“We don’t know what we don’t know”:
A qualitative evaluation of an objective based formative clinical evaluation tool

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Thank You

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From the Literature

Issues with Clinical Evaluation Tools

- Inability to accurately evaluate student competency
- Misunderstanding of tool language
- Cumbersome and time intensive to complete
- Failure to self-reflect upon performance strengths and weaknesses
  - Values versus skill acquisition
Our Problem

- 8 page, 85 item weekly Formative Evaluation tool
- Students focused on skill acquisition rather than the value of the clinical experience
- Faculty often unsure of how to evaluate performance
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<td>Expected Clinical Behavior:</td>
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<td>Assumes only those responsibilities within one’s scope of practice.</td>
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<td>Does not assume responsibilities for activities in which competency has not been mastered.</td>
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<td>Completes lab, clinical, and written assignments on time.</td>
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<td>Follows written and verbal instruction in a timely manner.</td>
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<td>Abides by legal and ethical standards of NC Nursing Practice Act.</td>
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Purpose

- Revise a cumbersome 85 item checklist (8 pages)
- Create an evidence-based tool that:
  - Addresses course objectives
  - Summarizes behaviors of safe and competent nursing care performance
- Evaluate the effectiveness of the revised tool from student and faculty perspectives
### Objective #1. Demonstrate safe and competent nursing care within a variety of health care settings

- Assumes responsibilities within the student's scope of practice including completion of assignments as assigned
- Complies with HIPAA regulations, maintains patient / family confidentiality, and provides care in a safe and effective environment utilizing standard precautions
- Utilizes the nursing process to diagnose, plan, implement, and evaluate patient care
Methods

- Design
  - Qualitative study using focus groups
    - Semi-structured taped interviews
- Sample
  - Convenience sample of
    - 12 students (2 focus groups of 6)
    - 5 clinical nursing faculty (1 focus group)
Focus Group Question Topics

- Overall experience with tool
- Strengths and weaknesses
- Effectiveness in
  - Evaluating learning and progression of learning
  - Encouraging reflection on performance
- Change in values
Data Analysis Challenges

- Transcribing of taped focus group interviews
- Checking the transcripts
- Line-by-line examination of data
- Coding and themes
- Participant checking
- Researcher bias
Themes

- Incongruence
  - Value
  - Confusion
  - Guidance
- Critical Deliberation
  - Self-Reflection
  - Need for Focused Feedback
- Student Self-efficacy
Incongruence: Subtheme: Value

* “I think it (clinical tool) did a good job of holding us accountable for our actions”

* “I don’t think its (clinical tool) importance is stressed. ..”
Incongruence: Subtheme: Confusion

- “I think they (students) had difficulty with it (clinical tool) …”

- * “We don’t know what we don’t know.”

- * “We just went through and put satisfactory down.. but didn’t really necessarily understand why.”
Incongruence: Subtheme: Guidance

- “maybe take a …section to focus on per week ..would be beneficial”

- * “This (clinical tool) outlined the role that we were supposed to actually play in the hospital.”

- * “it (clinical tool) did help give you structure”
Critical Deliberation: Subtheme: Self-Reflection

* “instead of comments we could do examples”

* “I wasn’t necessarily thinking about this (clinical tool)... but when I looked back at it, it ... started to sink in. “

“I (faculty) think ... a reflection would help”
Critical Deliberation: Subtheme: Need for Focused Feedback

- “I (faculty) got ....no comments unless I sat down with them (students) and spoke with them about it and then I would get feedback.”

- * “If you focus on one particular thing (clinical objective) every week, write a small paragraph on it (clinical objective) ”
**Student Self-Efficacy**

- *“I think it would be more effective for students that are later in the courses.... because they have more experience”*

- *“You know you’re not sure, you think you are doing really, really well but you just really don’t know”*

- *“I don’t even know how to do this (evaluate myself)”*
Implications

- Minor revisions were made to the tool
  - added a ‘not applicable’ choice for each objective
  - heading changed to comments/examples
Implications

- Instructors should
  - Orient to using tool for instruction/evaluation
  - Formally introduce the tool to students
  - Identify specific behaviors that meet the objectives
  - Encourage self-reflection by
    - Creating a structure for self-reflection
    - Providing prompt feedback to students
References

References


References