

The results of this survey will provide insight into how well students perceive their learning needs are met in the traditional clinical environment, in the face-to-face simulation environment, and in the computer-based simulation environment. **\*\*The authors support changing the headings of the column to correspond with the simulation modalities you are studying\*\***

- The traditional clinical environment includes precepted or supervised experiences that occur in healthcare settings. These settings can include the hospital, outpatient clinic, community organization, or patient home (Leighton, 2015).
- Face-to-face simulation occurs in a designated area of a simulation or skills lab and utilizes a patient simulator, task trainer, or standardized patient (Leighton, 2015).
- Screen-based simulation takes place on a computer screen where learners interact with graphical images and text using keyboard, mouse, or other input device. The learner's actions and decisions can be tracked, allowing for feedback and assessment. An instructor may or may not be present (Lioce, et al., 2020).

The table on the following page contains a list of clinical learning needs and three rating sections.

In Section I, mark the response corresponding to how well each learning need was met in the traditional clinical environment. In Section II, mark the response corresponding to how well each learning need was met in the face-to-face simulated clinical environment. In Section III, mark the response corresponding to how well each learning need was met in the computer-based simulation environment. The choices are from Well Met [4] to Not Met [1]. If the statement does not apply to any of your personal experiences, mark NA [Not Applicable].

Leighton, K. (2015). Development of the Clinical Learning Environment Comparison Survey. *Clinical Simulation in Nursing*, 11(1), 44-51. doi:10.1016/j.ecns.2014.11.002

Lioce, L., et al. (2020). *Healthcare simulation dictionary* (2nd ed.). Rockville, MD: Agency for Healthcare Research and Quality. AHRQ Publication No. 20-0019. Doi:<https://doi.org/10.23970/simulationv2>

Leighton, K., Kardong-Edgren, S., Schneidereith, T., Fois-Doll, C., & Wuestney, K. (2021). Meeting undergraduate nursing students' clinical needs: A comparison of traditional clinical, face-to-face simulation, and screen-based simulation learning environments. *Nurse Educator*, 46(6), 349-354. <https://doi.org/10.1097/NNE.0000000000001064>

**CLINICAL LEARNING ENVIRONMENT COMPARISON SURVEY 2.0© (CLECS 2.0)**

LEARNING NEED	SECTION I: TRADITIONAL CLINICAL ENVIRONMENT					SECTION II: FACE-TO-FACE SIMULATED CLINICAL ENVIRONMENT					SECTION III: SCREEN-BASED SIMULATION ENVIRONMENT				
	Well Met	Met	Partially Met	Not Met	Not Applicable	Well Met	Met	Partially Met	Not Met	Not Applicable	Well Met	Met	Partially Met	Not Met	Not Applicable
Preparing to care for patient	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Communicating with interdisciplinary team	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Interacting with patient	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Providing information and support to patient's family	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Understanding rationale for patient's treatment plan	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Understanding patient's pathophysiology	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Identifying patient's problems	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Implementing care plan	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Prioritizing care	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Performing appropriate assessment	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Evaluating the effects of medications administered	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Assessing outcomes of the care provided	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Identifying short-and long-term nursing goals	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Discussing patient's psychosocial needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Discussing patient's developmental needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Discussing patient's spiritual needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Discussing patient's cultural needs	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Anticipating and recognizing changes in patient's condition	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Taking appropriate action when patient's condition changes	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Thoroughly documenting patient care	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Reacting calmly to changes in my patient's condition	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Knowing what to do if I make an error in my care	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Being confident in my decisions	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Having instructor available to me	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Feeling challenged and stimulated	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Receiving immediate feedback on performance	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Feeling confident in abilities	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Feeling supported by instructor and peers when making care related decisions	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA
Improving my critical thinking skills with experiences	4	3	2	1	NA	4	3	2	1	NA	4	3	2	1	NA