Title:
Evaluation of an Objective Based Formative Clinical Evaluation Tool

Janie Best
*Presbyterian School of Nursing, Queens University of Charlotte, Matthews, NC, USA*

Annette Hines
*Presbyterian School of Nursing, Queens University of Charlotte, Matthews, NC, USA*

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Session Title:
Clinical Outcomes
Slot:
7A: Saturday, April 5, 2014: 1:30 PM-2:45 PM
Scheduled Time:
1:50 PM

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Keywords:
clinical evaluation, focus groups and self-evaluation

References:

Learning Activity:

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<th>TEACHING/LE ARNING METHOD</th>
<th>EVALUATION/FE EDBACK</th>
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<tr>
<td>Example</td>
<td>Definitions of &quot;curriculum&quot;</td>
<td>Example 20 minutes</td>
<td>Example Name, Credentials</td>
<td>Example Lecture PowerPoint presentation Participant feedback</td>
<td>Example Group discussion: What does cultural training mean to you?</td>
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<td>Critique selected definition of the term, &quot;curriculum&quot;</td>
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**Examine the use of a qualitative approach to analyze feedback from clinical evaluation.**

Qualitative Approach • Focus groups • Sample Questions • Coding and Identification of Themes • Data Analysis

10 minutes

Janie Best, RN, DNP, ACNS-BC, CNL
Annette Hines, RN, PhD, CNE

Lecture Visuals Discussion

How could you use a focus group to evaluate an educational practice?

**Discuss faculty and student behaviors that support effective clinical evaluation.**

Faculty Behaviors • Role modeling • Engage students in reflective and critical thinking
Student Behaviors • Seek guidance • Practice self-evaluation and reflection

10 minutes

Janie Best, RN, DNP, ACNS-BC, CNL
Annette Hines, RN, PhD, CNE

Lecture Visuals Discussion

How can faculty and students work together to build self-efficacy and clinical competence?

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**Abstract Text:**
The co-investigators, as nurse educators, identified a problem with the current formative evaluation tool that was used in a beginning clinical course in a baccalaureate nursing program. Specifically, the students and faculty reported that the tool was a cumbersome list of expected behaviors and did not facilitate documentation of student learning in the clinical setting. Also, when using the current tool, students’ reflection on the clinical experience was minimal. As students enter the clinical setting, it is important that they receive clear feedback and guidance regarding their clinical competence. Students need well-defined expectations for clinical performance and consistent evaluation in order to progress in the acquisition of clinical knowledge.

In the study, the co-investigators described the effectiveness of a clinical evaluation tool that was used by both students and faculty. Three focus groups were conducted to gather data using semi-structured interview style questions. The focus groups were taped and transcribed. Line by line analysis of the data was performed with coding and the formation of themes. Participant checking was used to confirm the meaning constructed by the co-investigators. The study was approved by the Queens University of Charlotte Institutional Review Board and was funded by a grant from Mu Psi at-large chapter. The following themes were identified: value, confusion/need for guidance, differing clinical experiences, critical thinking, and self-efficacy. Implications for nursing education practice include: faculty role modeling, engaging students in reflective and critically thinking, promotion of student self-efficacy, building clinical competence based on effective faculty and student self-evaluation.