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Expanding Guyanese Nurse Tutor Competencies in Assessment and Evaluation Methods: A Nurse Education Certificate Program
Mary E. Mckay, DNP, ARNP, CNE
School of Nursing and Health Studies, University of Miami School of Nursing and Health Studies, Coral Gables, FL, USA
Deborah Salani, DNP, PMHNP-BC, ARNP, NE-BC
University of Miami School of Nursing and Health Studies, Coral Gables, FL, USA

Purpose: Assessment and evaluation are critical competencies for a nurse educator or tutor (World Health Organization 2016). Assessment allows for the ability to collect data to ensure student competency and the quality of the educational experiences (Oermann, & Gaberson, 2016, Billings & Halstead, 2016). Nurse educators are accountable to stakeholders including students, accrediting bodies and society to graduate safe practitioners. It is essential for nurse educators to utilize accurate, reliable and valid assessment measures. However, a literature search identified inconsistencies in the use of a various assessment measures including grading rubrics, test questions and checklists (Minnich et al., 2018). Educators typically ask lower level test questions that do not effectively evaluate critical thinking and higher order thinking. Many critical practice competencies are best evaluated through the use of checklists in clinical, skill or simulation settings. However, the lack of knowledge regarding the development and implementation of assessment measures lead to inconsistent and inaccurate findings (Farra & Smith, 2016). The objective of this project is to evaluate the effects of the Guyana Nursing Education Certificate Program on the participant's self-reported confidence and competence in the development and use of assessment and evaluation measures.

Methods: A total of 42 Guyanese Nurse tutors participated in a hybrid Nurse Education Certificate Program. The program consisted of 4 separate courses including: teaching and learning theory, teaching methodology, evaluation methods and practicum. Specific topics covered in the evaluation course and practicum were the evaluation process, developing and implementing clinical performance evaluation measures including test question item writing, grading rubrics, simulation and skills checklists. Each topic was presented through a virtual online classroom or during one of the face-to-face visits to Guyana. Following the didactic portion of the topic nurse tutors were given assignments to facilitate the transfer to knowledge. Nurse tutors were asked to develop ten test questions using alternate formats, develop a grading rubric and a simulation or skill competency checklist. A variety of teaching modalities were utilized for the assignments including Wiki and peer to peer evaluation.

A pre/post mixed method design was utilized. Following institutional review board approval the participants were asked to complete online surveys prior to and following the certificate program. The survey consists of demographic data, self-reported confidence and competence in the areas of teaching and evaluation.

Results: The second cohort of nurse tutors is currently completing the post survey following the course completion. The data will be analyzed using descriptive methods and the open-ended questions will be analyzed and themes identified.

Conclusion: Nurse educators are expected to assess and evaluate nursing students using a variety of assessment measures. Consistencies and inaccuracies have been identified in the use of grading rubrics, test questions and practice-based checklists. The use of a hybrid nursing education certificate program that includes specific content
on the development and implementation of assessment measures may offer nurse educators/tutors the opportunity to improve their confidence and competence.

Title:
Expanding Guyanese Nurse Tutor Competencies in Assessment and Evaluation Methods: A Nurse Education Certificate Program

Keywords:
Evaluation/Assessment measures, Hybrid Nurse Educator Certificate Program and Nurse educators/tutors

References:

Abstract Summary:
Assessment and evaluation are critical competencies for a nurse educator/tutor. However, inconsistencies and inaccuracies exist with various assessment measures. The use of a hybrid nursing education certificate program that includes specific content on the development and implementation of assessment measures may offer the opportunity to improve their confidence and competence.

Content Outline:
I. Introduction
   A. The presenter will explain the concepts of evaluation and assessment and the significance of accuracy and consistency
B. The presenter will present the role of the nurse educator in the development and implementation of a variety of assessment measures including grading rubrics, test questions and practice based checklists. The World Health Organization Nurse Educator Competencies will be included.

II. Body
A. Main Point #1 - The presenters will share the hybrid nurse educator certificate program model provided to Guyanese Nurse educators/Tutors using best established practices. The specific modules that include the development of a grading rubric, test questions and a practice based checklist will be explained along with the corresponding assignments.

B. Main Point #2 - The presenters will present the findings from the pre/post survey addressing self reported confidence and competence in the areas of evaluation and assessment. The qualitative data and identified themes will be presented.

C. Main Point #3 - The presenter will discuss the limitations and considerations for possible replication of the hybrid nurse educator certificate program.

First Primary Presenting Author

Primary Presenting Author

Mary E. McKay, DNP, ARNP, CNE
University of Miami School of Nursing and Health Studies
School of Nursing and Health Studies
Associate Professor of Clinical
Coral Gables FL
USA

Author Summary: Dr. Mary McKay, an Associate Clinical Professor at the University of Miami School of Nursing and Health Studies, holds the Wallace Gilroy Endowed Chair, and is committed to innovative curriculum development that incorporates a strong clinical practice component for pre-licensure nursing students. She has conducted research in the areas of clinical simulation, nursing education and patient safety.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Deborah Salani, DNP, PMHNP-BC, ARNP, NE-BC
University of Miami School of Nursing and Health Studies
Associate Professor of Clinical
Coral Gables FL
USA

Author Summary: Dr. Deborah Salani is an Associate Professor of Clinical at the University of Miami School of Nursing and Health Studies. Dr. Salani has been practicing as a nurse
practitioner for greater than 30 years in pediatric nursing. Dr. Salani also completed the post-masters Psychiatric Mental Health Nurse Practitioner program and is board certified as psychiatric nurse practitioner. She is practicing part time as a PMHNP in Miami.