

**EVALUATION OF CLINICAL PERFORMANCE TOOL**

**Nursing Foundations – 2021**

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

**Student:**

**Semester:** **Fall**

**Faculty:** **Frances Brennan**, MSN, RN; **Lora Malfara**, MSN, RN; **Amy Rockwell**, MSN, RN  
**Teaching Assistant:** **Chandra Barnes**, BSN, RN; **Devon Cutnaw**, BSN, RN; **Nick Simonovich**, BSN, RN

**Final Grade:** **Satisfactory/Unsatisfactory**

**Date of Completion:**

**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:**

- |  |                     |
|--|---------------------|
| Skills Lab Checklists                    | Faculty Feedback    |
| Care Map Grading Rubric                  | Documentation       |
| Administration of Medications            | Clinical Reflection |
| Simulation Scenarios                     |                     |
| Skills Demonstration                     |                     |
| Evaluation of Clinical Performance Tool  |                     |
| Clinical Discussion Group Grading Rubric |                     |
| Lasater Clinical Judgment Rubric         |                     |
| Skills Lab Competency Tool               |                     |

**ABSENCE (Refer to Attendance Policy)**

| Date                  | Number of Hours | Comments | Make Up (Date/Time) |
|-----------------------|-----------------|----------|---------------------|
|                       |                 |          |                     |
|                       |                 |          |                     |
|                       |                 |          |                     |
| <b>Faculty’s Name</b> |                 |          | <b>Initials</b>     |
| Chandra Barnes        |                 |          | CB                  |
| Frances Brennan       |                 |          | FB                  |
| Devon Cutnaw          |                 |          | DC                  |
| Lora Malfara          |                 |          | LM                  |
| Nicholas Simonovich   |                 |          | NS                  |
| Amy Rockwell          |                 |          | AR                  |

## 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. Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family, and community values. (2,4,6)* |        |                      |             |             |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
| Clinical Experience   | Week 1 | Week 2               | Week 3      | Week 4      | Week 5   | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>  |        |                      |             |             |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Identify spiritual needs of patient (Noticing).  |        |                      |             |             |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Identify cultural factors that influence healthcare (Noticing).  |        |                      |             |             |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Coordinate care based on respect for patient's preferences, values, and needs (Responding).  |        |                      | NA          | NA          | S        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Use Maslow's Hierarchy of needs to determine the care needs of the assigned patient (Interpreting).                                  |        |                      | NA          | NA          | S        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|   |        | NS                   | NS          | NS          |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
|   |        |                      |             |             | 4N<br>58 |        |        |          |        |        |         |         |         |         |         |         |         |       |
| <b>Clinical Location:</b>   |        |                      |             |             |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
| <b>Patient age</b>  |        |                      |             |             |          |        |        |          |        |        |         |         |         |         |         |         |         |       |
|   |        | Meditech Orientation | No Clinical | No Clinical |          |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

\* End-of-Program Student Learning Outcomes  
 Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|---|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| 2. Summarize knowledge of anatomy, physiology, chemistry, nutrition, psychosocial and developmental principles in performance of basic physical assessment through use of clinical judgment skills. (3,4, 5)* |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| Clinical Experience   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Perform head to toe assessment utilizing techniques of inspection, palpation and auscultation (Responding).  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Use correct technique for vital sign measurement (Responding).   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Conduct a fall assessment and institute appropriate precautions (Responding).  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Conduct a skin risk assessment and institute appropriate precautions (Responding).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| e. Collect the nutritional data of assigned patient (Noticing).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| f. Demonstrates appropriate insertion, maintenance, and removal of NG tube (Responding).  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| g. Describe the findings and the rationale for diagnostic studies with the nursing implications for assigned patient (Interpreting).  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|   |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

\* End-of-Program Student Learning Outcomes  
 Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|---|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| 3. Select communication techniques and appropriate boundaries with patients, families, and health care team members. (1,2,3,4,6,7)* |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| Clinical Experience   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Receive report at beginning of shift from assigned nurse (Noticing).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Hand off (report) pertinent, current information to the next provider of care (Responding).                                      |        |        | NA     | NA     | NA     |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Use appropriate medical terminology in verbal and written communication (Responding).  |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Report promptly and accurately any change in the status of the patient (Responding).   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| e. Communicate effectively with patients and families (Responding).   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| f. Participate as an accountable health care team member in the provision of patient centered care (Responding).                    |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
|   |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

\* End-of-Program Student Learning Outcomes  
 Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|---|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| 4. Exemplify advanced searches in accessing electronic health care information and documenting patient care. (1,4,8)* |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| Clinical Experience   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>  |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Document vital signs and head to toe assessment according to policy (Responding).                                  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Document the patient response to nursing care provided (Responding).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Access medical information of assigned patient in Electronic Medical Record (Responding).                          |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Demonstrate beginning skill in accessing patient education material on intranet (Responding).                      |        | S      | NA     | NA     | NA     |        |        |          |        |        |         |         |         |         |         |         |         |       |
| e. Provide basic patient education with accurate electronic documentation (Responding).                               |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| f. Consistently and appropriately post comments for clinical discussion groups on Edvance360 website (Reflection).    |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| *Week 2 –Meditech Expanse   |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

Week 2 4(d) – Satisfactory for listening attentively and actively participating in the Meditech orientation clinical. NS

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**Objective**

5. Exemplify psychomotor skills and nursing care safely using evidence-based practice. (3,4,5,7,8)\*

| Clinical Experience  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
|--|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| <b>Competencies:</b>   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Demonstrate correct body mechanics and practices safety measures during the provision of patient care (Responding). |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Apply the principles of asepsis and standard/infection control precautions (Responding).                            |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Demonstrates appropriate skill with foley catheter insertion, maintenance, and removal (Responding).                |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Manage basic patient care situations with evidence of preparation and beginning dexterity (Responding).             |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| e. Organize time providing patient care efficiently and safely (Responding).   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| f. Manages hygiene needs of assigned patient (Responding).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| g. Demonstrate appropriate skill with wound care (Responding).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| <b>h. Document the location of fire pull stations and fire extinguishers. ** (Interpreting).</b>                       |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|  |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

**\*\*You must document the location of the pull station and extinguisher here for clinical #2 experience.**

\* End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|---|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| 6. Develop patient-centered plans of care utilizing the nursing process. (3,4,5,6,7)*   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| Clinical Experience   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
| <b>Competencies:</b><br>a. Utilize clinical judgment skills to develop a patient-centered plan of care (Responding).<br>*See Care Map Rubric at end of tool |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|   |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

\* End-of-Program Student Learning Outcomes  
Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

| Objective   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
|---|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| 7. Convert basic pharmacology principles into safe medication administration. (3,5,6,7)*                            |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| Clinical Experience   | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
| <b>Competencies:</b>  |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Identify the action, rationale, dosage, side effects and the nursing implications of medications (Interpreting). |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Recognize patient drug allergies (Interpreting).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Practice the 6 rights and 3 checks prior to medication administration (Responding).                              |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Administer oral, intramuscular, subcutaneous, and intradermal medications using correct techniques (Responding). |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| e. Review the patient record for time of last dose before giving prn medication (Interpreting).                     |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| f. Assess the patient response to prn medications (Responding).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| g. Document medication administration appropriately (Responding).   |        |        |        |        |        |        |        |          |        |        |         |         |         |         |         |         |         |       |
| *Week 11: BMV   |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**Comments**

\* End-of-Program Student Learning Outcomes  
 Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Objective**

**8. Exemplify professional conduct through self-reflection, responsibility for learning, and goal setting. (1,5,7)\***

| Clinical Experience  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Mid-Term | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Make-Up | Final |
|--|--------|--------|--------|--------|--------|--------|--------|----------|--------|--------|---------|---------|---------|---------|---------|---------|---------|-------|
| <b>Competencies:</b>   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| a. Reflect on areas of strength** (Reflecting)   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| b. Reflect on areas for self-growth with a plan for improvement. ** (Reflecting)   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| c. Incorporate instructor feedback for improvement and growth (Reflecting).  |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| d. Follow the standards outlined in the FRMCSN policy, "Student Code of Conduct" (Responding).   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| e. Incorporate the core values of caring, diversity, excellence, integrity, and "ACE"- attitude, commitment, and enthusiasm during all clinical interactions (Responding). |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| f. Exhibit professional behavior i.e. appearance, responsibility, integrity, and respect (Responding).   |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| g. Comply with patient's Bill of Rights (Responding).  |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| h. Respect the privacy of patient health and medical information as required by federal HIPAA regulations (Responding).  |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| i. Actively engage in self-reflection. (Reflecting)  |        |        | NA     | NA     | S      |        |        |          |        |        |         |         |         |         |         |         |         |       |
| *  |        | NS     | NS     | NS     |        |        |        |          |        |        |         |         |         |         |         |         |         |       |

**\*\* Must have different written example each week of clinical/lab. You must explain your plan for how you will improve. Example, "I am having a difficult time with obtaining a manual BP. I will get a BP cuff from Amy and practice manual BP's with at least three members of my family this week." Please ensure that you answer this section in-depth with your plan of action. Each week must be different.**

\*Week 5

- a.) My primary strength after today's clinical session was my interaction with the patient and getting to know their wants and needs. I learned that he was due for inhaler treatment and BP medications while conducting my vital assessment, and thereby I alerted the charge nurse to make sure the staff were on track to administer his medications at the correct times.
- b.) My primary weakness after today's clinical session would be that of not being able to figure out how to successfully add a note to my vital sign assessment on meditech. Another weakness I would note is needing to further become acquainted with the equipment utilized in the hospital setting (bed controls, vital sign machine, and room management). In order to improve this weakness I will further practice with using medical equipment in the school of nursing's lab and go over adding a note to my vital sign assessment on meditech with Nick.

End-of-Program Student Learning Outcomes

Clinical judgment terminology embedded in each competency – noticing, interpreting, responding, reflecting

**Week 10 or 12:**

Firelands Regional Medical Center School of Nursing  
Care Map Grading Rubric

|                              |   |                              |                                |                             |          |
|------------------------------|---|------------------------------|--------------------------------|-----------------------------|----------|
| Course Objective:            |   | Student Name: John Z. Zura   |                                |                             |          |
|                              |   | Date:                        |                                |                             |          |
| <b>Top Nursing Priority:</b> |   |                              |                                |                             |          |
|                              |   | 3 Points<br>>75%<br>Complete | 2 Points<br>50-75%<br>Complete | 1 Point<br><50%<br>Complete | Comments |
| Noticing                     | Identify all abnormal assessment findings   |                              |                                |                             |          |
|                              | Identify all abnormal lab finds/diagnostic tests  |                              |                                |                             |          |
|                              | Identify all risk factors   |                              |                                |                             |          |
|                              | Highlight all related/relevant data in the noticing boxes   |                              |                                |                             |          |
| Interpreting                 | List all nursing priorities   |                              |                                |                             |          |
|                              | Highlight the top nursing priority  |                              |                                |                             |          |
|                              | Identify all potential complications  |                              |                                |                             |          |
|                              | Highlight potential complications relevant to top nursing priority  |                              |                                |                             |          |
|                              | Identify signs and symptoms to monitor for each complication  |                              |                                |                             |          |
| Responding                   | List all nursing interventions relevant to top nursing priority   |                              |                                |                             |          |
|                              | Interventions are prioritized   |                              |                                |                             |          |
|                              | All interventions include a frequency   |                              |                                |                             |          |
|                              | All interventions are individualized and realistic  |                              |                                |                             |          |
|                              | An appropriate rationale is included for each intervention  |                              |                                |                             |          |
| Reflecting                   | List the reassessment findings for the top nursing priority   |                              |                                |                             |          |
|                              | Reflection includes one of the following statements: <ul style="list-style-type: none"> <li>• Continue plan of care</li> <li>• Modify plan of care</li> <li>• Terminate plan of care</li> </ul> |                              |                                |                             |          |

|   |  |
|---|--|
| 48-33 points = Satisfactory<br>32-17 points = Needs Improvement<br>≤ 16 points = Unsatisfactory | Total Points Earned:<br>Comments:<br>Faculty Initials: |
|---|--|

Firelands Regional Medical Center School of Nursing  
Nursing Foundations 2021  
Simulation Evaluations

|   |                              |                                |
|---|------------------------------|--------------------------------|
| <b><u>Simulation Evaluation</u></b>             | Simulation #1<br>(2,3,5,8) * | Simulation #2<br>(2,3,5,7,8) * |
|   | Date:                        | Date:                          |
| Performance Codes:                              |                              |                                |
| S: Satisfactory                                 |                              |                                |
| U: Unsatisfactory                               |                              |                                |
| Evaluation (See Simulation Rubric)              |                              |                                |
| Faculty Initials                                |                              |                                |
| <b>Remediation:</b><br>Date/Evaluation/Initials |                              |                                |

\* Course Objectives

- A. Reflect on an area of strength after observing/participating in each simulation scenario.
- B. Recognize one area for improvement and set a goal to meet this need.

The goal must include what you will do to improve, how often you will do this, and when you will complete the goal (example- "I forgot to raise the head of the bed when the patient began having trouble breathing. I will review the proper nursing interventions for dyspnea in the textbook and on skyscape twice before the next simulation scenario").

Simulation #1:

A.

B.

Faculty/TA comments:

Simulation #2:

A.

B.

Faculty/TA comments:

**EVALUATION OF CLINICAL PERFORMANCE TOOL**  
**Nursing Foundations – 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: \_\_\_\_\_