

QUINNIPIAC COLLEGE
School of Health Sciences
Department of Cardiopulmonary Sciences and Diagnostic Imaging
Cardiovascular Perfusion Program

CLINICAL ACTIVITY REPORT - PR 402 Clinical Practicum I

STUDENT' NAME _____ HOSPITAL _____

December 9, 1996

_____ Patient Number _____ Surgeon _____ Procedure _____ CPB Time

- Observed Primary
- Setup, Primed, Debubbled Adult Pediatric IABP VAD Autotransfusion Ultrafiltration
- Hemodialysis Circulatory Arrest Transplant ECMO Transport Emergent Case Pregnant Patient
- Hypothermic Resuscitation Isolated Limb Isolated Organ

December 10, 1996

_____ Patient Number _____ Surgeon _____ Procedure _____ CPB Time

- Observed Primary
- Setup, Primed, Debubbled Adult Pediatric IABP VAD Autotransfusion Ultrafiltration
- Hemodialysis Circulatory Arrest Transplant ECMO Transport Emergent Case Pregnant Patient
- Hypothermic Resuscitation Isolated Limb Isolated Organ

December 11, 1996

_____ Patient Number _____ Surgeon _____ Procedure _____ CPB Time

- Observed Primary
- Setup, Primed, Debubbled Adult Pediatric IABP VAD Autotransfusion Ultrafiltration
- Hemodialysis Circulatory Arrest Transplant ECMO Transport Emergent Case Pregnant Patient
- Hypothermic Resuscitation Isolated Limb Isolated Organ

December 12, 1996

_____ Patient Number _____ Surgeon _____ Procedure _____ CPB Time

- Observed Primary
- Setup, Primed, Debubbled Adult Pediatric IABP VAD Autotransfusion Ultrafiltration
- Hemodialysis Circulatory Arrest Transplant ECMO Transport Emergent Case Pregnant Patient
- Hypothermic Resuscitation Isolated Limb Isolated Organ

December 13, 1996

_____ Patient Number _____ Surgeon _____ Procedure _____ CPB Time

- Observed Primary
- Setup, Primed, Debubbled Adult Pediatric IABP VAD Autotransfusion Ultrafiltration
- Hemodialysis Circulatory Arrest Transplant ECMO Transport Emergent Case Pregnant Patient
- Hypothermic Resuscitation Isolated Limb Isolated Organ

Comments by Clinical Instructor:

_____ Clinical Instructor's Signature

_____ Date

_____ Student's Signature

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CASE PERFORMANCE EVALUATION

STUDENT NAME: _____ DATE: _____

Patient Number: _____ Procedure: _____

This form should be used to evaluate at least one case per week. Please, use "Comments" area to further explain any "U"s or offer suggestions for improvement.

"NA" = Not Applicable	"S" = Satisfactory		"U" = Unsatisfactory	
1. KNOWLEDGE OF PATIENT'S PRE-OP STATUS: Patient relevant history, laboratory results, cardiac cath reports.	N/A	S	U	<u>Comments:</u>
2. COMPETENCE OF PATIENT WORKUP: Accurate flow computations, recording of name and clinic #, availability of blood, possible blood discrepancies.	N/A	S	U	<u>Comments:</u>
3. CORRECT CIRCUIT ASSEMBLY: Untangled lines, securely fastened connections, complete circuit.	N/A	S	U	<u>Comments:</u>
4. STERILE TECHNIQUE: Samples drawn without contaminating ports. Maintain sterility of ALL surfaces in contact with blood, wipe rubber tops of medication vials with sterile alcohol pad, discard contaminated syringe/needle.	N/A	S	U	<u>Comments:</u>
5. PRIMING AND DEBUBBLING: Use of recommended priming solution, heparinize prime, remove all air bubbles from primed circuit.	N/A	S	U	<u>Comments:</u>

<p style="text-align: center;"> "NA" = Not Applicable "S" = Satisfactory "U" = Unsatisfactory </p>				
<p>6. <u>PRE-BYPASS CHECK-OUT:</u> Readiness of circuit and perfusionist to commence cardiopulmonary bypass.</p>	N/A	S	U	<u>Comments:</u>
<p>7. <u>KNOWLEDGE OF OPERATIVE TECHNIQUE:</u> Stage of surgery, technique performed/variations.</p>	N/A	S	U	<u>Comments:</u>
<p>8. <u>APPRAISAL OF BYPASS:</u> Hemodynamic and metabolic status of patient, appraisal of renal function, interpretation of vital signs.</p>	N/A	S	U	<u>Comments:</u>
<p>9. <u>INITIATION OF BYPASS:</u> Attention to possible hazards, eg. Clamp on arterial line, attention to venous drainage, arterial line resistance, communication with surgical team pre-bypass, smooth transition to extracorporeal circulation</p>	N/A	S	U	<u>Comments:</u>
<p>10. <u>RESPONSE TO INCIDENTS DURING BYPASS:</u> Notices errors/hazards, responds promptly and appropriately.</p>	N/A	S	U	<u>Comments:</u>
<p>11. <u>KNOWLEDGE AND APPLICATION OF PHARMACOLOGY:</u> Knows indication, mechanism of action and appropriate dose range of drugs used in the cardiac surgical patient.</p>	N/A	S	U	<u>Comments:</u>
<p>12. <u>MAINTENANCE OF PUMP RECORD:</u> Accurate and neat time and event recording, accurate completion of record, accurate filing.</p>	N/A	S	U	<u>Comments:</u>

	“NA” = Not Applicable	“S” = Satisfactory		“U” = Unsatisfactory	
13 TERMINATION OF BYPASS: Smooth transition of hemodynamics as evaluated by patient vital signs and communication with surgeon and/or anesthesiologist	N/A	S	U		<u>Comments:</u>
14. DISPOSAL OF EQUIPMENT: Methodical, clean take-down, blood disposed of in aseptic manner in properly identified bags, blood wiped from all equipment and floor.	N/A	S	U		<u>Comments:</u>
15. APPRAISAL OF PATIENT'S POST-PUMP STATUS: Correct interpretation of patient's vital signs, readiness to reinstitute bypass emergently.	N/A	S	U		<u>Comments:</u>
16. PROFESSIONAL ATTITUDE: Courtesy to others, proper manner of addressing others, helpful	N/A	S	U		<u>Comments:</u>

ADDITIONAL INSTRUCTOR COMMENTS

Does this student perform in a similar manner on non-evaluation cases? Yes No

Instructor Comments:

Student Comments:

Instructor's Signature

Student's Signature

CARDIOVASCULAR PERFUSION PROGRAM - QUINNIPIAC COLLEGE

Student Name _____

Instructor Name _____

FINAL STUDENT EVALUATION RECORD

	Excellent		Average		Poor
ATTENDANCE AND PUNCTUALITY					
Always present and arrives at designated time	5	4	3	2	1
TEAM WORK					
Works as a team member; anticipates needs of others	5	4	3	2	1
COMMUNICATION					
Communicates with instructor, surgeons and O.R. team	5	4	3	2	1
PROFESSIONAL CONDUCT					
Interacts in a mature, constructive and supportive manner					
Takes criticism well and uses to good effect	5	4	3	2	1
MOTIVATION					
Actively seeks knowledge, additional experience					
Is eager to exceed minimum requirements	5	4	3	2	1
KNOWLEDGE LEVEL					
Understands sequence and progression of surgical procedures	5	4	3	2	1
Knowledge of anatomy, physiology, pathology, pharmacology	5	4	3	2	1
Comprehends application of equipment and techniques	5	4	3	2	1
THEORY APPLICATION					
Relates classroom knowledge to clinical problem solving	5	4	3	2	1
OBSERVATION ABILITY					
Identifies problems or potential hazards and acts appropriately	5	4	3	2	1
Is aware of total perfusion system and O.R. surroundings	5	4	3	2	1
SKILLS DEVELOPMENT					
Manual dexterity in assembling perfusion circuit components	5	4	3	2	1
Handles equipment correctly and safely	5	4	3	2	1
Observes sterile technique	5	4	3	2	1
Learns and does not repeat mistakes	5	4	3	2	1
Is able to operate equipment without instructor intervention	5	4	3	2	1
Has ability to act based on observation ability	5	4	3	2	1
Has coordination and agility	5	4	3	2	1

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Clinical Instructor Communication Record

Instructor Name _____ Hospital _____

Student Name _____ Date _____

1. The student is at the level of ability I would expect them to be at this time in the program.

Strongly Agree

Agree

Disagree

Strongly Disagree

2. What are the students areas of weakness?

3. What strengths or qualities do you identify in this student?

4. Are there any areas of concern that were not covered in the clinical evaluation record?

5. Were there any specific areas that should be closely watched and worked on with this student?

6. Did the student give you confidence in his/her ability to progress and learn without repeating mistakes?

7. Additional comments (use back of page if necessary)

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Student Evaluation of Clinical Instructor

Instructor Name _____

Date _____

Assign the instructor a rating between 1 and 7 on the scale as shown below:

1	2	3	4	5	6	7	8
Poor					Excellent		Not Applicable

ROLE MODEL/TEACHER

1. Has current knowledge of current issues and developments in field. _____
2. Exhibits professional behavior in dealing with students and others. _____
3. Encourages students to develop awareness of professional responsibilities. _____
4. Bases clinical practice on scientific principles. _____
5. Is proficient in the skills being taught to the student. _____
6. Involves student in cases which provide the greatest learning experience _____
7. Generally takes an interest in perfusion education _____
8. Appears to enjoy interaction with students _____

INTERPERSONAL SKILLS

9. Respects student confidentiality _____
10. Provides regular constructive suggestions to improve performance _____
11. Is helpful but allows student to perform required duties _____
12. Encourages student to ask questions _____
13. Treats students humanely, and with understanding _____
14. Acknowledges student work and a job well done _____
15. Is discreet, where possible, in giving criticism of performance _____
16. Follows through on commitments _____

ADDITIONAL COMMENTS (use back of page if necessary)

Student Signature (optional) _____

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Name of Hospital _____ Date _____

Assign a rating between 1 and 7 on the scale, as shown below, for each one of the statements listed.

1 2 3 4 5 6 7 8
 Poor Fair Excellent Not Applicable

- 1. Didactic preparation provided the foundation for clinical training _____
- 2. Orientation I'd provided prior to new clinical experiences. _____
- 3. Clinical instructors are available when I need assistance. _____
- 4. Direct supervision by an instructor is always provided during CPB. _____
- 5. I feel comfortable asking questions. _____
- 6. The instructors are knowledgeable and I have confidence in their answers. _____
- 7. I am aware of my clinical assignments at the beginning of each day. _____
- 8. Attending patient rounds and other educational events is encouraged. _____
- 9. I have the opportunity to work with and become familiar with a variety of cardiac assist devices. _____
- 10. I receive formal clinical evaluations at adequate intervals to facilitate the development of my clinical skills. _____
- 11. I am aware of the criteria which will be used in the evaluation of my clinical performance. _____
- 12. The frequency of on-call experience is adequate. _____
- 13. I receive verbal feedback regarding my clinical performance. _____
- 14. The hospital case load provides enough volume and variety of cardiac surgical procedures. _____
- 15. As a student I was treated by the staff as an employee, and was required to perform duties and over shifts that should not be required by students. _____
- 16. Before operating anew piece of equipment, the instructors make sure that I am completely familiar with its operation and capabilities. _____

ADDITIONAL COMMENTS (use back of page if necessary)

Student Signature (optional) _____
 revised 7/93