

# CAN Sim

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## DKA Scenario - Learning Outcome Assessment / Rubric

| Competency<br>(based on “What For”)                                   | Demonstrated attributes align with required competency   | Demonstrated attributes need some improvement to align with required competency   | Demonstrated attributes need major improvement to align with required competency   |
|---|--|---|--|
| Understand diagnosis of Type 1 diabetes to determine approach of care | <ol style="list-style-type: none"> <li>1) Identify signs &amp; symptoms of glucose imbalance.</li> <li>2) Perform accurate glucometer.</li> <li>3) Knowledge of related lab values.</li> <li>4) Completes a focused assessment.</li> </ol>   | <ol style="list-style-type: none"> <li>1) Has difficulty recognizing signs &amp; symptoms of glucose imbalance.</li> <li>2) Has difficulty completing glucometer.</li> <li>3) Has difficulty performing a focused assessment.</li> </ol>  | <ol style="list-style-type: none"> <li>1) Does not recognize symptoms of glucose imbalance.</li> <li>2) Fails to complete a glucometer.</li> <li>3) Does not perform focused assessment.</li> </ol>  |
| Apply assessment data to prioritize care                              | <ol style="list-style-type: none"> <li>1) Appropriately organize interventions.</li> <li>2) When identifying critical abnormal value, implement appropriate interventions.</li> <li>3) Recognizes when patient care is beyond scope of practice.</li> <li>4) Defers information to appropriate care provider as required.</li> </ol> | <ol style="list-style-type: none"> <li>1) Has difficulty prioritizing interventions to meet patient's needs.</li> <li>2) Delayed response to critical abnormal findings.</li> <li>3) Delayed time to recognize care is beyond scope of practice.</li> <li>4) Delayed timing in relating critical information to appropriate care provider.</li> </ol> | <ol style="list-style-type: none"> <li>1) Cannot prioritize interventions.</li> <li>2) Does not recognize critical abnormal values.</li> <li>3) Intervention places patient at increased risk for harm.</li> <li>4) Does not recognize care is beyond scope of practice.</li> <li>5) Does not relate critical information to appropriate care provider.</li> </ol> |

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|                                  |   |  |   |
|----------------------------------|---|--|---|
| Apply (communication)            | <ol style="list-style-type: none"> <li>1) Knowledge to understand the cause of patient's current condition.</li> <li>2) Communicate basic teaching to patient related to cause of symptoms exacerbation.</li> <li>3) Identify potential barriers to maintain glycemic control.</li> <li>4) Identify appropriate community resources appropriate for patient.</li> </ol> | <ol style="list-style-type: none"> <li>1) Has difficulty identifying cause of patient's current condition.</li> <li>2) Has difficulty communicating information to patient at an appropriate level.</li> <li>3) Has difficulty identifying barriers specific to patient.</li> <li>4) Is not aware of all appropriate resources.</li> </ol> | <ol style="list-style-type: none"> <li>1) Does not link symptoms to diabetes.</li> <li>2) Does not communicate information to patient.</li> <li>3) Does not ensure communication is at an appropriate patient level.</li> <li>4) Does not identify barriers impacting patient adherence.</li> <li>5) Does not refer to appropriate resources.</li> <li>6) Is not aware of community resources.</li> </ol> |
| Demonstrate medication knowledge | <ol style="list-style-type: none"> <li>1) Student is able to confidently and competently administer medications as per orders</li> </ol>  | <ol style="list-style-type: none"> <li>1) Student has some difficulties with medication calculations and or administration of medication</li> </ol>  | <ol style="list-style-type: none"> <li>1) Student does not recognize need for PRN meds, and cannot accurately calculate medication dosage as per orders and has difficulty with medication administration.</li> </ol>   |

The purpose of this scale is to evaluate the trainee's ability to perform this procedure safely and independently. With that in mind, please use the scale below to evaluate each item.

