

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

Comments:

\*End-of- Program Student Learning Outcomes

Week 5- Comments per Patient Advocate/Discharge Planner Preceptor: Excellent in all areas. (1c)- Satisfactory discussion via CDG posting related to your Patient Advocate/Discharge Planner clinical experience. Keep up the great work! AR

Week 6 (1g)- Satisfactory with venipuncture skills during Infusion Center clinical experience. Great job! AR

**Week 9-1(a-f, h) Sydney, you did an excellent job taking care of your patient this week while managing complex care situations. Your care was very organized and you were well prepared. You did a great job prioritizing your cardiac assessment for this patient, and monitoring his heart rhythm very closely for any changes. You had excellent communication with the patient on both days, and respected his values. You also did a great job interpreting his cardiac rhythm strip, and several others as well. Your medication passes were very well done on both days, and you followed all six rights of medication administration. You were able to administer PO and IVP medications, as well as observe blood administration. 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>	N/A	NA	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>	N/A	NA	S														
b. Monitor for potential risks and anticipate possible early complications. <b>(Noticing, Interpreting, Responding)</b>	N/A	S	S	N/A	N/A	N/A	N/A	N/A	S	S							
c. Recognize changes in patient status and take appropriate action. <b>(Noticing, Interpreting, Responding)</b>	S	S	S	N/A	N/A	N/A	N/A	N/A	S	S							
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. <b>CC (Noticing, Interpreting, Responding, Reflecting)</b>	N/A	NA	N/A														
e. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. <b>CC (Noticing, Interpreting, Responding)</b>	N/A	NA	N/A														
<b>Faculty Initials</b>	<b>CP</b>	<b>CP</b>	<b>CP</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>							

**Comments:**

**Week 9-2(a) Sydney, 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. Please see the Pathophysiology Grading Rubric at the end of this document for my feedback. 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>	N/A	NA	S														
a. Critique communication barriers among team members. <b>(Interpreting)</b>	N/A	NA	S														
b. Participate in QI, core measures, monitoring standards and documentation. <b>(Interpreting &amp; Responding)</b>	N/A	N/A	S	S	N/A	N/A	N/A	N/A	S	S							
c. Discuss strategies to achieve fiscal responsibility in clinical practice. <b>(Responding)</b>	N/A	N/A	N/A	S	N/A	N/A	N/A	N/A	S	S							
d. Clarify roles & accountability of team members related to delegation. <b>(Noticing)</b>	N/A S	S	S	N/A	N/A	N/A	N/A	N/A	S	S							
e. Determine the priority patient from assigned patient population. <b>(Interpreting) (Patient Mngmt.)</b>	S	S	S	N/A	N/A	N/A	N/A	N/A	S	N/A							
<b>Faculty Initials</b>	<b>CP</b>	<b>CP</b>	<b>CP</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>							

**Comments:**

Week 2 Objective 3d: Sydney I changed your “N/A” to an “S” for this objective. Remember to evaluate yourself in all areas that apply to your clinical experience each week. You discussed a task you saw delegated in your CDG. The example you shared in your CDG would apply to this objective/competency. Please let me know if you have any questions. CP

Week 5 (3b,c)- Satisfactory during Quality Assurance/Core Measures observation experience. Great job! AR

**Week 9-3(c) You did a great job ensuring you used the PAR system appropriately when obtaining care items for your patient this week in clinical. This is just one important way to ensure fiscal responsibility in clinical practice. BL**

\*End-of- Program Student Learning Outcomes

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**Objective**

4. 4. Plan for a future in the nursing profession by analyzing information concerning employment, licensure, ethical, and legal issues in nursing focusing on accountability and respecting patient autonomy. (1,2,4,5)\*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Midterm	9	10	11	12	13	14	Make up	Final
<b>Competencies:</b>	N/A	NA	S														
a. Critique examples of legal or ethical issues observed in the clinical setting. <b>(Interpreting)</b>	N/A	NA	S														
b. Engage with patients and families to make autonomous decisions regarding healthcare. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
c. Exhibit professional behavior in appearance, responsibility, integrity and respect. <b>(Responding)</b>	CP	CP	CP	AR	AR	AR	AR	AR	AR	BL							
<b>Faculty Initials</b>	CP	CP	CP	AR	AR	AR	AR	AR	AR	BL							

**Comments:**

**Week 9-4(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	S	N/A	N/A	N/A	S	S							
a. Reflect on your overall performance in the clinical area for the week. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
b. Demonstrate initiative in seeking new learning opportunities. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc. <b>(Interpreting)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
d. Perform Standard/Standard Plus Precautions. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
e. Practice use of standardized EBP tools that support safety and quality. <b>(Responding)</b>	S	S	S	N/A	S	N/A	N/A	N/A	S	S							
f. Utilize faculty feedback to improve clinical performance. <b>(Responding &amp; Reflecting)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
<b>Faculty Initials</b>	<b>CP</b>	<b>CP</b>	<b>CP</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>							

**Comments:**

Week 2 Objective 5a: Sydney, per the RN you were assigned to on 1-12-21, you were satisfactory in all areas. Comments: Sydney did a great job communicating with patients and providing great care! Did a nice job administering PO meds and insulin. Keep up the good work Sydney! CP

Week 3 Objective 5a: Sydney, per the RN you were assigned to on 1-20-21, you were excellent in all areas. Comments: Sydney is a friendly, knowledgeable student nurse; she has excellent time management skills and prioritization! Keep working towards your end goal. Great job Sydney! Keep up the great work! CP

5a. week 4- I feel I have learned a lot during my patient management clinicals and have improved on several nursing skills. I feel I sought out as many opportunities as possible. I can't wait to see how the rest of the semester goes. Sydney, this is great! Based on my discussions with you throughout the patient management experience, your CDG posts each week, and feedback from the RN's you were assigned to, I feel you excelled during this clinical experience. You kept faculty informed of your patient assignment, skills performed, and any concerns you had during the experience. Your CDG post each week provided a detailed description of your patients and the care provided. I have no doubt you will continue to take full advantage of the opportunities provided to you and will continue to excel throughout the remainder of the semester! Keep up the great work! CP

Week 4 Objective 5a: Sydney per the RN you were assigned to on 01/19/2021, you were excellent in all areas. Comments: "Great job!" Excellent work Sydney! CP Per the RN you were assigned to on 01/27/2021, Excellent in all areas. Per the RN you were assigned to on 01/28/2021, Excellent in all areas except technical skills and Collection/Documentation of Data (Satisfactory). Comments: "Excellent communication skills with staff." Keep up the great work Sydney! CP

\*End-of- Program Student Learning Outcomes

**Week 9-5(c, e) Excellent job this week during debriefing in which you were actively involved in the discussion of these competencies. You also did an excellent job looking through your patients chart and finding that his home medications were never continued from admission even though the physician wrote in his note that he was going to. You did a great job catching this and notifying the primary RN right away so it could be fixed. BL**

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

**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	S	S	N/A	N/A	N/A	S	S							
a. Establish collaborative partnerships with patients, families, and coworkers. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
b. Teach patients and families based on readiness to learn and discharge learning needs. <b>(Interpreting &amp; Responding)</b>	S	S	S	N/A	N/A	N/A	N/A	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	S	S	N/A	N/A	N/A	S	S							
d. Deliver effective and concise hand-off reports. <b>(Responding)</b>	S	S	S	N/A	N/A	N/A	N/A	N/A	S	S							
e. Document interventions and medication administration correctly in the electronic medical record. <b>(Responding)</b>	S	S	S	N/A	N/A	N/A	N/A	N/A	S	S							
f. Consistently and appropriately posts in clinical discussion groups. <b>(Responding and Reflecting)</b>	S	S	S	S	N/A	N/A	N/A	N/A	S	S							
<b>Faculty Initials</b>	<b>CP</b>	<b>CP</b>	<b>CP</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>							

**Comments:**

Week 2 Objective 6f: You satisfactorily posted in the clinical discussion group. CP

Week 3 Objective 6d: You satisfactorily completed the Hand-off Report Competency with a score of 30/30. Per Ameila, RN “ Excellent and thorough report!” Excellent job Sydney! CP Objective 6f: You satisfactorily posted in the clinical discussion group. CP

\*End-of- Program Student Learning Outcomes

Week 4 Objective 6f: You satisfactorily posted in the clinical discussion group. Excellent job posting in the CDG each week during your patient management experience! CP

Week 5 (6c,f)- Satisfactory CDG posting related to your Patient Advocate/Discharge Planner clinical experience. Keep up the great work! AR

**Week 9-6(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 9-6(f) Excellent job with your Pathophysiology 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	S	S	S	S	N/A	N/A	N/A	S	S							
a. Value the need for continuous improvement in clinical practice based on evidence. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
b. Accountable for investigating evidence-based practice to improve patient outcomes. <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	S	S							
c. Comply with the FRMCSN "Student Code of Conduct Policy." <b>(Responding)</b>	S	S	S	S	S	N/A	N/A	N/A	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	S	S	N/A	N/A	N/A	S	S							
<b>Faculty Initials</b>	<b>CP</b>	<b>CP</b>	<b>CP</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>AR</b>	<b>BL</b>							

**Comments:**

Midterm- You have done a great job during the first half of the semester Sydney! Keep up the great work as you finish the course. AR

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

\*End-of- Program Student Learning Outcomes

Skills Lab Evaluation Tool  
AMSN  
2021

<u>Skills Lab Competency Evaluation</u>	Lab Skills									
	Critical Care Meditech Document (1,2,3,4,5,6)*	Physician Orders (1,2,3,4,5,6)*	Prioritization/Delegation (1,2,3,4,5,6)*	Resuscitation (1,3,6,7)*	IV Start (1,3,4,6)*	Blood Admin./IV Pumps (1,2,3,4,5,6)*	Central Line/Blood Draw/Ports/IV Push (1,2,3,4,6)*	Head to Toe Assessment (1,2,6)*	ECG/Telemetry Placements/CT (1,6)*	ECG Measurements (1.2.4.5.6)*
Performance Codes: S: Satisfactory U: Unsatisfactory	Date: 1/5/2021	Date: 1/5/2021	Date: 1/5/2021	Date: 1/5/2021	Date: 1/7/2021	Date: 1/7/2021	Date: 1/8/2021	Date: 1/8/2021	Date: 1/8/2021	Date: 1/8/2021
Evaluation:	S	S	S	S	S	S	S	S	S	S
Faculty Initials	CP	CP	CP	CP	CP	CP	CP	CP	CP	CP
Remediation: Date/Evaluation/Initials	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**\*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

Nursing Care Plan Grading Tool  
AMSN  
2021

**Student Name:**

**Clinical Date:**

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

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

\* Course Objectives

### Lasater Clinical Judgment Rubric Scoring Sheet

\*End-of- Program Student Learning Outcomes

CLINICAL JUDGMENT						OBSERVATION NOTES
<p><b>COMPONENTS NOTICING: (1, 2, 5)*</b></p> <ul style="list-style-type: none"> <li>• Focused Observation:            E        <b>A</b>        D        B</li> <li>• Recognizing Deviations from Expected Patterns:            E        <b>A</b>        D        B</li> <li>• Information Seeking:            E        <b>A</b>        D        B</li> </ul>						<p><b>#1 Patient identified. Orientation assessed. VS, monitor applied, HR noted to be bradycardic. Patient CO being tired, weak, SOB. Rhythm change.</b></p> <p><b>#2 Patient identified. Monitor applied, VS, HR noted to be elevated. BP and O2 sat begins to drop. Patient begins to cough and be SOB.</b></p> <p><b>#3 Patient found to be unresponsive. Patient put on monitor. CPR initiated.</b></p>
<p><b>INTERPRETING: (2, 4)*</b></p> <ul style="list-style-type: none"> <li>• Prioritizing Data:            E        <b>A</b>        D        B</li> <li>• Making Sense of Data:            E        A        <b>D</b>        B</li> </ul>						<p><b>Rhythm interpreted to be sinus bradycardia. Next rhythm interpreted as a 2<sup>nd</sup> degree type II heart block. Another rhythm change interpreted as 1<sup>st</sup> degree block, reinterpreted as 3<sup>rd</sup> degree heart block.</b></p> <p>Heart rhythm interpreted to be Afib. Fluid overload identified.</p> <p>Rhythm interpreted to be Vtach.</p>
<p><b>RESPONDING: (1, 2, 3, 5)*</b></p> <ul style="list-style-type: none"> <li>• Calm, Confident Manner:            E        A        D        B</li> <li>• Clear Communication:            E        <b>A</b>        D        B</li> <li>• Well-Planned Intervention/ Flexibility:            E        <b>A</b>        D        B</li> <li>• Being Skillful:            E        A        <b>D</b>        B</li> </ul>						<p><b>O2 applied. Call to HCP with SBAR report and request for EKG, O2, atropine, and to hold metoprolol. Orders received and read back. Good communication with patient. Patient identified, allergies Atropine administered (remember to flush before and after). 2<sup>nd</sup> dose of atropine. Call to HCP to report new rhythm and that atropine not likely to be effective (good job!). Suggests epi drip or pacing.</b></p> <p>Call to HCP with SBAR, reports sinus tachycardia, team reevaluated rhythm to be Afib, suggests cardioversion or Cardizem (diltiazem) drip (good recommendations). Orders received and read back. Diltiazem bolus administered and drip initiated. Call to HCP to report low BP and O2 sat. IV fluids suggested (bolus), order received and read back. Fluid bolus initiated, DC'd when patient begins to cough, crackles noted in lungs.</p> <p>CPR initiated, Code called, ambu bag, epi delivered, fast patches applied, shock delivered, CPR, epi.</p>
<p><b>REFLECTING: (6)*</b></p> <ul style="list-style-type: none"> <li>• Evaluation/Self-Analysis:            <b>E</b>        A        D        B</li> <li>• Commitment to Improvement:            <b>E</b>        A        D        B</li> </ul>						<p><b>Discussion of the various heart blocks and how to recognize them. Talked about the need to raise HR to increase CO. Epi and dopamine drips discussed as options. Transcutaneous pacing discussed and demonstrated. Talked about the importance of capture and how to achieve it, and once we have consistent capture, our CO and BP should increase, improving symptoms.</b></p> <p>Discussion of the importance of controlling a rapid ventricular rate (Afib with RVR), and various therapies to do so. Diltiazem bolus and drip discussed, synchronized cardioversion discussed and demonstrated. When patient converts to a NSR, CO will increase, as will BP and symptoms should resolve. Also discussed the likely need for pain medication.</p>

\*End-of- Program Student Learning Outcomes

	<p>Discussed code blue scenario, the importance of defibrillation ASAP, immediately calling code and beginning CPR, epi q 3 min. Discussed additional drugs to be used in a code-amiodarone (300mg, 150mg). Also discussed the likely reason for the patient to go into Vtach as being low K+.</p>
<p><b>SUMMARY COMMENTS:</b>  E = exemplary, A = accomplished, D = developing, B = Beginning  Based off of Lasater's Clinical Judgment Rubric</p> <p><b>Developing to accomplished is required for satisfactory completion of this simulation.</b></p>	<p><b>Nice work! You are Satisfactory for this scenario. BS</b></p>

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

\*End-of- Program Student Learning Outcomes

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> <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> <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> <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:</b> <b>Comments:</b></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> <li>• Patient's assessment since admission trended/reviewed and</li> </ul>	<p><b>Total Points:</b> <b>Comments:</b></p>

<ul style="list-style-type: none"> <li>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>5. (E) Early Mobility and Exercise (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Patient's strength and mobility assessed and discussed (1)</li> <li>• Patient's cardiac status explained (1)</li> <li>• Exercise Safety Screening results discussed. What mobility/exercise was the patient able to complete and how did they tolerate it? (2)</li> <li>• Explanation of interdisciplinary team and family involvement in patient's mobility and exercise (1)</li> <li>• Problems/diagnoses/results hindering patient's mobility and exercise identified and explained (1)</li> </ul>	<p><b>Total Points:</b></p> <p><b>Comments:</b></p>
<p><b>6. (F) Family Engagement and Empowerment (6 points total)</b></p> <ul style="list-style-type: none"> <li>• Family/significant others concerns, wishes, participation, and involvement in patient's care identified and discussed (2)</li> <li>• Rapport and communication between patient, family, and health care providers discussed (2)</li> <li>• Long term care needs, educational needs, emotional support, discharge needs, and community resources needed for patient/family identified and discussed (2)</li> </ul>	<p><b>Total Points:</b></p> <p><b>Comments:</b></p>
<p>Total possible points = 36  32-36 = Satisfactory  27-31 = Needs improvement  &lt;27 = Unsatisfactory</p>	

Student Name: **Sydney Cmar**

Clinical Date: **3/9/21-3/10/21**

<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)-1</li><li>• Past Medical History (1)-1</li></ul>	<b>Total Points: 2</b> <b>Comments:</b> Great job providing a detailed description of your patient's current diagnosis and past medical history. BL
<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)-1</li></ul>	<b>Total Points: 1</b> <b>Comments:</b> Excellent job describing the pathophysiology of your patient's current diagnosis in detail. BL
<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)-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>	<b>Total Points: 3</b> <b>Comments:</b> Great job! All patient's signs and symptoms included and correlated accurately with his current diagnosis. BL
<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)-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>	<b>Total Points: 4</b> <b>Comments:</b> Excellent job! All relevant lab results included, normal values explained, rationales provided, and correlation with current diagnosis provided. BL
<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)-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>	<b>Total Points: 4</b> <b>Comments:</b> Great job! BL
<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</li></ul>	<b>Total Points: 3</b> <b>Comments:</b> Excellent job! All related medications included, rationales provided, and correlations with current diagnosis are accurate. BL

medications correlate with current diagnosis (1)-1	
<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> <b>Comments: Great job, Sydney! 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)-0.5</li> </ul>	<b>Total Points: 0.5</b> <b>Comments: Overall, very nice job. My only feedback here is that you did not include a physical assessment as one of your nursing interventions. This is one of the most important nursing interventions that you do for all your patients. BL</b>
Total possible points = 20 17-20 = Satisfactory 14-16 = Needs improvement <13 = Unsatisfactory	<b>Total Points: 19.5/20</b>  Satisfactory Pathophysiology. Excellent job! 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