

**“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

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

Revised Tool

S= Satisfactory U = unsatisfactory	NI=Needs improvement N/A = Not Applicable	S / NI / U/ N/A	Examples/ Comments
Objective #1. Demonstrate safe and competent nursing care within a variety of health care settings			
	<ul style="list-style-type: none"> Assumes responsibilities within the student's scope of practice including completion of assignments as assigned 		
	<ul style="list-style-type: none"> Complies with HIPAA regulations, maintains patient / family confidentiality, and provides care in a safe and effective environment utilizing standard precautions 		
	<ul style="list-style-type: none"> 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

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