

QSEN Based Simulation Evaluation Rubric NUR 172

Each of the competency areas has expected skills which will be demonstrated during the simulation. Each of the bullet points within the expected skills of each competency are worth 5 points. Please see the following grading criteria to understand how you will be scored in the simulation. To pass the simulation you need to receive a minimum of 77% on the rubric. Students who do not receive 77% will need to repeat the simulation until they meet 77%. Students who receive between 77% and 85% will need to write out a self study action plan on how they will learn the skills needed within the simulation.

5 Points=All aspects of the expected skill was met with no prompting or input from the faculty

4 Points= The majority (75% or greater) of the expected skill was met with no prompting or input from the faculty.

3 Points=Over 50% of the expected skill was met with no prompting or the skill was met with minimal (1 or less) prompting from the faculty.

2 Points=Less than 50% of the expected skill was met with no prompting or the skill was met with multiple (2-3) prompts from the faculty.

1 Point=The expected skill was only met with multiple (2 or more) prompts from the faculty

0 Point=The expected skill was not met with multiple (2 or more) prompts from the faculty

| Competency Area | Expected Skill | Example | Points |
|----------------------------|---|---------|--------|
| Patient Centered Care | <ul style="list-style-type: none"> • Provide family and patient-centered care with sensitivity and respect for the diversity of human experience (Course Outcome 1, 5) • Assess presence and extent of pain and suffering. (Course Outcome 1) • Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs. (Course Outcome 1, 5) • Communicate care provided and needed at each transition in care (Course Outcome 4) | | ___/20 |
| Teamwork and Collaboration | <ul style="list-style-type: none"> • Function competently within own scope of practice as a member of the healthcare team (Course Outcome 1, 5) • Assume role of team member or leader based on the situation (Course Outcome 2, 5) • Communicate with team members, adapting own style of communicating to needs of the team and situation (Course Outcome 4, 5) | | ___/15 |
| Evidence Based Practice | <ul style="list-style-type: none"> • Base individualized care plan on patient values, clinical expertise and evidence (Course Outcome 1, 3) • Consult with clinical experts before deciding | | ___/10 |

| | | | |
|---------------------|--|--|--------|
| | to deviate from evidence-based protocols (Course Outcome 3) | | |
| Quality Improvement | <ul style="list-style-type: none"> Seek information about outcomes of care for populations served in care setting (Course Outcome 4) | | ___/5 |
| Safety | <ul style="list-style-type: none"> Communicate observations or concerns related to hazards and errors to patients, families and the health care team (Course Outcome 3, 4) Use national patient safety resources for own professional development and to focus attention on safety in care settings (Course Outcome 3, | | ___/10 |
| Informatics | <ul style="list-style-type: none"> Apply technology and information management tools to support safe processes of care (Course Outcome 1, 3, 6) Document and plan patient care in electronic health record (Course Outcome 4, 6) | | ___/10 |
| Professionalism | <ul style="list-style-type: none"> At all times student was professional in the simulation setting with appropriate dress, communication and behavior. Student was prepared and had a strong basic knowledge of simulation topic | | ___/10 |

Total Points ___/80

Faculty

Feedback: _____

Student Action Plan (When Appropriate)

Simulation Overview: The nursing student will be caring for a 9 month old child brought into the clinic by his mother who is at the bedside. The mother states that the child has been pulling at his left ear and crying frequently and inconsolable at times. The nursing student needs to assess the child, take vital signs (HR 110, RR 33, O2 sat 96%, Temp 100.2, no BP taken) and interact with the mother while assessing the child. The ears should be assessed with an otoscope (when the students assess the ears the faculty will show them a picture of an infected ear similar to what they would see if looking into an infected ear with an otoscope). The student should educate the mother on how to help prevent ear infections. The mother has a low health literacy and tells the nursing student that she often gives her child a bottle in his crib so that he falls asleep easily. The nursing student should explain that having the bottle at night while lying down will contribute to ear infections as the fluid can back up into the eustachian tubes. The mother asks if the child's teething is related to the otitis media. The nursing student should provide an appropriate answer. The mother states that she puts honey on her son's gums to help ease the pain of teething because everyone in her family does this. The nursing student should provide an appropriate response regarding the dangers of honey related to infantile botulism while respecting the mother's culture/family background. The student should also provide the mother with other suggestions for teething issues including baby oragel, teething tablets, frozen teething toys, teething biscuits and Tylenol.

QSEN Based Simulation Evaluation Rubric NUR 221 FACULTY GUIDE

| Competency Area | Expected Skill | Example | Points |
|----------------------------|---|---|--------|
| Patient Centered Care | <ul style="list-style-type: none"> • Provide family and patient-centered care with sensitivity and respect for the diversity of human experience (Course Outcome 1, 5) • Assess presence and extent of pain and suffering. (Course Outcome 1) • Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs. (Course Outcome 1, 5) • Communicate care provided and needed at each transition in care (Course Outcome 4) | <ul style="list-style-type: none"> • Responded with appropriate language level to mother with a low health literacy level • Assesses child's level of pain in office • Questions child's level of pain with teething • Offers interventions ideas to make teething less painful • Communicates with mother regarding the need to change her practice of giving her infant honey and a bottle in the crib related to health promotion | ___/20 |
| Teamwork and Collaboration | <ul style="list-style-type: none"> • Function competently within own scope of practice as a member of the healthcare team (Course Outcome 1, 5) • Assume role of team member or leader based on the situation (Course Outcome 2, 5) | <ul style="list-style-type: none"> • Nurse asks for help in teaching the mother about otitis media and teething issue • The nurse acts as a | ___/15 |

| | | | |
|-------------------------|--|--|--------|
| | <ul style="list-style-type: none"> Communicate with team members, adapting own style of communicating to needs of the team and situation (Course Outcome 4, 5) | <p>team leader in meeting all of the patients needs</p> <ul style="list-style-type: none"> The nurse communicates professionally and respectfully with all members of the care team | |
| Evidence Based Practice | <ul style="list-style-type: none"> Base individualized care plan on patient values, clinical expertise and evidence (Course Outcome 1, 3) Consult with clinical experts before deciding to deviate from evidence-based protocols (Course Outcome 3) | <ul style="list-style-type: none"> Nurse incorporates mother low health literacy into care plan Nurse consults with physicians regarding findings from physical exam of child | ___/10 |
| Quality Improvement | <ul style="list-style-type: none"> Seek information about outcomes of care for populations served in care setting (Course Outcome 4) | <ul style="list-style-type: none"> Sees the gap in the clinic charting for discussing the use of honey with infants and discussing of proper bottle angle to prevent otitis media | ___/5 |
| Safety | <ul style="list-style-type: none"> Communicate observations or concerns related to hazards and errors to patients, families and the health care team (Course Outcome 3, 4) Use national patient safety resources for own professional development and to focus attention on safety in care settings (Course Outcome 3) | <ul style="list-style-type: none"> Aware of clinic charting issues and need for improvements Followed all of the NPS including patient double check for medication administration when appropriate | ___/10 |
| Informatics | <ul style="list-style-type: none"> Apply technology and information management tools to support safe processes of care (Course Outcome 1, 3, 6) Document and plan patient care in electronic health record (Course Outcome 4, 6) | <ul style="list-style-type: none"> Uses otoscope correctly Charts all patient care in Nurse Squared | ___/10 |
| Professionalism | <ul style="list-style-type: none"> At all times student was professional in the simulation setting with appropriate dress, communication and behavior. Student was prepared and had a strong basic knowledge of simulation topic | <ul style="list-style-type: none"> Student was in uniform, was appropriate at all times in simulation and treated simulation patient as a real patient Student was able to provide expected care and had a good understanding of the diagnosis | ___/10 |