

SIMULATION EVALUATION

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

CRITICAL THINKING / CLINICAL DECISION MAKING

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

DIRECT PATIENT CARE

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

COMMUNICATION / COLLABORATION

<ul style="list-style-type: none"> • Utilizes active listening skills with team/patient/family • Demonstrates assertive communication with team • Accurately and concisely communicates patient assessment data and changing health status using SBAR criteria 	<ul style="list-style-type: none"> • Uses medical terminology appropriately • Eye contact and verbal interaction with patient and team for most of simulation experience • Communication of patient assessment and changing health status hesitant, not concise and /or missing some pertinent data. 	<ul style="list-style-type: none"> • Inappropriate medical terminology • Absent eye contact, distracting mannerisms and voice. Ignores patient or team communication • Disorganized, incomplete and/or inaccurate communication of patient assessment data and missing many elements of SBAR.
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"> • Preparation for simulation experience beyond course expectations • Recognizes ethical issues related to health care • Demonstrates respect for client and team members • Seeks guidance or validation appropriately • Self critiques and identifies strengths and weaknesses of self and team through debrief session 	<ul style="list-style-type: none"> • Professional appearance in dress, behavior and interactions • Evidence of advance preparation • Unaware of ethical implications, respect for others inconsistent during simulation event • Did not always recognize skill limitations or seek assistance appropriately • Self critiques and identifies own strengths and weaknesses through debrief session 	<ul style="list-style-type: none"> • Nonprofessional appearance and/or behavior, speech, interactions • Did not demonstrate respect for client, peers, or learning experience • Not prepared for simulation exercise • Lack of participation and self awareness in self critique and debriefing session
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.