

Clinical Evaluation Form for Pre-licensure nursing class: Fundamentals in Nursing

Assessment of Vital Signs of Simulated Patient

Applicable NCSBN Model Act Nursing Standards:

- Providing nursing assessment of the health status of patients.
- Collaborating with health care team to develop and coordinate an integrated patient-centered health care plan (National Council of State Boards of Nursing, 2021).

Expected clinical competencies:

1. Apply concepts of person-centered care to all patients.
2. Demonstrates skills in conducting vital signs assessment.
3. Collaborates with healthcare team in planning interventions for patients (Oermann et al., 2023).

Evaluation Strategy: Observation

Clinical Evaluation Tool: Checklist with rating scale

Domain	Initial/Formative			Final/Summative	
	Satisfactory	Unsatisfactory	Unobserved	Satisfactory	Unsatisfactory
Performs hand hygiene					
Provides for patient safety and comfort					
Positions patient appropriately					
Gathers necessary equipment					
Uses correct technique for each piece of equipment					
Observes/measures respirations					
Documents accurately					
Reports abnormal findings appropriately					

	Clinical Setting	Simulation Setting
Communication	Students communicate through their presence, how they advocate for patients and families, and how they promote and assist in planning care for patients (Wittenberg et al., 2021).	Students develop their communication skills by practicing with their peers during delivery of care and by engaging in relationship building (Oermann et al., 2023).
Critical Thinking Development	Students identify complex patient care needs and make clinical decisions to improve the quality of their care and the safety of their patients (Nemati-Vakilabad et al., 2023).	Students use critical thinking skills to complete common clinical skills and practice therapeutic communication in simulated patient scenarios (Noll et al., 2023).
Conferencing	Students engage in small-group discussions led by faculty to analyze their real-life clinical situations, identify problems, discuss relationships and their feelings and develop support systems (Billings & Halstead, 2023).	Similar to clinical setting but with more structure. Can motivate learners, enhance problem-solving skills, foster self-confidence in learning, and promote metacognitive thinking through reflection (Yun & Kang, 2024).
Debriefing	Real-time interaction with faculty or preceptor to evaluate prior patient interactions. Intention is to positively affect patient care through imparting knowledge and sharing common data (Billings & Halstead, 2023).	Feedback discussion between faculty and students after simulation. Assists students with self-reflection, consolidating positive behaviors, and the conversion of the learning experience into practice (Yun & Kang, 2024).
Written Assignments	Pre-clinical case studies, chart reviews, care planning. Students chart in the electronic health record under preceptor's supervision. End of shift reports for hand off to oncoming RN.	Pre-simulation short answer questions allow for students to be better prepared, "sets the stage for the scenario, introduces objectives and learner roles, orients the learner to the simulation environment and equipment" (Lebo, 2024, p. 693).
Evidence-Based practice	Use of EBP is always expected when caring for patients in real time and includes integrating student knowledge of nursing research with their nursing skills, attitudes, and	Similar to the clinical setting use of EBP, but scenarios can involve high-risk, life-threatening, or emergency situations that allow students to experience care delivery without patient safety

	behaviors during patient care (Billings & Halstead, 2023).	concerns (Oermann et al., 2023).
Additional Information	Involves real-time “care of patients, families, and communities [and] other types of learning activities” (Oermann et al., 2023). This setting is inherently unpredictable, so students must be prepared to exhibit professional behavior, and use critical thinking skills (Billings & Halstead, 2023).	Safe space for students to use critical thinking to analyze information and facilitate clinical judgement and decision-making to minimize errors and maximize patient safety (Nemati-Vakilabad et al., 2023).

References

- Billings, D. M., & Halstead, J. A. (2023). *Teaching in Nursing - E-Book: Teaching in Nursing - E-Book*. Elsevier Health Sciences.
- Lebo, C. R. (2024). Undergraduate senior nursing students’ perceptions of beneficial prebriefing practices. *Journal of Nursing Education, 63*(10), 693–697. <https://doi.org/10.3928/01484834-20240506-06>
- Oermann, M. H. O., Shellenbarger, T., & Gaberson, K. (2023). *Clinical Teaching Strategies in Nursing, Sixth Edition*. Springer Publishing Company LLC.
- National Council of State Boards of Nursing. (2021). *NCSBN Model Act*. https://www.ncsbn.org/public-files/21_Model_Act.pdf
- Nemati-Vakilabad, R., Mojebi, M. R., Mostafazadeh, P., Jafari, M. J., Kamblash, A. J., Shafaghat, A., Abbasi, A. S., & Mirzaei, A. (2023). Factors associated with the critical thinking ability among nursing students: An exploratory study in Iran. *Nurse Education in Practice, 73*, 103814. <https://doi.org/10.1016/j.nepr.2023.103814>
- Noll, K., Hunt, C., & Jones, M. (2023). Mapping critical thinking, clinical reasoning, and clinical judgment across the curriculum. *Nurse Educator, 48*(5), 282–286. <https://doi.org/10.1097/nne.0000000000001413>

Wittenberg, E., Goldsmith, J. V., Prince-Paul, M., & Beltran, E. (2021). Communication and competencies across undergraduate BSN programs and curricula. *Journal of Nursing Education, 60*(11), 618–624. <https://doi.org/10.3928/01484834-20210913-03>

Yun, J., & Kang, I. (2024). Development and evaluation of a collaborative reflection-based debriefing strategy for simulation-based education using virtual simulations in practical nursing: A randomized controlled trial. *Nurse Education in Practice, 81*, 104170. <https://doi.org/10.1016/j.nepr.2024.104170>