

Category 3: Simulation

Competency Assessment Form

**Title of Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of the participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Exercise: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Scoring Criteria (Please circle as appropriate in the score table):**

0 - Does not demonstrate competency 1 - Demonstrates competency N/A – Not Applicable

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **ITEMS FOR ASSESSMENT** | | **SCORE** | | |
|  | **Assessment** | |  | | |
| 1 | Obtains pertinent data | | 0 | 1 | N/A |
| 2 | Performs follow-up assessments as needed | | 0 | 1 | N/A |
| 3 | Assesses the environment in an orderly manner | | 0 | 1 | N/A |
|  | **Communication** | |  | | |
| 1 | Communicates effectively with Inter/Intra Professional Team *(Team STEPPS, SBAR, Written Read Back Order)* | | 0 | 1 | N/A |
| 2 | Communicates effectively with Patient and Significant Other *(Verbal, Non-verbal, Teaching)* | | 0 | 1 | N/A |
| 3 | Documents clearly, concisely and accurately | | 0 | 1 | N/A |
| 4 | Responds to abnormal findings appropriately | | 0 | 1 | N/A |
| 5 | Promotes Professionalism | | 0 | 1 | N/A |
|  | **Clinical Judgment** | |  |  |  |
| 1 | Interprets the vital signs (P, T, R, BP, Pain) | | 0 | 1 | N/A |
| 2 | Interprets Lab results | | 0 | 1 | N/A |
| 3 | Interprets Subjective/Objective Data (Recognizes relevant from irrelevant data) | | 0 | 1 | N/A |
| 4 | Prioritizes appropriately | | 0 | 1 | N/A |
| 5 | Performs Evidence-based Interventions | | 0 | 1 | N/A |
| 6 | Provides Evidence-based Rationale for interventions | | 0 | 1 | N/A |
| 7 | Evaluates Evidence-based Interventions and Outcomes | | 0 | 1 | N/A |
| 8 | Reflects on Experience | | 0 | 1 | N/A |
| 9 | Delegates appropriately | | 0 | 1 | N/A |
|  | **Patient Safety** | |  |  |  |
| 1 | Uses Patient Identifiers | | 0 | 1 | N/A |
| 2 | Utilizes Standardized Practices and Precautions | | 0 | 1 | N/A |
| 3 | Administers Medications safely | | 0 | 1 | N/A |
| 4 | Manages Teachnology & Equipment | | 0 | 1 | N/A |
| 5 | Performs procedures correctly | | 0 | 1 | N/A |
| 6 | Reflects on Potential Hazards and Errors | | 0 | 1 | N/A |
|  | **TOTAL SCORE (No score is given for N/A)** | |  | | |
|  | | **COMMENTS** | | | |
|  | | **Name & Signature of the Assessor** | | | |
|  | | **Name & Signature of the Participant** | | | |
|  | | **Date of Assessment & Feedback** | | | |

Source: Creighton Competency Evaluation Instrument (C-CEI) (Used with permission)

* This observation tool is completed by the evaluator who has observed the entire simulation experience.
* Prior to use, the evaluator must complete the training in how to use the tool. The training is located here: [Training (creighton.edu)](https://www.creighton.edu/nursing/academics/competency-evaluation-instrument/training)
* Using the C-CEI Discussion Worksheet, evaluator(s) should consider if items should be weighted (i.e., item(s) that MUST be done in order to be successful)
* If more than one evaluator will be involved, all should meet to establish what behaviors/performance indicate success for each item. For example, must all aspects of the item be completed in order to achieve a 1? Or if there are several steps, do only some of them require completion?
* Evaluator(s) need to determine the cut-off score that determines acceptable competency.
* Inform learners about the evaluation tool and the expectations of how they should demonstrate competency prior to the experience
* Establish remediation plan if the learner fails to achieve the cut-off score