective comprehensive respiratory assessment explained (1)</li> <li>• Background history provided on patient's respiratory status (1)</li> <li>• Explanation provided of patient's cardiac status (1)</li> <li>• Safety screening assessments for SAT and SBT discussed (1)</li> <li>• Spontaneous Awakening Trials and Breathing Trials tried on patient discussed (1)</li> <li>• Explanation of sedation medication titrations based on results (1)</li> <li>• All diagnostic pulmonary results discussed (1)</li> </ul> | <p><b>Total Points:</b></p> <p><b>Comments:</b></p> |
| <p><b>3. (C) Choice of Analgesia and Sedation (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Comprehensive neurological assessment completed and results discussed (1)</li> <li>• RASS results discussed (1)</li> <li>• Medications patient is receiving for anxiety, agitation, and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Total Points:</b></p> <p><b>Comments:</b></p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p>sedation discussed. Medications that may cause anxiety, agitation, and sedation discussed (2)</p> <ul style="list-style-type: none"> <li>• Other reasons for patient's change in mentation status or sedation identified and explained (1)</li> <li>• Trending/changes in patient's status since admission to unit reviewed and discussed (1)</li> </ul>                                                                                                                                                                                                                                                      |                                                     |
| <p><b>4. (D) Delirium: Assess, Prevent, and Manage (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Delirium assessment completed on patient (RASS and CAM-ICU tools) and results discussed (2)</li> <li>• Patient's assessment since admission trended/reviewed and changes discussed (1)</li> <li>• Medications and conditions that place the patient at risk for delirium are identified and explained (2)</li> <li>• Family's feelings and observations about patient's confusion, mentation, and agitation discussed now and prior to admission (1)</li> </ul>                             | <p><b>Total Points:</b></p> <p><b>Comments:</b></p> |
| <p><b>5. (E) Early Mobility and Exercise (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Patient's strength and mobility assessed and discussed (1)</li> <li>• Patient's cardiac status explained (1)</li> <li>• Exercise Safety Screening results discussed. What mobility/exercise was the patient able to complete and how did they tolerate it? (2)</li> <li>• Explanation of interdisciplinary team and family involvement in patient's mobility and exercise (1)</li> <li>• Problems/diagnoses/results hindering patient's mobility and exercise identified and explained (1)</li> </ul> | <p><b>Total Points:</b></p> <p><b>Comments:</b></p> |
| <p><b>6. (F) Family Engagement and Empowerment (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Family/significant others concerns, wishes, participation, and involvement in patient's care identified and discussed (2)</li> <li>• Rapport and communication between patient, family, and health care providers discussed (2)</li> <li>• Long term care needs, educational needs, emotional support, discharge needs, and community resources needed for patient/family identified and discussed (2)</li> </ul>                                                                               | <p><b>Total Points:</b></p> <p><b>Comments:</b></p> |
| <p>Total possible points = 36<br/> 32-36 = Satisfactory<br/> 27-31 = Needs improvement<br/> &lt;27 = Unsatisfactory</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |

Pathophysiology Grading Rubric  
Firelands Regional Medical Center School of Nursing  
Advanced Medical Surgical Nursing  
2021

Student Name: **C. Cisco**

Clinical Date: **1/12/2021 – 1/13/2021**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Provide a description of your patient including current diagnosis and past medical history. (2 points total)</b> <ul style="list-style-type: none"> <li>Current Diagnosis (1) <b>0.5/1</b></li> <li>Past Medical History (1) <b>1</b></li> </ul>                                                                                                                                                                                                                                                                              | <b>Total Points: 1.5/2</b><br><b>Comments: Nice job but could use a brief description of patient. Remember to use edema instead of swelling.</b>                                                                                                           |
| <b>2. Describe the pathophysiology of your patient's current diagnosis. (1 point total)</b> <ul style="list-style-type: none"> <li>Pathophysiology-what is happening in the body at the cellular level (1) <b>1</b></li> </ul>                                                                                                                                                                                                                                                                                                      | <b>Total Points: 1</b><br><b>Comments:</b>                                                                                                                                                                                                                 |
| <b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total)</b> <ul style="list-style-type: none"> <li>All patient's signs and symptoms included (1) <b>1</b></li> <li>Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1) <b>1</b></li> <li>Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1) <b>0.5/1</b></li> </ul>                          | <b>Total Points: 2.5/3</b><br><b>Comments: Suggestion: how do your patient's signs and symptoms correlate with sepsis?</b>                                                                                                                                 |
| <b>4. Correlate the patient's current diagnosis with all related labs. (4 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant lab result values included (1) <b>1</b></li> <li>Rationale provided for each lab test performed (1) <b>1</b></li> <li>Explanation provided of what a normal lab result should be in the absence of current diagnosis (1) <b>1</b></li> <li>Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1) <b>0/1</b></li> </ul> | <b>Total Points: 3</b><br><b>Comments: Suggestion: Suggestion: how do your patient's related lab values correlate with sepsis? Ex. Lactic acid is related to sepsis, what is his and does this support the diagnosis of sepsis? Correlations provided.</b> |
| <b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total)</b> <ul style="list-style-type: none"> <li>All patient's relevant diagnostic tests and results included (1) <b>1</b></li> <li>Rationale provided for each diagnostic test performed (1) <b>0/1</b></li> </ul>                                                                                                                                                                                                                   | <b>Total Points: 2/3</b><br><b>Comments: Suggestion: Why are we doing these tests and how do they relate to sepsis?</b>                                                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1) <b>1</b></li> <li>Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1) <b>0/0</b></li> </ul>                                                                                                  | <p><b>How do these tests relate to sepsis?</b></p>                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</b></p> <ul style="list-style-type: none"> <li>All related medications included (1) <b>1</b></li> <li>Rationale provided for the use of each medication (1) <b>1</b></li> <li>Explanation of how each of the patient's relevant medications correlate with current diagnosis (1) <b>0.5/0.5</b></li> </ul> | <p><b>Total Points: 2.5/2.5</b><br/> <b>Comments: Good job with medications and rationales. Remember to address how they relate to the diagnosis. Ex. Omeprazole reduces risk of GI bleed- what is the correlation to sepsis here? (Stool could enter the site of the bleed increasing the amount of Ecoli bacteria in the blood)</b></p>                                                                                               |
| <p><b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total)</b></p> <ul style="list-style-type: none"> <li>All pertinent past medical history included (1) <b>1</b></li> <li>Explanation of how patient's pertinent past medical history correlates with current diagnosis (1) <b>1</b></li> </ul>                                                          | <p><b>Total Points: 2</b><br/> <b>Comments: Good job correlating current diagnosis with pertinent PMH.</b></p>                                                                                                                                                                                                                                                                                                                          |
| <p><b>8. Describe nursing interventions related to current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>All nursing interventions provided for patient explained and rationales provided (1) <b>0.5/0.5</b></li> </ul>                                                                                                                                                          | <p><b>Total Points: 0.5/0.5</b><br/> <b>Comments: Any other interventions? Why are they being done?</b></p>                                                                                                                                                                                                                                                                                                                             |
| <p>Total possible points = 20<br/> 17-20 = Satisfactory<br/> 14-16 = Needs improvement<br/> &lt;13 = Unsatisfactory</p>                                                                                                                                                                                                                                                                                      | <p><b>15- Needs improvement.</b><br/> <b>What you have is good, it just needs some additional information. Please review comments, make adjustments, and email them to me. New score will be reflected on next week's tool.</b><br/> <b>17- Satisfactory.</b><br/> <b>Your pathophysiology CDG is now satisfactory. For future CDGs I would suggest using the rubrics as a guide so that needed information is not left out. BS</b></p> |

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Advanced Medical Surgical Nursing- 2021**

**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 12/28/2020