

**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 <b>15 minutes to prep</b> 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 <b>20 minutes</b> 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 Therapeutic Communication</li><li>o OB assessment of your choice– Leopolds, Fundal height measurement, Palpation of uterine contractions to determine strength, Vaginal exam (sterile technique)</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></ul>

- **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.
- **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 on time & 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 on time & 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	
<b>Other Appropriate Documentation</b>	
<ul style="list-style-type: none"> <li>• Psychoactive Medication Consent</li> <li>• Medication administration in Sim2Grow Medication System</li> </ul>	
<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- Rachel Soliz, RN and Gracie Nuttall 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 03/11/25</b>

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*Topic:* Click here to enter text.