

Covenant School of Nursing Instructional Module 6
SIMULATION LEARNING GUIDE
Topic/Concept: Clinical Performance Evaluation (CPE)

Needs Analysis Documentation
<ul style="list-style-type: none"> • End of Module Clinical Performance Evaluation
Learning Goals/Outcomes
<p>Upon completion of this simulation learning activity, you will be able to:</p> <ul style="list-style-type: none"> • Prioritize and integrate the universal competencies based on the patient's SBAR report, physician orders and your OB or PMH assessment. • Identify, prioritize, and incorporate appropriate nursing assessment based on the patient's SBAR report, and physician orders. • Prioritize decisions based on available data and incorporate appropriate nursing interventions such as OB or PMH assessment and medication administration.
Scenario(s) Used
<ul style="list-style-type: none"> • Maternal-Newborn CPE - Scheduled Cesarean Section • Psychiatric Mental Health CPE - Schizophrenia assessment
Schedule of Activities
<ul style="list-style-type: none"> • A block of four students will be assigned a specific time to arrive for their CPE • The four students will be given a copy of either an OB or PMH SBAR report folder by the unbiased CPE runner • The student will have 15 minutes to prep for their assigned OB or PMH CPE • The student will then be escorted to the OB or PMH CPE rooms by the CPE runner • The student will pre-briefed by the OB/PHM faculty – orienting the student to the room, medication cart and expectations • The student will be given an opportunity to ask any clarifying questions regarding the room, medication cart and expectations • The student will be given 20 minutes to complete the OB/PMH CPE • The student will wait outside the room while the faculty discusses the student's performance of the critical elements and enters the result into the Red CAP evaluation
Pre-Simulation Learning Activity Preparation (Pre-Briefing)
<p>Pre-Brief will include:</p> <p>*Welcome- This learning experience is set up in a safe, non-threatening environment where everyone involved has the same purpose; to learn and improve.</p> <p>*Confidentiality- You signed the Student Commitment to Conduct during non-graded and graded CPE at the beginning of Instructional Module 1. That commitment is expected in every Instructional Module. Remember to respect the confidentiality of your fellow learners and not share any information outside of the simulation session.</p> <p>*Fiction Contract- We have done everything we can to make this as real as possible, but in the end, it is a simulated experience; we must depend on you. Please do your best to treat this as a live scenario with a live patient.</p> <p>*Review of Learning Objectives</p> <p>*Orientation to Spaces/Equipment/Safety- Orientation to the room(s) to be used, equipment in those rooms, reminder of emergency exits/processes, & review of psychological safety process.</p> <p>Logistics- Badging In/Out, restroom location, & food & drink</p>

Simulation Center Activities

- Review NII's related to
 - o Medication administration as secondary IVPB
 - o Intramuscular injection into Deltoid
 - o Patient teaching related to medication and procedures
- Complete medication work sheet for Cefazolin and Invega Sustenna®
Review Psychoactive medication consent

Simulation Center Activities

- OB Deliberate Practice & PMH– CPE Demonstration
- Pre-Briefing prior to CPE performance
- The student will be given 15 minutes to review the OB/PMH patient's SBAR, the physician orders to create their nursing plan of care
- The student will be oriented to the CPE room and medication care by the OB/PMH faculty
- The OB/PMH faculty will set expectation for CPE performance within 20 minutes from time students enter CPE room

Simulation Learning Activities

Simulation Activities:

- The student will enter room by knocking at this time the OB/PMH faculty will allow 20 minutes for completion of the CPE
- If a student exceeding the 20-minute time limit they will be stopped and rescheduled for a second CPE attempt
- The student will exit the room allowing the OB/PMH and second unbiased faculty members to discuss the student's CPE performance in the critical elements

Online/Out-of-Class:

- Medication Worksheet

Evaluation Methods (Debriefing)

- CPE performance will be observed and evaluated by two instructors (one OB/PMH specialty faculty and one nonbiased off module faculty)
- Evaluation results will be entered into the Red Cap CPE evaluation tool
- The student will be debriefed regarding their performance by the OB/PMH and unbiased faculty members
- If the student does not meet the critical elements of the CPE the student will be schedule for a second CPE attempt
- The Red Cap CPE evaluation will be signed by the student and both instructors

Other Appropriate Documentation

- Psychoactive Medication Consent

Texas DECs	QSEN Competencies
<p>Knowledge IA: 1 c, 2, 4; IB: 1a-e, 2 a & b, 3, 4, 6 a, 7 a-c, 8; IC: 3; ID: 2, 3 IIA:1 a & b, 2 a-c, 3, 4; IIB: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12; IIC:1 a & b, 2 a & b, 3, 4 a & b, 5, 6, 8; IID: 1a-d, 2, 3a & b, 5a & b; IIE: 1a & b, 2, 3a & b, 4a & b, 5, 6a, 8, 9, 12, 13; IIF: 1, 2; IIG: 1 a & b, 2 a & b, 3 a & b; IIH: 3 c, 5, 6; IIIA: 2, 3, 4; IIIB: 1 a-c, 2, 4; IIID: 1a-c; IVA: 4a & b, 5a; IVB: 1a & b, 2a & b, IVC: 1, , 3, 4 a & b,</p> <p>Clinical Judgement and Behaviors IA:1, 2, 3 a & b; IB: 1, 2 a-c, 3a -c, 5 a & c, 6 a-c, 7, 8, 9; IC: 2, 4, 5, 6 a ID 1, 2, 3, 4, 5, IIA:1, 2a-c, 3, 4; IIB: 1, 2, 3 a & b, 4, 5, 6, 7, 8, IIC: 1, 2, 3 a & b, 4, 5, 7; IID: 1, 2 b & c; IIE:1, 2 a-c, 3 a & b, 4, 5 a & b, 6 a-d, 7 a-c, 8, 9,10, 11,12 a & b,13; IIF: 1a-c, 2 a & b, 3 a & b, 4, 5 a-c, 6; IIG: 1, 2 a & b, 3, 4, 5 a & b, 6, 7; IIH: 3, 6 IIIA: 2, 3, 4, 5a; IIIB: 1, 2, 3 a-c, 4, 5, 6; IIIC:1, 2 a & b; IIID:1, 2, 3; IIIE:1; IVA: 1, 2 a & b, 3; IVB: 1 a & b, 2, 3 a-c, 5 a; IVC: 1 a-c, 2a-c; 3 a & b, 4; IVD: 4</p>	<ul style="list-style-type: none"> • Patient Centered Care, Teamwork & Collaboration, Evidenced Based Practice, Safety, Informatics
IM Student Learning Outcomes	NCLEX Test Plan
<ul style="list-style-type: none"> • 1/2/3/4/5/6/7/8 	<ul style="list-style-type: none"> • Safe & Effective Care Environment, Health Promotion & Maintenance, Psychosocial Integrity, Physiological Integrity
Concepts	
<p>Clinical Judgment / Communication / Health Promotion / Patient Education / Teamwork & Collaboration / Ethics & Legal Precepts / Evidence-Based Practice / Health Information Technology / Patient-Centered Care / Safety / Cellular Regulation / Clotting / Comfort / Elimination / Fluid & Electrolyte Balance / Functional Ability / Gas Exchange / Metabolism/Mobility / Nutrition/Perfusion / Reproduction / Sleep / Thermoregulation / Coping/Grief / Human Development</p>	<p>Anne Harrison, DNP, RN PMH-BC Jaynie Maya, MSN, RN-BC Donna Neel, MSN, RNC-OB, C-EFM, CA/CP SANE, AFN-BC, SANE A, SANE P Rachel Soliz, MSN, RN, CLC, CPST</p>
<p>Date originated: 6/24/21 Content Expert: OB-Donna Neel, RN and Rachel Soliz, RN, PMH Annie Harrison RN and Jaynie Maya, RN Simulation Expert: Randall Stennett</p>	<p>Revision Dates: 7/25/22, 7/28/23</p>

Reviewed:

Instructional Module Choose an item.*Simulation Learning Guide*

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