



# **Simulation and Translational Research Center**

## **End of Semester Report**

### **NRSG 4665 Spring 2020**

# Table of Contents

1	Data Analysis and Action Plan	3
2	Simulation Design Scale Summary	6
3	Student Satisfaction and Self-Confidence in Learning Survey Summary	7
4	Creighton Competency Evaluation Instrument Summary	7
5	INACSL Evaluation Elsa Mendoza	8
6	INACSL Evaluation Steven Chung	10
7	Simulation Design Scale Data	12
8	Student Satisfaction and Self-Confidence in Learning Data	20
9	Creighton Competency Evaluation Instrument Data	22
10	Peer Evaluation data	25
11	Peer Evaluation Comments	27
12	CCEI anonymous comments	31
13	Krystal Canady Faculty Evaluation and Comments	32
14	Josie Doss Faculty Evaluation and Comments	33

## NRSG 4665 Spring 2020 Data Analysis and Action Plan

Students (N=55) enrolled in the NRSG 4665 - Family course completed a simulated experiences, which comprised 4.5% (4 hours per student) of their total clinical hours; 220 student contact hours. All students participated in the simulated experiences, which included a diabetes, hyperglycemia, respiratory distress, advocacy and ethical content, as these were subjects/skills that Family course faculty identified as most needed for this cohort.

Following each simulation, students completed the following NLN instruments; Simulation Design Scale and Student Satisfaction and Self-Confidence in Learning (SSSCL) tools which measures design elements of the simulation and learners' attitude toward their satisfaction and self-confidence in obtaining needed instruction respectively. Faculty evaluated individual student performance using the Creighton Competency Evaluation Instrument Summary tool. Benchmarks were set prior to the simulations by the faculty as a 4 out of 5 on the NLN instruments; Simulation Design Scale and Student Satisfaction and Self-Confidence in Learning tools (except item 13 on the SSCL, benchmark less than 2) and 80% or higher on each of the Creighton Competency Evaluation Instrument evaluation items.

Analysis of the data revealed top strengths and weaknesses for student simulation performance in the NRSG 4665 course. Once these were identified, the 4665 faculty discussed and formulated an action plan to address each.

Simulation Design Scale			
Objectives and Information	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.14	Yes
Criteria 2	4	4.24	Yes
Criteria 3	4	3.93	No
Criteria 4	4	4.10	Yes
Support	Benchmark	Mean Score	Benchmark Met
Criteria 5	4	3.93	No
Criteria 6	4	3.75	No
Criteria 7	4	4.07	Yes
Criteria 8	4	4.21	Yes
Problem Solving	Benchmark	Mean Score	Benchmark Met
Criteria 9	4	4.31	Yes
Criteria 10	4	4.31	Yes
Criteria 11	4	4.34	Yes
Criteria 12	4	4.38	Yes
Criteria 13	4	4.21	Yes
Feedback/Guided Reflection	Benchmark	Mean Score	Benchmark Met
Criteria 14	4	4.46	Yes
Criteria 15	4	4.48	Yes

## NRSG 4665 Spring 2020 Data Analysis and Action Plan

Criteria 16	4	4.45	Yes
Criteria 17	4	4.41	Yes
Fidelity(Realism)	Benchmark	Mean Score	Benchmark Met
Criteria 18	4	4.38	Yes
Criteria 19	4	4.31	Yes

Student Satisfaction and Self-Confidence in Learning			
Satisfaction with Current Learning	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.45	Yes
Criteria 2	4	4.25	Yes
Criteria 3	4	4.20	Yes
Criteria 4	4	4.20	Yes
Criteria 5	4	4.87	Yes
Self-Confidence in Learning	Benchmark	Mean Score	Benchmark Met
Criteria 6	4	4.05	Yes
Criteria 7	4	4.35	Yes
Criteria 8	4	4.25	Yes
Criteria 9	4	4.25	Yes
Criteria 10	4	4.62	Yes
Criteria 11	4	4.55	Yes
Criteria 12	4	4.40	Yes
Criteria 13	≤2	4.15	No

Creighton Competency Evaluation Instrument			
Assessment	Benchmark	Observed Score	Benchmark Met
Obtain pertinent data	80%	91%	Yes
Follow-up assessment	80%	91%	Yes
Assess environment	80%	91%	Yes
Communication	Benchmark	Observed Score	Benchmark Met
Effective communication w/team	80%	100%	Yes
Effective communication w pt & sig other	80%	82%	Yes
Documentation	80%	100%	Yes
Responds to abnormal findings	80%	100%	Yes
Professionalism	80%	100%	Yes
Clinical Judgement	Benchmark	Observed Score	Benchmark Met
Interprets Vital Signs	80%	90%	Yes

## NRSG 4665 Spring 2020 Data Analysis and Action Plan

Interprets Lab Results	80%	88%	Yes
Interprets subjective/objective data	80%	100%	Yes
Prioritization	80%	91%	Yes
Perform evidence-based interventions	80%	91%	Yes
Provides evidence-based rationales for interventions	80%	91%	Yes
Evaluates evidence-based interventions	80%	88%	Yes
Reflects on experience	80%	100%	Yes
Delegates appropriately	80%	89%	Yes
Patient Safety	Benchmark	Observed Score	Benchmark Met
Use patient identifiers	80%	100%	Yes
Utilizes standardized practices & precautions	80%	89%	Yes
Administers medications safely	80%	89%	Yes
Manages technology and equipment	80%	100%	Yes
Performs procedures correctly	80%	89%	Yes
Reflects on potential hazards	80%	100%	Yes

Top Student Strengths	Comments/Observations	Action Plan
Effective communication w/team	CCEI 100%	Continue current practice
Respond to abnormal findings	CCEI 100%	Continue current practice
Documentation	CCEI 100%	Continue current practice
Professionalism	CCEI 100%	Continue current practice
Interprets subjective/objective data	CCEI 100%	Continue current practice
Reflects on experience	CCEI 100%	Continue current practice
Use patient identifiers	CCEI 100%	Continue current practice
Manages technology and equipment	CCEI 100%	Continue current practice
Reflects on potential hazards	CCEI 100%	Continue current practice
Top Student Weaknesses	Comments/Observations	Action Plan
<b>Recommend comparison of CCEI scores to peer observation scores</b>		

### Simulation Design Scale (SDS)

#### Assessment of the simulation design elements (SDS Design) How important is each item to you

OBJECTIVES AND INFORMATION		Section Average	4.10
1	There was enough information provided at the beginning of the simulation to provide direction and encouragement.	4.14	
2	I clearly understood the purpose and objectives of the simulation.	4.24	
3	The simulation provided enough information in a clear matter for me to problem-solve the situation.	3.93	
4	The cues were appropriate and geared to promote my understanding.	4.10	

SUPPORT		Section Average	3.99
5	Support was offered in a timely manner.	3.93	
6	My need for help was recognized.	3.75	
7	I felt supported by my teacher's assistance during the simulation.	4.07	
8	I was supported in the learning process.	4.21	

PROBLEM SOLVING		Section Average	4.31
9	Independent problem-solving was facilitated.	4.31	
10	I was encouraged to explore all possibilities of the simulation.	4.31	
11	The simulation was designed for my specific level of knowledge and skills.	4.34	
12	The simulation allowed me the opportunity to prioritize the nursing assessments and care.	4.38	
13	The simulation provided me an opportunity to goal set for my patient.	4.21	

FEEDBACK/GUIDED REFLECTION		Section Average	4.45
14	Feedback provided was constructive.	4.46	
15	Feedback provided was provided in a timely manner.	4.48	
16	The simulation allowed me to analyze my own behavior and actions.	4.45	
17	There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.	4.41	

FIDELITY (REALISM)		Section Average	4.34
18	The scenario resembled a real-life situation.	4.38	
19	Real life factors, situations and variables were built into the simulation scenario.	4.31	

OBJECTIVES AND INFORMATION		Section Average	4.22
20	There was enough information provided at the beginning of the simulation to provide direction and encouragement.	4.34	
21	I clearly understood the purpose and objectives of the simulation.	4.21	
22	The simulation provided enough information in a clear matter for me to problem-solve the situation.	4.17	
23	The cues were appropriate and geared to promote my understanding.	4.17	

SUPPORT		Section Average	4.25
24	Support was offered in a timely manner.	4.28	
25	My need for help was recognized.	4.21	
26	I felt supported by my teacher's assistance during the simulation.	4.18	
27	I was supported in the learning process.	4.34	

PROBLEM SOLVING		Section Average	4.36
28	Independent problem-solving was facilitated.	4.38	
29	I was encouraged to explore all possibilities of the simulation.	4.34	
30	The simulation was designed for my specific level of knowledge and skills.	4.34	
31	The simulation allowed me the opportunity to prioritize the nursing assessments and care.	4.38	
32	The simulation provided me an opportunity to goal set for my patient.	4.34	

FEEDBACK/GUIDED REFLECTION		Section Average	4.48
33	Feedback provided was constructive.	4.52	
34	Feedback provided was provided in a timely manner.	4.48	
35	The simulation allowed me to analyze my own behavior and actions.	4.48	
36	There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.	4.45	

FIDELITY (REALISM)		Section Average	4.43
37	The scenario resembled a real-life situation.	4.41	
38	Real life factors, situations and variables were built into the simulation scenario.	4.45	

**Student Satisfaction and Self-Confidence in Learning (SSSCL)**

Satisfaction with Current Learning (SSSCL Satis)	Section Average	4.28
1. The teaching methods used in this simulation were helpful and effective.	4.45	
2. The simulation provided me with a variety of learning materials and activities to promote my learning the medical surgical curriculum.	4.25	
3. I enjoyed how my instructor taught the simulation.	4.20	
4. The teaching materials used in this simulation were motivating and helped me to learn.	4.20	
5. The way my instructor(s) taught the simulation was suitable to the way I learn.	4.30	
Self-Confidence in Learning (SSSCL Conf)	Section Average	4.33
6. I am confident that I am mastering the content of the simulation activity that my instructors presented to me.	4.05	
7. I am confident that this simulation covered critical content necessary for the mastery of medical surgical curriculum	4.35	
8. I am confident that I am developing the skills and obtaining the required knowledge from this simulation to perform necessary tasks in a clinical setting.	4.25	
9. My instructors used helpful resources to teach simulation.	4.25	
10. It is my responsibility as the student to learn what I need to know from this simulation activity.	4.62	
11. I know how to get help when I do not understand the concepts covered in simulation.	4.55	
12. I know how to use simulation activities to learn critical aspects of these skills.	4.40	
13. It is the instructor's responsibility to tell me what I need to learn of the simulation activity content during class time.	4.15	

**Creighton Competency Evaluation Instrument (CCEI)**

CCEI Assessment	Section Average	91%
1 Obtains Pertinent Data	91%	
2 Performs Follow-Up Assessments as Needed	91%	
3 Assess the Environment in and Orderly Manner	91%	
CCEI Communication	Section Average	96%
4 Communicates Effectively with Intra/Interprofessional Team	100%	
5 Communicates Effectively with Patient and Significant Other	82%	
6 Documents Clearly, Concisely & Accurately	100%	
7 Responds to Abnormal Findings Appropriately	100%	
8 Promotes Professionalism	100%	
CCEI Clinical Judgement	Section Average	92%
9 Interprets Vital Signs	90%	
10 Interprets Lab Results	88%	
11 Interprets Subjective/Objective Data	100%	
12 Prioritizes Appropriately	91%	
13 Performs Evidence Based Interventions	91%	
14 Provides Evidence Based Rationale for Interventions	91%	
15 Evaluates Evidence Based Interventions and Outcomes	88%	
16 Reflects on Clinical Experience	100%	
17 Delegates Appropriately	89%	

CCEI Patient Safety	Section Average	94%
18 Uses Patient Identifiers	100%	
19 Utilizes Standardized Practices and Precautions including Hand Washing	89%	
20 Administers Medications Safely	89%	
21 Manages Technology and Equipment	100%	
22 Performs Procedures Correctly	89%	
23 Reflects on Potential Hazards	100%	

## Simulation Design

- Criterion 1. Needs Assessment – unable to review
- Criterion 3. Structure the format based on theory – define target population
  - Criterion 3.5 – need clarity of the end point of scenario (specific objectives)
- Criterion 4.2 Cues are good need clarity on how they direct the specific objectives
- Criterion 6. Maintain facilitator approach – satisfactory, needs to be documented
- Criterion 7.2 Conduct planned prebriefing – facilitation is unknown
- Criterion 8.1 Debriefing method not defined
- Criterion 9. Evaluation process – not clearly defined, recommend further use of standardized tools such as SDS, CCEI, SSSCL
- 11.4 Include in the pilot test an evaluation - Partial pilot implementation of tools in S20

## Outcomes and Objectives

- Criterion 1.2 Expected outcomes – need clarification on what behaviors are expected as they tie in to specific objectives
- Criterion 2.1 need clarification on specific objectives
- Criterion 2.2 measurable objectives - evaluation criteria not defined

## Facilitation

- Criterion 1.1 Ongoing reflection and assessment - Need formal validated review process for facilitators – not assessed on S20
- Criterion 2.4-2.6 – allow scenario progression, delivering consistent SBE to all cohorts – Unable to determine as need facilitator review process
- Criterion 4.1 deliver cues -need clarification of specific objectives
- Criterion 5 – need clarification on debriefing method

## Debriefing

- Criterion 1.1 – need clarification on debriefing method
- Criterion 1.3 Seek feedback from both participants and experienced debriefers
  1. Need validated and reliable tool
  2. Use NLN SDS SSSCL tools
- Criterion 1.5 Validate continuing competence not observed ion S20
  - Assessed through observation by an experienced debriefer.
    1. Need formal validated tool
- Criterion 2.1- 2.14 Debriefing is conducive to learning – need formal evaluation tool, not evaluated in S20



Criterion 3. Dedicated debriefer following SBE – by course faculty

Criterion 4. Theoretic Framework. Not clearly defined

### **Participant Evaluation**

Criterion 2.3 Use small group ratio 3-4/facilitator

1 facilitator: 7-8 student GA's are not trained to facilitate, can assist

## Simulation Design

- Criterion 2.2 and 2.4 Specific Objectives not clearly defined
- Criterion 3.3 Structure the format based on theory – define framework
- Criterion 3.5 – need clarity of the end point of scenario (specific objectives)
- Criterion 4.2 Cues are good need clarity on how they direct the specific objectives
- Criterion 6. Maintain facilitator approach – satisfactory, needs to be documented
- Criterion 7.2 Conduct planned prebriefing – facilitation is unknown
- Criterion 8.1 Debriefing method not defined
- Criterion 9. Evaluation process – not clearly defined, recommend further use of standardized tools such as SDS, CCEI, SSSCL
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### **Participant Evaluation**

Criterion 2.3 Use small group ratio 3-4/facilitator

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### Simulation Design Scale (SDS)

#### Assessment of the simulation design elements (SDS Design)

OBJECTIVES AND INFORMATION	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		
			EM	EM	SC	SC	AVG	EM	SC		
1  There was enough information provided at the beginning of the simulation to provide direction and encouragement.	<b>4.10</b>	Answer									
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
	<b>EM Sect AVG</b>	2 - Disagree with the statement	2	0	2	0	0	0	4	4	0
	<b>3.64</b>	3 - Undecided - neither agree or disagree	3	0	0	0	2	0	6	0	6
		4 - Agree with the statement	4	2	6	4	4	3	60	32	28
	<b>SC Sect AVG</b>	5 - Strongly Agree with the statement	5	0	1	3	6	6	50	5	45
	<b>4.39</b>	NA - Not Applicable		0	0	0	0	0	<b>4.14</b>	<b>3.73</b>	<b>4.39</b>
2  I clearly understood the purpose and objectives of the simulation.		Answer							<b>AVG</b>	<b>EM</b>	<b>SC</b>
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	2	0	0	0	4	4	0
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0
		4 - Agree with the statement	4	2	6	4	4	4	64	32	32
		5 - Strongly Agree with the statement	5	0	1	5	5	5	55	5	50
		NA - Not Applicable		0	0	0	0	0	<b>4.24</b>	<b>3.73</b>	<b>4.56</b>
3  The simulation provided enough information in a clear matter for me to problem-solve the situation.		Answer							<b>AVG</b>	<b>EM</b>	<b>SC</b>
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	1	1	1	0	0	6	4	2
		3 - Undecided - neither agree or disagree	3	0	2	1	1	1	12	6	6
		4 - Agree with the statement	4	1	6	4	4	3	56	28	28
		5 - Strongly Agree with the statement	5	0	0	3	5	5	40	0	40
		NA - Not Applicable		0	0	0	0	0	<b>3.93</b>	<b>3.45</b>	<b>4.22</b>
4  The cues were appropriate and geared to promote my understanding.		Answer							<b>AVG</b>	<b>EM</b>	<b>SC</b>
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	1	1	0	0	0	4	4	0
		3 - Undecided - neither agree or disagree	3	0	1	1	0	0	6	3	3
		4 - Agree with the statement	4	1	6	4	4	5	64	28	36
		5 - Strongly Agree with the statement	5	0	1	4	4	4	45	5	40
		NA - Not Applicable		0	0	0	0	0	<b>4.10</b>	<b>3.64</b>	<b>4.39</b>

**Simulation Design Scale (SDS)**

**Assessment of the simulation design elements (SDS Design)**

SUPPORT	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC
			EM	EM	SC	SC							
5 Support was offered in a timely manner.	<b>3.99</b>	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	1	1	0	0	4	4	0			
		<b>EM Sect AVG</b>	3 - Undecided - neither agree or disagree	3	1	4	1	0	18	15	3		
		<b>3.52</b>	4 - Agree with the statement	4	0	4	5	4	52	16	36		
		5 - Strongly Agree with the statement	5	0	0	3	5	40	0	40			
	<b>SC Sect AVG</b>	NA - Not Applicable	0	0	0	0	<b>3.93</b>	<b>3.18</b>	<b>4.39</b>				
	<b>4.28</b>												
6 My need for help was recognized.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	1	0	0	1	4	2	2			
		3 - Undecided - neither agree or disagree	3	1	4	1	1	21	15	6			
		4 - Agree with the statement	4	0	5	6	4	60	20	40			
	5 - Strongly Agree with the statement	5	0	0	2	2	20	0	20				
NA - Not Applicable	0	0	0	1	<b>3.75</b>	<b>3.36</b>	<b>4.00</b>						
7 I felt supported by my teacher's assistance during the simulation.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0			
		2 - Disagree with the statement	2	0	1	0	0	2	2	0			
		3 - Undecided - neither agree or disagree	3	0	2	1	1	12	6	6			
		4 - Agree with the statement	4	2	5	5	4	64	28	36			
	5 - Strongly Agree with the statement	5	0	1	3	4	40	5	35				
NA - Not Applicable	0	0	0	0	<b>4.07</b>	<b>3.73</b>	<b>4.28</b>						
8 I was supported in the learning process.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0			
		2 - Disagree with the statement	2	0	1	0	0	2	2	0			
		3 - Undecided - neither agree or disagree	3	0	1	0	0	3	3	0			
		4 - Agree with the statement	4	2	6	6	4	72	32	40			
	5 - Strongly Agree with the statement	5	0	1	3	5	45	5	40				
NA - Not Applicable	0	0	0	0	<b>4.21</b>	<b>3.82</b>	<b>4.44</b>						

### Simulation Design Scale (SDS)

#### Assessment of the simulation design elements (SDS Design)

PROBLEM SOLVING	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		
			EM	EM	SC	SC	AVG	EM	SC		
9 Independent problem-solving was facilitated.	4.31	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0
	EM Sect AVG	3 - Undecided - neither agree or disagree	3	1	0	0	0	3	3	0	0
	4.09	4 - Agree with the statement	4	1	8	5	4	72	36	36	36
		5 - Strongly Agree with the statement	5	0	1	4	5	50	5	45	45
	SC Sect AVG	NA - Not Applicable	0	0	0	0	4.31	4.00	4.50	4.50	4.50
	4.44										
10 I was encouraged to explore all possibilities of the simulation.		Answer						AVG	EM	SC	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0
		3 - Undecided - neither agree or disagree	3	0	0	1	0	3	0	3	3
		4 - Agree with the statement	4	2	7	4	5	72	36	36	36
		5 - Strongly Agree with the statement	5	0	2	4	4	50	10	40	40
	NA - Not Applicable	0	0	0	0	4.31	4.18	4.39	4.39	4.39	
11 The simulation was designed for my specific level of knowledge and skills.		Answer						AVG	EM	SC	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0
		4 - Agree with the statement	4	2	7	5	5	76	36	40	40
		5 - Strongly Agree with the statement	5	0	2	4	4	50	10	40	40
	NA - Not Applicable	0	0	0	0	4.34	4.18	4.44	4.44	4.44	
12 The simulation allowed me the opportunity to prioritize the nursing assessments and care.		Answer						AVG	EM	SC	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0
		4 - Agree with the statement	4	2	6	6	4	72	32	40	40
		5 - Strongly Agree with the statement	5	0	3	3	5	55	15	40	40
	NA - Not Applicable	0	0	0	0	4.38	4.27	4.44	4.44	4.44	
13 The simulation provided me an opportunity to goal set for my patient.		Answer						AVG	EM	SC	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	1	0	0	0	2	2	0	0
		3 - Undecided - neither agree or disagree	3	1	0	0	0	3	3	0	0
		4 - Agree with the statement	4	0	8	5	5	72	32	40	40
		5 - Strongly Agree with the statement	5	0	1	4	4	45	5	40	40
	NA - Not Applicable	0	0	0	0	4.21	3.82	4.44	4.44	4.44	

**Simulation Design Scale (SDS)**

**Assessment of the simulation design elements (SDS Design)**

FEEDBACK/GUIDED REFLECTION		Section Average	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC
		Answer	EM	EM	EM	SC	SC	SC	SC	AVG	EM	SC	
14	Feedback provided was constructive.	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	1	6	4	4	4	60	28	32		
		5 - Strongly Agree with the statement	5	0	3	5	5	5	65	15	50		
		NA - Not Applicable	0	0	0	0	0	0	4.46	4.30	4.56		
									4.56				
15	Feedback provided was provided in a timely manner.	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	2	6	4	3	60	32	28			
		5 - Strongly Agree with the statement	5	0	3	5	6	70	15	55			
		NA - Not Applicable	0	0	0	0	0	4.48	4.27	4.61			
16	The simulation allowed me to analyze my own behavior and actions.	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	1	6	4	5	64	28	36			
		5 - Strongly Agree with the statement	5	1	3	5	4	65	20	45			
		NA - Not Applicable	0	0	0	0	0	4.45	4.36	4.50			
17	There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	2	7	4	4	68	36	32			
		5 - Strongly Agree with the statement	5	0	2	5	5	60	10	50			
		NA - Not Applicable	0	0	0	0	0	4.41	4.18	4.56			
FIDELITY (REALISM)		Section Average	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC
		Answer	EM	EM	EM	SC	SC	SC	SC	AVG	EM	SC	
18	The scenario resembled a real-life situation.	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	1	1	1	9	3	6			
		4 - Agree with the statement	4	1	4	3	4	48	20	28			
		5 - Strongly Agree with the statement	5	1	4	5	4	70	25	45			
		NA - Not Applicable	0	0	0	0	0	4.38	4.36	4.39			
								4.42					
19	Real life factors, situations and variables were built into the simulation scenario.	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	1	0	0	3	3	0			
		4 - Agree with the statement	4	1	7	5	5	72	32	40			
		5 - Strongly Agree with the statement	5	1	1	4	4	50	10	40			
		NA - Not Applicable	0	0	0	0	0	4.31	4.09	4.44			

**Simulation Design Scale (SDS)**

How important is each item to you.

OBJECTIVES AND INFORMATION	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC
			EM	EM	SC	SC							
20  There was enough information provided at the beginning of the simulation to provide direction and encouragement.	<b>4.22</b>	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0
		3 - Undecided - neither agree or disagree	3	0	1	0	0	0	3	3	0	0	0
		4 - Agree with the statement	4	1	7	5	4	68	32	36	0	0	0
		5 - Strongly Agree with the statement	5	1	1	4	5	55	10	45	0	0	0
		NA - Not Applicable		0	0	0	0	<b>4.34</b>	<b>4.09</b>	<b>4.50</b>	0	0	0
	<b>4.09</b>												
	<b>4.50</b>												
21  I clearly understood the purpose and objectives of the simulation.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0
		3 - Undecided - neither agree or disagree	3	0	2	0	0	6	6	0	0	0	0
		4 - Agree with the statement	4	2	6	6	5	76	32	44	0	0	0
		5 - Strongly Agree with the statement	5	0	1	3	4	40	5	35	0	0	0
		NA - Not Applicable		0	0	0	0	<b>4.21</b>	<b>3.91</b>	<b>4.39</b>	0	0	0
22  The simulation provided enough information in a clear matter for me to problem-solve the situation.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	1	0	0	2	2	0	0	0	
		3 - Undecided - neither agree or disagree	3	1	2	0	0	9	9	0	0	0	
		4 - Agree with the statement	4	1	4	5	5	60	20	40	0	0	
		5 - Strongly Agree with the statement	5	0	2	4	4	50	10	40	0	0	
		NA - Not Applicable		0	0	0	0	<b>4.17</b>	<b>3.73</b>	<b>4.44</b>	0	0	0
23  The cues were appropriate and geared to promote my understanding.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	1	0	0	0	2	2	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	1	1	0	6	3	3	0	0	
		4 - Agree with the statement	4	1	7	4	5	68	32	36	0	0	
		5 - Strongly Agree with the statement	5	0	1	4	4	45	5	40	0	0	
		NA - Not Applicable		0	0	0	0	<b>4.17</b>	<b>3.82</b>	<b>4.39</b>	0	0	0



**Simulation Design Scale (SDS)**

How important is each item to you.

	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC
			EM	EM	SC	SC	EM	SC					
24 Support was offered in a timely manner.	<b>4.25</b>	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	1	0	0	0	0	2	2	0	0	0
	<b>EM Sect AVG</b> <b>3.90</b>	3 - Undecided - neither agree or disagree	3	0	1	0	0	0	3	3	0	0	0
		4 - Agree with the statement	4	0	8	4	4	64	32	32	0	0	0
	5 - Strongly Agree with the statement	5	1	0	5	5	55	5	50	0	0	0	0
	<b>SC Sect AVG</b> <b>4.46</b>	NA - Not Applicable		0	0	0	0	<b>4.28</b>	<b>3.82</b>	<b>4.56</b>	0	0	0
25 My need for help was recognized.		Answer								<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	1	2	1	0	12	9	3	0	0	
		4 - Agree with the statement	4	0	6	4	4	56	24	32	0	0	
		5 - Strongly Agree with the statement	5	1	1	4	4	50	10	40	0	0	
	NA - Not Applicable		0	0	0	1	<b>4.21</b>	<b>3.91</b>	<b>4.41</b>	0	0	0	
26 I felt supported by my teacher's assistance during the simulation.		Answer								<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	1	3	0	0	12	12	0	0	0	
		4 - Agree with the statement	4	0	4	5	6	60	16	44	0	0	
		5 - Strongly Agree with the statement	5	1	1	4	3	45	10	35	0	0	
	NA - Not Applicable		0	0	0	0	<b>4.18</b>	<b>3.80</b>	<b>4.39</b>	0	0	0	
27 I was supported in the learning process.		Answer								<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	1	0	0	0	3	3	0	0	0	
		4 - Agree with the statement	4	0	8	4	5	68	32	36	0	0	
		5 - Strongly Agree with the statement	5	1	1	5	4	55	10	45	0	0	
	NA - Not Applicable		0	0	0	0	<b>4.34</b>	<b>4.09</b>	<b>4.50</b>	0	0	0	

**Simulation Design Scale (SDS)**

How important is each item to you.

	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC	
			EM	EM	SC	SC								
<b>PROBLEM SOLVING</b> 28 Independent problem-solving was facilitated.	<b>4.36</b>	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0	
	<b>EM Sect AVG</b> <b>4.13</b>	3 - Undecided - neither agree or disagree	3	0	1	0	0	0	3	3	0	3	0	
		4 - Agree with the statement	4	1	7	4	4	4	64	32	32	64	32	
	5 - Strongly Agree with the statement	5	1	1	5	5	5	60	10	50	60	10	50	
	<b>SC Sect AVG</b> <b>4.50</b>	NA - Not Applicable		0	0	0	0	0	<b>4.38</b>	<b>4.09</b>	<b>4.56</b>	<b>4.38</b>	<b>4.09</b>	<b>4.56</b>
29 I was encouraged to explore all possibilities of the simulation.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	1	0	0	0	3	3	0	3	0	
		4 - Agree with the statement	4	1	6	5	5	5	68	28	40	68	28	40
		5 - Strongly Agree with the statement	5	1	2	4	4	4	55	15	40	55	15	40
		NA - Not Applicable		0	0	0	0	<b>4.34</b>	<b>4.18</b>	<b>4.44</b>	<b>4.34</b>	<b>4.18</b>	<b>4.44</b>	
30 The simulation was designed for my specific level of knowledge and skills.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	1	0	0	0	3	3	0	3	0	
		4 - Agree with the statement	4	1	5	5	5	6	68	24	44	68	24	44
		5 - Strongly Agree with the statement	5	1	3	4	4	3	55	20	35	55	20	35
		NA - Not Applicable		0	0	0	0	<b>4.34</b>	<b>4.27</b>	<b>4.39</b>	<b>4.34</b>	<b>4.27</b>	<b>4.39</b>	
31 The simulation allowed me the opportunity to prioritize the nursing assessments and care.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	1	0	0	0	2	2	0	2	0	
		3 - Undecided - neither agree or disagree	3	0	1	0	0	0	3	3	0	3	0	
		4 - Agree with the statement	4	1	5	4	4	3	52	24	28	52	24	28
		5 - Strongly Agree with the statement	5	1	2	5	5	6	70	15	55	70	15	55
		NA - Not Applicable		0	0	0	0	<b>4.38</b>	<b>4.00</b>	<b>4.61</b>	<b>4.38</b>	<b>4.00</b>	<b>4.61</b>	
32 The simulation provided me an opportunity to goal set for my patient.		Answer									<b>AVG</b>	<b>EM</b>	<b>SC</b>	
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	1	0	0	0	1	6	3	3	6	3	3
		4 - Agree with the statement	4	0	8	4	4	3	60	32	28	60	32	28
		5 - Strongly Agree with the statement	5	1	1	5	5	5	60	10	50	60	10	50
		NA - Not Applicable		0	0	0	0	<b>4.34</b>	<b>4.09</b>	<b>4.50</b>	<b>4.34</b>	<b>4.09</b>	<b>4.50</b>	

**Simulation Design Scale (SDS)**

How important is each item to you.

FEEDBACK/GUIDED	Section Average	Answer	N4665 0121		N4665 0225		N4665 0303		N4665 0310		AVG	EM	SC
			EM	SC	EM	SC	EM	SC	EM	SC			
33 Feedback provided was constructive.	<b>4.48</b>	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	0
	<b>EM Sect AVG</b>	3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	0
	<b>4.32</b>	4 - Agree with the statement	4	1	6	4	3	56	28	28			
		5 - Strongly Agree with the statement	5	1	3	5	6	75	20	55			
	<b>SC Sect AVG</b>	NA - Not Applicable		0	0	0	0	<b>4.52</b>	<b>4.36</b>	<b>4.61</b>			
	<b>4.58</b>												
34 Feedback provided was provided in a timely manner.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	1	7	4	3	60	32	28			
		5 - Strongly Agree with the statement	5	1	2	5	6	70	15	55			
			NA - Not Applicable		0	0	0	<b>4.48</b>	<b>4.27</b>	<b>4.61</b>			
35 The simulation allowed me to analyze my own behavior and actions.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	1	6	4	4	60	28	32			
		5 - Strongly Agree with the statement	5	1	3	5	5	70	20	50			
			NA - Not Applicable		0	0	0	<b>4.48</b>	<b>4.36</b>	<b>4.56</b>			
36 There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	0	0	0	0	0	0	0	0	
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0	0	
		4 - Agree with the statement	4	1	7	5	3	64	32	32			
		5 - Strongly Agree with the statement	5	1	2	4	6	65	15	50			
			NA - Not Applicable		0	0	0	<b>4.45</b>	<b>4.27</b>	<b>4.56</b>			
37 The scenario resembled a real-life situation.	<b>4.43</b>	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	1	0	0	2	2	0			
	<b>EM Sect AVG</b>	3 - Undecided - neither agree or disagree	3	0	1	1	1	9	3	6			
	<b>4.23</b>	4 - Agree with the statement	4	1	2	3	2	32	12	20			
		5 - Strongly Agree with the statement	5	1	5	5	6	85	30	55			
	<b>SC Sect AVG</b>	NA - Not Applicable		0	0	0	0	<b>4.41</b>	<b>4.27</b>	<b>4.50</b>			
	<b>4.56</b>												
38 Real life factors, situations and variables were built into the simulation scenario.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	1	0	0	2	2	0			
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0		
		4 - Agree with the statement	4	1	5	4	3	52	24	28			
		5 - Strongly Agree with the statement	5	1	3	5	6	75	20	55			
			NA - Not Applicable		0	0	0	<b>4.45</b>	<b>4.18</b>	<b>4.61</b>			

### Student Satisfaction and Self-Confidence in Learning Satisfaction with Current Learning (SSSCL)

						Section Average <b>4.28</b>			
						EM	SC		
						<b>4.14</b>	<b>4.35</b>		
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
		1	2	3	4	5	AVG	EM	SC
1. The teaching methods used in this simulation were helpful and effective.									
EM 0121		0	0	0	2	0		10	35
EM 0225		0	0	0	5	2			
SC 0303		0	0	0	3	2		20	24
SC 0310		0	0	0	1	5			
		0	0	0	44	45	<b>4.45</b>	<b>4.29</b>	<b>4.54</b>
2. The simulation provided me with a variety of learning materials and activities to promote my learning the medical surgical curriculum.									
EM 0121		0	0	0	2	0		10	30
EM 0225		0	0	2	3	2			
SC 0303		0	0	1	2	2		16	20
SC 0310		0	0	0	2	4			
		0	0	9	36	40	<b>4.25</b>	<b>4.14</b>	<b>4.31</b>
3. I enjoyed how my instructor taught the simulation.									
EM 0121		0	0	1	1	0		10	35
EM 0225		0	0	4	1	2			
SC 0303		0	0	0	3	2		16	8
SC 0310		0	0	0	1	5			
		0	0	15	24	45	<b>4.20</b>	<b>4.14</b>	<b>4.23</b>
4. The teaching materials used in this simulation were motivating and helped me to learn.									
EM 0121		0	0	1	1	0		10	30
EM 0225		0	0	1	4	2			
SC 0303		0	0	1	2	2		12	20
SC 0310		0	0	1	1	4			
		0	0	12	32	40	<b>4.20</b>	<b>4.00</b>	<b>4.31</b>
5. The way my instructor(s) taught the simulation was suitable to the way I learn.									
EM 0121		0	0	0	2	0		10	35
EM 0225		0	0	2	3	2			
SC 0303		0	0	1	2	2		16	16
SC 0310		0	0	0	1	5			
		0	0	9	32	45	<b>4.30</b>	<b>4.14</b>	<b>4.38</b>

**Student Satisfaction and Self-Confidence in Learning**

**Self-Confidence in Learning**

**Section Average 4.33 4.31 4.34**

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	AVG	EM	SC
6. I am confident that I am mastering the content of the simulation activity that my instructors presented to me.	1	2	3	4	5			
EM 0121	0	0	1	1	0		10	25
EM 0225	0	1	3	2	1			
SC 0303	0	0	0	3	2		16	16
SC 0310	0	0	0	2	4			
	0	2	12	32	35	4.05	4.14	4.00

	1	2	3	4	5	AVG	EM	SC
7. I am confident that this simulation covered critical content necessary for the mastery of medical surgical curriculum								
EM 0121	0	0	0	2	0		10	30
EM 0225	0	0	1	5	1			
SC 0303	0	0	0	3	2		20	24
SC 0310	0	0	0	1	5			
	0	0	3	44	40	4.35	4.29	4.38

	1	2	3	4	5	AVG	EM	SC
8. I am confident that I am developing the skills and obtaining the required knowledge from this simulation to perform necessary tasks in a clinical setting.								
EM 0121	0	0	1	1	0		10	30
EM 0225	0	0	2	4	1			
SC 0303	0	0	0	3	2		16	20
SC 0310	0	0	0	1	5			
	0	0	9	36	40	4.25	4.14	4.31

	1	2	3	4	5	AVG	EM	SC
9. My instructors used helpful resources to teach simulation.								
EM 0121	0	0	1	1	0		15	25
EM 0225	0	0	2	4	1			
SC 0303	0	0	0	2	3		12	24
SC 0310	0	0	0	2	4			
	0	0	9	36	40	4.25	4.29	4.23

	1	2	3	4	5	AVG	EM	SC
10. It is my responsibility as the student to learn what I need to know from this simulation activity.								
EM 0121	0	0	1	1	0		85	90
EM 0225	0	0	0	3	4			
SC 0303	0	0	0	2	3		24	40
SC 0310	0	0	0	2	4			
	0	0	6	64	175	4.62	4.60	4.64

	1	2	3	4	5	AVG	EM	SC
11. I know how to get help when I do not understand the concepts covered in simulation.								
EM 0121	0	0	0	2	0		15	40
EM 0225	0	0	0	3	4			
SC 0303	0	0	0	2	3		16	20
SC 0310	0	0	0	2	4			
	0	0	0	36	55	4.55	4.43	4.62

	1	2	3	4	5	AVG	EM	SC
12. I know how to use simulation activities to learn critical aspects of these skills.								
EM 0121	0	0	0	2	0		10	35
EM 0225	0	0	1	3	3			
SC 0303	0	0	0	3	2		20	20
SC 0310	0	0	0	2	4			
	0	0	3	40	45	4.40	4.29	4.46

	1	2	3	4	5	AVG	EM	SC
13. It is the instructor's responsibility to tell me what I need to learn of the simulation activity content during class time.								
EM 0121	0	0	0	2	0		10	25
EM 0225	0	0	2	3	2			
SC 0303	0	0	0	3	2		20	20
SC 0310	0	1	0	2	3			
	0	2	6	40	35	4.15	4.29	4.08

**CCEI Assessment FON (CCEI 1 PE)**

**Section Average 91%**

		N4665 0121	N4665 0225	N4665 0303	N4665 0310	Total	AVG
		EM	EM	SC	SC		
<b>Obtains Pertinent Data</b>	1 Answer						
	Demonstrates Competency	5	1	1	3	10	91%
	Does not Demonstrate Competency	0	0	1	0	1	9%
	N/A	0	0	0	0	0	0%
<b>Performs Follow-Up Assessments as Needed</b>	2 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	1	3	10	91%
	Does not Demonstrate Competency	0	0	1	0	1	9%
	N/A	0	0	0	0	0	0%
<b>Assess the Environment in and Orderly Manner</b>	3 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	1	3	10	91%
	Does not Demonstrate Competency	0	0	1	0	1	9%
	N/A	0	0	0	0	0	0%

**CCEI Communication FON (CCEI 2 Comm)**

**Section Average 96%**

		N4665 0121	N4665 0225	N4665 0303	N4665 0310	Total	AVG
		EM	EM	SC	SC		
<b>Communicates Effectively with Intra/Interprofessional Team</b>	4 Answer						
	Demonstrates Competency	5	1	2	3	11	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0%
<b>Communicates Effectively with Patient and Significant Other</b>	5 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	0	1	3	9	82%
	Does not Demonstrate Competency	0	1	1	0	2	18%
	N/A	0	0	0	0	0	0%
<b>Documents Clearly, Concisely &amp;</b>	6 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	0	0	0	5	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	1	2	3	6	55%
<b>Responds to Abnormal Findings Appropriately</b>	7 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	2	3	11	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0%
<b>Promotes Professionalism</b>	8 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	2	3	11	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0%

**CCEI Clinical Judgement FON (CCEI 3 Clin)**

**Section Average 92%**

		N4665 0121	N4665 0225	N4665 0303	N4665 0310	Total	AVG
		EM	EM	SC	SC		
<b>Interprets Vital Signs</b>	9 Answer						
	Demonstrates Competency	5	1	1	2	9	90%
	Does not Demonstrate Competency	0	0	1	0	1	10%
	N/A	0	0	0	1	1	9%
<b>Interprets Lab Results</b>	10 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	3	0	1	3	7	88%
	Does not Demonstrate Competency	0	0	1	0	1	13%
	N/A	2	1	0	0	3	27%
<b>Interprets Subjective/Objective Data</b>	11 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	2	3	11	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0%
<b>Prioritizes Appropriately</b>	12 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	1	3	10	91%
	Does not Demonstrate Competency	0	0	1	0	1	9%
	N/A	0	0	0	0	0	0%
<b>Performs Evidence Based Interventions</b>	13 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	1	3	10	91%
	Does not Demonstrate Competency	0	0	1	0	1	9%
	N/A	0	0	0	0	0	0%
<b>Provides Evidence Based Rationale for Interventions</b>	14 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	5	1	1	3	10	91%
	Does not Demonstrate Competency	0	0	1	0	1	9%
	N/A	0	0	0	0	0	0%
<b>Evaluates Evidence Based Interventions and Outcomes</b>	15 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	3	1	0	3	7	88%
	Does not Demonstrate Competency	0	0	1	0	1	13%
	N/A	0	0	1	0	1	11%
<b>Reflects on Clinical Experience</b>	16 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	3	0	0	3	6	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	1	2	0	3	33%
<b>Delegates Appropriately</b>	17 Answer					<b>Total</b>	<b>AVG</b>
	Demonstrates Competency	3	1	1	3	8	89%
	Does not Demonstrate Competency	0	0	1	0	1	11%
	N/A	0	0	0	0	0	0%

**CCEI Patient Safety FON (CCEI 4 PT Safety)**

**Section Average 94%**

		N4665 0121	N4665 0225	N4665 0303	N4665 0310	Total	AVG
		EM	EM	SC	SC		
<b>Uses Patient Identifiers</b>	18 Answer						
	Demonstrates Competency	3	1	2	3	9	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	1	0	0	0	1	10%
						<b>Total</b>	<b>AVG</b>
<b>Utilizes Standardized Practices and Precautions including Hand Washing</b>	19						
	Demonstrates Competency	3	1	1	3	8	89%
	Does not Demonstrate Competency	0	0	1	0	1	11%
	N/A	0	0	0	0	0	0%
						<b>Total</b>	<b>AVG</b>
<b>Administers Medications Safely</b>	20 Answer						
	Demonstrates Competency	3	1	1	3	8	89%
	Does not Demonstrate Competency	0	0	1	0	1	11%
	N/A	1	0	0	0	1	10%
						<b>Total</b>	<b>AVG</b>
<b>Manages Technology and Equipment</b>	21 Answer						
	Demonstrates Competency	3	0	2	1	6	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	1	0	2	3	33%
						<b>Total</b>	<b>AVG</b>
<b>Performs Procedures Correctly</b>	22 Answer						
	Demonstrates Competency	3	1	2	2	8	89%
	Does not Demonstrate Competency	0	0	0	1	1	11%
	N/A	0	0	0	0	0	0%
						<b>Total</b>	<b>AVG</b>
<b>Reflects on Potential Hazards</b>	23 Answer						
	Demonstrates Competency	3	1	2	3	9	100%
	Does not Demonstrate Competency	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0%



**PEER EVALUATION**

		N4665 0121		N4665 0225		N4665 0303		N4665 0310				
		EM		EM		SC		SC		AVG	EM	SC
1 Answer												
Nursing Process: Identify the problem (perform assessment)												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	0	0	0	0	0	0	0
	3 = Good	3	0	1	1	3	12	3	12	3	9	9
	4 = Very Good	4	2	6	6	3	44	32	44	32	12	12
	5 = Excellent	5	2	2	2	0	20	20	20	20	0	0
	N/A	0		0		0		0		4.00	4.23	3.50
2 Answer										AVG	EM	SC
Nursing Process: Diagnose (Interpret data)												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	1	2	0	2	0	2	2
	3 = Good	3	4	4	4	1	27	24	27	24	3	3
	4 = Very Good	4	0	4	4	4	32	16	32	16	16	16
	5 = Excellent	5	0	1	1	0	5	5	5	5	0	0
	N/A	0		0		0		0		3.47	3.46	3.50
3 Answer										AVG	EM	SC
Nursing Process: Create a plan of care												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	0	0	0	0	0	0	0
	3 = Good	3	2	2	2	4	24	12	24	12	12	12
	4 = Very Good	4	0	6	6	0	24	24	24	24	0	0
	5 = Excellent	5	2	1	1	2	25	15	25	15	10	10
	N/A	0		0		0		0		3.84	3.92	3.67
4 Answer										AVG	EM	SC
Nursing Process: Implement/Intervene												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	1	2	0	2	0	2	2
	3 = Good	3	0	2	2	3	15	6	15	6	9	9
	4 = Very Good	4	1	7	7	1	36	32	36	32	4	4
	5 = Excellent	5	3	1	1	1	25	20	25	20	5	5
	N/A	0		0		0		0		3.90	4.14	3.33
5 Answer										AVG	EM	SC
Nursing Process: Evaluate and Reassess the Patient												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	0	0	0	0	0	0	0
	3 = Good	3	1	3	3	3	21	12	21	12	9	9
	4 = Very Good	4	2	7	7	1	40	36	40	36	4	4
	5 = Excellent	5	1	0	0	2	15	5	15	5	10	10
	N/A	0		0		0		0		3.80	3.79	3.83
6 Answer										AVG	EM	SC
Collaborated and worked as a team (communication, etc.)												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	0	0	0	0	0	0	0
	3 = Good	3	0	1	1	2	9	3	9	3	6	6
	4 = Very Good	4	0	6	6	2	32	24	32	24	8	8
	5 = Excellent	5	4	3	3	2	45	35	45	35	10	10
	N/A	0		0		0		0		4.30	4.43	4.00
7 Answer										AVG	EM	SC
Provided leadership (delegated appropriately, alert other students of abnormal findings, etc.)												
	1 = Poor	1	0	0	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	0	0	0	0	0	0	0
	3 = Good	3	1	3	3	3	21	12	21	12	9	9
	4 = Very Good	4	2	5	5	1	32	28	32	28	4	4
	5 = Excellent	5	1	2	2	2	25	15	25	15	10	10
	N/A	0		0		0		0		3.90	3.93	3.83

No data available

**PEER EVALUATION**

		N4665 0121		N4665 0225		N4665 0303		N4665 0310			
		EM	EM	SC	SC	AVG	EM	SC			
Therapeutically communicated with patient	8 Answer										
	1 = Poor	1	0	0	0	0	0	0			
	2 = Fair	2	0	0	1	2	0	2			
	3 = Good	3	1	3	1	15	12	3			
	4 = Very Good	4	0	4	3	28	16	12			
	5 = Excellent	5	3	3	1	35	30	5			
	N/A	0	0		0	4.00	4.14	3.67			
Demonstrated professionalism	9 Answer										
	1 = Poor	1	0	0	0	0	0	0			
	2 = Fair	2	0	0	0	0	0	0			
	3 = Good	3	0	0	0	0	0	0			
	4 = Very Good	4	1	5	2	32	24	8			
	5 = Excellent	5	3	5	4	60	40	20			
	N/A	0	0		0	4.60	4.57	4.67			
Advocated for patient	10 Answer										
	1 = Poor	1	0	0	0	0	0	0			
	2 = Fair	2	0	0	0	0	0	0			
	3 = Good	3	1	2	4	21	9	12			
	4 = Very Good	4	0	5	2	28	20	8			
	5 = Excellent	5	3	3	0	30	30	0			
	N/A	0	0		0	3.95	4.21	3.33			
Utilize available resources	11 Answer										
	1 = Poor	1	0	0	0	0	0	0			
	2 = Fair	2	0	0	0	0	0	0			
	3 = Good	3	0	3	4	21	9	12			
	4 = Very Good	4	2	6	1	36	32	4			
	5 = Excellent	5	2	1	1	20	15	5			
	N/A	0	0		0	3.85	4.00	3.50			
Safely administered medications	12 Answer										
	1 = Poor	1	0	0	1	1	0	1			
	2 = Fair	2	0	2	0	4	4	0			
	3 = Good	3	2	4	3	27	18	9			
	4 = Very Good	4	1	4	0	20	20	0			
	5 = Excellent	5	1	0	2	15	5	10			
	N/A	0	0		1	3.35	3.36	3.33			
Demonstrated competency of skills	13 Answer										
	1 = Poor	1	0	0	0	0	0	0			
	2 = Fair	2	0	0	0	0	0	0			
	3 = Good	3	1	3	3	21	12	9			
	4 = Very Good	4	2	5	2	36	28	8			
	5 = Excellent	5	1	2	1	20	15	5			
	N/A	0	0		0	3.85	3.93	3.67			
How would you rate the student?	14 Answer										
	Sc 1 = Poor	1	0	0	0	0	0	0			
	2 = Fair	2	0	0	0	0	0	0			
	3 = Good	3	0	1	3	12	3	9			
	4 = Very Good	4	2	5	2	36	28	8			
	5 = Excellent	5	2	4	1	35	30	5			
						4.15	4.36	3.67			

## Peer Evaluation Comments

1. List one area that went extremely well for the student and why?
2. List one area that needs the most improvement for the student and why?
3. Simulation Peer Global Assessment Score (SIM Peer GAS)

*Activity: N4665 S20 0121 - Case: N4665 Mendoza*

**Learner: Holland Jones**

1. Holland was very composed the entire time. She maintained a professional demeanor the entire time, and communicated well with the patient's mother. I really liked how she called the oxygen "magic air," I thought that was very clever.
2. I think the only area that needed improvement was acting quickly when the patient needed to be coded. However, I do not blame her for her reaction and I would have probably done the same thing especially since we do not have much experience with coding patients.

**Learner: Rebekah Lewis**

1. Good taking charge and figuring out what medications they need to do and doing CPR. She did a good job at getting all the materials in a timely manner.
2. Communication with the mom and the patient  
Provide more education to the family about the medications.

**Learner: Meredith Miller**

1. They did a great job communicating with the patient. She talked to the patient and the mother with appropriate dialogue
2. They did a good job of communicating with the patient however they asked the child frequently for permission to do certain tasks. It would be better to give the patient an option but still not just ask for permission.
3. They communicated very effectively with the parent and provided teaching about the monitor and what the vitals meant. They also quickly recognized the patient was unresponsive and called the physician immediately. They provided a light and good environment for the child while also being professional and efficient. They performed seizure protocol well and quickly removed the blanket to aid the fever.

**Learner: Marilee Massey**

1. They did a great job communicating with the patient. She talked to the patient and the mother with appropriate dialogue
2. They did a good job of communicating with the patient however they asked the child frequently for permission to do certain tasks. It would be better to give the patient an option but still not just ask for permission.
3. They communicated very effectively with the parent and provided teaching about the monitor and what the vitals meant. They also quickly recognized the patient was unresponsive and called the physician immediately. They provided a light and good environment for the child while also being professional and efficient. They performed seizure protocol well and quickly removed the blanket to aid the fever.

**Peer Evaluation Comments**

*Activity: N4665 S20 0225 - Case: N4665 Mendoza*

**Learner: Rachel Nix**

1. She acted quickly and explained all actions to the child and the mother
2. n/a

**Learner: Bailey Palmer**

1. great with communication and assessment
2. know that breathing treatments cause tachycardia

**Learner: Alexis Pierce**

1. She did really well with comforting and distracting the patient and the family. She also did well with explaining medications and side effects to the mother and patient.
2. Communication with the parent could have been done more and earlier in the simulation
3. Alexis and Natalie both were really good with communication with the mother and the child. As far as knowing what to do medically, i think that more experience would increase confidence on what to do.

**Learner: Lyndsey Parker**

1. Intervening with O2 supplies  
evaluating vital signs and making critical decisions for patient care  
explaining VS to mom
2. communication of important patient info such as allergies

**Learner: Allison Simmons**

1. good assessment and timing of reassessment.
2. Hesitant at times, be confident in abilities
3. Student nurse did great job assessing and reassessing the patient. Focused well. As a primary nurse, provide more leadership.

**Learner: Lillie Streets**

1. Lillie did a great job documenting the problems with the patient and intervening/reassessing when needed.
2. N/A

**Learner: Delacy Styles**

1. Delacy did a very good job of being prompt with gettings medications and telling the patient and family medications were being given. She also did a great job exploring the family background and offering to find the help for the mother
2. talk more directly to the patient and ask the patient more questions to see how she is feeling

**Peer Evaluation Comments**

**Learner: Jacqualynn Tatz**

1. Jackie did well with communicating which meds she was giving.
2. Jackie should be assertive and asking about medication allergies.

**Learner: Janah Tanner**

1. Utilized other resources when bed wasn't working; checked vitals, removed blanket, administered oxygen, cold cloth, communication w/ parent
2. n/a

**Learner: Natalie Price**

1. Alexis and Natalie both were really good with communication with the mother and the child. As far as knowing what to do medically, i think that more experience would increase confidence on what to do.

*Activity: N4665 S20 0310 - Case: N4665 Stephen Chung*

**Learner: Madison Downey**

1. Madison did really well talking to the patient and taking charge as the primary nurse. She assessed really well and educated the parent and patient well.
2. Madison needs to assess the medications before going to retrieve more medications. For example, the Dextrose was already hanging when she sent Madison to get more.
  1. Great job!

**Learner: Ansleigh Crouch**

1. Giving the child a distraction using a toy and talking to him about what he likes to do
2. Medication checks
3. I think that Ansleigh did her job as the medication nurse but could have taken the role of calling the doctor and asking the patient his name and DOB.

**Learner: Holly Doss**

1. I believe that she did a very good job educating the patient about diabetes and assessing his signs and symptoms.
2. I think that the patient could work on safely identifying the patient because she did not orient her patient when she went into the room.
3. I thought that overall this simulation went very well.

**Learner: Elena Taylor**

1. I think patient safety was a high priority for you and you performed that well by checking the armband and confirming that the medication was being administered as ordered.
2. I think the only area that I could see that could use improvement would be about finding the D5 a little quicker/ knowing where to find it. This, of course, will come with practice.

**Peer Evaluation Comments**

3. I thought Elena did a very good job in this simulation. It was hard to evaluate her as she was the medication nurse so she was gone for some of it, but she did well!

**Learner: Ashley Veilleux**

1. Ashley did really well at educating the mom and providing comfort to the kid.
2. She could have gotten the doctor to explain diabetes.
  1. Great job!

**Learner: Katherine Waller**

1. She did an amazing job at evaluating the external environment and finding candy in the patient's bed. She also did a great job interpreting vital signs and acting appropriately.
2. There was nothing I noticed that she did not do effectively. Giving the patient more education is always a great idea.
3. Katie did an amazing job! She acted as if it was a real life situation and acted accordingly,

## CCEI Comments S20

*Activity: N4665 S20 0121 - Case: N4665 Mendoza*

1. Great job with the communication! Great age appropriate questions for the child and wonderful communication with the mother.  
Most interventions were performed with minimal prompting.  
Make sure you check id for medication administration and that you obtain all vital signs first. They give a great overview of patient status.
2. Great job with the communication! Great age appropriate questions for the child and wonderful communication with the mother.  
Most interventions were performed with minimal prompting.  
Make sure you check id for medication administration and that you obtain all vital signs first. They give a great overview of patient status.
3. Great job with the communication! Great age appropriate questions for the child and wonderful communication with the mother.  
Most interventions were performed with minimal prompting.  
Make sure you check id for medication administration and that you obtain all vital signs first. They give a great overview of patient status.

*Activity: N4665 S20 0303 - Case: N4665 Stephen Chung*

1. no additional comments
2. Introduced themselves to the parent  
asked name and DOB  
checked blood sugar quickly  
be sure to wear gloves for any event that includes blood and body fluids  
firm with the child but not mean  
hung insulin quickly  
careful with communication - "we care about the patient safety." She heard "WE care about the patient safety." Pay attention to tone and what you are saying.  
reacted appropriately when he started vomiting.  
GLOVES  
did not identify abnormal vital signs without prompting  
Did not review lab results from this AM without prompting  
prioritized needs appropriately - stabilized patient before education!  
everyone participated in the care  
asked about allergies and checked arm band before Zofran administration. Asked name and DOB - noticed differences in DOB but gave med anyway.  
double checked glucose again after meds and vomiting  
make sure you explain procedures before you do them  
its all about moderation....he can still have chicken nuggets periodically.
3. offered choices between heart and lung assessment  
introduced self to patient and mother  
took vital signs

**CCEI Comments S20**

4. Did a complete assessment  
checked blood sugar early  
explained blood sugar check before doing it
5. asked about nausea  
recognized high blood sugar levels  
provided a diagnosis  
explained types of diabetes - and the need to get glucose down.  
excellent communication skills  
took a while to get the medication....  
recognized that a second person had to check the insulin!

*Activity: N4665 S20 0310 - Case: N4665 Stephen Chung*

1. good communication  
stopped insulin  
recognized confusion  
called provider  
sent med nurse for medication  
good assessment  
used identifiers for medication administration  
make sure you use non-medical terms.
2. introduced selves to patient  
good delegation of skills, someone asking questions, someone assessing, someone doing vitals.  
great history questions  
Great communication with mom  
Good communication with child  
good catch with the candy and great explanation  
let him play with the stethoscope before using it  
Good answers to the mom's question about IV fluid  
explained things to patient what they were doing  
recognized a low blood sugar  
very slow to respond to low blood sugar  
good CPR  
Good clinical decision making.  
group 1 forgot the side rail down.



No Data Available

No Data Available