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Implementation of a Revised Clinical Performance Evaluation Tool in a Baccalaureate Nursing Program: Based on Literature Review, Statistical Analysis & Faculty-Student Feedback

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Literature Review & Problem Background

Evaluation of a nursing student's clinical performance is an important component of a clinical instructor's role and responsibility. Literature supports that clinical evaluation is a multifaceted process for identifying students area of strengths and improvements. A review of the literature recommends clearly stated objectives, stand-alone standardized and measurable clinical behaviors, criterion-based grading, formative/summative feedback, and student self-reflection. Based on these recommendations and faculty-student feedback, the Clinical Performance Evaluation (CPE) Tool was revised to increase consistent and objective feedback.

Goals and Objectives

Goals

- Demonstrate an increase in knowledge with improved instructions for the CPE tool for an increase in consistency and objectivity.
- Establish effective clinical evaluation in an objective, non-threatening, non-bias, way are essential to nursing student's success.
- The criterion-based grading feature for the CPE tool will show increased faculty-student effective communication by clearly identifying strength and growth areas of student nursing behaviors.
- Use of self-reflections to identify confidence issues and assist in the development of clinical behavior level self-efficacy.

Objectives

- Provide for effective, consistent written instructions and clinical faculty evaluation and feedback of student nurse behaviors.
- Enhancing performance appraisal by clarifying student strengths and growth areas.
- Opportunity for review and revision of current CPE tool's format, behaviors, clinical evaluation method, and alignment.
- Stand-alone standardized and measurable clinical behaviors assist students in areas of patient content and quality improvement.
- Increased faculty and student satisfaction with the CPE tool.

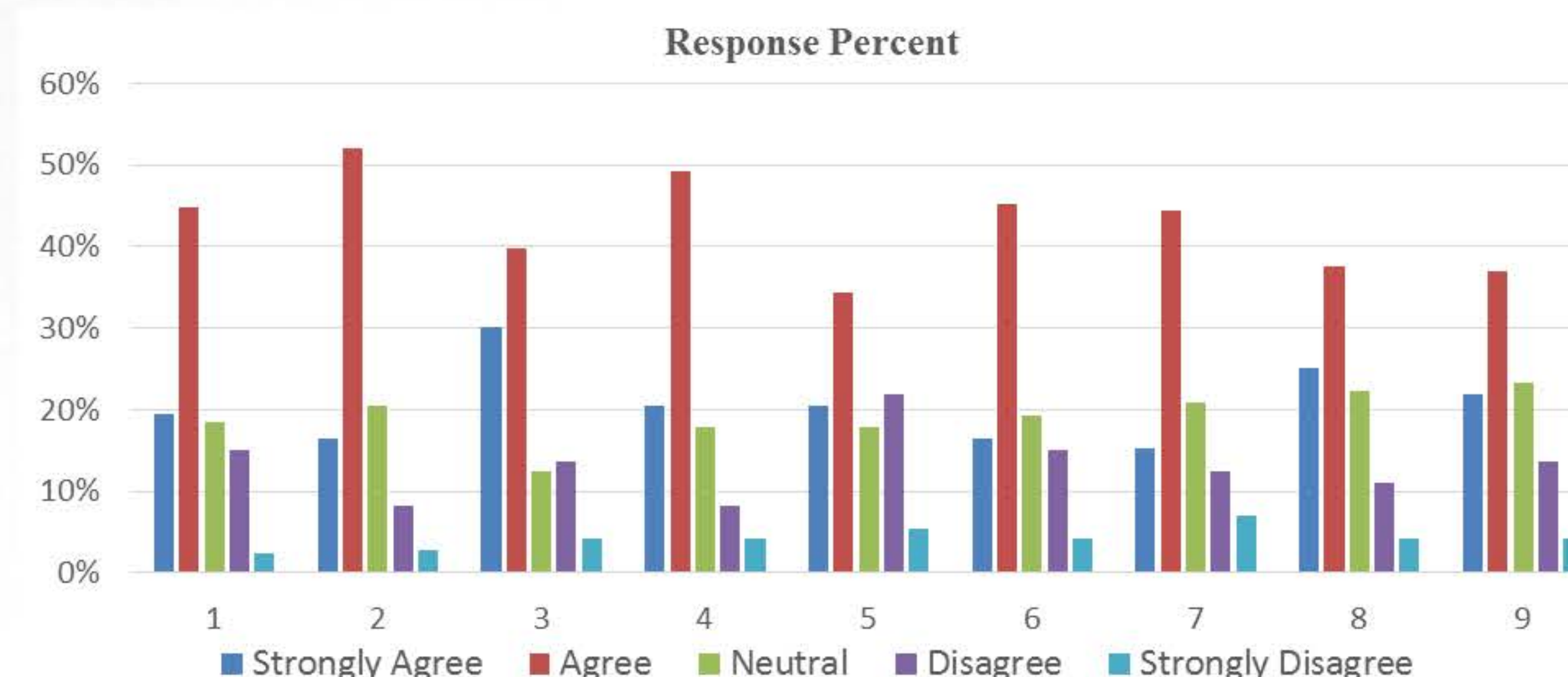
Implementation Plan

- In May 2016, a faculty committee was formed to discuss revising the old CPE tool. The impetus for the revision was based on faculty-student consensus from anecdotal feedback and literature review recommendations.
- Upon the revision of the CPE tool, students in sophomore and senior level nursing courses evaluated the old and new CPE tools. Two questionnaires (i.e., Likert & Semantic Differential) allowed for the comparison of the old and new CPE tools.
- Provide direct course coordinator, clinical faculty and student nurse orientation and training to the new CPE.
- Ongoing training updates for clinical faculty and students.

Evaluation Process I

CPE Descriptive Survey Analysis Response Rate: 52.7% (65/87)

A descriptive questionnaire was administered in Spring and Summer of 2017 to faculty and students in two undergraduate nursing courses at sophomore and senior levels via Survey Monkey that compared the old and new/revised CPE tools. The questionnaire used a five-point Likert: (strongly agree, agree, neutral, disagree and strongly disagree) and was based on nine questions and one open ended question. The results were favorable for the new/revised CPE tool.



Comparison Survey for the New Clinical Performance Evaluation Tool (CPE); adapted from Krautscheid et al., 2014

1. The new clinical performance evaluation tool shows the extent that students are meeting program and clinical course objectives and outcomes.
2. The new clinical performance evaluation tool shows that students are safe professional practitioners for that semester and nursing clinical course level.
3. The new clinical performance evaluation tool helps students identify areas that need improvement.
4. The new clinical evaluation tool helps clinical faculty timely identifies areas and provide opportunities for student improvement so students have enough time to improve clinical practice within that clinical course.
5. The new clinical performance evaluation tool instructions and guidelines are clear
6. The new clinical performance evaluation tool rating criterion scale is clear and allows students to know what they are being evaluated on.
7. In comparison to the previous clinical evaluation tool, the time it takes to complete the new clinical performance evaluation tool is appropriate and lessened
8. My orientation to the new clinical performance evaluation tool prepared me to accurately complete the tool.
9. In comparison to the previous clinical evaluation tool this new clinical performance evaluation tool promotes consistent evaluation of students across the program
10. Please provide any additional comments, feedback, or suggestions about the clinical performance evaluation tool



Evaluation Process II

CPE Semantic Differential Analysis Response Rate: 92% (66/72)

A semantic differential questionnaire was administered in Fall of 2017 to faculty and students in senior level leadership nursing courses that compared the types of student perceived feedback with the old and new/revised CPE tools. An inferential statistical analysis (i.e., SPSS 23, dependent t-test,) revealed significant levels of satisfaction ($p=.001-.046$; $N=66$) for the new/revised CPE tool. Twelve (12) of the 14 semantic differential "feedback" comparisons were statistically significant. The semantic differential adjectives were:

•Nonjudgmental
•Respectful
•Giving Right Amount of Feedback
•Goal-based
•Suggesting Ideas for Improvement
•Meaningful

•Specific
•Relevant to Nursing
•Useful
•Feedback for Significant for Career
•Feedback did Build My Confidence
•Feedback did Increase my Knowledge

Nursing Education Program Implications

- Consistent evaluation and feedback of student nurses' demonstrated clinical performance is essential for student nurses success, development, confidence, and compliance with the required objectives and behaviors.
- The use of this CPE tool gives the ability for the student and faculty to see the student's progression, areas of strength and areas needing growth throughout the clinical nursing course.
- This CPE tool provides for a clear, consistent and standard means of evaluating students.
- Nursing programs should consider revisiting their current CPE process.
- Ongoing research is needed for continued development and revision of the CPE tool as it is transitioned across the curriculum.

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