



Simulation and Translational Research Center

End of Semester Report

NRSG 4980 Spring 2020

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Students (N=54) enrolled in the NRSG 4980 – Transition to Nursing Practice course completed 2 simulated experiences, which comprised 6% (14 hours per student) of their total Practicum hours; 756 student contact hours. All students participated in the simulated experiences, which included blood administration with transfusion reaction, asthma exacerbation with respiratory distress, inter-professional, and cultural diversity content, as these were subjects/skills that Med-Surg faculty identified as most needed for this cohort.

Following each simulation, students completed the following NLN instruments; Simulation Design Scale, Student Satisfaction and Self-Confidence in Learning (SSSCL), and Education Practices tools which measures design elements of the simulation, learners’ attitude toward their satisfaction and self-confidence in obtaining needed instruction, and if best-practices are being used in simulation; 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, Student Satisfaction and Self-Confidence in Learning, and Education Practices 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 4980 Practicum course. Once these were identified, the Practicum faculty discussed and formulated an action plan to address each.

Simulation Design Scale			
Objectives and Information	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.51	Yes
Criteria 2	4	4.73	Yes
Criteria 3	4	4.38	Yes
Criteria 4	4	4.58	Yes
Support	Benchmark	Mean Score	Benchmark Met
Criteria 5	4	4.42	Yes
Criteria 6	4	4.41	Yes
Criteria 7	4	4.48	Yes
Criteria 8	4	4.63	Yes
Problem Solving	Benchmark	Mean Score	Benchmark Met
Criteria 9	4	4.64	Yes
Criteria 10	4	4.61	Yes
Criteria 11	4	4.63	Yes
Criteria 12	4	4.66	Yes
Criteria 13	4	4.52	Yes

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Feedback/Guided Reflection	Benchmark	Mean Score	Benchmark Met
Criteria 14	4	4.73	Yes
Criteria 15	4	4.79	Yes
Criteria 16	4	4.74	Yes
Criteria 17	4	4.80	Yes
Fidelity(Realism)	Benchmark	Mean Score	Benchmark Met
Criteria 18	4	4.45	Yes
Criteria 19	4	4.60	Yes

Student Satisfaction and Self-Confidence in Learning			
Satisfaction with Current Learning	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.67	Yes
Criteria 2	4	4.72	Yes
Criteria 3	4	4.67	Yes
Criteria 4	4	4.72	Yes
Criteria 5	4	4.67	Yes
Self-Confidence in Learning	Benchmark	Mean Score	Benchmark Met
Criteria 6	4	4.35	Yes
Criteria 7	4	4.67	Yes
Criteria 8	4	4.54	Yes
Criteria 9	4	4.70	Yes
Criteria 10	4	4.50	Yes
Criteria 11	4	4.74	Yes
Criteria 12	4	4.72	Yes
Criteria 13	≤2	3.61	No

Creighton Competency Evaluation Instrument			
Assessment	Benchmark	Observed Score	Benchmark Met
Obtain pertinent data	80%	95%	Yes
Follow-up assessment	80%	65%	No
Assess environment	80%	96%	Yes
Communication	Benchmark	Observed Score	Benchmark Met
Effective communication w/team	80%	87%	Yes
Effective communication w/patient	80%	98%	Yes

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Documentation	80%	98%	Yes
Responds to abnormal findings	80%	79%	No
Professionalism	80%	96%	Yes
Clinical Judgement	Benchmark	Observed Score	Benchmark Met
Interprets Vital Signs	80%	100%	Yes
Interprets Lab Results	80%	100%	Yes
Interprets subjective/objective data	80%	100%	Yes
Prioritization	80%	76%	No
Perform evidence-based interventions	80%	85%	Yes
Provides evidence-based rationales for interventions	80%	81%	Yes
Evaluates evidence-based interventions	80%	81%	Yes
Reflects on experience	80%	100%	Yes
Delegates appropriately	80%	78%	No
Patient Safety	Benchmark	Observed Score	Benchmark Met
Use patient identifiers	80%	39%	No
Utilizes standardized practices & precautions	80%	86%	Yes
Administers medications safely	80%	46%	No
Manages technology and equipment	80%	60%	No
Performs procedures correctly	80%	74%	No
Reflects on potential hazards	80%	100%	Yes

Education Practices – Sterling Roberts			
Active Learning	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.68	Yes
Criteria 2	4	4.32	Yes
Criteria 3	4	4.50	Yes
Criteria 4	4	4.51	Yes
Criteria 5	4	4.63	Yes
Criteria 6	4	4.38	Yes
Criteria 7	4	4.51	Yes
Criteria 8	4	4.48	Yes
Criteria 9	4	4.41	Yes
Criteria 10	4	4.47	Yes
Collaboration	Benchmark	Mean Score	Benchmark Met
Criteria 11	4	4.83	Yes
Criteria 12	4	4.59	Yes
Diverse Ways of Learning	Benchmark	Mean Score	Benchmark Met

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Criteria 13	4	4.54	Yes
Criteria 14	4	4.47	Yes
High Expectations	Benchmark	Mean Score	Benchmark Met
Criteria 15	4	4.47	Yes
Criteria 16	4	4.52	Yes

Education Practices – Talecia Warren			
Active Learning	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.53	Yes
Criteria 2	4	4.24	Yes
Criteria 3	4	4.43	Yes
Criteria 4	4	4.43	Yes
Criteria 5	4	4.55	Yes
Criteria 6	4	4.37	Yes
Criteria 7	4	4.33	Yes
Criteria 8	4	4.55	Yes
Criteria 9	4	4.24	Yes
Criteria 10	4	4.26	Yes
Collaboration	Benchmark	Mean Score	Benchmark Met
Criteria 11	4	4.54	Yes
Criteria 12	4	4.51	Yes
Diverse Ways of Learning	Benchmark	Mean Score	Benchmark Met
Criteria 13	4	4.16	Yes
Criteria 14	4	4.24	Yes
High Expectations	Benchmark	Mean Score	Benchmark Met
Criteria 15	4	4.32	Yes
Criteria 16	4	4.27	Yes

Education Practices – Paige Ivey			
Active Learning	Benchmark	Mean Score	Benchmark Met
Criteria 1	4	4.57	Yes
Criteria 2	4	4.34	Yes
Criteria 3	4	4.52	Yes
Criteria 4	4	4.47	Yes
Criteria 5	4	4.64	Yes

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Criteria 6	4	4.23	Yes
Criteria 7	4	4.40	Yes
Criteria 8	4	4.58	Yes
Criteria 9	4	4.17	Yes
Criteria 10	4	4.30	Yes
Collaboration	Benchmark	Mean Score	Benchmark Met
Criteria 11	4	4.59	Yes
Criteria 12	4	4.55	Yes
Diverse Ways of Learning	Benchmark	Mean Score	Benchmark Met
Criteria 13	4	4.21	Yes
Criteria 14	4	4.27	Yes
High Expectations	Benchmark	Mean Score	Benchmark Met
Criteria 15	4	4.38	Yes
Criteria 16	4	4.36	Yes

Top Student Strengths	Comments/Observations	Action Plan
Interpretation of Vital Signs	CCEI 100%	Continue current practice
Interpretation of Lab Results	CCEI 100%	Continue current practice
Interpretation of subjective/objective data	CCEI 100%	Continue current practice
Reflection	CCEI 100%	Continue current practice
Documentation	CCEI 98%	Continue current practice
Assess Environment	CCEI 96%	Continue current practice
Professionalism	CCEI 96%	Continue current practice
Top Student Weaknesses	Comments/Observations	Action Plan
Use patient identifiers	CCEI 39%	Course faculty will implement a skills review and practice
Administer medication safely	CCEI 46%	Course faculty will implement a skills review and hands on practice
Manage technology & equipment	CCEI 60%	Course faculty will implement a skills review and hands on practice
Positive Student Comments		
I really enjoyed this simulation and how Dr. Roberts made us feel that we could ask anything. She		Continue current practice

has helped me improve my debriefing skills and positive criticism. These simulations have taught me how to delegate properly and advocate while providing adequate and compassionate care.		
Dr. Warren – I really appreciate this SIM, I think it exposed us to skills and situations we were unfamiliar/uncomfortable with and helped us to become more acclimated.		Continue current practice
Ms. Ivey – The debriefing session was very informative and helped apply the sim experience to what we would do in real life, and explored alternate endings of the scenarios if things had gone differently.		Continue current practice
Negative Student Comments		
It made me very upset to miss a potential job opportunity to attend this event as an “observer”. I felt truly no role in the simulation.	Decision was made by course faculty that students had to complete their clinical hours.	Seek information from stakeholders to gather important dates prior to creating the course calendar, to attempt to avoid conflicts.
The day felt very disorganized. It is a shame many of us were unable to attend job opportunities to participate as “observers”.	Scheduling/technology difficulties at the beginning of SP experience.	Faculty debriefing resulted in improved scheduling of students/increased reliance of IT personnel during SP event.

Simulation Design Scale (SDS)

Assessment of the simulation design elements (SDS Design)

OBJECTIVES AND INFORMATION		Section Average	4.55
1	There was enough information provided at the beginning of the simulation to provide direction and encouragement.	4.51	
2	I clearly understood the purpose and objectives of the simulation.	4.73	
3	The simulation provided enough information in a clear matter for me to problem-solve the situation.	4.38	
4	The cues were appropriate and geared to promote my understanding.	4.58	
SUPPORT		Section Average	4.48
5	Support was offered in a timely manner.	4.42	
6	My need for help was recognized.	4.41	
7	I felt supported by my teacher's assistance during the simulation.	4.48	
8	I was supported in the learning process.	4.63	
PROBLEM SOLVING		Section Average	4.61
9	Independent problem-solving was facilitated.	4.64	
10	I was encouraged to explore all possibilities of the simulation.	4.61	
11	The simulation was designed for my specific level of knowledge and skills.	4.63	
12	The simulation allowed me the opportunity to prioritize the nursing assessments and care.	4.66	
13	The simulation provided me an opportunity to goal set for my patient.	4.52	
FEEDBACK/GUIDED REFLECTION		Section Average	4.77
14	Feedback provided was constructive.	4.73	
15	Feedback provided was provided in a timely manner.	4.79	
16	The simulation allowed me to analyze my own behavior and actions.	4.74	
17	There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.	4.80	
FIDELITY (REALISM)		Section Average	4.52
18	The scenario resembled a real-life situation.	4.45	
19	Real life factors, situations and variables were built into the simulation scenario.	4.60	

How important is each item to you (SDS Design)

OBJECTIVES AND INFORMATION		Section Average	4.63
20	There was enough information provided at the beginning of the simulation to provide direction and encouragement.	4.64	
21	I clearly understood the purpose and objectives of the simulation.	4.70	
22	The simulation provided enough information in a clear matter for me to problem-solve the situation.	4.62	
23	The cues were appropriate and geared to promote my understanding.	4.58	
SUPPORT		Section Average	4.59
24	Support was offered in a timely manner.	4.62	
25	My need for help was recognized.	4.56	
26	I felt supported by my teacher's assistance during the simulation.	4.55	
27	I was supported in the learning process.	4.62	
PROBLEM SOLVING		Section Average	4.67
28	Independent problem-solving was facilitated.	4.70	
29	I was encouraged to explore all possibilities of the simulation.	4.62	
30	The simulation was designed for my specific level of knowledge and skills.	4.66	
31	The simulation allowed me the opportunity to prioritize the nursing assessments and care.	4.72	
32	The simulation provided me an opportunity to goal set for my patient.	4.58	
FEEDBACK/GUIDED REFLECTION		Section Average	4.74
33	Feedback provided was constructive.	4.77	
34	Feedback provided was provided in a timely manner.	4.82	
35	The simulation allowed me to analyze my own behavior and actions.	4.69	
36	There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.	4.68	
FIDELITY (REALISM)		Section Average	4.65
37	The scenario resembled a real-life situation.	4.62	
38	Real life factors, situations and variables were built into the simulation scenario.	4.68	

Student Satisfaction and Self-Confidence in Learning

Satisfaction with Current Learning (SSSCL Satis)	Section Average	4.69
1. The teaching methods used in this simulation were helpful and effective.		4.67
2. The simulation provided me with a variety of learning materials and activities to promote my learning the medical surgical curriculum.		4.72
3. I enjoyed how my instructor taught the simulation.		4.67
4. The teaching materials used in this simulation were motivating and helped me to learn.		4.72
5. The way my instructor(s) taught the simulation was suitable to the way I learn.		4.67
Self-Confidence in Learning (SSSCL Conf)	Section Average	4.48
6. I am confident that I am mastering the content of the simulation activity that my instructors presented to me.		4.35
7. I am confident that this simulation covered critical content necessary for the mastery of medical surgical curriculum		4.67
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.		4.54
9. My instructors used helpful resources to teach simulation.		4.70
10. It is my responsibility as the student to learn what I need to know from this simulation activity.		4.50
11. I know how to get help when I do not understand the concepts covered in simulation.		4.74
12. I know how to use simulation activities to learn critical aspects of these skills.		4.72
13. It is the instructor's responsibility to tell me what I need to learn of the simulation activity content during class time.		3.61

Creighton Competency Evaluation Instrument

CCEI Assessment		85%
1	Obtains Pertinent Data	95%
2	Performs Follow-Up Assessments as Needed	65%
3	Assess the Environment in and Orderly Manner	96%
CCEI Communication		86%
4	Communicates Effectively with Intra/Interprofessional Team	87%
5	Communicates Effectively with Patient and Significant Other	98%
6	Documents Clearly, Concisely & Accurately	52%
7	Responds to Abnormal Findings Appropriately	79%
8	Promotes Professionalism	96%
CCEI Clinical Judgement		89%
9	Interprets Vital Signs	100%
10	Interprets Lab Results	100%
11	Interprets Subjective/Objective Data	100%
12	Prioritizes Appropriately	76%
13	Performs Evidence Based Interventions	85%
14	Provides Evidence Based Rationale for Interventions	81%
15	Evaluates Evidence Based Interventions and Outcomes	81%
16	Reflects on Clinical Experience	100%
17	Delegates Appropriately	78%
CCEI Patient Safety		68%
18	Uses Patient Identifiers	39%
19	Utilizes Standardized Practices and Precautions including Hand Washing	86%
20	Administers Medications Safely	46%
21	Manages Technology and Equipment	60%
22	Performs Procedures Correctly	74%
23	Reflects on Potential Hazards	100%

INACSL EVALUATION: Lloyd Bennett

Simulation Design

Criterion 1.4 Use of the results of the needs assessment

Course faculty plans to add more oxygen equipment into courses for checkoff during first weeks of practice

Criterion 11.4 Include in the pilot test an evaluation

Updated labs with blood type (A+), Created forms & policies to match local hospital.

Recommendations from Spring 2020:

1. Delete Morphine from supplies ordered (not given)
2. Packed cells rate should change from "over 4 hours" to match local orders.
3. Delete Albuterol in stat orders
4. Add Solumedrol 125 mg, Pepcid 20 mg, & Benadryl 25 mg (all IVP) to stat orders to match hospital policies.
5. Stat Normal saline should start as bolus (999 ml/hr) to match local orders
6. Add stickers to label bloodwork to pre-sim setup

Facilitation

Criterion 1.1 Ongoing reflection and assessment

Facilitators were assessed throughout the semester Spring 2020.

1. Need formal validated review process for facilitators

Debriefing

Criterion 1.5 Validate continuing competence

Assessed through observation by an experienced debriefer.

1. Need formal one with validated tool

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

INACSL EVALUATION: Jennifer Hoffman

Simulation Design

Criterion 1.4 Use of the results of the needs assessment

Course faculty plans to add more oxygen equipment into courses for checkoff during first weeks of practice

Criterion 11.4 Include in the pilot test an evaluation

Piloted the CCEI fully in Spring 2020

Facilitation

Criterion 1.1. Ongoing reflection and assessment

Facilitators were assessed throughout the semester Spring 2020.

1. Need formal validated review process for facilitators

Debriefing

Criterion 1.5. Validate continuing competence

Assessed through observation by an experienced debriefer.

1. Need formal validated review process for debriefers.

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 Scale (SDS)

Assessment of the simulation design elements (SDS Design)

OBJECTIVES AND INFORMATION	Section Average	Answer	N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG
			LB	JH	LB	JH	LB	JH	LB	JH	
There was enough information provided at the beginning of the simulation to provide direction and encouragement.	4.55	Answer									
		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	1	0	1	0	0	0	0	6
		4 - Agree with the statement	4	9	7	4	2	4	1	1	116
		5 - Strongly Agree with the statement	5	6	6	7	2	10	0	5	180
		NA - Not Applicable		0	1	0	0	0	0	0	4.51
											AVG
I clearly understood the purpose and objectives of the simulation.	4.73	Answer									
		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	4	5	3	0	4	1	1	72
		5 - Strongly Agree with the statement	5	12	8	9	4	10	0	5	245
		NA - Not Applicable		0	1	0	0	0	0	0	4.73
											AVG
The simulation provided enough information in a clear matter for me to problem-solve the situation.	4.38	Answer									
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	1	0	1	0	0	0	0	4
		3 - Undecided - neither agree or disagree	3	0	3	0	0	2	0	0	15
		4 - Agree with the statement	4	8	3	3	2	5	1	2	100
		5 - Strongly Agree with the statement	5	7	7	7	2	7	0	4	170
		NA - Not Applicable		0	1	1	0	0	0	0	4.38
											AVG
The cues were appropriate and geared to promote my understanding.	4.58	Answer									
		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	1	1	0	0	0	0	0	6
		4 - Agree with the statement	4	4	5	4	2	5	1	3	96
		5 - Strongly Agree with the statement	5	11	6	8	2	9	0	3	200
		NA - Not Applicable		0	2	0	0	0	0	0	4.58

Simulation Design Scale (SDS)

Assessment of the simulation design elements (SDS Design)

SUPPORT	Section Average	Answer	N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG	
			LB	JH	LB	JH	LB	JH	LB	JH		
Support was offered in a timely manner.	5	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	1	1	0	0	0	0	4	
		3 - Undecided - neither agree or disagree	3	1	0	0	2	0	0	0	9	
		4 - Agree with the statement	4	6	4	5	0	6	1	3	104	
		5 - Strongly Agree with the statement	5	8	8	6	2	7	0	3	170	
		NA - Not Applicable		1	1	0	0	1	0	0	0	4.42
My need for help was recognized.	6	1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	
		2 - Disagree with the statement	2	0	1	1	0	0	0	0	4	
		3 - Undecided - neither agree or disagree	3	3	0	0	0	2	0	0	15	
		4 - Agree with the statement	4	2	3	4	3	5	1	2	84	
		5 - Strongly Agree with the statement	5	10	8	6	1	6	0	4	175	
		NA - Not Applicable		1	2	1	0	1	0	0	0	4.41
I felt supported by my teacher's assistance during the simulation.	7	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	2	1	1	0	1	0	0	15	
		4 - Agree with the statement	4	5	3	2	2	7	1	3	96	
		5 - Strongly Agree with the statement	5	9	8	8	2	6	0	3	180	
		NA - Not Applicable		0	2	1	0	0	0	0	0	4.48
I was supported in the learning process.	8	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	0	0	0	3	
		4 - Agree with the statement	4	5	5	2	2	5	1	2	92	
		5 - Strongly Agree with the statement	5	11	8	9	2	9	0	4	215	
		NA - Not Applicable		0	1	0	0	0	0	0	0	4.63

Simulation Design Scale (SDS)

Assessment of the simulation design elements (SDS Design)

PROBLEM SOLVING	Section Average		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG
			LB	JH	LB	JH	LB	JH	LB	JH	
9	4.61	Answer									
Independent problem-solving was facilitated.		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	5	5	6	2	4	0	2	96
		5 - Strongly Agree with the statement	5	11	8	6	2	10	1	4	215
		NA - Not Applicable		0	1	0	0	0	0	0	4.64
10		Answer									AVG
I was encouraged to explore all possibilities of the simulation.		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0
		2 - Disagree with the statement	2	0	0	1	0	0	0	0	2
		3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	0	0
		4 - Agree with the statement	4	3	5	4	2	7	1	1	92
		5 - Strongly Agree with the statement	5	13	8	7	2	7	0	5	215
		NA - Not Applicable		0	1	0	0	0	0	0	4.61
11		Answer									AVG
The simulation was designed for my specific level of knowledge and skills.		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	1	0	0	0	0	0	3
		4 - Agree with the statement	4	8	5	2	2	5	0	1	92
		5 - Strongly Agree with the statement	5	8	7	10	2	9	1	5	215
		NA - Not Applicable		0	1	0	0	0	0	0	4.63
12		Answer									AVG
The simulation allowed me the opportunity to prioritize the nursing assessments and care.		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	1	0	0	3
		4 - Agree with the statement	4	3	4	4	1	5	0	2	80
		5 - Strongly Agree with the statement	5	13	9	7	3	6	1	4	215
		NA - Not Applicable		0	1	1	0	2	0	0	4.66
13		Answer									AVG
The simulation provided me an opportunity to goal set for my patient.		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	1	1	0	6
		4 - Agree with the statement	4	5	5	4	2	8	0	2	108
		5 - Strongly Agree with the statement	5	11	7	7	2	5	0	4	180
		NA - Not Applicable		0	2	1	0	0	0	0	4.52

Simulation Design Scale (SDS)

Assessment of the simulation design elements (SDS Design)

		Section Average		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		
Item ID	Item Description	LB	JH	LB	JH	LB	JH	LB	JH	AVG		
FEEDBACK/GUIDED REFLECTION												
14	Feedback provided was constructive.	4.77										
	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	0	0	0	0	0	0	0	0	0
	4 - Agree with the statement	4	4	4	2	2	5	0	1	0	72	
	5 - Strongly Agree with the statement	5	12	9	10	2	9	1	5	1	245	
	NA - Not Applicable		0	1	0	0	0	0	0	0		4.73
15	Feedback provided was provided in a timely manner.											AVG
	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	0	0	0	0	0	0	0	0	0
	4 - Agree with the statement	4	3	3	2	1	4	0	1	0	56	
	5 - Strongly Agree with the statement	5	13	10	10	3	10	1	5	1	265	
	NA - Not Applicable		0	1	0	0	0	0	0	0		4.79
16	The simulation allowed me to analyze my own behavior and actions.											AVG
	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	0	0	0	1	0	0	0	0	3
	4 - Agree with the statement	4	3	2	3	2	4	0	1	0	60	
	5 - Strongly Agree with the statement	5	12	11	9	2	9	1	5	1	250	
	NA - Not Applicable		1	1	0	0	0	0	0	0		4.74
17	There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.											AVG
	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	0	0	0	0	0	0	0	0	0
	4 - Agree with the statement	4	4	1	2	1	3	0	1	1	52	
	5 - Strongly Agree with the statement	5	11	12	10	3	11	1	5	0	265	
	NA - Not Applicable		1	1	0	0	0	0	0	0		4.80
FIDELITY (REALISM)												
18	The scenario resembled a real-life situation.	4.52										
	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	1	0	0	0	4	
	3 - Undecided - neither agree or disagree	3	0	0	1	0	0	0	0	0	3	
	4 - Agree with the statement	4	7	7	3	2	8	0	2	0	116	
	5 - Strongly Agree with the statement	5	8	6	8	2	5	1	4	1	175	
	NA - Not Applicable		0	1	0	0	0	0	0	0		4.45
19	Real life factors, situations and variables were built into the simulation scenario.											AVG
	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	1	0	0	0	2	
	3 - Undecided - neither agree or disagree	3	0	0	0	0	0	0	1	0	3	
	4 - Agree with the statement	4	6	3	5	1	5	0	2	0	88	
	5 - Strongly Agree with the statement	5	10	10	7	3	8	1	3	1	215	
	NA - Not Applicable		0	1	0	0	0	0	0	0		4.60

Simulation Design Scale (SDS)

How important is each item to you. (SDS Import)

OBJECTIVES AND INFORMATION	20	Section Average		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG
		Answer	4.63	LB	JH	LB	JH	LB	JH	LB	JH	
There was enough information provided at the beginning of the simulation to provide direction and encouragement.		Answer										
		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	6	6	5	1	4	0	2	0	96
		5 - Strongly Agree with the statement	5	10	8	7	3	9	0	4	1	210
		NA - Not Applicable		0	0	0	0	1	1	0	0	4.64
	21	Answer										AVG
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
		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	4	4	5	1	4	0	2	0	80
		5 - Strongly Agree with the statement	5	12	10	7	3	9	0	4	1	230
		NA - Not Applicable		0	0	0	0	1	1	0	0	4.70
	22	Answer										AVG
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
		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	5	4	5	2	6	0	3	0	100
		5 - Strongly Agree with the statement	5	11	10	7	2	7	0	3	1	205
		NA - Not Applicable		0	0	0	0	1	1	0	0	4.62
	23	Answer										AVG
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
		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	1	0	0	0	3
		4 - Agree with the statement	4	6	6	4	2	5	0	2	0	100
		5 - Strongly Agree with the statement	5	10	8	7	2	7	0	4	1	195
		NA - Not Applicable		0	0	1	0	1	1	0	0	4.58

Simulation Design Scale (SDS)

How important is each item to you. (SDS Import)

SUPPORT	Section Average	Answer	N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG	
			LB	JH	LB	JH	LB	JH	LB	JH		
24	4.59	Support was offered 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	1	0	0	0	0	0	2
		3 - Undecided - neither agree or disagree	3	1	0	0	0	0	0	0	0	3
		4 - Agree with the statement	4	4	3	4	1	6	0	2	0	80
		5 - Strongly Agree with the statement	5	10	11	7	3	7	0	4	1	215
		NA - Not Applicable		1	0	0	0	1	1	0	0	4.62
25		My need for help was recognized.										
		Answer										
		1 - Strongly Disagree with the statement	1	0	0	0	0	0	0	0	0	AVG 0
		2 - Disagree with the statement	2	0	0	1	0	0	0	0	0	2
		3 - Undecided - neither agree or disagree	3	1	1	0	0	0	0	0	0	6
		4 - Agree with the statement	4	6	1	4	1	7	0	2	0	84
		5 - Strongly Agree with the statement	5	8	12	6	3	6	0	4	1	200
NA - Not Applicable		1	0	1	0	1	1	0	0	4.56		
26		I felt supported by my teacher's assistance during the simulation.										
		Answer										
		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	0	0	0	0	12
		4 - Agree with the statement	4	3	5	4	2	5	0	2	0	84
		5 - Strongly Agree with the statement	5	12	7	6	2	8	0	4	1	200
NA - Not Applicable		0	0	1	0	1	1	0	0	4.55		
27		I was supported in the learning process.										
		Answer										
		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	1	0	0	0	0	0	3
		4 - Agree with the statement	4	4	3	4	2	8	0	2	0	92
		5 - Strongly Agree with the statement	5	12	11	7	2	5	0	4	1	210
NA - Not Applicable		0	0	0	0	1	1	0	0	4.62		

Simulation Design Scale (SDS)

How important is each item to you. (SDS Import)

PROBLEM SOLVING	28	Section Average 4.67	Answer	N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG
				LB	JH	LB	JH	LB	JH	LB	JH	
Independent problem-solving was facilitated.	1		1 - Strongly Disagree with the statement	0	0	0	0	0	0	0	0	0
	2		2 - Disagree with the statement	0	0	0	0	0	0	0	0	0
	3		3 - Undecided - neither agree or disagree	0	0	0	0	0	0	0	0	0
	4		4 - Agree with the statement	3	5	4	1	5	0	1	0	76
	5		5 - Strongly Agree with the statement	13	9	7	3	7	0	5	1	225
			NA - Not Applicable	0	0	1	0	2	1	0	0	4.70
29 I was encouraged to explore all possibilities of the simulation.			Answer									AVG
	1		1 - Strongly Disagree with the statement	0	0	0	0	0	0	0	0	0
	2		2 - Disagree with the statement	0	0	1	0	0	0	0	0	2
	3		3 - Undecided - neither agree or disagree	0	0	0	0	1	0	0	0	3
	4		4 - Agree with the statement	4	4	4	2	5	0	1	0	80
	5		5 - Strongly Agree with the statement	12	10	7	2	6	0	5	1	215
		NA - Not Applicable	0	0	0	0	2	1	0	0	4.62	
30 The simulation was designed for my specific level of knowledge and skills.			Answer									AVG
	1		1 - Strongly Disagree with the statement	0	0	0	0	0	0	0	0	0
	2		2 - Disagree with the statement	0	0	0	0	0	0	0	0	0
	3		3 - Undecided - neither agree or disagree	0	0	0	0	0	0	0	0	0
	4		4 - Agree with the statement	5	6	1	2	6	0	2	0	88
	5		5 - Strongly Agree with the statement	11	8	11	2	6	0	4	1	215
		NA - Not Applicable	0	0	0	0	2	1	0	0	4.66	
31 The simulation allowed me the opportunity to prioritize the nursing assessments and care.			Answer									AVG
	1		1 - Strongly Disagree with the statement	0	0	0	0	0	0	0	0	0
	2		2 - Disagree with the statement	0	0	0	0	0	0	0	0	0
	3		3 - Undecided - neither agree or disagree	0	0	0	0	0	0	0	0	0
	4		4 - Agree with the statement	3	3	4	1	6	0	1	0	72
	5		5 - Strongly Agree with the statement	13	11	7	3	6	0	5	1	230
		NA - Not Applicable	0	0	1	0	2	1	0	0	4.72	
32 The simulation provided me an opportunity to goal set for my patient.			Answer									AVG
	1		1 - Strongly Disagree with the statement	0	0	0	0	0	0	0	0	0
	2		2 - Disagree with the statement	0	0	0	0	0	0	0	0	0
	3		3 - Undecided - neither agree or disagree	1	0	0	1	0	0	0	0	6
	4		4 - Agree with the statement	4	5	5	1	6	0	2	0	92
	5		5 - Strongly Agree with the statement	11	9	6	2	6	0	4	1	195
		NA - Not Applicable	0	0	1	0	2	1	0	0	4.58	

Simulation Design Scale (SDS)

How important is each item to you. (SDS Import)

		Section Average		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		
FEEDBACK/GUIDED REFLECTION		LB	JH	LB	JH	LB	JH	LB	JH	LB	JH	AVG
33	4.74	Answer										
Feedback provided was constructive.		1	0	0	0	0	0	0	0	0	0	0
		2	0	0	0	0	0	0	0	0	0	0
		3	0	0	0	0	0	0	0	0	0	0
		4	4	3	2	2	3	0	1	0	0	60
		5	12	11	10	2	9	0	5	1	1	250
		NA - Not Applicable										4.77
34		Answer										
Feedback provided was provided in a timely manner.		1	0	0	0	0	0	0	0	0	0	0
		2	0	0	0	0	0	0	0	0	0	0
		3	0	0	0	0	0	0	0	0	0	0
		4	3	2	2	1	3	0	1	0	0	48
		5	13	12	10	3	9	0	5	1	1	265
		NA - Not Applicable										4.82
35		Answer										
The simulation allowed me to analyze my own behavior and actions.		1	0	0	0	0	0	0	0	0	0	0
		2	0	0	0	0	0	0	0	0	0	0
		3	0	0	0	0	1	0	0	0	0	3
		4	4	2	5	2	4	0	1	0	0	72
		5	11	12	7	2	7	0	5	1	1	225
		NA - Not Applicable										4.69
36		Answer										
There was an opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level.		1	0	0	0	0	0	0	0	0	0	0
		2	0	0	0	0	0	0	0	0	0	0
		3	0	0	0	0	0	0	0	0	0	0
		4	4	6	4	1	5	0	1	0	0	84
		5	12	8	8	3	8	0	5	1	1	225
		NA - Not Applicable										4.68
FIDELITY (REALISM)		Section Average		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		
37	4.65	Answer										
The scenario resembled a real-life situation.		1	0	0	0	0	0	0	0	0	0	0
		2	1	0	0	0	1	0	0	0	0	4
		3	0	0	1	0	0	0	1	0	0	6
		4	5	0	3	1	5	0	1	0	0	60
		5	10	14	8	3	6	0	4	1	1	230
		NA - Not Applicable										4.62
38		Answer										
Real life factors, situations and variables were built into the simulation scenario.		1	0	0	0	0	0	0	0	0	0	0
		2	0	0	0	0	0	0	0	0	0	0
		3	0	0	0	0	1	0	1	0	0	6
		4	3	2	5	2	4	0	1	0	0	68
		5	13	12	7	2	7	0	4	1	1	230
		NA - Not Applicable										4.68

Satisfaction with Current Learning (SSSCL Satis)

Section Average 4.69

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
	1	2	3	4	5	AVG	
1. The teaching methods used in this simulation were helpful and effective.							
LB 0122	0	0	0	2	4		
JH 0122	0	0	0	0	4		
LB 0129	0	0	0	3	6		
JH 0129	0	0	0	3	4		
LB 0205	0	0	0	0	8		
JH 0205	0	0	1	4	1		
LB 0212	0	0	0	1	2		
JH 0212	0	0	0	0	3		
	0	0	3	52	160		4.67
2. The simulation provided me with a variety of learning materials and activities to promote my learning the medical surgical curriculum.							
LB 0122	0	0	0	3	3		
JH 0122	0	0	0	0	4		
LB 0129	0	0	0	1	8		
JH 0129	0	0	0	2	5		
LB 0205	0	0	0	0	8		
JH 0205	0	0	1	3	2		
LB 0212	0	0	0	1	2		
JH 0212	0	0	0	1	2		
	0	0	3	44	170		4.72
3. I enjoyed how my instructor taught the simulation.							
LB 0122	0	1	0	1	4		
JH 0122	0	0	0	0	4		
LB 0129	0	0	0	3	6		
JH 0129	0	0	0	2	5		
LB 0205	0	0	0	1	7		
JH 0205	0	0	0	4	2		
LB 0212	0	0	0	1	2		
JH 0212	0	0	0	0	3		
	0	2	0	48	165		4.67
4. The teaching materials used in this simulation were motivating and helped me to learn.							
LB 0122	0	0	0	2	4		
JH 0122	0	0	0	0	4		
LB 0129	0	0	0	3	6		
JH 0129	0	0	0	2	5		
LB 0205	0	0	0	1	7		
JH 0205	0	0	0	4	2		
LB 0212	0	0	0	1	2		
JH 0212	0	0	0	0	3		
	0	0	0	52	165		4.72
5. The way my instructor(s) taught the simulation was suitable to the way I learn.							
LB 0122	0	0	0	3	3		
JH 0122	0	0	0	0	4		
LB 0129	0	0	0	3	6		
JH 0129	0	0	0	4	3		
LB 0205	0	0	0	1	7		
JH 0205	0	0	0	3	3		
LB 0212	0	0	0	1	2		
JH 0212	0	0	0	0	3		
	0	0	0	60	155		4.67

Student Satisfaction and Self-Confidence in Learning

Self-Confidence in Learning (SSSCL Conf)

Section Average 4.48

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
	1	2	3	4	5	AVG
6. I am confident that I am mastering the content of the simulation activity that my instructors presented to me.						
LB 0122	0	0	0	4	2	
JH 0122	0	0	0	1	3	
LB 0129	0	0	0	4	5	
JH 0129	0	0	0	6	1	
LB 0205	0	0	0	4	4	
JH 0205	0	0	1	3	2	
LB 0212	0	0	1	2	0	
JH 0212	0	0	0	2	1	
	0	0	6	104	90	4.35

	1	2	3	4	5	AVG
7. I am confident that this simulation covered critical content necessary for the mastery of medical surgical curriculum						
LB 0122	0	0	0	3	3	
JH 0122	0	0	0	0	4	
LB 0129	0	0	0	2	7	
JH 0129	0	0	0	3	4	
LB 0205	0	0	0	2	6	
JH 0205	0	0	1	2	3	
LB 0212	0	0	0	1	2	
JH 0212	0	0	0	0	3	
	0	0	3	52	160	4.67

	1	2	3	4	5	AVG
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.						
LB 0122	0	1	0	2	3	
JH 0122	0	0	0	1	3	
LB 0129	0	0	0	3	6	
JH 0129	0	0	0	3	4	
LB 0205	0	0	0	0	8	
JH 0205	0	0	1	4	1	
LB 0212	0	0	0	2	1	
JH 0212	0	0	0	1	2	
	0	2	3	64	140	4.54

	1	2	3	4	5	AVG
9. My instructors used helpful resources to teach simulation.						
LB 0122	0	0	0	4	2	
JH 0122	0	0	0	1	3	
LB 0129	0	0	0	2	7	
JH 0129	0	0	0	2	5	
LB 0205	0	0	0	0	8	
JH 0205	0	0	0	4	2	
LB 0212	0	0	0	1	2	
JH 0212	0	0	0	0	3	
	0	0	0	56	160	4.70

Student Satisfaction and Self-Confidence in Learning

Self-Confidence in Learning (SSSCL Conf)

10. It is my responsibility as the student to learn what I need to know from this simulation activity.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	AVG
	1	2	3	4	5	
LB 0122	0	0	0	3	3	
JH 0122	0	0	0	0	4	
LB 0129	0	0	0	1	8	
JH 0129	0	1	0	3	3	
LB 0205	0	0	1	2	5	
JH 0205	0	0	3	1	2	
LB 0212	0	0	0	1	2	
JH 0212	0	0	0	1	2	
Total	0	2	12	48	145	4.50

11. I know how to get help when I do not understand the concepts covered in simulation.

	1	2	3	4	5	AVG
LB 0122	0	0	0	3	3	
JH 0122	0	0	0	1	3	
LB 0129	0	0	0	3	6	
JH 0129	0	0	0	2	5	
LB 0205	0	0	0	0	8	
JH 0205	0	0	0	3	3	
LB 0212	0	0	0	0	3	
JH 0212	0	0	0	0	3	
Total	0	0	0	48	170	4.74

12. I know how to use simulation activities to learn critical aspects of these skills.

	1	2	3	4	5	AVG
LB 0122	0	0	0	3	3	
JH 0122	0	0	0	0	4	
LB 0129	0	0	0	3	6	
JH 0129	0	0	0	3	4	
LB 0205	0	0	0	0	8	
JH 0205	0	0	0	3	3	
LB 0212	0	0	0	1	2	
JH 0212	0	0	0	0	3	
Total	0	0	0	52	165	4.72

13. It is the instructor's responsibility to tell me what i need to learn of the simulation activity content during class time.

	1	2	3	4	5	AVG
LB 0122	1	1	1	2	1	
JH 0122	0	0	1	0	3	
LB 0129	1	0	2	3	3	
JH 0129	1	0	1	2	3	
LB 0205	1	1	1	1	4	
JH 0205	0	1	4	0	1	
LB 0212	1	0	1	1	0	
JH 0212	0	0	2	0	1	
Total	5	6	39	36	80	3.61

Creighton Competency Evaluation Instrument

CCEI Assessment FON (CCEI 1 PE)

Section Average 85%

		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		Total	AVG
		LB	JH	LB	JH	LB	JH	LB	JH		
Obtains Pertinent Data	1 Answer										
	Demonstrates Competency	9	1	11	0	8	4	2	6	41	95%
	Does not Demonstrate Competency	0	0	1	0	1	0	0	0	2	5%
	N/A	2	0	0	0	0	0	0	0	2	4%
Performs Follow-Up Assessments as Needed											
										Total	AVG
	2 Answer										
Demonstrates Competency		9	1	9	0	4	0	1	4	28	65%
Does not Demonstrate Competency		0	0	3	0	5	4	1	2	15	35%
	N/A	2	0	0	0	0	0	0	0	2	4%
Assess the Environment in and Orderly Manner											
										Total	AVG
	3 Answer										
Demonstrates Competency		11	1	10	0	9	4	2	6	43	96%
Does not Demonstrate Competency		0	0	2	0	0	0	0	0	2	4%
	N/A	0	0	0	0	0	0	0	0	0	0%

CCEI Communication FON (CCEI 2 Comm)

Section Average 86%

		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		Total	AVG
		LB	JH	LB	JH	LB	JH	LB	JH		
Communicates Effectively with Intra/Interprofessional Team	4 Answer										
	Demonstrates Competency	11	1	11	0	9	2	1	4	39	87%
	Does not Demonstrate Competency	0	0	1	0	0	2	1	2	6	13%
	N/A	0	0	0	0	0	0	0	0	0	0%
Communicates Effectively with Patient and Significant Other											
										Total	AVG
	5 Answer										
Demonstrates Competency		11	1	11	0	9	4	2	6	44	98%
Does not Demonstrate Competency		0	0	1	0	0	0	0	0	1	2%
	N/A	0	0	0	0	0	0	0	0	0	0%
Documents Clearly, Concisely & Accurately											
										Total	AVG
	6 Answer										
Demonstrates Competency		5	1	4	0	0	0	0	1	11	52%
Does not Demonstrate Competency		4	0	0	0	3	1	1	1	10	48%
	N/A	2	0	8	0	6	3	1	4	24	53%
Responds to Abnormal Findings Appropriately											
										Total	AVG
	7 Answer										
Demonstrates Competency		9	0	11	0	7	0	2	5	34	79%
Does not Demonstrate Competency		0	1	1	0	2	4	0	1	9	21%
	N/A	2	0	0	0	0	0	0	0	2	4%
Promotes Professionalism											
										Total	AVG
	8 Answer										
Demonstrates Competency		11	1	10	0	9	4	2	6	43	96%
Does not Demonstrate Competency		0	0	2	0	0	0	0	0	2	4%
	N/A	0	0	0	0	0	0	0	0	0	0%

Creighton Competency Evaluation Instrument
CCEI Clinical Judgement FON (CCEI 3 Clin)

Section Average 89%

		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		Total	AVG
		LB	JH	LB	JH	LB	JH	LB	JH		
Interprets Vital Signs	9 Answer										
	Demonstrates Competency	7	1	12	0	9	4	2	6	41	100%
	Does not Demonstrate Competency	0	0	0	0	0	0	0	0	0	0%
	N/A	4	0	0	0	0	0	0	0	4	9%
<hr/>											
Interprets Lab Results	10 Answer									Total	AVG
	Demonstrates Competency	6	1	8	0	5	0	2	6	28	100%
	Does not Demonstrate Competency	0	0	0	0	0	0	0	0	0	0%
	N/A	5	0	4	0	4	4	0	0	17	38%
<hr/>											
Interprets Subjective/Objective Data	11 Answer									Total	AVG
	Demonstrates Competency	8	1	12	0	9	4	2	6	42	100%
	Does not Demonstrate Competency	0	0	0	0	0	0	0	0	0	0%
	N/A	3	0	0	0	0	0	0	0	3	7%
<hr/>											
Prioritizes Appropriately	12 Answer									Total	AVG
	Demonstrates Competency	9	1	11	0	5	0	1	4	31	76%
	Does not Demonstrate Competency	0	0	1	0	3	4	1	1	10	24%
	N/A	2	0	0	0	1	0	0	1	4	9%
<hr/>											
Performs Evidence Based Interventions	13 Answer									Total	AVG
	Demonstrates Competency	9	1	10	0	7	1	1	6	35	85%
	Does not Demonstrate Competency	0	0	2	0	1	3	0	0	6	15%
	N/A	2	0	0	0	1	0	1	0	4	9%
<hr/>											
Provides Evidence Based Rationale for Interventions	14 Answer									Total	AVG
	Demonstrates Competency	9	1	9	0	7	1	1	6	34	81%
	Does not Demonstrate Competency	0	0	3	0	1	3	1	0	8	19%
	N/A	2	0	0	0	1	0	0	0	3	7%
<hr/>											
Evaluates Evidence Based Interventions and Outcomes	15 Answer									Total	AVG
	Demonstrates Competency	9	1	9	0	7	1	1	6	34	81%
	Does not Demonstrate Competency	0	0	3	0	1	3	1	0	8	19%
	N/A	2	0	0	0	1	0	0	0	3	7%
<hr/>											
Reflects on Clinical Experience	16 Answer									Total	AVG
	Demonstrates Competency	11	1	12	0	9	4	2	6	45	100%
	Does not Demonstrate Competency	0	0	0	0	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0	0	0	0	0%
<hr/>											
Delegates Appropriately	17 Answer									Total	AVG
	Demonstrates Competency	1	1	4	0	2	1	0	5	14	78%
	Does not Demonstrate Competency	1	0	1	0	1	1	0	0	4	22%
	N/A	9	0	7	0	6	2	2	1	27	60%

Creighton Competency Evaluation Instrument

CCEI Patient Safety FON (CCEI 4 PT Safety)

Section Average 68%

		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		Total	AVG
		LB	JH	LB	JH	LB	JH	LB	JH		
Uses Patient Identifiers	18 Answer										
	Demonstrates Competency	5	1	5	0	2	1	0	2	16	39%
	Does not Demonstrate Competency	4	0	7	0	7	1	2	4	25	61%
	N/A	2	0	0	0	0	2	0	0	4	9%
										Total	AVG
Utilizes Standardized Practices and Precautions including Hand Washing	19 Answer										
	Demonstrates Competency	7	1	11	0	8	3	2	5	37	86%
	Does not Demonstrate Competency	2	0	1	0	1	1	0	1	6	14%
	N/A	2	0	0	0	0	0	0	0	2	4%
										Total	AVG
Administers Medications Safely	20 Answer										
	Demonstrates Competency	1	0	7	0	5	0	1	4	18	46%
	Does not Demonstrate Competency	7	0	4	0	3	4	1	2	21	54%
	N/A	3	1	1	0	1	0	0	0	6	13%
										Total	AVG
Manages Technology and Equipment	21 Answer										
	Demonstrates Competency	5	0	9	0	4	0	2	6	26	60%
	Does not Demonstrate Competency	6	1	2	0	4	4	0	0	17	40%
	N/A	0	0	1	0	1	0	0	0	2	4%
										Total	AVG
Performs Procedures Correctly	22 Answer										
	Demonstrates Competency	6	1	9	0	7	1	2	6	32	74%
	Does not Demonstrate Competency	4	0	2	0	2	3	0	0	11	26%
	N/A	1	0	1	0	0	0	0	0	2	4%
										Total	AVG
Reflects on Potential Hazards	23 Answer										
	Demonstrates Competency	11	1	12	0	9	4	1	5	43	100%
	Does not Demonstrate Competency	0	0	0	0	0	0	0	0	0	0%
	N/A	0	0	0	0	0	0	1	1	2	4%
										Total	AVG

PEER EVALUATION

1		N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		
Nursing Process: Identify the problem (perform assessment)		LB	JH	LB	JH	LB	JH	LB	JH	AVG
1 = Poor	1	0	0	0	0	0	0	0	0	0
2 = Fair	2	0	0	0	1	0	0	0	0	2
3 = Good	3	4	1	0	2	4	0	0	0	33
4 = Very Good	4	2	2	0	4	4	4	3	3	88
5 = Excellent	5	3	0	4	4	5	3	0	3	110
										4.16
2		Count	Count	Count	Count	Count	Count	Count	Count	AVG
Nursing Process: Diagnose (Interpret data)										
1 = Poor	1	1	0	0	0	0	0	0	0	1
2 = Fair	2	0	0	0	0	0	0	0	0	0
3 = Good	3	2	2	0	3	1	0	0	0	24
4 = Very Good	4	3	1	2	3	8	6	3	3	116
5 = Excellent	5	3	0	2	5	4	1	0	3	90
N/A				0	0	0	0	0	0	4.13
3		Count	Count	Count	Count	Count	Count	Count	Count	AVG
Nursing Process: Create a plan of care										
1 = Poor	1	0	0	0	0	0	0	0	0	0
2 = Fair	2	1	0	0	0	0	0	0	0	2
3 = Good	3	1	1	0	2	7	2	1	3	51
4 = Very Good	4	6	1	3	5	2	5	2	0	96
5 = Excellent	5	1	1	1	4	4	0	0	3	70
N/A		0	0	0	0	0	0	0	0	3.91
4		Count	Count	Count	Count	Count	Count	Count	Count	AVG
Nursing Process: Implement/Intervene										
1 = Poor	1	1	0	0	0	0	0	0	0	1
2 = Fair	2	0	0	0	0	0	0	1	0	2
3 = Good	3	4	0	1	2	7	1	0	0	45
4 = Very Good	4	1	2	2	5	6	5	2	3	104
5 = Excellent	5	3	1	1	4	0	1	0	3	65
N/A		0	0	0	0	0	0	0	0	3.88
5		Count	Count	Count	Count	Count	Count	Count	Count	AVG
Nursing Process: Evaluate and Reassess the Patient										
1 = Poor	1	0	0	0	0	0	0	0	1	1
2 = Fair	2	0	0	0	1	0	0	0	0	2
3 = Good	3	0	1	0	5	0	1	1	3	33
4 = Very Good	4	6	0	2	3	7	4	1	0	92
5 = Excellent	5	3	2	2	2	6	2	1	2	100
N/A		0	0	0	0	0	0	0	0	4.07
6		Count	Count	Count	Count	Count	Count	Count	Count	AVG
Collaborated and worked as a team (communication, etc.)										
1 = Poor	1	1	0	0	0	0	0	0	0	1
2 = Fair	2	0	0	0	3	0	0	0	0	6
3 = Good	3	1	0	0	1	0	0	0	0	6
4 = Very Good	4	3	0	1	3	0	5	2	3	68
5 = Excellent	5	4	3	3	4	13	2	1	3	165
N/A		0	0	0	0	0	0	0	0	4.39
7		Count	Count	Count	Count	Count	Count	Count	Count	AVG
Provided leadership (delegated appropriately, alert other students of abnormal findings, etc.)										
1 = Poor	1	0	0	0	0	0	0	0	0	0
2 = Fair	2	1	0	0	1	0	0	0	0	4
3 = Good	3	3	0	0	3	0	0	1	1	24
4 = Very Good	4	5	1	1	2	9	4	1	5	112
5 = Excellent	5	0	2	3	5	4	3	1	0	90
N/A		0	0	0	0	0	0	0	0	4.11

PEER EVALUATION

	8 Answer	N4980 S20 0122		N4980 S20 0129		N4980 S20 0205		N4980 S20 0212		AVG
		LB	JH	LB	JH	LB	JH	LB	JH	
Therapeutically communicated with patient	1 = Poor	1	1	0	0	0	0	0	0	1
	2 = Fair	2	0	0	0	0	0	0	0	0
	3 = Good	3	0	0	0	3	0	0	0	9
	4 = Very Good	4	3	1	1	4	4	2	2	88
	5 = Excellent	5	5	2	3	5	3	1	4	150
	N/A		0	0	0	0	0	0	0	4.43
Demonstrated professionalism	9 Answer	Count	Count	Count	Count	Count	Count	Count	Count	AVG
	1 = Poor	1	1	0	0	0	0	0	0	1
	2 = Fair	2	0	0	0	0	0	0	0	0
	3 = Good	3	0	0	0	4	0	1	0	15
	4 = Very Good	4	4	1	1	5	2	0	2	72
	5 = Excellent	5	4	2	3	6	5	2	4	160
	N/A		0	0	0	0	0	0	0	4.43
Advocated for patient	10 Answer	Count	Count	Count	Count	Count	Count	Count	Count	AVG
	1 = Poor	1	1	0	0	0	0	0	0	1
	2 = Fair	2	1	0	0	0	0	1	0	4
	3 = Good	3	3	1	0	2	1	0	0	21
	4 = Very Good	4	4	1	3	3	8	5	2	108
	5 = Excellent	5	0	1	1	6	5	1	5	95
	N/A		0	0	0	0	0	0	0	4.09
Utilize available resources	11 Answer	Count	Count	Count	Count	Count	Count	Count	Count	AVG
	1 = Poor	1	1	0	0	0	0	0	0	1
	2 = Fair	2	0	0	0	0	0	1	0	2
	3 = Good	3	4	0	0	4	8	0	0	48
	4 = Very Good	4	4	2	1	3	5	3	2	80
	5 = Excellent	5	1	1	3	4	0	4	5	90
	N/A		0	0	0	0	0	0	0	3.95
Safely administered medications	12 Answer	Count	Count	Count	Count	Count	Count	Count	Count	AVG
	1 = Poor	1	0	0	0	0	0	0	0	0
	2 = Fair	2	0	0	0	1	0	0	1	4
	3 = Good	3	3	2	0	3	0	1	0	30
	4 = Very Good	4	3	1	1	3	9	2	1	84
	5 = Excellent	5	3	0	3	4	4	4	4	115
	N/A		0	0	0	0	0	0	0	4.16
Demonstrated competency of skills	13 Answer	Count	Count	Count	Count	Count	Count	Count	Count	AVG
	1 = Poor	1	1	0	0	0	0	0	0	1
	2 = Fair	2	0	0	0	0	0	0	0	0
	3 = Good	3	2	1	1	3	8	1	2	54
	4 = Very Good	4	6	2	2	7	5	4	0	124
	5 = Excellent	5	0	0	1	1	0	2	1	30
	N/A		0	0	0	0	0	0	0	3.73
How would you rate the student? Sc 1 = Poor	14 Answer	Count	Count	Count	Count	Count	Count	Count	Count	AVG
	1 = Poor	1	1	0	0	0	0	0	0	1
	2 = Fair	2	1	0	0	0	0	0	0	2
	3 = Good	3	2	0	1	3	3	0	0	27
	4 = Very Good	4	3	3	1	7	5	6	2	112
	5 = Excellent	5	2	0	2	1	5	1	5	85
										4.05

LB 0122

Learner: Bailey Johnson

I think you were very professional and level headed in 2 stressful scenarios. You did a great job jumping in as needed and helping Bailey to assess the patient, check the blood, prime the tubing and start the blood. The computer logged off for a minute so I was unable to see your initial response to the patient's reaction to the blood transfusion.

Make sure you clean the IV site and check patency of the IV before you put anything through the IV.

Overall, I think Bailey did an excellent job maintaining patient safety and providing quality patient care. Make sure you remember to check IV patency before you put anything through an IV. Other than that, great job being a great team player & leader!

Learner: Ashley Meyers

The team did an excellent job of working as a collaborative group. They informed one another of what they were doing, and even used the TeamSTEPPS skill of call-out to keep each other in the loop.

The blood transfusion process was the one thing I noticed that could use some improvement. We were not able to see what was happening with the pump super well, and it could have just been an error with the pump. I was under the impression that they ran saline through the tubing (after we had just discussed wanting to prime the tubing with blood), and there was an air bubble. This could be practiced in lab! :)

The team worked well together under pressure and stayed calm and collected.

Learner: Megan Leblanc

The team did an excellent job of working as a collaborative group. They informed one another of what they were doing, and even used the TeamSTEPPS skill of call-out to keep each other in the loop.

The blood transfusion process was the one thing I noticed that could use some improvement. We were not able to see what was happening with the pump super well, and it could have just been an error with the pump. I was under the impression that they ran saline through the tubing (after we had just discussed wanting to prime the tubing with blood), and there was an air bubble. This could be practiced in lab! :)

The team worked well together under pressure and stayed calm and collected.

Learner: McKenzie Minard

Mckenzie did a great job collaboratively working with both the primary and secondary and effectively communication. She also did a great job therapeutically communicating with the patient. Also, she educated the patient on why morphine cannot be given due to the patient's current condition.

As far as the blood transfusion, this is a task that could have been implemented faster and efficiently.

Overall, Mckenzie did an excellent job.

Learner: Emma Hart

I think that this student was a natural leader and performed the primary nurse role effectively. She was efficient with the plan of care and executed everything that needed to be done for both patients. She was also very calm during the entire simulation, which is important when unexpected situations arise.

One thing that Megan could improve on was the medication administration. It is important that she remembers to verify name and date of birth for the safety of the patient.

Computer would not allow me to change this score. I score her a 4.

Learner: Kiersten Dacosta

Communicating with the patient and family and explaining what was to be expected and what to look out for.

Patient 2 really needed attention and it was not given - the patient desatted and there was no one in the room helping.

This was a difficult simulation and I'm not sure a lot of what happened behind the scenes. However, the second patient was dying and it looked like nothing was being done to help her.

Learner: Claire Brooks

Pt education and communication with Pt because she simultaneously probed Pt for history and gaps in knowledge while also providing education and building trust with Pt.

Needs to intervene faster and look for areas/social cues indicating that other member may need support. There were occasions where student was available to provide help but was unaware.

Overall, was a good communicator and provided support to team members but needs to act faster.

Learner: Sophie Moranville

Communicating with the patient and family and explaining what was to be expected and what to look out for. Really did well assessing and communicating with doc.

Patient 2 really needed attention and it was not given - the patient desatted and there was no one in the room helping. Time management and delegation could have been stronger, and the team was not aware of the state of the patient

This was a difficult simulation and I'm not sure a lot of what happened behind the scenes. However, the second patient was dying and it looked like nothing was being done to help her.

Learner: Elizabeth Baker

She communicated well with her team members and offered support and made sure that they could ask her for help. She did well communicating with the family and patient and answering all of their questions. She educated them more than once to make sure they knew what to report to her.

Work more on nebulizer skills but we could all work on that because we've never had to give them before. She didn't take off the part that holds the medication and place it where it was supposed be placed.

She did well communicating and delegating tasks to her teammates

JH 0122

Learner: Bailey Johnson

She did very well staying calm, using all of her resources, and delegating when it was appropriate.

Maybe look over what to do when a patient is having a blood reaction. She did tell Jacob to stop the normal saline infusion when it needed to be continued to keep the line open.

Learner: Kaitlyn Robes

Kaitlyn did a great job of communicating with her peers and taking a leadership role for this patient. She was communicating with the doctors as well which was helpful to the primary nurse.

The whole group accidentally forgot to raise the bed when they first walked in. The patient's daughter had to say something for them to realize. Other than that, she was efficient and worked hard to manage both patients.

Learner: Elizabeth Baker

Good job filling in blanks for team and asking questions, so that time was not wasted.

She needs a little practice with the IV pump and brushing up on basic technique.

GAS:

Overall, I think Bailey did very well.

Kaitlyn did very well! It was often hard to evaluate her because she was not always in the room, but when she was, she was very efficient and competent.

Did very well!

LB 0129

Learner: Shelby Stillwell

The student worked quickly and efficiently. She worked well under pressure.

The student could communicate better with team members.

Learner: Madison Howe

The team did a very good job in communication and working together to delegate tasks to give care.

The team could improve on IV pump skills related to blood administration.

Learner: Elizabeth McAlpine

was a good worker

Learner: Ariana Braner

she made sure to talk and ask and advocate for the patient in every way she could

GAS:

Student worked well with team. Completed assigned tasks to ensure efficiency and effectiveness of team.

Overall they did good, but the blood administration seemed to take a while and both patients were left by themselves at one point in the simulation. Communication and team work were very good overall.

JH 0129

Learner: Amber Coy

Amber did a thorough job with the setting up and checking the blood prior to transfusion. Good job working together and creating a plan.

I think as our patient load increases, in a panic it is hard to decide what is the most important to delegate and what we need to do ourselves. Initially Amber was working hard on it alone, but eventually realized the necessity of asking Kayla to help

Learner: Kayla Farhy

I think Kayla knew exactly what needed to be done, she was put in a difficult position of helping her teammate get the medication faster and leaving the patient alone. She remained calm and composed throughout the entire sim. She did not worry the patient or the family member and dealt with everything as it came. She did a good job of educating the patient about the blood transfusion.

I do not think she should have left the patient alone with an O2 sat in the 60's, however I understand why she did because her teammate may have needed help in order to get the medication to the patient faster to increase the O2 sat. I think she could have grabbed Ally from the other room because her patient was stable and she could have stayed with the patient.

Learner: Allyson Thomas

She did a good job of communicating with the patient and family in the femoral-fracture scenario. She paid more attention to them than some of the other students in the SIM. She also provide patient education that catered to the patient's education level, and provided reassurance when applicable.

She was unable to really document much data on the second patient in the scenario. She was also unable to administer medications to the second patient. I believe most of the fault lies with delegation,

because she was tasked with continuing to monitor the patient in the first scenario, but it still resulted in a lack of order when the team was taking care of the direct admit.

Learner: Jordan Roberts

patient education, letting the patient know about what to look out for with a transfusion reaction, and explained how the albuterol would work.

time management, prioritizing, being more assertive in nursing actions

Learner: Colleen Branam

Communication with patient about treatments and what to expect. She also took the leadership role at times and took initiative.

Prioritizing actions could be improved and providing treatment in a timely manner

Learner: Morgan Sophie

Morgan successfully completed skills such as assessment and application of a nebulizer.

Morgan needs improvement in communicating with her team and delegating tasks.

Learner: Madison Howe

Madison did a great job at communicating with the patient during her assessment, by letting them know what she was doing. Madison also did a good job at staying relaxed when being pulled in different directions.

Madison struggled with the blood transfusion, while trying to prime the tubing. I think it was smart of her to communicate and ask her team for help, but I think this is an area she could use more practice in. It would make the process faster, if the blood was needed in an emergency.

Learner: Elizabeth McAlpine

Having patient confirm understanding of procedures and potential reaction. Elizabeth was able to explain signs and symptoms of a transfusion reaction as well as how to use an incentive spirometer.

could review how to program pump for blood products.

Learner: Ariana Braner

The team worked well together and delegated tasks to one another during the simulation with effective communication.

Reassessing the patient after interventions are started/complete.

Learner: Hannah Carpenter

The team worked well together and delegated tasks to one another during the simulation with effective communication.

Reassessing the patient after interventions are started/complete.

Learner: Madison Block

she remained calm during stressful situations and worked well with others.

not delegating assessment and reassessing patients, because as a primary nurse, this is important

GAS:

Good critical thinking, grow in confidence and believe in your skills because you knew what needed to be done

Overall, she did very well reassessing the patients, starting the blood transfusion and stopping it as soon as the patient began experiencing symptoms of a reaction. She was careful about checking the blood before administering.

Much of what she did was off camera (e.g. communicating on the phone or documenting data) and was unable to be assessed before I could evaluate her. I do not have a full picture of her performance in the simulation because of this, so my evaluation is likely skewed.

needed to work on being willing to do every aspect roll of a nurse and getting things done in a timely manner. If a patient is stabilized it may be necessary to go check on the other patient and see if anyone needs any help

She seemed like she was eager to help and was assertive, she just needed to communicate with team members about what to do in a timely manner.

Great job overall, continue to improve in communication skills.

Overall, I think Madison worked well with her team and did a good job advocating for her patient. Her assessment skills were good, but she could use improvement with the IV pump. I do not know if the pump wasn't functioning, I could just tell they struggled with the blood transfusion in general. Madison also did a good job at delegating tasks, while also getting her own work done. She made sure to implement or help implement interventions that were best for the patient condition.

She's the best, SUPER nurturing and compassionate

As the "family member" observing all of the group members, I noticed all of the members effectively communicating and working well together to take care of two unstable patients that needed several different interventions.

good job

Madison did a very good job checking on her patients and delegating.

LB 0205

Learner: Jessica Gravitt

The group did great with communication and working together as a team. They were able to start the infusion quickly as well as provide education to the client and family member.

The group was slow to get to the other patient that came in as a direct admit with respiratory distress. By the time the first person got to the patient's room, the patient already had a O2 saturation in the 60's

Learner: Nina Minsk

The group did great with communication and working together as a team. They were able to start the infusion quickly as well as provide education to the client and family member.

The group was slow to get to the other patient that came in as a direct admit with respiratory distress. By the time the first person got to the patient's room, the patient already had a O2 saturation in the 60's

Learner: Hannah Neville

The group did great with communication and working together as a team. They were able to start the infusion quickly as well as provide education to the client and family member.

The group was slow to get to the other patient that came in as a direct admit with respiratory distress. By the time the first person got to the patient's room, the patient already had a O2 saturation in the 60's

Learner: Haylee Duck

She made sure to never leave the patient alone while the other two went to check on the direct admit. She also re-evaluated after the breathing treatment and kept the family and patient informed while everything was happening.

Nobody went to check on the direct admit until the patient's O2 sat was in the 60s. As the medication nurse, she could have been the one to go check on the patient and get the meds started.

Learner: Janie Daniel

They did a very good job at communicating together as a team and staying on top of their task

Always raise the head of the bed first

Learner: Stephanie Awtry

They did a very good job at communicating together as a team and staying on top of their task

Always raise the head of the bed first

Learner: Morriah Mackey

They did a very good job at communicating together as a team and staying on top of their task

Always raise the head of the bed first

Learner: Joshua Bryant

They did a very good job at communicating together as a team and staying on top of their task

Always raise the head of the bed first

Learner: Kelly Cox

The team communicated very well together in order to work as a team and help the patients.

The nebulizer treatment was a challenge for the team.

Learner: Olivia Hughes

The team communicated very well together in order to work as a team and help the patients.

The nebulizer treatment was a challenge for the team.

Learner: Elizabeth Pirrello

The team communicated very well together in order to work as a team and help the patients.

The nebulizer treatment was a challenge for the team.

Learner: Kaylee Sullivan

The team communicated very well together in order to work as a team and help the patients.

The nebulizer treatment was a challenge for the team.

Learner: Hannah Jones

She showed great teamwork when trying to figure out the blood transfusion, identifying the reaction, and intervening appropriately.

I think overall she did a great job, but she could have communicated more with the patient and family member during periods of waiting, as well as informing the patient of her interventions.

GAS:

Overall I feel like the simulation went pretty well. The main portion of the simulation (blood transfusion) went well as the students quickly identified the transfusion reaction and intervened quickly. However, the appropriate oxygen support took a little bit longer than it should have.

She did very well being a team player and ensuring that the patient who had the blood transfusion reaction was never alone.

very good.

Overall they did very well communicating therapeutically with the patient and family member as well as each other.

great job

I think she did a great job!

JH 0205

Learner: Morriah Mackey

Communication and willingness to help.

Working with IV tubing.

Learner: Alexandria Brown

The entire group worked well communicating with each other and the patients. They knew what steps needed to be taken to care for the patient effectively.

The group struggled with the steps to take after a transfusion reaction occurs.

Learner: Hannah Jones

The entire group worked well communicating with each other and the patients. They knew what steps needed to be taken to care for the patient effectively.

The group struggled with the steps to take after a transfusion reaction occurs.

Learner: Jenna Dawson

Administering medications and performing skills

creating a plan of care after initial interventions fail (O2% after it was still low)

Learner: Elizabeth Pirrello

She did a great job with therapeutic communication. She made sure to make the patient and family feel included in patient care.

She could practice more with priming and hanging blood. The patient never received the blood.

Learner: Olivia Hughes

Communicating with patients and is able to recognize patient problems, because she knew what the patient needed and responded appropriately.

I think she needs to improve on administering a nebulizer treatment since she did not know how to connect it.

Learner: Magan Barker

Everyone effectively communicated with the patient and with each other throughout the simulation.

The student struggled with opening one of the medications so maybe just reviewing that as a skill.

GAS:

Very good!

Everyone worked well together, and performed their assigned roles and tasks well and appropriately.

She did a great job of advocating for her patients.

LB 0212

Learner: Ciceli Nugent

Ciceli did a great job in delegating tasks to her other team members and really stepping up as a leader in the situations.

I think the area that she needs the most improvement in is prioritization of patient care. Her direct admit was declining rapidly but instead of going in there to help out the other nurse she was still in her first patients room. Granted maybe there was a lack of communication and she did not know that her patient was deteriorating but after the first time she went in there she should have stayed in there.

Learner: Stephanie Braz

communication. Stephanie interacted well with the patients and her peers.

patient identifiers before resp treatments / meds

Learner: Leah Campolong

Kristi was able to complete all of her tasks. She communicated with the patient consistently, she asked for help when she needed it, and she updated the provider on the patient's condition.

The student may need to work on preparing fluids and tubing in order to more efficiently get treatments started.

GAS:

Overall she did a great job. She just needs to work on prioritization.

stephanie did a great job and took the feedback we had after the first sim and implemented it throughout her performance as primary nurse

Kristi did really well whenever I was able to see and hear her interactions with the patient!

JH 0212

Learner: Madison Mitchell

The group did very well explaining what was being done to the patient as they worked. They communicated very professionally and thoroughly with each other in order to avoid mistakes. They caught the error in patient information labeled on the blood from the blood bank.

An assessment of the vitals immediately after the blood transfusion started was not taken. At times, the patients were left alone while they were panicking. Otherwise, they did very well.

Learner: Ciceli Nugent

The group did very well explaining what was being done to the patient as they worked. They communicated very professionally and thoroughly with each other in order to avoid mistakes. They caught the error in patient information labeled on the blood from the blood bank.

An assessment of the vitals immediately after the blood transfusion started was not taken. At times, the patients were left alone while they were panicking. Otherwise, they did very well.

Learner: Jenna Kemp

This student remained very calm in the midst of a very stressful situation. She was very ready to step in and help the other nurse in the beginning when they needed assistance. Once the new patient came in, she asked if she needed to receive report and assess the patient. As soon as she assessed the patient, she realized the patient could not breathe. She started the patient on O2 and waited with the patient.

The student could of been quicker to call the provider and ask for assistance for herself.

Learner: Kristi Duong

The group did a great job communicating with the patients about why they were intervening and how it would help them. They made sure to explain side effects for the medication (Albuterol) that they gave the patient. They also did a great job reassessing the vitals and patient after an intervention was performed.

It is very important that they are wearing gloves each time they come in contact with the patient. In addition, they could have improved on reassuring the patient that everything will be okay when they started to panic.

Learner: Stephanie Braz

The group did a great job communicating with the patients about why they were intervening and how it would help them. They made sure to explain side effects for the medication (Albuterol) that they gave the patient. They also did a great job reassessing the vitals and patient after an intervention was performed.

It is very important that they are wearing gloves each time they come in contact with the patient. In addition, they could have improved on reassuring the patient that everything will be okay when they started to panic.

Learner: Leah Campolong

Leah did an awesome job remaining calm and therapeutic while she was doing her work.

This was hard because she did such a good job overall. If I had to pick one thing, I think she could have moved a little faster because she did know pretty much what was going to happen.

GAS:

She's literally amazing. I am always so impressed by her whenever I go to clinical and I think she's going to be a phenomenal nurse

This group of students learned from the last group and improved on certain communication skills that may have been lacking before. They worked together very well and advocated for their patient as a whole. There were a few times where the patients were left alone for longer than anticipated but they were never left in critical conditions. They did not have to work as rapidly as the first group because they were able to intervene before the patients became critical

I would feel very comfortable and confident to work alongside this nurse in the future.

Overall, the group did a great job of communicating with each other while also educating the patient and making them feel as if they were in competent care. They had to learn on the job but they remained calm and communicated with each other well. I think they did a great job.

LB 0122

Great job! Remember hand hygiene and review medication administration with various respiratory equipment.

Great job! Review medication administration techniques, especially with respiratory supplies.

Good job! Make sure to ask patient name and DOB before administering medication. Definitely practice using respiratory equipment correctly.

Good job! Make sure to ask patient name and DOB before administering medication. Definitely practice using respiratory equipment correctly.

JH 0122

N/A

LB 0129

Great job handling a situation in which the patient was deteriorating. You recognized the transfusion reaction immediately and took action. Awesome job!

JH 0129

N/A

LB 0205

Great creativity with oxygen delivery

Great job!

great listening to patients back, though need to listen on bare skin

good reassessment, told patient that you stopped blood, but was still running. good thought process, need to tie action to event

JH 0205

Good job!

over all good job, too reliant on Charge Nurse for help. in debriefing, student identified and questioned medication administration and realized the urgency of taking care of the patient problem

LB 0212

N/A

JH 0212

N/A

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Faculty Evaluation

1

I had the opportunity during the simulation activity to discuss the ideas and concepts taught in the course with the teacher and other students.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	0	0	0	0	0
3 - Undecided - neither agree or disagree	3	0	0	0	2	6
4 - Agree with the statement	4	1	4	1	20	108
5 - Strongly Agree with the statement	5	15	11	7	6	30
NA - Not Applicable	0	0	0	0	2	0
AVG	4.94	4.73	4.88	4.86	4.54	4.68

2

I actively participated in the debriefing session after the simulation.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	2	0	0	0	2
2 - Disagree with the statement	2	0	0	2	0	6
3 - Undecided - neither agree or disagree	3	0	0	0	0	5
4 - Agree with the statement	4	4	3	2	1	17
5 - Strongly Agree with the statement	5	10	12	6	6	25
NA - Not Applicable	0	0	0	0	1	0
AVG	4.25	4.80	4.20	4.86	4.15	4.32

3

I had the opportunity to put more thought into my comments during the debriefing session.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	1	0	2	0	6
3 - Undecided - neither agree or disagree	3	0	0	0	0	6
4 - Agree with the statement	4	5	1	1	1	21
5 - Strongly Agree with the statement	5	10	13	7	6	26
NA - Not Applicable	0	0	0	0	1	0
AVG	4.50	4.93	4.30	4.86	4.38	4.50

4

There were enough opportunities in the simulation to find out if I clearly understand the material.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	1	0	2	0	3
3 - Undecided - neither agree or disagree	3	0	0	0	0	3
4 - Agree with the statement	4	4	1	2	2	16
5 - Strongly Agree with the statement	5	11	14	6	5	29
NA - Not Applicable	0	0	0	0	3	0
AVG	4.56	4.93	4.20	4.71	4.39	4.51

5

I learned from the comments made by the teacher before, during, or after the simulation.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	0	0	2	0	4
3 - Undecided - neither agree or disagree	3	0	0	0	0	3
4 - Agree with the statement	4	1	4	2	1	17
5 - Strongly Agree with the statement	5	15	11	6	6	32
NA - Not Applicable	0	0	0	0	2	0
AVG	4.94	4.73	4.20	4.86	4.56	4.63

6

I received cues during the simulation in a timely manner.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	2	1	2	0	2
3 - Undecided - neither agree or disagree	3	2	0	0	0	3
4 - Agree with the statement	4	6	4	3	2	10
5 - Strongly Agree with the statement	5	6	10	4	4	29
NA - Not Applicable	0	0	0	0	10	0
AVG	4.00	4.53	4.00	4.67	4.50	4.38

7

I had the chance to discuss the simulation objectives with my teacher.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	1	0	1	0	3
3 - Undecided - neither agree or disagree	3	0	0	0	0	5
4 - Agree with the statement	4	1	2	3	1	17
5 - Strongly Agree with the statement	5	14	13	5	6	28
NA - Not Applicable	0	0	0	0	1	0
AVG	4.75	4.87	4.33	4.86	4.32	4.51

8

I had the opportunity to discuss ideas and concepts taught in the simulation with my instructor.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0	0	0
2 - Disagree with the statement	2	1	0	1	0	4
3 - Undecided - neither agree or disagree	3	0	1	0	0	3
4 - Agree with the statement	4	2	4	3	3	25
5 - Strongly Agree with the statement	5	13	10	4	4	24
NA - Not Applicable	0	0	0	0	0	0
AVG	4.69	4.60	4.25	4.57	4.40	4.48

Faculty Evaluation

How important is each item to you.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	2	0	0	0	2
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	5
4 - Important	4	3	3	2	1	19
5 - Very Important	5	10	10	5	6	28
AVG	4.27	4.64	4.71	4.86	4.44	4.49

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	1
3 - Neutral	3	0	1	0	0	7
4 - Important	4	2	4	2	2	21
5 - Very Important	5	13	10	4	5	23
AVG	4.87	4.60	4.67	4.71	4.27	4.47

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	1	0	0	0	2
3 - Neutral	3	0	1	0	0	4
4 - Important	4	5	6	2	2	24
5 - Very Important	5	9	8	5	5	24
AVG	4.47	4.47	4.71	4.71	4.38	4.46

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	4
4 - Important	4	4	3	3	1	22
5 - Very Important	5	11	11	4	6	26
AVG	4.73	4.67	4.57	4.86	4.42	4.55

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	1	0	0	0	2
3 - Neutral	3	0	1	0	0	4
4 - Important	4	0	5	2	1	21
5 - Very Important	5	14	9	5	5	27
AVG	4.80	4.53	4.71	4.83	4.44	4.56

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	4
4 - Important	4	4	5	3	2	24
5 - Very Important	5	11	9	4	5	24
AVG	4.73	4.53	4.57	4.71	4.38	4.50

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	5
4 - Important	4	4	4	3	2	21
5 - Very Important	5	11	10	4	5	26
AVG	4.73	4.60	4.57	4.71	4.40	4.52

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	1	0	0	0	2
4 - Important	4	4	4	2	2	20
5 - Very Important	5	10	11	6	5	30
AVG	4.60	4.73	4.75	4.71	4.54	4.61

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Faculty Evaluation

9	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
The instructor was able to respond to the individual needs of learners during the simulation.	1 - Strongly Disagree with the statement	1	0	0	0	0	0
	2 - Disagree with the statement	2	1	1	1	0	2
	3 - Undecided - neither agree or disagree	3	1	0	0	1	7
	4 - Agree with the statement	4	2	3	3	2	15
	5 - Strongly Agree with the statement	5	12	11	5	4	27
	NA - Not Applicable	0	0	0	0	0	3
AVG	4.56	4.60	4.33	4.43	4.31	4.41	

10	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
Using simulation activities made my learning time more productive.	1 - Strongly Disagree with the statement	1	0	0	0	2	2
	2 - Disagree with the statement	2	0	0	0	3	6
	3 - Undecided - neither agree or disagree	3	0	0	0	7	21
	4 - Agree with the statement	4	3	2	1	1	14
	5 - Strongly Agree with the statement	5	13	13	7	6	26
	NA - Not Applicable	0	0	0	0	2	2
AVG	4.81	4.87	4.88	4.86	4.13	4.47	

11	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
I had the chance to work with my peers during the simulation.	1 - Strongly Disagree	1	0	0	0	0	0
	2 - Disagree	2	0	0	0	0	0
	3 - Undecided	3	1	0	0	0	3
	4 - Agree	4	4	2	1	0	28
	5 - Strongly Agree	5	11	13	7	7	225
	NA - Not Applicable	0	0	0	0	0	0
AVG	4.63	4.87	4.88	5.00	5.00	4.83	

12	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
During the simulation, my peers and I had to work on the clinical situation together.	1 - Strongly Disagree with the statement	1	0	0	0	1	1
	2 - Disagree with the statement	2	0	0	0	2	4
	3 - Undecided - neither agree or disagree	3	2	0	0	3	15
	4 - Agree with the statement	4	3	2	1	1	10
	5 - Strongly Agree with the statement	5	11	13	7	5	30
	NA - Not Applicable	0	0	0	0	8	8
AVG	4.56	4.87	4.88	4.83	4.43	4.59	

13	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
The simulation offered a variety of ways in which to learn the material.	1 - Strongly Disagree with the statement	1	0	0	0	0	0
	2 - Disagree with the statement	2	0	0	0	3	6
	3 - Undecided - neither agree or disagree	3	0	0	0	5	15
	4 - Agree with the statement	4	4	2	2	3	15
	5 - Strongly Agree with the statement	5	11	13	6	4	29
	NA - Not Applicable	0	0	0	0	2	2
AVG	4.73	4.87	4.75	4.57	4.35	4.54	

14	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
This simulation offered a variety ways of assessing my learning.	1 - Strongly Disagree with the statement	1	0	0	0	0	0
	2 - Disagree with the statement	2	0	0	0	4	8
	3 - Undecided - neither agree or disagree	3	0	0	0	1	6
	4 - Agree with the statement	4	5	2	1	1	17
	5 - Strongly Agree with the statement	5	11	13	7	4	26
	NA - Not Applicable	0	0	0	0	1	1
AVG	4.69	4.87	4.88	4.50	4.23	4.47	

15	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
The objectives for the simulation experience were clear and easy to understand.	1 - Strongly Disagree with the statement	1	0	0	0	0	0
	2 - Disagree with the statement	2	0	1	0	0	2
	3 - Undecided - neither agree or disagree	3	0	0	0	0	7
	4 - Agree with the statement	4	5	4	1	2	17
	5 - Strongly Agree with the statement	5	11	10	7	5	26
	NA - Not Applicable	0	0	0	0	2	2
AVG	4.69	4.53	4.88	4.71	4.29	4.47	

16	Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
My instructor communicated the goals and expectations to accomplish during the simulation.	1 - Strongly Disagree with the statement	1	0	0	0	0	0
	2 - Disagree with the statement	2	1	0	0	0	2
	3 - Undecided - neither agree or disagree	3	0	0	0	0	5
	4 - Agree with the statement	4	4	2	2	1	20
	5 - Strongly Agree with the statement	5	11	13	6	6	26
	NA - Not Applicable	0	0	0	0	1	1
AVG	4.56	4.87	4.75	4.86	4.32	4.52	

Faculty Evaluation

How important is each item to you.

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	1	0	2
3 - Neutral	3	1	1	0	1	3
4 - Important	4	2	6	2	2	20
5 - Very Important	5	12	8	4	4	29
AVG	4.73	4.47	4.29	4.43	4.50	4.51

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	4
4 - Important	4	0	5	2	1	22
5 - Very Important	5	0	9	4	6	26
AVG	#DIV/0!	4.53	4.67	4.86	4.42	4.50

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	4
4 - Important	4	6	3	3	2	23
5 - Very Important	5	9	11	4	4	25
AVG	4.60	4.67	4.57	4.67	4.40	4.51

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	4
4 - Important	4	4	3	3	2	22
5 - Very Important	5	11	11	4	5	26
AVG	4.73	4.67	4.57	4.71	4.42	4.54

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	1	0	0	0	2
3 - Neutral	3	0	1	0	1	3
4 - Important	4	4	3	3	1	23
5 - Very Important	5	10	11	4	4	26
AVG	4.53	4.67	4.57	4.50	4.44	4.51

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	3
4 - Important	4	3	4	2	2	22
5 - Very Important	5	12	10	5	5	27
AVG	4.80	4.60	4.71	4.71	4.46	4.57

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	0
3 - Neutral	3	0	1	0	0	4
4 - Important	4	4	4	2	2	22
5 - Very Important	5	11	10	5	5	26
AVG	4.73	4.60	4.71	4.71	4.42	4.54

Answer	1/22/2020	1/29/2020	2/5/2020	2/12/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0	0	0
2 - Somewhat Important	2	0	0	0	0	1
3 - Neutral	3	0	1	0	0	3
4 - Important	4	3	5	2	1	24
5 - Very Important	5	12	9	5	6	24
AVG	4.80	4.53	4.71	4.86	4.37	4.52

Sterling Roberts Spring 2020 NRS 4980 Faculty Evaluation Comments

01/22/2020

1. Dr. Roberts gives amazing feedback and makes everyone feel competent in what they did
2. Dr. Roberts is always so kind and supportive! She provides great feedback and does so in a kind manner.
3. Dr. Roberts is a very intelligent instructor who uses her extensive knowledge to teach and develop her students so that we may become strong nurses like her in the near future.
4. this was a very helpful simulation
5. Once again, I appreciate how this simulation showed me what I do not know how to do. I need to work on delegating and prioritizing, and I felt like Faculty 1 and Dr Roberts helped us TREMENDOUSLY.

01/29/2020

1. I felt like this was a great learning experience sim and I didn't feel like if I messed up that I would get in trouble.
2. Dr. Robert's is an awesome instructor and takes the time to explain all of the points related to the simulation. I enjoyed this clinical simulation experience.
3. !

02/12/20

1. I felt this simulation was great. Roberts was fabulous in debriefing each situation. I felt I received very great feedback after my simulation. I felt supported as well. She is incredible.
2. I really enjoyed this simulation and how Dr. Roberts made us feel that we could ask anything. She has helped me improve my debriefing skills and positive criticism. These simulations have taught me how to delegate properly and advocate while providing adequate and compassionate care.
3. The sim was a good learning experience.
4. I really enjoyed this sim! It taught me alot!

02/27/20

1. I was so nervous while talking on the phone! I had flashbacks to rude physicians from other simulations!! Thank you for another great SIM, I learned a lot!
2. I really enjoyed observing the simulation and being a part of that aspect. However, as an observer I really did not get to partake in the simulation at all.
3. It made me very upset to miss a potential job opportunity to attend this event as an "observer", where I felt truly no role in the simulation.
4. I do not feel like these surveys give us an opportunity to evaluate our experience. These questions are not a accurate representation in my opinion.

S20 NRSG 4980 Talecia Warren Faculty Evaluation

Faculty Evaluation

1

I had the opportunity during the simulation activity to discuss the ideas and concepts taught in the course with the teacher and other students.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	2	2
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	1	3
4 - Agree with the statement	4	3	20	104
5 - Strongly Agree with the statement	5	13	29	235
NA - Not Applicable	0	0	0	0
AVG	4.81	4.63	4.42	4.53

2

I actively participated in the debriefing session after the simulation.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	6	6
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	4	12
4 - Agree with the statement	4	3	20	104
5 - Strongly Agree with the statement	5	13	22	200
NA - Not Applicable	0	0	0	0
AVG	4.81	4.63	4.00	4.24

3

I had the opportunity to put more thought into my comments during the debriefing session.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	1	1
2 - Disagree with the statement	2	1	0	2
3 - Undecided - neither agree or disagree	3	0	2	6
4 - Agree with the statement	4	7	22	128
5 - Strongly Agree with the statement	5	8	26	195
NA - Not Applicable	0	0	1	1
AVG	4.38	4.63	4.41	4.43

4

There were enough opportunities in the simulation to find out if I clearly understand the material.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	3	3
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	2	6
4 - Agree with the statement	4	4	16	100
5 - Strongly Agree with the statement	5	12	27	210
NA - Not Applicable	0	0	4	4
AVG	4.75	4.38	4.33	4.43

5

I learned from the comments made by the teacher before, during, or after the simulation.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	1	1
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	2	9
4 - Agree with the statement	4	6	16	96
5 - Strongly Agree with the statement	5	10	32	235
NA - Not Applicable	0	0	1	1
AVG	4.63	4.50	4.53	4.55

6

I received cues during the simulation in a timely manner.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	2	2
2 - Disagree with the statement	2	1	0	2
3 - Undecided - neither agree or disagree	3	0	4	12
4 - Agree with the statement	4	6	14	92
5 - Strongly Agree with the statement	5	8	24	185
NA - Not Applicable	0	0	8	8
AVG	4.40	4.63	4.32	4.37

7

I had the chance to discuss the simulation objectives with my teacher.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	5	5
2 - Disagree with the statement	2	1	0	2
3 - Undecided - neither agree or disagree	3	0	1	3
4 - Agree with the statement	4	3	18	96
5 - Strongly Agree with the statement	5	12	25	210
NA - Not Applicable	0	0	3	3
AVG	4.63	4.63	4.18	4.33

8

I had the opportunity to discuss ideas and concepts taught in the simulation with my instructor.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	1	2
2 - Disagree with the statement	2	1	0	2
3 - Undecided - neither agree or disagree	3	0	1	3
4 - Agree with the statement	4	3	17	84
5 - Strongly Agree with the statement	5	12	32	250
NA - Not Applicable	0	0	1	1
AVG	4.63	4.38	4.55	4.55

Faculty Evaluation

How important is each item to you.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	1	0	1
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	0	2	6
4 - Important	4	4	23	120
5 - Very Important	5	11	23	195
AVG	4.50	4.63	4.44	4.47

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	1	0	1
2 - Somewhat Important	2	0	1	2
3 - Neutral	3	1	5	18
4 - Important	4	3	20	108
5 - Very Important	5	10	22	180
AVG	4.40	4.50	4.31	4.35

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	1	0	1
2 - Somewhat Important	2	1	0	2
3 - Neutral	3	0	4	12
4 - Important	4	4	22	116
5 - Very Important	5	10	23	190
AVG	4.31	4.63	4.39	4.40

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	1	0	2
3 - Neutral	3	0	3	9
4 - Important	4	2	18	96
5 - Very Important	5	11	27	210
AVG	4.64	4.50	4.50	4.53

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	0	2	9
4 - Important	4	3	17	88
5 - Very Important	5	12	29	230
AVG	4.80	4.50	4.56	4.61

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	0	4	15
4 - Important	4	5	18	100
5 - Very Important	5	10	26	205
AVG	4.67	4.50	4.46	4.51

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	0	4	15
4 - Important	4	3	19	100
5 - Very Important	5	13	25	210
AVG	4.81	4.38	4.44	4.51

Answer	1/22/2020	1/29/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	1	2	12
4 - Important	4	3	20	104
5 - Very Important	5	11	26	200
AVG	4.67	4.29	4.50	4.51

S20 NRS 4980 Talecia Warren Faculty Evaluation

Faculty Evaluation

9	Answer	1/22/2020	1/29/2020	2/27/2020	AVG		
The instructor was able to respond to the individual needs of learners during the simulation.	1 - Strongly Disagree with the statement	1	0	1	4	5	
	2 - Disagree with the statement	2	1	0	0	2	
	3 - Undecided - neither agree or disagree	3	1	0	0	4	15
	4 - Agree with the statement	4	3	2	17	88	
	5 - Strongly Agree with the statement	5	10	5	24	195	
	NA - Not Applicable	0	0	3			
	AVG	4.47	4.25	4.16	4.24		

10	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
Using simulation activities made my learning time more productive.	1 - Strongly Disagree with the statement	1	0	0	6	6
	2 - Disagree with the statement	2	2	0	0	4
	3 - Undecided - neither agree or disagree	3	0	0	3	9
	4 - Agree with the statement	4	3	3	13	76
	5 - Strongly Agree with the statement	5	11	5	28	220
	NA - Not Applicable	0	0	2		
	AVG	4.44	4.63	4.14	4.26	

11	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
I had the chance to work with my peers during the simulation.	1 - Strongly Disagree	1	0	0	2	2
	2 - Disagree	2	0	0	0	0
	3 - Undecided	3	1	0	1	6
	4 - Agree	4	1	2	18	84
	5 - Strongly Agree	5	14	6	26	230
	NA - Not Applicable	0	0	5		
	AVG	4.81	4.75	4.40	4.54	

12	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
During the simulation, my peers and I had to work on the clinical situation together.	1 - Strongly Disagree with the statement	1	0	0	3	3
	2 - Disagree with the statement	2	0	0	0	0
	3 - Undecided - neither agree or disagree	3	1	0	1	6
	4 - Agree with the statement	4	2	3	12	68
	5 - Strongly Agree with the statement	5	13	5	27	225
	NA - Not Applicable	0	0	9		
	AVG	4.75	4.63	4.40	4.51	

13	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
The simulation offered a variety of ways in which to learn the material.	1 - Strongly Disagree with the statement	1	2	1	6	9
	2 - Disagree with the statement	2	0	0	0	0
	3 - Undecided - neither agree or disagree	3	0	0	1	3
	4 - Agree with the statement	4	5	1	17	92
	5 - Strongly Agree with the statement	5	9	6	25	200
	NA - Not Applicable	0	0	3		
	AVG	4.19	4.38	4.12	4.16	

14	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
This simulation offered a variety ways of assessing my learning.	1 - Strongly Disagree with the statement	1	0	1	5	6
	2 - Disagree with the statement	2	0	0	0	0
	3 - Undecided - neither agree or disagree	3	0	0	6	18
	4 - Agree with the statement	4	5	3	12	80
	5 - Strongly Agree with the statement	5	11	4	27	210
	NA - Not Applicable	0	0	2		
	AVG	4.69	4.13	4.12	4.24	

15	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
The objectives for the simulation experience were clear and easy to understand.	1 - Strongly Disagree with the statement	1	0	0	5	5
	2 - Disagree with the statement	2	1	0	0	2
	3 - Undecided - neither agree or disagree	3	0	0	6	18
	4 - Agree with the statement	4	2	3	10	60
	5 - Strongly Agree with the statement	5	13	5	29	235
	NA - Not Applicable	0	0	2		
	AVG	4.69	4.63	4.16	4.32	

16	Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
My instructor communicated the goals and expectations to accomplish during the simulation.	1 - Strongly Disagree with the statement	1	0	0	6	6
	2 - Disagree with the statement	2	2	0	0	4
	3 - Undecided - neither agree or disagree	3	0	0	1	3
	4 - Agree with the statement	4	3	3	16	88
	5 - Strongly Agree with the statement	5	11	5	27	215
	NA - Not Applicable	0	0	2		
	AVG	4.44	4.63	4.16	4.27	

Faculty Evaluation

How important is each item to you.

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	1	1	2	12
4 - Important	4	2	2	19	92
5 - Very Important	5	13	5	27	225
AVG	4.75	4.50	4.52	4.57	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	0	0	3	9
4 - Important	4	0	4	16	80
5 - Very Important	5	0	4	29	165
AVG	#DIV/0!	4.50	4.54	4.54	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	0	0	3	9
4 - Important	4	5	3	18	104
5 - Very Important	5	11	5	28	220
AVG	4.69	4.63	4.51	4.56	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	0	0	3	9
4 - Important	4	4	3	20	108
5 - Very Important	5	11	5	26	210
AVG	4.73	4.63	4.47	4.54	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	1	0	2	9
4 - Important	4	5	4	22	124
5 - Very Important	5	10	4	25	195
AVG	4.56	4.50	4.47	4.49	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	0	0	2	6
4 - Important	4	2	3	17	88
5 - Very Important	5	13	5	30	240
AVG	4.87	4.63	4.57	4.64	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	1	0	0	2
3 - Neutral	3	0	0	4	12
4 - Important	4	4	3	19	104
5 - Very Important	5	11	5	26	210
AVG	4.56	4.63	4.45	4.49	

Answer	1/22/2020	1/29/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	
2 - Somewhat Important	2	0	0	0	
3 - Neutral	3	0	0	3	9
4 - Important	4	4	4	22	120
5 - Very Important	5	11	4	24	195
AVG	4.73	4.50	4.43	4.50	

01/22/2020

1. Ms. Warren is an excellent instructor!
2. Ms. Warren always exceeds expectations whenever we have a simulation or a learning experience. She showed us exactly how to perform the concepts that we didn't quite understand so that we may be better in the future.
3. Ms. Warren was wonderful as always!!
4. This was a very helpful simulation
5. I thought that this simulation taught me a lot about what I did not know before.
6. I really appreciated this SIM, I think it exposed us to skills and situations we were unfamiliar/uncomfortable with and helped us to become more acclimated

01/29/2020

1. amazing
2. I enjoyed the simulation, as this was a very valuable experience!

02/27/20

1. I enjoyed observing the simulation and getting to be a part of it. However, I felt as the observer that I really did not get to play much of a part in the simulation at all.
2. All I knew coming into the simulation was that it was about diversity. I think it would have been helpful to get more information on what we were expected to do. I also felt like the participants should have gotten extra credit for actually being IN the simulation.
3. I feel like there was a lack of communication between the instructors and the students. The students weren't sure what to do or how the simulation was supposed to run, so it made it more difficult for us to perform like we were expected to.
4. I do not feel like these surveys are any reflection of our experience.
5. I do not feel like these surveys give us an opportunity to evaluate our experience. These questions are not an accurate representation in my opinion.

S20 NRSG 4980 Paige Ivey Faculty Evaluation

Faculty Evaluation

1

I had the opportunity during the simulation activity to discuss the ideas and concepts taught in the course with the teacher and other students.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	1	1
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	0	6
4 - Agree with the statement	4	4	6	112
5 - Strongly Agree with the statement	5	11	10	260
NA - Not Applicable	0	0	0	0
AVG	4.73	4.63	4.50	4.57

2

I actively participated in the debriefing session after the simulation.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0
2 - Disagree with the statement	2	0	0	6
3 - Undecided - neither agree or disagree	3	0	0	3
4 - Agree with the statement	4	2	5	24
5 - Strongly Agree with the statement	5	13	11	19
NA - Not Applicable	0	0	0	0
AVG	4.87	4.69	4.08	4.34

3

I had the opportunity to put more thought into my comments during the debriefing session.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	0	3
4 - Agree with the statement	4	0	6	28
5 - Strongly Agree with the statement	5	15	10	21
NA - Not Applicable	0	0	0	0
AVG	5.00	4.63	4.35	4.52

4

There were enough opportunities in the simulation to find out if I clearly understand the material.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	1
2 - Disagree with the statement	2	0	1	2
3 - Undecided - neither agree or disagree	3	0	0	2
4 - Agree with the statement	4	0	5	22
5 - Strongly Agree with the statement	5	15	10	25
NA - Not Applicable	0	0	0	0
AVG	5.00	4.50	4.31	4.47

5

I learned from the comments made by the teacher before, during, or after the simulation.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	1	0	2
4 - Agree with the statement	4	1	5	18
5 - Strongly Agree with the statement	5	13	11	32
NA - Not Applicable	0	0	0	0
AVG	4.80	4.69	4.58	4.64

6

I received cues during the simulation in a timely manner.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	1
2 - Disagree with the statement	2	1	0	3
3 - Undecided - neither agree or disagree	3	0	1	5
4 - Agree with the statement	4	4	11	16
5 - Strongly Agree with the statement	5	10	4	21
NA - Not Applicable	0	0	6	6
AVG	4.53	4.19	4.15	4.23

7

I had the chance to discuss the simulation objectives with my teacher.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	1
2 - Disagree with the statement	2	0	0	3
3 - Undecided - neither agree or disagree	3	0	1	3
4 - Agree with the statement	4	3	6	18
5 - Strongly Agree with the statement	5	12	9	24
NA - Not Applicable	0	0	3	3
AVG	4.80	4.50	4.24	4.40

8

I had the opportunity to discuss ideas and concepts taught in the simulation with my instructor.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Strongly Disagree with the statement	1	0	0	0
2 - Disagree with the statement	2	0	0	0
3 - Undecided - neither agree or disagree	3	0	0	2
4 - Agree with the statement	4	4	6	20
5 - Strongly Agree with the statement	5	10	10	28
NA - Not Applicable	0	0	1	1
AVG	4.71	4.63	4.52	4.58

Faculty Evaluation

How important is each item to you.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	2	0	2
4 - Important	4	4	7	25
5 - Very Important	5	9	8	21
AVG	4.47	4.53	4.40	4.44

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	1
3 - Neutral	3	2	0	5
4 - Important	4	4	6	26
5 - Very Important	5	8	10	15
AVG	4.43	4.63	4.17	4.31

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	2	0	5
4 - Important	4	5	6	22
5 - Very Important	5	7	9	20
AVG	4.36	4.60	4.32	4.38

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	2	0	4
4 - Important	4	4	8	15
5 - Very Important	5	8	7	28
AVG	4.43	4.47	4.51	4.49

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	3	0	4
4 - Important	4	3	7	19
5 - Very Important	5	8	8	23
AVG	4.36	4.53	4.41	4.43

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	2	1	6
4 - Important	4	4	7	19
5 - Very Important	5	8	8	22
AVG	4.43	4.44	4.34	4.38

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	1
3 - Neutral	3	3	1	7
4 - Important	4	4	7	19
5 - Very Important	5	7	7	20
AVG	4.29	4.40	4.23	4.28

Answer	1/29/2020	2/5/2020	2/27/2020	AVG
1 - Not Important	1	0	0	0
2 - Somewhat Important	2	0	0	0
3 - Neutral	3	2	0	4
4 - Important	4	3	6	19
5 - Very Important	5	8	9	24
AVG	4.46	4.60	4.43	4.47

S20 NRSG 4980 Paige Ivey Faculty Evaluation

Faculty Evaluation

9	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
The instructor was able to respond to the individual needs of learners during the simulation.	1 - Strongly Disagree with the statement	1	1	0	1	2
	2 - Disagree with the statement	2	1	0	5	12
	3 - Undecided - neither agree or disagree	3	1	1	5	21
	4 - Agree with the statement	4	2	7	18	108
	5 - Strongly Agree with the statement	5	10	8	21	195
	NA - Not Applicable	0	0	2		
	AVG	4.27	4.44	4.06	4.17	

10	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
Using simulation activities made my learning time more productive.	1 - Strongly Disagree with the statement	1	0	0	3	3
	2 - Disagree with the statement	2	0	1	3	8
	3 - Undecided - neither agree or disagree	3	0	0	4	12
	4 - Agree with the statement	4	3	5	17	100
	5 - Strongly Agree with the statement	5	12	10	23	225
	NA - Not Applicable	0	0	2		
	AVG	4.80	4.50	4.08	4.30	

11	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
I had the chance to work with my peers during the simulation.	1 - Strongly Disagree	1	0	0	1	1
	2 - Disagree	2	0	0	1	2
	3 - Undecided	3	0	0	3	9
	4 - Agree	4	2	3	15	80
	5 - Strongly Agree	5	13	13	29	275
	NA - Not Applicable	0	0	3		
	AVG	4.87	4.81	4.43	4.59	

12	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
During the simulation, my peers and I had to work on the clinical situation together.	1 - Strongly Disagree with the statement	1	0	0	1	1
	2 - Disagree with the statement	2	0	0	2	4
	3 - Undecided - neither agree or disagree	3	0	0	4	12
	4 - Agree with the statement	4	2	5	10	68
	5 - Strongly Agree with the statement	5	13	10	30	265
	NA - Not Applicable	0	1	5		
	AVG	4.87	4.67	4.40	4.55	

13	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
The simulation offered a variety of ways in which to learn the material.	1 - Strongly Disagree with the statement	1	0	0	2	2
	2 - Disagree with the statement	2	0	1	7	16
	3 - Undecided - neither agree or disagree	3	0	0	1	3
	4 - Agree with the statement	4	2	8	21	124
	5 - Strongly Agree with the statement	5	13	7	20	200
	NA - Not Applicable	0	0	1		
	AVG	4.87	4.31	3.98	4.21	

14	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
This simulation offered a variety ways of assessing my learning.	1 - Strongly Disagree with the statement	1	0	0	2	2
	2 - Disagree with the statement	2	0	1	4	10
	3 - Undecided - neither agree or disagree	3	0	0	6	18
	4 - Agree with the statement	4	2	7	15	96
	5 - Strongly Agree with the statement	5	13	8	23	220
	NA - Not Applicable	0	0	2		
	AVG	4.87	4.38	4.06	4.27	

15	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
The objectives for the simulation experience were clear and easy to understand.	1 - Strongly Disagree with the statement	1	0	0	2	2
	2 - Disagree with the statement	2	0	0	3	6
	3 - Undecided - neither agree or disagree	3	0	0	4	12
	4 - Agree with the statement	4	3	7	15	100
	5 - Strongly Agree with the statement	5	12	9	26	235
	NA - Not Applicable	0	0	2		
	AVG	4.80	4.56	4.20	4.38	

16	Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
My instructor communicated the goals and expectations to accomplish during the simulation.	1 - Strongly Disagree with the statement	1	0	0	1	1
	2 - Disagree with the statement	2	0	0	4	8
	3 - Undecided - neither agree or disagree	3	0	1	4	15
	4 - Agree with the statement	4	4	5	16	100
	5 - Strongly Agree with the statement	5	10	10	25	225
	NA - Not Applicable	0	0	2		
	AVG	4.71	4.56	4.20	4.36	

Faculty Evaluation

How important is each item to you.

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	1	0	2
3 - Neutral	3	3	0	4	21
4 - Important	4	2	9	21	128
5 - Very Important	5	9	5	22	180
AVG	4.43	4.20	4.38	4.36	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	3	0	5	24
4 - Important	4	3	7	17	108
5 - Very Important	5	8	8	25	205
AVG	4.36	4.53	4.43	4.43	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	2	0	3	15
4 - Important	4	5	8	16	116
5 - Very Important	5	7	8	28	215
AVG	4.36	4.50	4.53	4.49	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	2	0	2	12
4 - Important	4	4	6	21	124
5 - Very Important	5	8	9	23	200
AVG	4.43	4.60	4.46	4.48	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	2	0	3	15
4 - Important	4	4	9	20	132
5 - Very Important	5	8	6	24	190
AVG	4.43	4.40	4.45	4.43	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	2	0	6	24
4 - Important	4	5	9	18	128
5 - Very Important	5	7	6	23	180
AVG	4.36	4.40	4.36	4.37	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	1	0	3	12
4 - Important	4	5	6	21	128
5 - Very Important	5	9	9	23	205
AVG	4.53	4.60	4.43	4.48	

Answer	1/29/2020	2/5/2020	2/27/2020	AVG	
1 - Not Important	1	0	0	0	0
2 - Somewhat Important	2	0	0	0	0
3 - Neutral	3	1	1	3	15
4 - Important	4	4	7	18	116
5 - Very Important	5	9	7	26	210
AVG	4.57	4.40	4.49	4.49	

01/29/2020

1. The criticism was very constructive and I felt like I learned a lot so I can practice my weaknesses before I become a nurse on my own.

02/05/2020

1. The debriefing session was very informative and helped apply the sim experience to what we would do in real life, and explored alternate endings of the scenarios if things had gone differently.
2. Frustrating that the blood was not matched correctly and wouldn't prime and flow. I didn't get to practice anything with a transfusion reaction because of the technical errors.
3. I learned a lot from this simulation and I think it really helped with my confidence

02/27/20

1. I feel like the AT students dominated this simulation and did not give the nursing students a chance to shine in the simulation.
2. I felt like going into the simulation, it could have been made more clear what our objectives were and what we were actually supposed to do.
- 3.
4. The simulation seemed a bit disorganized in that most of the students were not communicated with and most were confused. It also took a long time to get started, so we waited for two hours before being able to get started in the simulation.
5. This day felt very disorganized. It is a shame many of us were unable to attend job opportunities to participate as "observers".
6. I do not feel like these surveys give us an opportunity to evaluate our experience. These questions are not an accurate representation in my opinion.