

**Covenant School of Nursing Instructional Module 6  
SIMULATION LEARNING GUIDE**

**Topic/Concept: Clinical Performance Evaluation (CPE)**

<b>Needs Analysis Documentation</b>
<ul style="list-style-type: none"><li>• End of Module Clinical Performance Evaluation</li></ul>
<b>Clinical Performance Evaluation (CPE) Goals/Outcomes</b>
Upon completion of this simulation learning activity, you will be able to: <ul style="list-style-type: none"><li>• Identify and incorporate appropriate OB or PMH nursing assessments, interventions, and education based on the patient's SBAR report, and physician orders</li><li>• Provide therapeutic communication with your patient based on the patient's SBAR report, nursing assessments, and interventions</li><li>• Prioritize decisions based on available data, incorporating appropriate OB or PMH nursing interventions such as medication administration</li></ul>
<b>Scenario(s) Used</b>
<ul style="list-style-type: none"><li>• Maternal-Newborn CPE - Scheduled Cesarean Section</li><li>• Psychiatric Mental Health CPE - Schizophrenia assessment</li></ul>
<b>Clinical Performance Evaluation (CPE) Activities</b>
<ul style="list-style-type: none"><li>• The student will be randomly assigned an OB/PMH CPE, when the unbiased CPE runner hands the student either a SBAR OB or PMH patient report folder</li><li>• The student will be escorted to the CPE pre-brief room by the CPE runner</li><li>• The student will have 15 minutes to prep for their assigned OB/PMH CPE</li><li>• The student will then be escorted to the OB/PMH CPE rooms by the CPE runner</li><li>• The student will be pre-briefed by the OB/PHM faculty – orienting the student to the room, medication cart, and expectations</li><li>• The student will be given an opportunity to ask any clarifying questions regarding the room, medication cart, and/or expectations</li><li>• The student will knock on the door and enter the room to begin the CPE.</li><li>• The student will be allotted 20 minutes from the knock on the door to complete the CPE<ul style="list-style-type: none"><li>o Students exceeding the 20-minute limit will be stopped and rescheduled for a 2<sup>nd</sup> attempt</li></ul></li><li>• The student will exit the room, allowing the OB/PMH and second unbiased faculty member to discuss and enter the student's CPE performance and completion of the critical elements</li></ul>
<b>Pre-Brief – Student Pre-CPE Preparation</b>
<b>Student On-Line/ Out of Class Preparation</b> <ul style="list-style-type: none"><li>• Review CPE Lesson in LMS</li><li>• Review skills<ul style="list-style-type: none"><li>o Medication administration as secondary IVPB</li><li>o Intramuscular injection into Deltoid</li><li>o Patient teaching related to medication and procedures</li><li>o Cardiac assessment</li><li>o Respiratory assessment</li><li>o OB assessment of your choice– Leopolds, Fundal measurements, Palpation of uterine contractions to determine frequency, duration and strength, Deep tendon reflexes</li></ul></li><li>• Review Psychoactive medication consent</li><li>• Complete medication work sheet for Cefazolin and Invega Sustenna®</li></ul>
<b>Simulation Center Activities</b> <ul style="list-style-type: none"><li>• OB Deliberate Practice Lab &amp; PMH Invega Lab</li><li>• Pre-Briefing prior to CPE performance</li></ul>
<b>CPE Pre-Brief in simulation center will include:</b> <ul style="list-style-type: none"><li>• <b>Welcome-</b> to the <b>OB/PMH Clinical Performance Evaluation (CPE)</b> experience which was set up to evaluate skills you have learned in instructional module 6. We realize a clinical performance evaluation may create stress and anxiety. Our goal is for this to be a safe, non-threatening environment in which you demonstrate the OB/PMS skills you have incorporated into your nursing practice. In the event you become anxious please take a few deep breaths, remember what you have learned and continue.</li><li>• <b>Confidentiality-</b> 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.</li></ul>

Remember to respect the confidentiality of your fellow learners and not share any information outside of the simulation session.

- **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.
- **Review of Learning Objectives** - listed above
- **Orientation to Spaces/Equipment/Safety-** Orientation to the room, equipment in the room, medication cart, expectations, and a reminder of emergency exits/processes, & review of psychological safety process.
- **Logistics-** Badging In/Out, restroom location, & food & drink

**Clinical Performance Evaluation (CPE) - Required Critical Elements Activities**

**OB CPE**

- **Safety/Quality**
  - Identify patient using 2 identifiers
  - Standard precaution - appropriate hand washing and gloves before, after and prn
  - 7 Medication rights - right patient, medication, dose, route, time, reason, allergies, maintain asepsis
- **Clinical Judgement**
  - Assessment and intervention for abnormal FHR pattern
  - Perform focused cardiac, respiratory, and OB assessment of choice
- **Patient Center Care**
  - Provide therapeutic communication toward the patient
  - Maintain patient privacy
- **Professionalism**
  - Dress professionally in compliance with CSON dress code
  - Arrive prepared with appropriate equipment to care for the patient
- **Communication/Collaboration**
  - Introduce self and explain purpose of interaction
  - Demonstrate appropriate therapeutic communication

**PMH CPE**

- **Safety/Quality**
  - Identify patient using 2 identifiers
  - Standard precaution - appropriate hand washing and gloves before, after and prn
  - 7 Medication rights - right patient, medication, dose, route, time, reason, allergies, maintain asepsis
- **Clinical Judgement**
  - Assess for command hallucinations
  - Perform Columbia-Suicide Severity Rating Scale (C-SSRS Screener Tool)
- **Patient Center Care**
  - Provide therapeutic communication toward the patient
  - Obtain psychoactive medication consent
- **Professionalism**
  - Dress professionally in compliance with CSON dress code
  - Arrive prepared with appropriate equipment to care for the patient
- **Communication/Collaboration**
  - Introduce self and explain purpose of interaction
  - Demonstrate appropriate therapeutic communication

**Evaluation Methods (Debriefing)**

- CPE performance will be observed and evaluated by two instructors (one OB/PMH specialty faculty and one nonbiased faculty from another)
- 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 member
- The Red Cap CPE evaluation will be signed by the student and both faculty members
- **Students who fail to meet the critical elements or exceed the 20-minute time will be scheduled for a 2<sup>nd</sup> attempt**
  - Immediate remediation will occur if the student can complete the required element within the remainder of the 20 minutes allotted for their CPE
  - Remediations requiring completion of several required elements or in the event the student's 20-minute CPE allotted time has elapsed will be scheduled to return

**Other Appropriate Documentation**

- Psychoactive Medication Consent

- Medication administration in Sim2Grow Medication System

<b>IM Student Learning Outcomes</b>	<b>Approval for 2:1:</b>
Safety/ Quality Clinical Judgement Patient Centered Care Professionalism Communication/Collaboration	Yes or No <b>N/A</b> Date of Approval:
<b>Date Originated:</b> <b>Content Expert:</b> OB-Donna Neel, RN and Rachel Soliz, RN, PMH Annie Harrison RN and Jaynie Maya, RN <b>Simulation Expert:</b> Randall Stennett	<b>Revision Dates: 7/25/22, 7/28/23, 2/5/24, 5/16/24</b>

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