**Geriatric Fluid Volume Deficit Learning Outcomes Assessment Rubric**

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| Learning Outcome | Competency Indicators | Competent Learner | Intermediate Learner | Novice Learner |
| Communicate relevant priority information to the healthcare team to identify threats to patient status | * Uses communication tool (e.g. SBAR) consistently to communicate with other health care providers * Communicates all relevant information concisely * Clearly communicates urgency of situation | Communicate **all**  priority information to the healthcare team to in a clear and timely manner | Communicate **most** priority information to the healthcare team to in a somewhat organized manner | Communicate **some** priority information to the healthcare team.  Information is somewhat disorganized, no formal communication tool used |
| Comments | Likert Scale 6 5 4 3 2 1 | | | |
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| Performs a comprehensive assessment of the older adult to identify threats to patient status | * Collects appropriate assessment data from multiple sources (report, history, physical exam, diagnostics) * Recognizes abnormal physical assessment findings and lab values | Collect data from **all** available sources and identify**all** abnormal findings | Collect data from **multiple** sources and identify **most** abnormal findings | Collect data from **some** sources and identify**some** abnormal findings |
| Comment | Likert Scale 6 5 4 3 2 1 | | | |
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| Recognizes early signs and symptoms and related complications of fluid volume imbalance to prioritize and implement interventions | * Notifies MD or NP of assessment findings indicating fluid & electrolyte imbalance * Anticipates fluid & electrolyte correction interventions * Intervenes in a timely manner * Consistently reassesses clinical status after interventions | Recognize **all** early signs and symptoms and implement **all** appropriate interventions | Recognize most early signs and symptoms and implement **most** appropriate interventions | Recognize some early signs and symptoms and implement some appropriate interventions |
| Comment | Likert Scale 6 5 4 3 2 1 | | | |
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| Selects and dons/doffs PPE appropriately as per public health measures in an acute care setting to protect self and others | * Selects appropriate PPE for self in the emergency department * Selects appropriate PPE for patient arriving in the emergency department * Correctly dons and doffs PPE | Selects and dons/doffs **all** appropriate PPE | Selects and dons/doffs appropriate PPE with minimal support | Selects and dons/doffs **some** appropriate PPE with significant support/guidance. |
| Comments | Likert Scale 6 5 4 3 2 1 | | | |
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| Communicates using therapeutic principles with patient and circle of care to decrease anxiety and promote collaboration of care | * Uses language that effectively allows the patient and their circle of care to understand the situation * Collaborates with the patient and their circle of care to allow them to operate within their values and beliefs structure * Respects the patient’s right to informed decision-making | Communicate using **all** therapeutic principles with patient and circle of care | Communicate using **most** therapeutic principles with patient and circle of care | Communicate using some therapeutic principles with patient and circle of care |
| Comments | Likert Scale 6 5 4 3 2 1 | | | |
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