



## 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.

---

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                  | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Manage complex patient care situations with evidence of preparation and organization. <b>(Responding)</b>                    | S                  | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Assess comprehensively as indicated by patient needs and circumstances. <b>(Noticing)</b>                                    | S                  | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Respect patient and family perspectives, values, and diversity when planning, giving, and adapting care. <b>(Responding)</b> | S                  | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Evaluate patient’s response to nursing interventions. <b>(Reflecting)</b>  | S                  | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Interpret cardiac rhythm; determine rate and measurements. <b>(Interpreting)</b>   | NA                 | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| f. Administer medications observing the six rights of medication administration. <b>(Responding)</b>                            | NA                 | NA          | NA        | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| g. Perform venipuncture skill with beginning dexterity and evidence of preparation. <b>(Responding)</b>                         | S                  | NA          | S         | NA        | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| h. Respond appropriately to equipment alarms; IV pumps, ECG monitors, ventilators, etc. <b>(Responding)</b>                     | S                  | NA          | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b>          | <b>AR</b>   | <b>AR</b> | <b>FB</b> | <b>BL</b> |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Clinical Location</b>  | Special Procedures | No clinical | CD/SH/IS  | 4C        | 4P        |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

Week 2 (1b,d)- Satisfactory via accurate and thorough CDG posting. Keep up the great work. AR

\*End-of- Program Student Learning Outcomes

RN Preceptor: Satisfactory in all areas except “Actively engaged in the clinical experience” (Excellent). AR

Week 4- Comments per Cardiac Diagnostics Preceptor: Excellent in all areas. “Was able to see a sync cardioversion, Lexiscan stress test, regular stress, Cardiolute shin, speak with pacemaker.” (1b)- Satisfactory discussion related to Cardiac Diagnostics clinical experience via CDG posting. Comments per Infusion Center Preceptor: Satisfactory in all areas. “Laid back, lack of confidence, good questions, slightly timid.” (1d)- Satisfactory discussion via CDG posting related to Infusion Center clinical experience. .Keep up the great work! AR

Week 5 (1a)- Great job providing care to a complex care patient who was intubated and had multiple IV, IVP, and oral medications. (1b,d) You provided comprehensive assessments and evaluated data received from assessments to provide appropriate care. (1f) Medication administration was performed following all rights of administration and evaluation of effects on patient. FB

**Week 6-1(a-h) Emily, 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 cardiovascular and neuro assessment for this patient, and monitoring his heart rhythm very closely. You had excellent communication with the patient on both days, and respected his values. You also did a great job responding appropriately to equipment alarms. Your medication passes were very well done on both days, and you followed all the six rights of medication administration. You were able to attempt an IV start, and although it was unsuccessful, you demonstrated dexterity, evidence of preparation, and good technique. You also had the opportunity to perform a straight catheterization on your patient in order to obtain a urine specimen, and you did an excellent job. You maintained sterile technique during the procedure, however, you came close to contaminating your gloves by accidentally touching the bed sheets. If this would have occurred, keep in mind that you would have needed to replace your gloves. I know you will be more conscious of this in the future. 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         | NA        | 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> | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Monitor for potential risks and anticipate possible early complications. <b>(Noticing, Interpreting, Responding)</b>   | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>   | S         | NA        | 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        | NA        |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. <b>CC (Noticing, Interpreting, Responding)</b>   | NA        | NA        | NA        | S         | NA        |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>FB</b> | <b>BL</b> |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

Week 2- Special Procedures clinical. AR

Week 5 (2 a,c,e)- Emily great job correlating your patient’s status with disease processes, recognizing changes in her status, and providing care based off those changes. ABCDEF was completed satisfactorily, see rubric below. FB

**Week 6-2(a) Emily, you did an excellent job with your pathophysiology in which you addressed this competency. Your pathophysiology was very detailed and well done. It was clear that you spent a substantial amount of time on this assignment, and learned a lot. Please see the Pathophysiology Grading 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>  | NA        | 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        | NA        | S         | NA        | NA        |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>                              | NA        | NA        | S         | NA        | NA        |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>                                    | NA        | NA        | NA        | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mngmt.)</b>                    | NA        | NA        | NA        | NA        | NA        |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>FB</b> | <b>BL</b> |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

Week 4 (3b,c)- Satisfactory discussions via CDG postings related to your Infusion Center and Scavenger Hunt clinical experiences. Great job! AR

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

**Comments:**

Week 5 (4a)- Great discussion regarding legal and ethical issues you observed in the clinical setting. FB

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

**Comments:**

Week 5 (5 c,e)- Great job with discussion on factors that focus on creating a culture of safety and the use of EBP tools that support patient safety and quality improvement. FB

**Week 6-5(b) Emily, you do an excellent job seeking out new learning opportunities and taking the initiative to practice skills whenever the opportunity arrives. You also do an excellent job taking the time to thoroughly go through the patient’s chart in order to gain a better understanding of their admitting diagnosis, labs, medications, diagnostic testing, and treatment plan. It is your motivation and drive to learn as much as possible before graduation that will allow you to gain more and more experience. Keep up all your hard work! 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         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Establish collaborative partnerships with patients, families, and coworkers. <b>(Responding)</b>                                 | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Teach patients and families based on readiness to learn and discharge learning needs. <b>(Interpreting &amp; Responding)</b>     | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. <b>(Responding)</b> | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| d. Deliver effective and concise hand-off reports. <b>(Responding)</b>  | NA        | NA        | NA        | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>             | NA        | NA        | NA        | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>                           | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>FB</b> | <b>BL</b> |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

Week 2 (6f)- Satisfactory CDG posting related to your Special Procedures clinical experience. Keep up the great work! AR

Week 4 (6c)- Satisfactory discussion via CDG posting related to your Infusion Center clinical experience. (6f)- Satisfactory CDG postings related to Cardiac Diagnostics, Infusion Center, and Quality Scavenger Hunt clinical experiences. Keep up the great work! AR

Week 5- Great job collaborating with healthcare disciplines to provide good quality care to your assigned patient. Documentation was appropriate with minimal errors, medication documentation was nicely done. FB

\*End-of- Program Student Learning Outcomes

**Week 6-6(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 him as well. BL**

**Week 6-6(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 6-6(f) Excellent job with your CDG this week! 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         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>  | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>   | S         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| c. Comply with the FRMCSN "Student Code of Conduct Policy." <b>(Responding)</b>   | S         | NA        | 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         | NA        | S         | S         | S         |   |   |         |         |   |    |    |    |    |    |         |       |
| <b>Faculty Initials</b>   | <b>AR</b> | <b>AR</b> | <b>AR</b> | <b>FB</b> | <b>BL</b> |   |   |         |         |   |    |    |    |    |    |         |       |

**Comments:**

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Skills Lab Evaluation Tool  
AMSN  
2021

| <u>Skills Lab</u><br><u>Competency</u><br><u>Evaluation</u>        | Lab Skills   |                                    |   |                             |                        |  |  |                                       |  |                                  |
|--|--|------------------------------------|---|-----------------------------|------------------------|--|--|---------------------------------------|--|----------------------------------|
|  | Critical Care<br>Meditech Document<br>(1,2,3,4,5,6)* | Physician Orders<br>(1,2,3,4,5,6)* | Prioritization/<br>Delegation<br>(1,2,3,4,5,6)* | Resuscitation<br>(1,3,6,7)* | IV Start<br>(1,3,4,6)* | Blood Admin./IV<br>Pumps<br>(1,2,3,4,5,6)* | Central Line/Blood<br>Draw/Ports/IV Push<br>(1,2,3,4,6)* | Head to Toe<br>Assessment<br>(1,2,6)* | ECG/Telemetry<br>Placements/CT<br>(1,6)* | ECG Measurements<br>(1,2,4,5,6)* |
|  | Date:<br>1/5/2021                                    | Date:<br>1/5/2021                  | Date:<br>1/5/2021                               | Date:<br>1/5/2021           | Date:<br>1/7/2021      | Date:<br>1/7/2021                          | Date:<br>1/18/2021                                       | Date:<br>1/8/2021                     | Date:<br>1/8/2021                        | Date:<br>1/8/2021                |
| Performance Codes:<br><br>S: Satisfactory<br><br>U: Unsatisfactory |  |                                    |   |                             |                        |  |  |                                       |  |                                  |
| Evaluation:  | S  | S                                  | S   | S                           | S                      | S  | S  | S                                     | S  | S                                |
| Faculty Initials   | AR   | AR                                 | AR  | AR                          | AR                     | AR   | AR   | AR                                    | AR                                       | AR                               |
| Remediation:<br>Date/Evaluation/Initials                           | NA   | NA                                 | NA  | NA                          | NA                     | NA   | NA   | NA                                    | NA                                       | NA                               |

**\*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

**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

1/18/2021:

**Central Line Dressing Change/IV Push:** Satisfactory central line dressing change using proper technique, as well as line flushing. Great job! With prep Outcome 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! AR

Nursing Care Plan Grading Tool  
AMSN  
2021

**Student Name:**

**Clinical Date:**

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

\*End-of- Program Student Learning Outcomes

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>(Pharmacology)<br>(1. 2. 6. 7)* | <b>Junetta Cooper</b><br>(Pharmacology)<br>(1. 2. 6. 7)* | <b>Mary Richards</b><br>(Pharmacology)<br>(1. 2. 6. 7)* | <b>Lloyd Bennett</b><br>(Medical-Surgical)<br>(1. 2. 6. 7)* | <b>Kenneth Bronson</b><br>(Medical-Surgical)<br>(1. 2. 6. 7)* | <b>Carl Shapiro</b><br>(Pharmacology)<br>(1. 2. 6. 7)* |
|   | <b>Date:</b><br>2/12/2021                                    | <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  | S  |  |   |   |   |  |
| Faculty Initials  | BL   |  |   |   |   |  |
| <b>Remediation:</b><br><b>Date/Evaluation/</b><br><b>Initials</b>                                       | NA   |  |   |   |   |  |

\* Course Objectives

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><br/><b>Comments:</b> Great job providing all pertinent subjective and objective assessment data. Trending data was also provided and explanations for appropriate pain management including non-pharmacological interventions, and underlying causes of pain.</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><br/><b>Comments:</b> Great job explaining your respiratory assessment including background history. You included past and present cardiac history regarding her abnormal rhythm. Safety screens and trials were discussed with outcomes for your patient. You also provided method of sedation titration. All pertinent diagnostic testing results were discussed.</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 reviewed and discussed (1)</li> </ul>   | <p><b>Total Points: 6</b><br/><b>Comments:</b> A comprehensive neurological assessment was provided with RASS results. All pertinent medication regarding anxiety and sedation were discussed. Trending assessment data was also reviewed and discussed.</p>   |
| <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> </ul>  | <p><b>Total Points: 5</b><br/><b>Comments:</b> Great job with description of delirium assessment tools, patient assessment, trends, and</p>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <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) (1)</li> <li>• Family's feelings and observations about patient's confusion, mentation, and agitation discussed now and prior to admission (1)</li> </ul>  | <p>changes. Patient was taking pregabalin, levetiracetam, and sertraline which can affect delirium status and you did not mention. You did provide the family feelings and thoughts regarding their mother's status at this time.</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: 6</b><br/> <b>Comments:</b> A complete mobility assessment was discussed. The safety screen results were provided with an explanation of PT/OT involvement and patient limitations hindering her ability for mobility.</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: 6</b><br/> <b>Comments:</b> Family involvement, communication, long-term and educational needs were identified.</p>  |
| <p>Total possible points = 36<br/> 32-36 = Satisfactory<br/> 27-31 = Needs improvement<br/> &lt;27 = Unsatisfactory</p>  | <p style="text-align: right;"><b>Total: 35</b><br/> Satisfactory completion of ABCDEF bundle CDG. FB</p>   |

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

| Student Name: <b>Emily Klimczynski</b>  | Clinical Date: <b>2/9/21-2/10/21</b>   |
|---|--|
| <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 providing a detailed description of your patient's current 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! Your pathophysiology of your patient's current diagnosis is described with great detail and accuracy. 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)-1</li> <li>• Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1)-1</li> </ul>  | <p><b>Total Points: 3</b><br/> <b>Comments:</b> Great job! You described all your patient's signs and symptoms and correlated them accurately with his current diagnosis. Excellent job including other signs and symptoms that can occur with A-fib that your patient did not display as well. 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)-1</li> </ul>  | <p><b>Total Points: 4</b><br/> <b>Comments:</b> Excellent job! All relevant labs results included, normal values explained, rationales provided, and correlation with current diagnosis provided. 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)-1</li> <li>• Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1)-1</li> </ul> | <p><b>Total Points: 4</b><br/> <b>Comments:</b> Awesome job! BL</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)-1</li> <li>• Rationale provided for the use of each medication (1)-1</li> </ul>   | <p><b>Total Points: 3</b><br/> <b>Comments:</b> Emily, excellent job correlating the patient's current diagnosis with all related medications. BL</p>  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Explanation of how each of the patient's relevant medications correlate with current diagnosis (1)-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)-1</li> <li>Explanation of how patient's pertinent past medical history correlates with current diagnosis (1)-1</li> </ul> | <p><b>Total Points: 2</b><br/> <b>Comments:</b> Great job! You are correct in mentioning that your patient is very sick. You did a great job explaining how his past medical history correlates with his current diagnosis. BL</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)-1</li> </ul>  | <p><b>Total Points: 1</b><br/> <b>Comments:</b> Great job! All nursing interventions included and detailed rationales provided. BL</p>   |
| <p>Total possible points = 20<br/> 17-20 = Satisfactory<br/> 14-16 = Needs improvement<br/> &lt;13 = Unsatisfactory</p>   | <p><b>Total Points: 20/20</b><br/><br/> Satisfactory Pathophysiology. Excellent job! BL</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