

Using the Creighton Competency Evaluation Instrument to Evaluate Student Learning Outcomes in a Multi-patient Simulation

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Background

- Before graduation, pre-licensure students typically care for 1-2 patients in the clinical setting.
- Growing literature acknowledges these limited experiences lead to significant deficiencies in new nurses' readiness to practice resulting in broader impacts on healthcare quality, safety, and population health (Powers et al., 2020; Ross et al., 2022; Ross et al., 2022).
- A multi-patient simulation was developed to enhance students' competencies in prioritization, delegation, collaboration, communication within healthcare teams, and managing competing priorities and tasks in a clinical setting.
- As nursing programs transition to Competency-Based education, developing a plan for evaluation of the learner will be essential.

Theoretical Framework

- The INACSL Healthcare Simulation Standards of Best Practice™ for simulation design was used to develop the multi-patient simulation.
- Includes a criterion specifically focusing on developing a plan for evaluation of Learning and performance (INACSL, 2021).

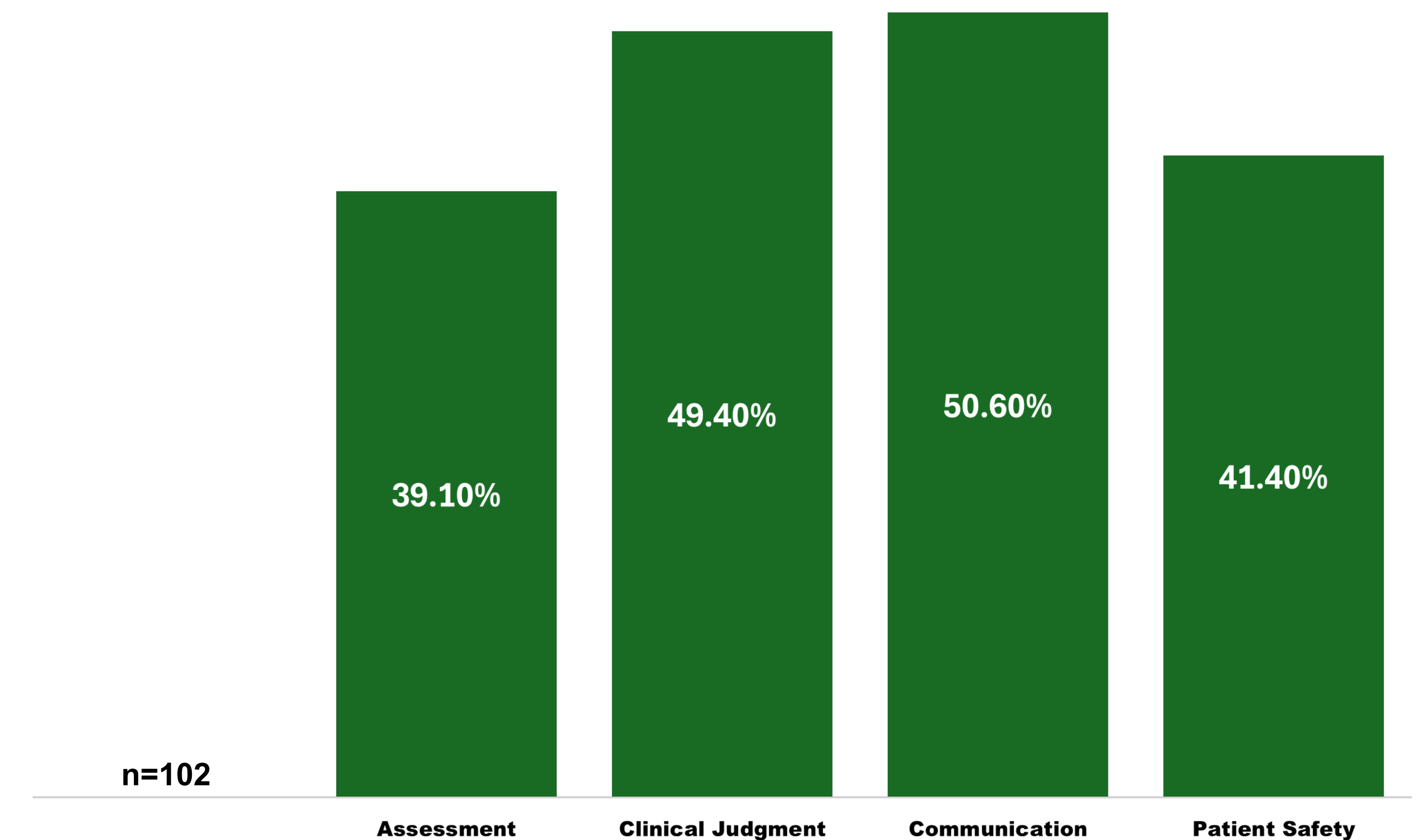
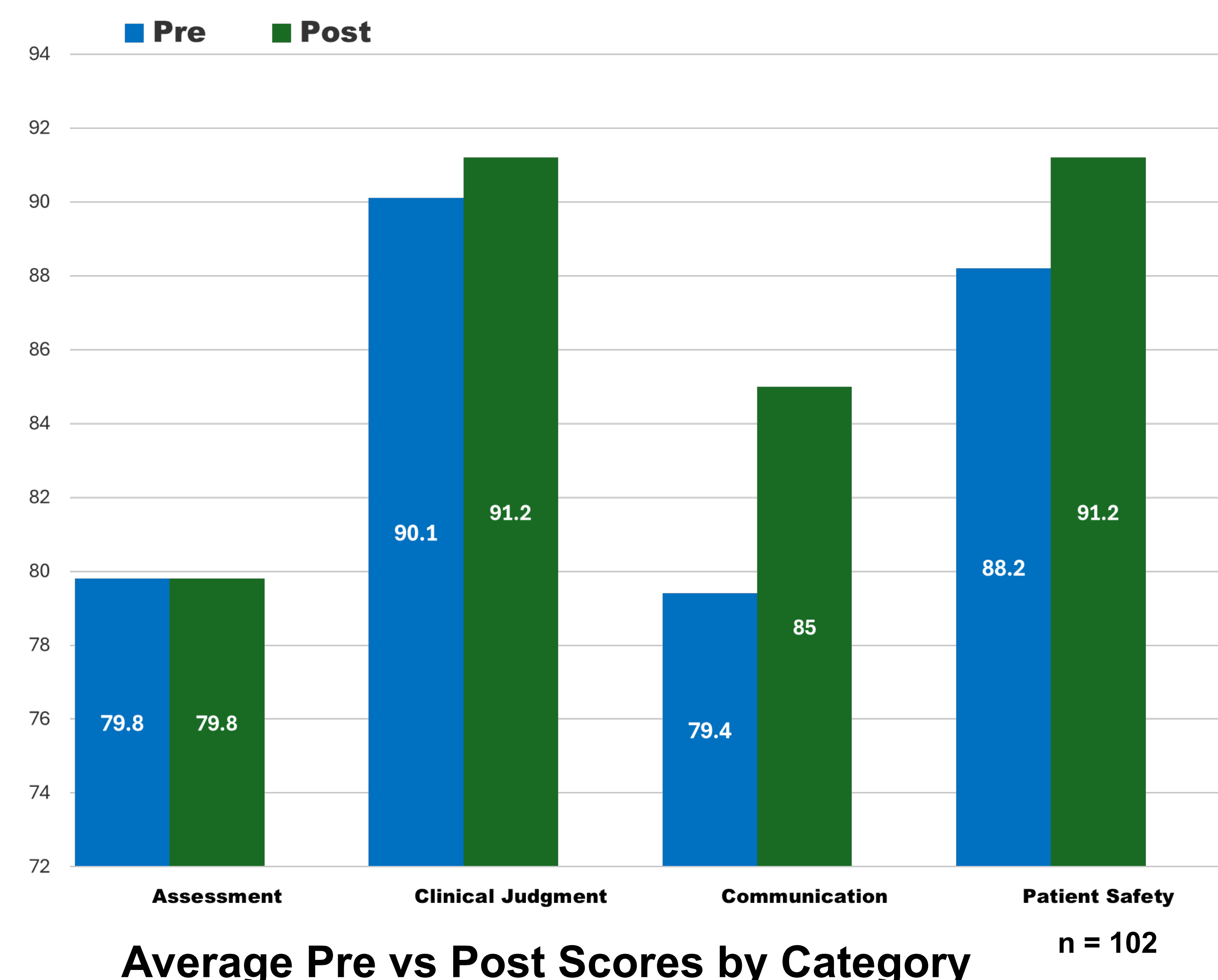
Evaluation Plan for Student Learning Outcomes

During each event, students were evaluated on clinical competency with a specific focus on:

- Clinical judgment
- Patient safety
- Prioritization and delegation
- Communication

Creighton Competency Evaluation Instrument (C-CEI)

- Focuses on 22 general nursing behaviors divided into four categories:
 - **Assessment:** obtains pertinent data, objective, follow-up assessment environment
 - **Communication:** with providers, with patient and significant others, documentation, response to abnormal findings, realism/professionalism
 - **Clinical Judgment:** interprets vital signs, lab results and relevant data, prioritizes outcome formulation, intervention performance and rationale, evaluation of interventions, reflection, delegation
 - **Patient Safety:** patient identifiers, utilizes standard precautions, safe medication administration, equipment management, technical performance, reflects on hazards/errors (Todd et al., 2025).



Percent of Learners Who Improved by Category

Results

- Students experienced an improvement in nursing behaviors in clinical judgment, communication, and patient safety.
- The percentage of students who improved in a category ranged from 39% to 51%.

Conclusions

This simulation provides a real-life experience promoting the transfer and integration of knowledge for students as they prepare to transition from the academic setting to the practice environment.

Grant

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References

