

## SEATTLE UNIVERSITY COLLEGE OF NURSING

### SIMULATION EVALUATION

### Clinical Performance Lab

Student (s): \_\_\_\_\_

Course/Simulation: \_\_\_\_\_

*Student Self Evaluation: Immediately following simulation experience and prior to Debriefing session, individual students to complete form. Turn in following debriefing*

#### ASSESSMENT / INTERVENTION / EVALUATION

<ul style="list-style-type: none"> <li>·Collects thorough, relevant assessment data in a timely efficient manner</li> <li>·Prioritizes and individualizes nursing interventions</li> <li>·Evaluates patient response and revises plan of care</li> </ul>	<ul style="list-style-type: none"> <li>·Collects relevant assessment data</li> <li>·Plans interventions specific to patient problems</li> <li>·Evaluates patient response to most interventions</li> </ul>	<ul style="list-style-type: none"> <li>·Assessment incomplete, irrelevant or disorganized</li> <li>·Nursing process absent or unclear</li> <li>·Evaluation of interventions missing or disorganized</li> </ul>
EXCEEDS 5                      4 EXPECTATIONS	3                      2	1                      0 BELOW EXPECTATIONS

#### CRITICAL THINKING / CLINICAL DECISION MAKING

<ul style="list-style-type: none"> <li>·Demonstrates astute clinical judgment making appropriate and responsive clinical decisions</li> <li>·Demonstrates well developed critical thinking</li> <li>·Links multiple nursing concepts and processes during patient care</li> </ul>	<ul style="list-style-type: none"> <li>·Inconsistent use of rationale and nursing concepts for clinical decision making</li> <li>·Uses appropriate and logical critical thinking strategies</li> <li>·Correlates theory with client data</li> </ul>	<ul style="list-style-type: none"> <li>·Clinical decision making based on scientific /nursing concepts missing, unclear or inaccurate</li> <li>·Critical thinking about concept is illogical or missing</li> <li>·Inadequate depth of knowledge or application of nursing principles</li> </ul>
EXCEEDS 5                      4 EXPECTATIONS	3                      2	1                      0 BELOW EXPECTATIONS

#### DIRECT PATIENT CARE

<ul style="list-style-type: none"> <li>·Demonstrates competence and independence in performing nursing care</li> <li>·Completes care in an organized, timely manner</li> <li>·Demonstrates knowledge of medication administration including (route, dose, time, action, patient response)</li> <li>·Consistent patient teaching prior to and during nursing care</li> <li>·Administers medications with confidence anticipating interactions, therapeutic and adverse effects</li> </ul>	<ul style="list-style-type: none"> <li>·Nursing procedures performed in an accurate, competent manner with occasional guidance</li> <li>·Nursing care completed within reasonable time frame.</li> <li>·Inconsistent knowledge of medications including (route, dose, time, action, patient response)</li> <li>·Inconsistent patient teaching prior to procedures and during delivery of nursing care</li> <li>·Safely administers medications with accurate calculations</li> </ul>	<ul style="list-style-type: none"> <li>·Unable to perform nursing care procedures accurately</li> <li>·Disorganized nursing care without focus on patient as an individual</li> <li>·Medication knowledge inaccurate, not timely, administered incorrectly</li> <li>·Minimal patient teaching during nursing care</li> <li>·Not safe in medication administration</li> </ul>
EXCEEDS 5                      4 EXPECTATIONS	3                      2	1                      0 BELOW EXPECTATIONS

**COMMUNICATION / COLLABORATION**

<ul style="list-style-type: none"> <li>·Utilizes active listening skills with team/patient/family</li> <li>·Demonstrates assertive communication with team</li> <li>·Accurately and concisely communicates patient assessment data and changing health status using SBAR criteria</li> </ul>	<ul style="list-style-type: none"> <li>·Uses medical terminology appropriately</li> <li>·Eye contact and verbal interaction with patient and team for most of simulation experience</li> <li>·Communication of patient assessment and changing health status hesitant, not concise and /or missing some pertinent data.</li> </ul>	<ul style="list-style-type: none"> <li>·Inappropriate medical terminology</li> <li>·Absent eye contact, distracting mannerisms and voice. Ignores patient or team communication</li> <li>·Disorganized, incomplete and/or inaccurate communication of patient assessment data and missing many elements of SBAR.</li> </ul>
EXCEEDS 5 4	3 2	1 0 BELOW EXPECTATIONS

**PROFESSIONAL BEHAVIORS** (Students are assessed individually for their professional behaviors)

<ul style="list-style-type: none"> <li>·Preparation for simulation experience beyond course expectations</li> <li>·Recognizes ethical issues related to health care</li> <li>·Demonstrates respect for client and team members</li> <li>·Seeks guidance or validation appropriately</li> <li>·Self critiques and identifies strengths and weaknesses of self and team through debrief session</li> </ul>	<ul style="list-style-type: none"> <li>·Professional appearance in dress, behavior and interactions</li> <li>·Evidence of advance preparation</li> <li>·Unaware of ethical implications, respect for others inconsistent during simulation event</li> <li>·Did not always recognize skill limitations or seek assistance appropriately</li> <li>·Self critiques and identifies own strengths and weaknesses through debrief session</li> </ul>	<ul style="list-style-type: none"> <li>·Nonprofessional appearance and/or behavior, speech, interactions</li> <li>·Did not demonstrate respect for client, peers, or learning experience</li> <li>·Not prepared for simulation exercise</li> <li>·Lack of participation and self awareness in self critique and debriefing session</li> </ul>
EXCEEDS 5 4	3 2	1 0 BELOW EXPECTATIONS

COMMENTS:

Faculty Signature: \_\_\_\_\_ Grade: \_\_\_\_\_

**SYLLABUS Statement:**

Professionalism during simulation experience is expected and will be evaluated in the professionalism objective criterion of the course.