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Implementing Peer Evaluation of Clinical Teaching

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Clinical education provides the nursing student opportunities to learn the practice of nursing. In the clinical setting, the nursing student applies classroom knowledge to the real patient care situation. The clinical instructor facilitates this important process by assisting students to integrate knowledge into their practice, improve their critical thinking skills, and prepare them for practice as a registered nurse. A clinical instructor can enhance or impede the nursing student's learning. Given that clinical practice is important to nursing students' professional education, it is crucial for clinical practice to be evaluated for effectiveness. To address this issue, this project examines the question-**What might peer evaluation of clinical teaching look like?**

Part one of the project presents background on types of feedback currently used to evaluate clinical teaching effectiveness. Both student and peer evaluation are utilized as sources of evaluative information for faculty appraisal and development. A review of the literature also identified specific teacher attributes that likely contribute to effective clinical instruction. These identified attributes should be considered for incorporation into a peer evaluation system of a clinical teaching program.

Part two of the project reports the methods and data analysis used to answer the research question. A mixed method approach was utilized with both quantitative and qualitative methods. Survey data were collected from Temple University nursing faculty and select NLN accredited RN nursing programs. In addition, personal interviews were conducted with Temple University faculty who participated in a pilot study of peer evaluation of clinical teaching. Findings from these data sources showed that faculty (both Temple University and NLN accredited schools) valued peer feedback on their teaching and advocated for a program for peer evaluation of clinical teaching effectiveness. The data also revealed resources needed to successfully implement a program.

Part three of the project describes a feasible solution for peer evaluation of clinical teaching. This proposed program of peer evaluation of clinical teaching is designed as a formative process of faculty feedback. This section outlines a program description, implementation strategies, needed fiscal resources, and a program evaluation plan.

Title:

Implementing Peer Evaluation of Clinical Teaching

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Clinical teaching, Nursing education and Peer evaluation

References:

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Abstract Summary:

Clinical education provides the nursing student opportunities to learn the practice of nursing. The clinical instructor facilitates learning by assisting students to integrate knowledge into their practice, improve their critical thinking skills, and prepare them for practice as a registered nurse. Therefore, the clinical instructor must be evaluated for effectiveness.

Content Outline:

I. Introduction

A. Importance of effective clinical teaching to nursing education. This type of teaching fosters student learning by translating knowledge to real life patient care

B. Lack of comprehensive evaluation methods to assess and evaluate clinical instructor teaching effectiveness. Most academic settings only use student evaluations to measure teaching effectiveness.

II. Body

A. Current methods used to assess clinical teaching may not be comprehensive

1. Review of the literature reveals select teacher attributes that may be used to measure teaching effectiveness

2. Based on the review of the literature, Student evaluations are most often used to evaluate teaching effectiveness.

B. Mixed method approach used to answer the research questions: What might peer evaluation of clinical teaching look like?

1. Quantitative data sources included survey data collected from Temple University nursing faculty and select NLN accredited RN nursing programs.

2. Qualitative data sources included personal interviews were conducted with Temple University faculty who participated in a pilot study of peer evaluation of clinical teaching.

C. Description of a feasible solution for peer evaluation of clinical teaching.

1. Clinical instructor attributes that should be included in the evaluation.

2. Resources needed to implement a program of peer evaluation including time, evaluator selection, and fiscal issues.

III. Conclusion

A. Components of a peer evaluation of clinical teaching program: a program description, implementation strategies, needed fiscal resources, and a program evaluation plan.

B. Barriers to implementation including faculty buy-in and time constraints.

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Professional Experience: I have been a nurse educator for almost 10 years. My current interests are medical surgical nursing, campo nursing, and educating undergraduate nursing students. I enjoy working with students in both the classroom and clinical setting. Currently outside the educator role, I also practice

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Author Summary: Rita Ann Laske has been a clinical educator for over 10 years. Her special areas of interest are clinical evaluation, camp nursing and adult medical surgical nursing. She currently is an assistant professor at La Salle University in Philadelphia, Pa. She teaches clinical, lab, and classroom for undergraduate nursing students.