

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

**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  
Brittany Lombardi, MSN, 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 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.

**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
- ABCDEF Bundle Grading Rubric
- Pathophysiology Grading Rubric

**ABSENCE (Refer to Attendance Policy)**

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

## 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	S	S														
a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>	S	S	S														
b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>	S	S	S														
c. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. <b>(Responding)</b>	S	S	S														
d. Evaluate patient's response to nursing interventions. <b>(Reflecting)</b>	S	S	S														
e. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>	S	S	S														
f. Administer medications observing the six rights of medication administration. <b>(Responding)</b>	S	S	S														
g. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>	N/A	S	N/A														
h. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>	S	S	S														
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>BL</b>														
<b>Clinical Location</b>	4C/ 4P	4C	4P														

Comments:

\*End-of- Program Student Learning Outcomes

Week 2 (1a,d)- Great job providing care to a CHF patient this week, assessments and nursing interventions performed appropriately and in a timely manner for assigned patient. Proper technique for obtained a bedside EKG performed, good job. (1e)- You are doing an outstanding job with your measurements and interpretation of EKG rhythms, keep up the good work. (1f)- Medication administration complete observing all rights of medication administration. Great job with proper procedure for administration of an IV medication FB

Week 2 (1f)- Great job with medication administration via OG tube, IV push, and IV infusion. You followed all appropriate procedures for each type of administration. (1g)- Great job with IV start, you demonstrated proper technique and procedure. FB

**Week 4-1(a-f, h) Kalie, you did an excellent job taking care of your assigned patient this week while managing complex care situations. Your care was very organized and you were well prepared on both days. Your head to toe assessments were very thorough and well done, and you did a great job prioritizing your cardiac and respiratory assessments. 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 IV medications. You also did an excellent job with your EKG book interpreting cardiac rhythms and determining rate and measurements as well. Keep up all your hard 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	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>																	
b. Monitor for potential risks and anticipate possible early complications. <b>(Noticing, Interpreting, Responding)</b>	S	S	S														
c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>	S	S	S														

\*End-of- Program Student Learning Outcomes

d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>CC (Noticing, Interpreting, Responding, Reflecting)</b>	N/A	N/A	S														
e. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. <b>CC (Noticing, Interpreting, Responding)</b>	N/A	S	N/A														
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>BL</b>														

**Comments:**

Week 2 (2a)- Overall great job with correlating your assigned patient’s diagnosis with symptoms, history, medication, lab results, and diagnostic testing. See further comments in pathophysiology rubric below. FB

Week 3 (2e)- Excellent job with completion of ABCDEF bundle. You were very detailed and thorough with assessments and associated tools for each section on day 1 and day 2. FB

**Week 4-2(b, c) Kalie, you did an excellent job with both of these competencies this week in the clinical setting, as well as discussing them in debriefing also. BL**

**Week 4-2(d) Excellent job formulating a prioritized nursing care plan for your patient utilizing 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

**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
<b>Competencies:</b>	S	S	S														
a. Critique communication barriers among team members. <b>(Interpreting)</b>	S	S	S														
b. Participate in QI, core measures, monitoring standards and documentation. <b>(Interpreting &amp; Responding)</b>	S	S	S														
c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>	S	S	S														
d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>	S	S	S														
e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mngmt.)</b>	N/A	N/A	N/A														
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>BL</b>														

**Comments:**

Week 2 (3a)- Good discussion on the effects of communication on a culture of safety in post conference. FB

**Week 4-3(a) This week you and I had a great discussion regarding communication barriers among team members. We discussed the fact that your patient was on a 2,000 mL fluid restriction, however, we discovered that she was receiving over 1,000 mLs of fluids via IV that was not being counted for in this total. You did a great job recognizing that this was definitely a communication barrier that needed to be addressed between the RN and the physician. BL**

**Week 4-3(c) This week you did an excellent job utilizing the PAR system appropriately to charge out items that you needed to care for your patient. This is just one example of a way to ensure fiscal responsibility in clinical practice. BL**

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

**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	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>	S	S	S														
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. <b>(Responding)</b>	S	S	S														
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>BL</b>														

**Comments:**

Week 2 (4a)- Great job with discussion regarding legal and ethical issues observed in the clinical setting and how these issues can affect patient outcomes. FB

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

**Comments:**

Week 2 (5c,e)- Great job with observation and describing factors that create a culture of safety and how that affects the patient. Good use of EBP while performing care to your assigned patient. FB

**Week 4-5(b) Kalie, you do an excellent job taking the initiative to seek out new learning opportunities. You take advantage of every learning opportunity that presents itself in the clinical setting, and that is only going to allow you to gain more experience. You also do a great job independently completing tasks that you are able to, and seeking out assistance when appropriate. You are very knowledgeable, and you use your resources appropriately to help expand your knowledge as well. You are going to be an excellent RN! BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

**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	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>	S	N/A S	S														
c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. <b>(Responding)</b>	S	S	S														
d. Deliver effective and concise hand-off reports. <b>(Responding)</b>	S	S	S														
e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>	S	S	S														
f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>	S	S	S														
<b>Faculty Initials</b>	<b>FB</b>	<b>FB</b>	<b>BL</b>														

**Comments:**

Week 2 (6e)- Great job with documentation of nursing interventions within meditech. Documentation was accurate and in a timely manner. (6f)-CDG was on time meeting all requirements per the grading rubric. FB

Week 3 (6a,b,c)- Although your patient’s status limited your ability to perform teaching, you identified in discussion and through ABCDEF bundle documentation the education needs for discharge of your assigned patient. Therefore, this competency was changed to a “S”. You discussed the ways collaboration with family, patients, and other healthcare team members is optimal for positive patient outcomes. FB

**Week 4-6(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**

\*End-of- Program Student Learning Outcomes

**Week 4-6(f) Great job with your CDG this week! BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

**Comments:**

Week 3 (7a)- Great job with the implementation of the evidence-based bundle to improve patient outcomes for a ventilated patient. FB

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Skills Lab Evaluation Tool  
AMSN

2021

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

**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

**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

\*End-of- Program Student

Nursing Care Plan Grading Tool  
AMSN  
2021

**Student Name:** Kalie Voss

**Clinical Date:** 1/26/21-1/27/21

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

<b>vSim Evaluation</b>  Performance Codes: S: Satisfactory U: Unsatisfactory	<b>Rachael Heidebrink</b> (Pharmacology) (1. 2. 6. 7)*	<b>Junetta Cooper</b> (Pharmacology) (1. 2. 6. 7)*	<b>Mary Richards</b> (Pharmacology) (1. 2. 6. 7)*	<b>Lloyd Bennett</b> (Medical-Surgical) (1. 2. 6. 7)*	<b>Kenneth Bronson</b> (Medical-Surgical) (1. 2. 6. 7)*	<b>Carl Shapiro</b> (Pharmacology) (1. 2. 6. 7)*
	<b>Date:</b> 2/9/2021	<b>Date:</b> 2/26/2021	<b>Date:</b> 3/12/2021	<b>Date:</b> 3/19/2021	<b>Date:</b> 3/25/2021	<b>Date:</b> 4/22/2021
Evaluation						
Faculty Initials						
<b>Remediation: Date/Evaluation/ 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: 5</b>  <b>Comments:</b> Great job providing a thorough history, assessment, and explanation of pain management using appropriate tools for pain assessment.</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: 7</b>  <b>Comments:</b> Great job including all aspects of your respiratory assessment and the complete process of the spontaneous awakening trial and spontaneous breathing trial algorithm including safety screens.</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 sedation discussed. Medications that may cause anxiety, agitation, and sedation discussed (2)</li> <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</li> </ul>	<p><b>Total Points: 6</b>  <b>Comments:</b> A comprehensive neurological assessment was provided along with RASS results. All pertinent medications were discussed and trending changes about neurological status since admission to the unit was provided.</p>

reviewed and discussed (1)	
<b>4. (D) Delirium: Assess, Prevent, and Manage (6 points total)</b> <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>	<b>Total Points: 6</b> <b>Comments: Great job with discussion of delirium tools used and how they determine a delirious status in your patient.</b>
<b>5. (E) Early Mobility and Exercise (6 points total)</b> <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>	<b>Total Points: 6</b> <b>Comments: Great job providing appropriate safety screen results and how exercise/mobility could be improved in the future.</b>
<b>6. (F) Family Engagement and Empowerment (6 points total)</b> <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>	<b>Total Points: 6</b> <b>Comments: Great job providing good community resources and educational needs for this patient.</b>
Total possible points = 36 32-36 = Satisfactory 27-31 = Needs improvement <27 = Unsatisfactory	<b>Total: 36</b> <b>Excellent job with the completion of the ABCDEF bundle. FB</b>

Pathophysiology Grading Rubric

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

<b>Student Name:</b>	<b>Clinical Date:</b>
<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)</li> <li>• Past Medical History (1)</li> </ul>	<b>Total Points: 2</b> <b>Comments:</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)</li> </ul>	<b>Total Points: 1</b> <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)</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)</li> <li>• Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)</li> </ul>	<b>Total Points: 2</b> <b>Comments:</b> You should have provided further explanation as to the significance of the increased urine output and why this occurred. The heart rate being low most likely represents a heart that doesn't function appropriately therefore, causing the build up of fluid in the lungs.
<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)</li> <li>• Rationale provided for each lab test performed (1)</li> <li>• Explanation provided of what a normal lab result should be in the absence of current diagnosis (1)</li> <li>• Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)</li> </ul>	<b>Total Points: 4</b> <b>Comments:</b> Great job with presentation of lab data and how they are related to patient diagnosis.
<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)</li> <li>• Rationale provided for each diagnostic test performed (1)</li> <li>• Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1)</li> <li>• Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)</li> </ul>	<b>Total Points: 4</b> <b>Comments:</b> Great job with correlation of diagnostic testing and how it relates to patient diagnosis.
<b>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</b> <ul style="list-style-type: none"> <li>• All related medications included (1)</li> <li>• Rationale provided for the use of each medication (1)</li> </ul>	<b>Total Points: 3</b> <b>Comments:</b> All pertinent medications are included with rationales and appropriate explanation of relevance to diagnosis.

<ul style="list-style-type: none"> <li>• Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)</li> </ul>	
<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)</li> <li>• Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)</li> </ul>	<p><b>Total Points: 2</b>  <b>Comments: Excellent job correlating all past medical history to present diagnosis.</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)</li> </ul>	<p><b>Total Points: 0.5</b>  <b>Comments: Good job with nursing interventions, only one intervention that should have been added is administer appropriate medications relevant to diagnosis.</b></p>
<p>Total possible points = 20  17-20 = Satisfactory  14-16 = Needs improvement  &lt;13 = Unsatisfactory</p>	<p><b>Total points: 18.5</b>  <b>Satisfactory pathophysiology report completed. FB</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