



Implementing Peer Evaluation of Clinical Teaching

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Overview: Why is Peer Evaluation of Clinical Teaching Important?

Student clinical experiences

Feedback

Teaching Effectiveness





What should peer evaluation of clinical teaching look like?

- What has been learned by the pilot program?
- What are some peer evaluation practices successfully implemented at other schools of nursing
- What are some components of effective clinical teaching that should be included in an evaluation?
- What resources are needed to implement and study the best ways to evaluate clinical teaching?





Three Data Points

- Interviews with Participants from Pilot Study
- Schools of Nursing Survey
- University Faculty Survey





Methods: What has been learned by the pilot program?

Faculty Interviews

- **Pilot study participants**
- **Interview guide**
- **Six faculty interviews**



Methods: What are some peer evaluation practices successfully implemented at other schools of nursing?

Schools of Nursing Survey

- **Sent to 678 NLN schools of nursing**
- **Seven survey questions about peer evaluation of clinical teaching**
- **Response rate 11%**



METHODS: What are some components of effective clinical teaching that should be included in an evaluation?

Nursing Faculty Survey

- **Clinical Nursing Faculty Competence Inventory (CNFCI)**
- **List of 26 clinical instructor competencies and attributes**
- **Qualtrics survey sent to faculty**
- **Response rate of 78%**



Methods: What resources are needed to implement and study the best ways to evaluate clinical teaching?

- **Resources needed for implementation**
- **Data from surveys and interviews**
- **Recommendations**



Pilot Study Interviews: What has been learned from the pilot study?

Selected Faculty Perceptions of Peer Evaluation of Clinical Teaching Pilot Study

Themes	Representative Responses	Number of Respondents	Percentage of Agreement
Qualifications	Course leader or faculty peer	6	100
Incentive	No monetary incentive. Part of faculty role One faculty member did want monetary incentive	5	83
Training	In-service or faculty development training needed	6	100
Strengths	Wonderful, helpful. Positive feedback reinforces teaching strategies	6	100
Weakness	Nervous, anxiety producing. Terrible timing of evaluation	2	33



School of Nursing Survey: What are some peer evaluation practices successfully implemented at other schools of nursing?

Uses	Number of Responses	Percentage of Agreement <i>N</i> =74
Hiring Decisions	20	27
Coaching Faculty	58	78
Salary Increases	14	19
Teaching Circles	1	1
Contract Renewals	47	64
Annual Reviews	53	72
Promotion and Tenure	29	39
Faculty Assignments	46	62
Teaching Awards	15	20
Selection		
Other (e.g. accreditation, academic course load)	9	12





FINDINGS

Faculty Survey: What are some components of effective clinical teaching that should be included in an evaluation?

- **Demonstrates knowledge of pedagogy**
- **Demonstrates professional knowledge in 4 clinical specialty**
- **Provides clear, explicit instructions**
- **Gives constructive feedback for student's 4 performance**
- **Demonstrates effective clinical judgments and skills**



Conclusions

- **Implement peer review of clinical teaching for all faculty as a formative process**
- **Schedule peer evaluation observation on a realistic timeline,**
- **Develop an in-service to educate the faculty on the program**
- **Identify appropriate faculty to act as reviewers.**





Recommendations for Implementation

- **Faculty and administrative support.**
- **Qualified reviewers**
- **Peer evaluation of clinical teaching tool**
- **Fiscal Resources**
- **Defined parameters for frequency of evaluation**





Recommendations: Faculty and Administration Support

- Faculty “buy in”
- Use of student and faculty Evaluation
- Quality teaching in both classroom and clinical setting
- Formative or summative process
- Value to inform teaching practice



Recommendations: Qualified Reviewers

- **Nurse**
- **Experienced educator**
- **Educational preparation**
- **Rank**
- **Specialty area**





Recommendations: Tool

- **Educator attributes**
- **Formative or Summative**
- **Rubric**
- **Process**



Recommendations: Fiscal Resources

- **Evaluator**
- **Time**
- **In-service training**





Recommendations: Frequency of Evaluation

- **New Employee**
- **Contract Renewal**
- **Promotion**
- **Tenure**





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