

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>
The learner will be able to describe the state of the science in nursing education related to evaluation of clinical competence in the US and internationally.	A total of 30 studies were identified on clinical evaluation of competence published 1988-2015. The studies were conducted in 8 countries and most evaluated undergraduate nursing students. The studies used quantitative, qualitative, and mixed methods to evaluate student competence.
The learner will be able to compare methods of evaluating student competence in clinical for use in nursing education.	The majority of the studies aimed to measure global competence at the end of a nursing program. Studies frequently measured student progress over time with pre and post-measures administered before and after an entire program, semester, clinical rotation, or specific event, such as a summer precepted experience. Seven studies focused on competence in a specific area including medication calculation, vaccinations, critical thinking, psychiatric nursing skills, culturally specific care, and interpersonal communication.
The learner will be able to identify issues related to instrumentation and methods used in clinical evaluation.	Most of the studies (n=21) used researcher-developed instruments, and some also conducted psychometric testing of the study instrument. Data for analyses included student-self reports, or faculty or preceptor evaluations of student performance. Many studies examined comparisons among these types of evaluations, while others compared either specific exam scores or grades in didactic courses with the clinical measures. The common use of student self-evaluation and researcher-created measures is problematic for determining reliability and validity of instruments and comparison of findings across studies.