

**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		
FB	Frances Brennan, MSN, RN		
CP	Carmen Patterson, MSN, RN		
AR	Amy Rockwell, MSN, RN		
BS	Brian Seitz, MSN, RN		
BL	Brittany Lombardi, MSN, RN		

PERFORMANCE CODE

SATISFACTORY CLINICAL PERFORMANCE

Satisfactory (S): Safe; accurate each time, efficient, coordinated; confident, focuses on the patient; some expenditure of excess energy; within a reasonable time period; appropriate affective behavior; occasional supporting cues; minimal faculty feedback needed related to written clinical work.

UNSATISFACTORY CLINICAL PERFORMANCE

Needs Improvement (NI): Safe, accurate each time, skillful in parts of behavior, focuses more on the skill and self rather than the patient, inefficient, uncoordinated, anxious, worried, and flustered at times, expends excess energy within a delayed time period, frequent verbal and occasional physical directive cues in addition to supportive cues, faculty feedback required in several areas of clinical written work.

Unsatisfactory (U): Failure to achieve the course competency, safe but needs faculty reminders constantly, not always accurate, unskilled, inefficient, considerable expenditure of excess energy, anxious, disruptive or omitting behaviors, focus on skills and/or self, continuous verbal and frequent physical cues, unsafe, performs at risk to patient/clients/others, unable to function, incomplete, erroneous, faulty, illegible clinical written work, no feedback sought from faculty or response to feedback not evident in submitted written work. If the student does not self-rate a competency the competency is graded "U." A "U" in a competency must be addressed in writing by the student in the Evaluation of Clinical Performance tool. The student response must include how the competency has been or will be met at a satisfactory level. If the student does not address the "U," the faculty member (s) will continue to rate the competency unsatisfactory.

OTHER

Not Available (NA): The clinical experience which would meet the competency was not available.

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

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

Comments:

Week 3 (1g)- Satisfactory during Digestive Health clinical experience. Keep up the great work! AR

*End-of- Program Student Learning Outcomes

Week 4- Per Patient Advocate/Discharge Planner Preceptor: Satisfactory in all areas. (1c)- Satisfactory discussion via CDG posting related to your Patient Advocate/Discharge Planner clinical experience. Great job! AR

Week 9 (1a, d, f) Great job providing care to a patient with complex care issues this week. All physical assessments were very comprehensive and thorough. You also did a great job evaluating the needs of your patient based off of nursing interventions performed and nursing interventions that needed to be adjusted. Medication administration was performed accurately, observing all rights of administration for IV, IVP, SQ, and OG medications. Keep up the good work. FB

Week 10-1(a-f, h) Kylie, you did an excellent job taking care of your patients this week while managing complex care situations. Your care was very organized and you were well prepared. You did a great job prioritizing your assessments for the patients, and you had excellent communication with the patients on both days while respecting their values. You also did a great job interpreting some cardiac rhythm strips, and determining rate and measurements 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, IM, IVP and IV medications. 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
Competencies:	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
a. Correlate relationships among disease process, patient’s history, patient symptoms, and present condition utilizing clinical judgment skills. CC (Noticing, Interpreting, Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
b. Monitor for potential risks and anticipate possible early complications. (Noticing, Interpreting, Responding)	N/A	S	N/A	S	S	S	N/A	N/A	S	S	S						
c. Recognize changes in patient status and take appropriate action. (Noticing, Interpreting, Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
d. Formulate a prioritized nursing care plan utilizing clinical judgment skills. CC (Noticing, Interpreting, Responding, Reflecting)	N/A	NA	N/A	S													
e. Incorporate the ABCDEF Standardized Bundle of interventions for assigned patient. CC (Noticing, Interpreting, Responding)	N/A	NA	S	N/A													
Faculty Initials	AR	AR	AR	CP	CP	CP	CP	CP	CP	FB	BL						

Comments:

Week 9 (2b, c) Great job realizing what needed to be monitored to prevent further complications for your assigned patient. Excellent job recognizing changes in respiratory. (2e)- See ABCDEF grading rubric below for comments. FB

Week 10-2(d) Excellent job formulating a prioritized nursing care plan for your patient utilizing clinical judgment skills. Please see the Care Plan Rubric at the end of this document for my feedback. BL

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

Objective																	
3. Plan leadership experiences with a mentor to impact team performance, patient safety, and quality indicators. (1,3,5,7,8)*																	
Weeks of Course:	2	3	4	5	6	7	8	Make up	Midterm	9	10	11	12	13	14	Make up	Final
Competencies:	N/A	N/A	S	S	S	S	N/A	N/A	S	S	S						
a. Critique communication barriers among team members. (Interpreting)																	
b. Participate in QI, core measures, monitoring standards and documentation. (Interpreting & Responding)	S	N/A	S	N/A	N/A												
c. Discuss strategies to achieve fiscal responsibility in clinical practice. (Responding)	S	N/A	S	S	S	S	N/A	N/A	S	S	S						
d. Clarify roles & accountability of team members related to delegation. (Noticing)	S	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
e. Determine the priority patient from assigned patient population. (Interpreting) (Patient Mngmt.)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	N/A	N/A						
Faculty Initials	AR	AR	AR	CP	CP	CP	CP	CP	CP	FB	BL						

Comments:

Week 2 (3b,c,d)- Comments per QC RN's: Satisfactory in all areas; Thank you for participating and sharing family member experience (Bells Palsy). Competency completed prior to group instruction/discussion. Keep up the great work!! AR

Week 10-3(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

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

Comments:

Week 9 (4a)- Great job providing legal or ethical issues you observed during your clinical rotation with a patient that was to be terminally extubated. FB

Objective

5. Construct methods for self-reflection and critiquing healthcare systems, processes, practices and regulations on a weekly basis. (7,8)*

Weeks of Course:	2	3	4	5	6	7	8	Make up	Midterm	9	10	11	12	13	14	Make up	Final
Competencies:	S	S	S	S	S	S	N/A	N/A	S	S	S						
a. Reflect on your overall performance in the clinical area for the week. (Responding)	S	S	S	S	S	S	N/A	N/A	S	S	S						
b. Demonstrate initiative in seeking new learning opportunities. (Responding)	S	S	S	S	S	S	N/A	N/A	S	S	S						
c. Describe factors that create a culture of safety (error reporting, communication, & standardization, etc). (Interpreting)	N/A	S	S	S	S	S	N/A	N/A	S	S	S						
d. Perform Standard/Standard Plus Precautions. (Responding)	N/A	S	S	S	S	S	N/A	N/A	S	S	S						
e. Practice use of standardized EBP tools that support safety and quality. (Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
f. Utilize faculty feedback to improve clinical performance. (Responding & Reflecting)	N/A	S	N/A	S	S	S	N/A	N/A	S	S	S						
Faculty Initials	AR	AR	AR	CP	CP	CP	CP	CP	CP	FB	BL						

Comments:

Week 5 Objective 5a: Kylie per the RN you were assigned to on 2-2-21, “Excellent in all areas except Technical Skills, Establishment of Plan of Care, and Delegation (Satisfactory). CP

Week 6 Objective 5a: Kylie per the RN you were assigned to on 2-9-21, excellent in all areas except Knowledge base and Technical skills (Satisfactory).

RN Comments: Kylie helped change wound dressing, assisted with TPN, passed oral medications and IV push meds under nurse supervision; ambulated surgical patients, helped this RN with 5 patients. Per the RN you were assigned to on 2-10-21, excellent in all areas. RN Comments: Kylie did an amazing job today; she really cares about her patients. We cannot wait to have her on 4N as a nurse!! Keep up the great work Kylie! CP

Week 7 Objective 5a: Kylie, per the RN you were assigned to on 2-17-21, satisfactory in all areas. RN Comments: Overall, she did a great job, very pleasant to work with and very thorough! Nice work Kylie! CP; Per the RN you were assigned to on 2-18-21, excellent in all areas. RN Comments: Great job the past 2 days and great goal. Priming IV tubing will come with experience. Overall great job and good luck on the NCLEX! You have done an excellent job during your patient management experience. Keep up the great work Kylie! CP

Week 9 (5c,e)- Great job with the use of several EBP tools executed during the ABCDEF bundle, scrubbing the hub for IV, and OG medication administration. Good job describing factors that create a culture of safety on the unit and with your patient. FB

*End-of- Program Student Learning Outcomes

Week 10-5(b) Kylie, you do an excellent job taking initiative in seeking out new learning opportunities and making the most of your time during your clinical experiences. You spent a lot of time researching both of your patients' charts and electronic medical records this week to learn as much about them as possible so you could better care for them. It is so important as a nurse to have a good understanding of your patient's entire picture in order to safely care for them. Keep up all your great work! BL

Week 10-5(c,f) Kylie, this week in clinical we discussed the importance of needle safety when drawing up medication from a vial. On Tuesday, you had some difficulty performing this skill and came very close to enduring a clean needle stick by accident. We discussed areas for improvement after this occurred such as slowing down, being sure to watch the level of the needle in the vial, etc. On Wednesday, you had another opportunity to perform this skill and it was clear that you utilized all instructor feedback to improve. You performed the skill safely and at a satisfactory level with no concerns of possible needle injuries occurring. Great job! 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
Competencies:	N/A	S	S	S	S	S	N/A	N/A	S	S	S						
a. Establish collaborative partnerships with patients, families, and coworkers. (Responding)	N/A	S	S	S	S	S	N/A	N/A	S	S	S						
b. Teach patients and families based on readiness to learn and discharge learning needs. (Interpreting & Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
c. Collaborate with members of the healthcare team, patients, and families to achieve optimal patient outcomes. (Responding)	N/A	S	S	S	S	S	N/A	N/A	S	S	S						
d. Deliver effective and concise hand-off reports. (Responding)	N/A	N/A	N/A	S	N/A S	S	N/A	N/A	S	N/A	S						
e. Document interventions and medication administration correctly in the electronic medical record. (Responding)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						

*End-of- Program Student Learning Outcomes

f. Consistently and appropriately posts in clinical discussion groups. (Responding and Reflecting)	N/A	N/A	N/A S	S	S	S	N/A	N/A	S	S	S						
Faculty Initials	AR	AR	AR	CP	CP	CP	CP	CP	CP	FB	BL						

Comments:

Week 4 (6f)- Satisfactory discussion via CDG posting related to your Patient Advocate/Discharge Planner clinical experience. Keep up the great work! AR

Week 5 Objective 6d: Kylie, you successfully completed the Hand-off Reported Competency with a score of 30/30. Per the RN you were assigned to, “Kylie is wonderful with her patients, has fantastic bedside manner, is very knowledgeable, and performs detailed assessments. Her report had pertinent background information and was informative.” Excellent work Kylie!! CP Objective 6f: You satisfactorily posted to the clinical discussion group. CP

Week 6: Objective 6d: Kylie, I changed your “NA” to “S” (this objective relates to hand-off report given each week during the PM experience). Objective 6f: You satisfactorily posted to the clinical discussion group. CP

Week 7 Objective 6f: You satisfactorily posted to the clinical discussion group. CP

Week 9 (6e)- Great job providing accurate and timely documentation of interventions and medication administration. FB

Week 10-6(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 patients this week and ensuring all their needs were met. BL

Week 10-6(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 10-6(f) Excellent job with your Care Plan 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
Competencies:	S	N/A	N/A	S	S	S	N/A	N/A	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)	N/A	N/A	N/A	S	S	S	N/A	N/A	S	S	S						
c. Comply with the FRMCSN "Student Code of Conduct Policy." (Responding)	S	S	S	S	S	S	N/A	N/A	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	S	S	N/A	N/A	S	S	S						
Faculty Initials	AR	AR	AR	CP	CP	CP	CP	CP	CP	FB	BL						

Comments:

Clinical Judgment Terminology: Noticing, Interpreting, Responding, Reflecting

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	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR
Remediation: 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

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

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

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

ECG/Telemetry Placements/CT: Satisfactory participation with review of monitoring tutorial and placement of ECG/Telemetry patches and leads; satisfactory participation in review of Chest Tube/Atrium tutorial. BL/BS

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

*End-of- Program Student

Nursing Care Plan Grading Tool
AMSN
2021

Student Name: Kylie Adelman

Clinical Date: 3/16/21-3/17/21

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

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

* Course Objectives

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

Student Name: *Kylie Adelman*

Clinical Date: *3/9-3/10/2021*

<p>1. (A) Assess Prevent and Manage Pain (5 points total)</p> <ul style="list-style-type: none"> • Results of subjective and objective comprehensive pain assessment are explained including the clinical tool results and validation of pain (1) • Comparison results/trending (1) • Explanation of what the patient is receiving for pain management, and whether or not it is working (1) • Non-pharmacological interventions discussed for pain management (1) • Underlying cause/reason/diagnosis for patient’s pain is discussed (1) 	<p>Total Points: 5 Comments: <i>Great job, a comprehensive pain assessment was provided, including the results of both clinical tools. Trending results were explained as well as non-pharmacological interventions and underlying causes for pain.</i></p>
<p>2. (B) Both Spontaneous Awakening Trials and Spontaneous Breathing Trials (7 points total)</p> <ul style="list-style-type: none"> • Patient’s subjective and objective comprehensive respiratory assessment explained (1) • Background history provided on patient’s respiratory status (1) • Explanation provided of patient’s cardiac status (1) • Safety screening assessments for SAT and SBT discussed (1) • Spontaneous Awakening Trials and Breathing Trials tried on patient discussed (1) • Explanation of sedation medication titrations based on results (1) • All diagnostic pulmonary results discussed (1) 	<p>Total Points: 7 Comments: <i>Good job explaining your comprehensive respiratory assessment. A respiratory background history and current status was thoroughly presented. Explanation of cardiac status was provided. SAT and SBT were discussed in detail including diagnostic testing results.</i></p>
<p>3. (C) Choice of Analgesia and Sedation (6 points total)</p> <ul style="list-style-type: none"> • Comprehensive neurological assessment completed and results discussed (1) • RASS results discussed (1) • Medications patient is receiving for anxiety, agitation, and sedation discussed. Medications that may cause anxiety, agitation, and sedation discussed (2) • Other reasons for patient’s change in mentation status or sedation identified and explained (1) • Trending/changes in patient’s status since admission to unit 	<p>Total Points: 6 Comments: <i>A comprehensive neurological assessment was complete. The RASS results were discussed. All pertinent medications were provided and discussed as they relate to mentation changes. Changes since admission was also reviewed and discussed</i></p>

reviewed and discussed (1)	
<p>4. (D) Delirium: Assess, Prevent, and Manage (6 points total)</p> <ul style="list-style-type: none"> Delirium assessment completed on patient (RASS and CAM-ICU tools) and results discussed (2) Patient's assessment since admission trended/reviewed and changes discussed (1) Medications and conditions that place the patient at risk for delirium are identified and explained (2) Family's feelings and observations about patient's confusion, mentation, and agitation discussed now and prior to admission (1) 	<p>Total Points: 6</p> <p>Comments: Great job with discussion regarding delirium assessment using RASS and CAM-ICU tools. Admission assessment with trending changes were presented. Medications that effect delirium were discussed. Family communication was also provided.</p>
<p>5. (E) Early Mobility and Exercise (6 points total)</p> <ul style="list-style-type: none"> Patient's strength and mobility assessed and discussed (1) Patient's cardiac status explained (1) Exercise Safety Screening results discussed. What mobility/exercise was the patient able to complete and how did they tolerate it? (2) Explanation of interdisciplinary team and family involvement in patient's mobility and exercise (1) Problems/diagnoses/results hindering patient's mobility and exercise identified and explained (1) 	<p>Total Points: 6</p> <p>Comments: The patient's strength and mobility needs were addressed. Cardiac status was explained as well as exercise safety screen results. Interdisciplinary team member and family involvement was discussed. Problems hindering mobility was provided.</p>
<p>6. (F) Family Engagement and Empowerment (6 points total)</p> <ul style="list-style-type: none"> Family/significant others concerns, wishes, participation, and involvement in patient's care identified and discussed (2) Rapport and communication between patient, family, and health care providers discussed (2) Long term care needs, educational needs, emotional support, discharge needs, and community resources needed for patient/family identified and discussed (2) 	<p>Total Points: 6</p> <p>Comments: Family concerns, wishes, and involvement were discussed. Communication between family and the health care team was provided. Educational needs and emotional support post terminal extubation was discussed.</p>
<p>Total possible points = 36 32-36 = Satisfactory 27-31 = Needs improvement <27 = Unsatisfactory</p>	<p>Total = 36 Excellent job, satisfactory completion of ABCDEF bundle. FB</p>

Pathophysiology Grading Rubric

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

Student Name:

Clinical Date:

<p>1. Provide a description of your patient including current diagnosis and past medical history. (2 points total)</p> <ul style="list-style-type: none"> • Current Diagnosis (1) • Past Medical History (1) 	<p>Total Points: Comments:</p>
<p>2. Describe the pathophysiology of your patient's current diagnosis. (1 point total)</p> <ul style="list-style-type: none"> • Pathophysiology-what is happening in the body at the cellular level (1) 	<p>Total Points: Comments:</p>
<p>3. Correlate the patient's current diagnosis with presenting signs and symptoms. (3 points total)</p> <ul style="list-style-type: none"> • All patient's signs and symptoms included (1) • Explanation of what signs and symptoms are typically expected with this current diagnosis (Do these differ from what your patient presented with?) (1) • Explanation of how all patient's signs and symptoms correlate with current diagnosis. (1) 	<p>Total Points: Comments:</p>
<p>4. Correlate the patient's current diagnosis with all related labs. (4 points total)</p> <ul style="list-style-type: none"> • All patient's relevant lab result values included (1) • Rationale provided for each lab test performed (1) • Explanation provided of what a normal lab result should be in the absence of current diagnosis (1) • Explanation of how each of the patient's relevant lab result values correlate with current diagnosis (1) 	<p>Total Points: Comments:</p>
<p>5. Correlate the patient's current diagnosis with all related diagnostic tests. (4 points total)</p> <ul style="list-style-type: none"> • All patient's relevant diagnostic tests and results included (1) • Rationale provided for each diagnostic test performed (1) • Explanation provided of what a normal diagnostic test result would be in the absence of current diagnosis (1) • Explanation of how each of the patient's relevant diagnostic test results correlate with current diagnosis (1) 	<p>Total Points: Comments:</p>
<p>6. Correlate the patient's current diagnosis with all related medications. (3 points total)</p> <ul style="list-style-type: none"> • All related medications included (1) • Rationale provided for the use of each medication (1) 	<p>Total Points: Comments:</p>

<ul style="list-style-type: none"> • Explanation of how each of the patient's relevant medications correlate with current diagnosis (1) 	
<p>7. Correlate the patient's current diagnosis with all pertinent past medical history. (2 points total)</p> <ul style="list-style-type: none"> • All pertinent past medical history included (1) • Explanation of how patient's pertinent past medical history correlates with current diagnosis (1) 	<p>Total Points: Comments:</p>
<p>8. Describe nursing interventions related to current diagnosis. (1 point total)</p> <ul style="list-style-type: none"> • All nursing interventions provided for patient explained and rationales provided (1) 	<p>Total Points: Comments:</p>
<p>Total possible points = 20 17-20 = Satisfactory 14-16 = Needs improvement <13 = Unsatisfactory</p>	

Lasater Clinical Judgment Rubric Scoring Sheet

STUDENT NAME: **Kylie Adelman (Group 6)**

OBSERVATION DATE/TIME: **2/25/21**

SCENARIO #: **Dysrhythmias**

CLINICAL JUDGMENT						OBSERVATION NOTES
<p>COMPONENTS NOTICING: (1, 2, 5)*</p> <ul style="list-style-type: none"> • Focused Observation: E A D B • Recognizing Deviations from Expected Patterns: E A D B • Information Seeking: E A D B 						<p>#1 Patient identified. VS, patient on monitor. Orientation assessed. Patient CO of being tired. HR dropping. Patient CO nausea, bin provided. Rhythm change noticed.</p> <p>#2 Patient identified, placed on monitor, VS. HR 152. Notices abnormal rhythm. Patient is updated on the treatment plan. BP drops. BP rises but patient is SOB.</p> <p>#3 Patient found to be unresponsive. Put on monitor.</p>
<p>INTERPRETING: (2, 4)*</p> <ul style="list-style-type: none"> • Prioritizing Data: E A D B • Making Sense of Data: E A D B 						<p>HR and BP noted to be below normal. Meta blocker mentioned as a possible cause. HR noted to be sinus. New rhythm noted to be 1st degree heart block (after team discussion it was determined to be 2nd degree type II).</p> <p>SpO2 of 92% determined to be in need of O2. Rhythm identified as Afib after discussion. Patient noted to be hypotensive.</p> <p>Rhythm interpreted to be Vtach.</p>
<p>RESPONDING: (1, 2, 3, 5)*</p> <ul style="list-style-type: none"> • Calm, Confident Manner: E A D B • Clear Communication: E A D B • Well-Planned Intervention/ Flexibility: E A D B • Being Skillful: E A D B 						<p>O2 applied. Call to HCP (remember to include background info) suggests not giving metoprolol and giving atropine, switched to epinephrine 1 mg. Atropine dose suggested, order received and read back. Atropine prepared, patient identified, medication explained and administered. (remember to flush before and after IVP), 2nd dose administered (remember to flush). Call to HCP with rhythm change, determined to be 2nd degree type II, which changes to 3rd degree, suggests pacing.</p> <p>Call to HCP with SBAR report with recommendation of diltiazem due to A-flutter (Afib). (discussion of difference between the two rhythms). Bolus dose and drip rate supplied. Orders received and read back. Bolus prepared, allergies checked, flush verbalized. Patient instructions provided. Diltiazem pump rate discussed and appropriate rate agreed upon. Patient CO dizziness, call to HCP with recommendation for cardioversion. Fluid bolus suggested, order received and read back. Bolus initiated. Bolus DC'd when patient gets SOB. Call to HCP to report SOB, fluid overload.</p> <p>CPR initiated immediately. (remember to call Code Blue) Epi-administered. Fast patches applied, shock delivered, CPR reinitiated. Epi given q3min. 2nd shock delivered, CPR</p>
<p>REFLECTING: (6)*</p>						<p>Discussion of what is happening with a third degree block and that atropine will not likely help at this point. Due to low HR, CO and BP will</p>

*End-of- Program Student Learning Outcomes

<ul style="list-style-type: none"> • Evaluation/Self-Analysis: E A D B • Commitment to Improvement: E A D B 	<p>also be reduced. Discussed that an epi or a dopamine drip would be appropriate in this situation. Discussion and demonstration of external pacing, the importance of capture and how to achieve it, and the likely need for pain medication. This will raise CO and BP. Also discussed the importance of the role of the recorder. Takeaways; importance of checking medications, teamwork, communication.</p> <p>Discussion of the various treatment options for Afib including drug therapies and synchronized cardioversion. Demonstration of cardioversion. Also discussed the importance of taking patient history into consideration, in this case relating to CHF and low EF.</p> <p>Talked about recognizing Vtach and the importance of calling the code immediately. Discussed delivering a shock ASAP and ideally prior to the first epi, and right back to CPR after delivering the shock. Discussed amiodarone as an alternative to epi in a code situation. Discussed low K+ as the likely cause of patient going into Vtach.</p>
<p>SUMMARY COMMENTS:</p> <p>E = exemplary, A = accomplished, D = developing, B = Beginning Based off of Lasater's Clinical Judgment Rubric</p> <p>Developing to accomplished is required for satisfactory completion of this simulation.</p>	<p>Nice work! You are Satisfactory for this scenario. BS</p>

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

*End-of- Program Student Learning Outcomes

**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