

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

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

**Student: Alyssa Riehl**

**Final Grade: Satisfactory/Unsatisfactory**

**Semester: Spring**

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

**Comments:**

Week 2- Comments from Preceptor for Infusion Center: Satisfactory in all areas. "Comfortable in communication with patients and staff. Willing to attempt new procedures with guidance from staff.". (1d)- Satisfactory via CDG posting for Infusion Center Clinical experience. Keep up the great work. AR

Week 3- Comments from Cardiac Diagnostics Preceptor: Excellent in all areas. “She observed several stresses, spoke to the pacemaker nurse, spoke about bubble study, Definity, and cardioversion.” (1b)- Satisfactory discussion via CDG posting related to your Cardiac Diagnostics clinical experience. Keep up the great work! AR

Week 4- Comments from Special Procedures Preceptor: Satisfactory in all areas except “Actively engaged in the clinical experience” (Excellent). “Observed 3 extensive back to back angio cases; asked many appropriate questions. Reviewed patient histories; was willing to help with patient care.” (1b,d)- Satisfactory discussion via CDG posting related to your Special Procedures clinical experience. Keep up the great work! AR

**Week 5-1(a- h) Alyssa, 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 and respiratory assessment for this patient. You had excellent communication with the patient on both days, and respected her values. You and I were able to sit down together and work on interpreting some cardiac rhythms, and you did an excellent job. 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 IVP and PO medications. You also had the opportunity to attempt an IV start, however, you inadvertently poked yourself with the IV catheter needle upon removing the cap. Thankfully this was a clean needle stick, and we were able to discuss opportunities for improvement with this in the clinical setting. I know you learned from this situation and you will be careful that it does not happen again. 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         | 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         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>   | S         | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>CC (Noticing, Interpreting, Responding, Reflecting)</b>   | NA        | NA        | NA        | NA        |   |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. <b>CC (Noticing, Interpreting, Responding)</b>   | NA        | NA        | NA        | NA        |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>BL</b> |   |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

**Week 5-2(a) You are off to a great start with your pathophysiology, but there is some additional information that is needed. Please review all my feedback on the Pathophysiology Rubric in order to make the revisions necessary to become satisfactory for this competency. These revisions are due by 2/10/21 at 1700. Please let me know if you have any questions. BL**

\*End-of- Program Student Learning Outcomes

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>  | NA        | S         | 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>           | NA        | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>                              | S         | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>                                    | S         | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mngmt.)</b>                    | S         | S         | S<br>NA   | NA        |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>BL</b> |   |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

Week 2 (3c)- Satisfactory via CDG posting related to Infusion Center clinical experience. Keep up the great work. AR

Week 3 (3b,c)- Satisfactory Scavenger Hunt clinical assignment and discussion via CDG posting. Great job! AR

**Week 5-3(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. 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>  | NA        | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Critique examples of legal or ethical issues observed in the clinical setting. <b>(Interpreting)</b>     | NA        | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Engage with patients and families to make autonomous decisions regarding healthcare. <b>(Responding)</b> | NA        | NA        | NA        | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Exhibit professional behavior in appearance, responsibility, integrity and respect. <b>(Responding)</b>  | S         | S         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>BL</b> |   |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

**Week 5-4(a) Excellent job this week during debriefing in which you were actively involved in the discussion of this competency. You gave great examples of legal and ethical issues observed in the clinical setting. BL**

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

**Comments:**

**Week 5-5(b) Alyssa, you do an excellent job of making the most of your clinical experiences. I know you spent a substantial amount of time going through your patient’s chart and EMR this week during your down time in order to learn as much about her diagnosis and past medical history as possible. It’s very important that you have a good understanding of your patient’s entire clinical picture in order to safely care for them. Keep up all your great work! BL**

**Week 5-5(c, e) Excellent job this week during debriefing in which you were actively involved in the discussion of these competencies. BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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

**Comments:**

Week 2 (c,f)- Satisfactory via CDG posting related to Infusion Center clinical experience. AR

Week 3 (6f)- Satisfactory CDG postings related to Cardiac Diagnostics and Scavenger Hunt clinical experiences. Keep up the great work. AR

Week 4 (6f)- Satisfactory CDG posting related to your Special Procedures clinical experience. Great work! AR

**Week 5-6(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**

\*End-of- Program Student Learning Outcomes

great job taking my feedback on Tuesday and applying it to all your documentation on Wednesday. Keep up the great work! BL

Week 5-6(f) This competency was changed to an NI for this week because there was some information missing for your pathophysiology CDG. Once your revisions are made, this competency will be graded as satisfactory. 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         | 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         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Comply with the FRMCSN "Student Code of Conduct Policy." (Responding)  | S         | S         | 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         | S         | S         |   |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>BL</b> |   |   |   |         |         |   |    |    |    |    |    |         |       |

Comments:

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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**Lab Skills**

Nursing Care Plan Grading Tool  
AMSN  
2021

**Student Name:**

**Clinical Date:**

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**Objective # 2:** Formulate nursing care plans, correlations, or clinical reports

Nursing Diagnosis:

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>gy)Rachael Heidebrink</b> | <b>acology)Junetta Cooper</b> | <b>acology)Mary Richards</b> | <b>Surgical)Lloyd Bennett</b> | <b>gical)Kenneth Bronson</b> | <b>macology)Carl Shapiro</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:<br/>Date/Evaluation/<br/>Initials</b>   |                              |                               |                              |                               |                              |                              |

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><br/><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><br/><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 sedation discussed. Medications that may cause anxiety, agitation, and sedation discussed (2)</li> </ul>   | <p><b>Total Points:</b><br/><b>Comments:</b></p> |

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| <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><br/><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><br/><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><br/><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:** **Alyssa Riehl**

**Clinical Date:** **2/2/21-2/3/21**

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| <p><b>1. Provide a description of your patient including current diagnosis and past medical history. (2 points total)</b></p> <ul style="list-style-type: none"> <li>• Current Diagnosis (1)-1</li> <li>• Past Medical History (1)-1</li> </ul>  | <p><b>Total Points: 2</b><br/> <b>Comments:</b> Excellent job! You provided a detailed description of the patient's admitting diagnosis and past medical history. BL</p>  |
| <p><b>2. Describe the pathophysiology of your patient's current diagnosis. (1 point total)</b></p> <ul style="list-style-type: none"> <li>• Pathophysiology-what is happening in the body at the cellular level (1)-1</li> </ul>   | <p><b>Total Points: 1</b><br/> <b>Comments:</b> Excellent job describing the pathophysiology of your patient's diagnosis. It was very detailed and thorough. BL</p>   |
| <p><b>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's signs and symptoms included (1)-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)-0</li> <li>• Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)-1</li> </ul>                       | <p><b>Total Points: 2</b><br/> <b>Comments:</b> Overall, very nice job! There was information missing related to describing all the signs and symptoms that are typically expected with your patient's diagnosis. In other words, were there any other signs and symptoms that we would expect your patient to have with this diagnosis that she didn't? BL</p> |
| <p><b>4. Correlate the patient's current diagnosis with all related labs. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's relevant lab result values included (1)-1</li> <li>• Rationale provided for each lab test performed (1)-1</li> <li>• Explanation provided of what a normal lab result should be in the absence of current diagnosis (1)-1</li> <li>• Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1)-0</li> </ul> | <p><b>Total Points: 3</b><br/> <b>Comments:</b> Great job! There was information missing here related to how each of the patient's relevant lab result values correlate with her diagnosis. In other words, why would we expect these values to be what they are due to the patient's diagnosis? BL</p>   |
| <p><b>5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total)</b></p> <ul style="list-style-type: none"> <li>• All patient's relevant diagnostic tests and results included (1)-1</li> <li>• Rationale provided for each diagnostic test performed (1)-1</li> <li>• Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1)-0</li> <li>• Explanation of how each of the patient's relevant</li> </ul>                 | <p><b>Total Points: 2</b><br/> <b>Comments:</b> For this section, there needs to be some more information added related to what a normal diagnostic test result would be for the patient in the absence of her current diagnosis, as well as how the results of these diagnostic tests correlate with her current diagnosis. BL</p>                             |

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| diagnostic test results correlate with current diagnosis<br>(1)-0  |  |
| <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)-1</li> <li>Rationale provided for the use of each medication (1)-1</li> <li>Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)-1</li> </ul> | <b>Total Points: 3</b><br><b>Comments: Excellent job! BL</b>   |
| <b>7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total)</b> <ul style="list-style-type: none"> <li>All pertinent past medical history included (1)-1</li> <li>Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)-1</li> </ul>   | <b>Total Points: 2</b><br><b>Comments: Great job! BL</b>   |
| <b>8. Describe nursing interventions related to current diagnosis. (1 point total)</b> <ul style="list-style-type: none"> <li>All nursing interventions provided for patient explained and rationales provided (1)-1</li> </ul>  | <b>Total Points: 1</b><br><b>Comments: Excellent job including all nursing interventions and providing detailed rationales. BL</b>   |
| Total possible points = 20<br>17-20 = Satisfactory<br>14-16 = Needs improvement<br><13 = Unsatisfactory  | <b>Total Points: 16/20-Needs Improvement</b><br><br>Alyssa, you are off to an excellent start with your pathophysiology. There is just a little bit of information missing that needs to be added in order to be graded as satisfactory. Please make the necessary revisions based on my feedback by 2/10/21 at 1700. If you have any questions, please do not hesitate to ask. BL |

**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