

# Researching Interrater Reliability of Faculty Evaluation for Nursing Simulation in Bengaluru, India

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## Background

Nursing simulation is a new educational concept in India. The traditional methods for teaching science in Indian culture are didactic lecture and rote memory (Umashankar & Dutta, 2007). While evidence suggests simulation is effective in promoting critical thinking and clinical decision making in the US (Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014) research is needed to determine if simulation education is effective among faculty and students in India. In order for simulation to be fairly evaluated, reliability and validity of data produced from observations of students' performance, must be carefully considered (Adamson, K., 2016).

## Purpose

To evaluate interrater reliability of faculty during nursing simulation in Bengaluru, India.



## Methods

A quantitative interrater reliability study was performed in August 2016. 3 faculty evaluated 4 nursing students participating in two simulations, with a total of 8 observations. In order to determine the consistency of faculty ratings of student performance as measured by The Seattle University Simulation Evaluation Tool© (Mikasa, Cicero & Adamson, 2013), interrater reliability was assessed using intra-class correlations (ICCs). ICCs greater than 0.80 are considered acceptable.

## Results

Intra-class correlation (ICC) for total = acceptable value of 0.846

## Discussion

In conducting interrater reliability research among faculty members of simulations in Bengaluru, we are answering the call to improve nursing education throughout India as well as producing rigorous and quality research in the area of nursing simulation. Fair and consistent evaluation methods should be ensured prior to implementing simulation in nursing curriculum internationally.

## The Seattle University Simulation Evaluation Tool

This tool has a maximum score of 25 points with five observed categories that are graded using a 0-5 Likert-type scale. The five categories include assessment/ intervention/ evaluation, critical thinking/ clinical decision making, direct patient care, communication/ collaboration, and professional behaviors. 0-1 scores indicate "below expectations", 2-3 scores "meet expectations" and 4-5 scores "exceed expectations."

## References

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