

Clinical Expert to Adjunct Faculty: Mastering the Art of Nursing Education
Four-Part Webinar Series

**Webinar 4: Assessing and Evaluating your Clinical Nursing Student and
Your Practice: Reflecting on your Art**

Slide Outline

1. Welcome

- A four-part webinar series presented by the Council on Nursing Education of the New York State Nurses Association.
- This program is funded by a grant from the New York State Department of Health - Health Workforce Retraining Initiative

2. Acknowledgements

Council on Nursing Education

- Marilyn Klainberg, EdD, RN (Chairperson)
- Karen “Toby” Haghenbeck, PhD, FNP-BC, RN-BC, CCRN
- Margaret (Peggy) Chase, EdD, RN
- Joanne Lapidus-Graham, EdD, RN, CPNP, CNE
- Linda Snell, DNS, RN, WHNP-BC

NYSNA Education, Practice & Research Staff

- Ann Purchase, MS, RN, Associate Director
- Lesley Cashman-Peck, MS Ed, Instructional Design Coordinator
- Kate Murphy, AA, Program/Instructional Design Associate
- Jessica James, Administrative Assistant

Our artist

- Karen Cashman, Roxbury, CT

3. Purpose/Goals

- Develop Competence as a Nurse Educator

Education designed to:

- Assist nurse clinicians to transition from a clinical practice role to a clinical faculty role
- Educate clinical faculty about the process of socialization into an academic environment
- Provide practical teaching/learning and assessment strategies to facilitate learning with a clinical group of adult learners

4. Living the Metaphor: A 4-part webinar series

1. *Transitioning to the new role of clinical nurse educator: Beginning with a blank canvas*
2. *Using strategies to optimize clinical learning experiences: Identifying the tools of the artist*
3. *Applying curricular concepts to clinical learning experiences: Connecting with the art*
4. *Assessing and evaluating your clinical nursing student and your practice: Reflecting on your art*

5. Objectives for Webinar 4

1. Identify the essential elements of a clinical evaluation
2. Distinguish between formative and summative evaluation methods
3. Discuss effective clinical evaluation strategies

6. Faculty Presenters

Joanne Lapidus-Graham, EdD, RN, CPNP, CNE

Associate Professor, Department of Nursing, Farmingdale State College
Member, Council on Nursing Education, New York State Nurses Association

Marilyn Klainberg, EdD, RN

Associate Professor, School of Nursing, Adelphi University
Chairperson, Council on Nursing Education, New York State Nurses Association

The presenters have declared that they have no vested interests which would present a conflict of interest or commercialize this presentation.

7. The Challenge of Evaluation

"... Of all the skills required of new faculty, the evaluating and testing may be the most intimidating."

(Penn, Wilson, & Rosseter, 2008)

8. Clinical Assessment

The goal is to measure student achievement of the clinical objectives.

9. Domains of Learning

How do learners learn?

- Psychomotor
- Affective
- Cognitive

10. Measuring Student Performance

Based upon observation

- Critical thinking
- Skills
- Communication

11. Levels of Clinical Performance

- Independent
- Supervised
- Assisted
- Provisional
- Dependent

(O'Connor, 2006)

12. Covering the Whole Canvas

(Painting)

13. Types of Assessment

Formative

- Ongoing feedback
- What needs to improve?

Summative

- Used for grading
- Final appraisal

14. Comparing Evaluation Methods

Formative

- Prospective
- Analysis of strength and weakness
- Goal – develop good practice
- Develop direction in practice
- Provide feedback and direction based on performance

Summative

- Retrospective
- Analysis of achievement
- Goal – document good practice
- Evidence of professional development in practice
- Provide evidence of behaviors related to performance

15. Evaluation of Students

- Be objective - not value laden or with bias
- Provide weekly anecdotal notes
- Be specific, clear and concise
- Give examples of positive and negative behaviors
- Use measurable verbs

16. Communication in Unsafe Situations

A student pulls out the wrong medication. What would you do?

(Reflection)

17. Observing at the Clinical Site

- Consider safety first
- Subjective observation
- Does student need remediation?

18. Case Study #1 The ESL Student

Key points about Raoul:

- Struggles with English
- Reminded frequently to slow speech
- Did "sterile" dressing change using clean technique
- Did not notify you of the dressing change
- "I do it this way at work as a home health aide."

(Carrega & Byrne, 2010)

What needs to be addressed with Raoul?

(Reflection)

19. Assessing Clinical Performance

Psychomotor

- Clinical preparation
- Report to nursing staff

Affective

- Professional behaviors
- Caring behaviors

Cognitive

- Journaling
- Care planning
- Pre/post-conference

(McDonald, 2009)

20. Essential Nursing Behaviors: Critical Elements

Asepsis | Communication | Safety

- What would you do if a critical behavior is violated in clinical?

21. Anecdotal Notes: What's Included?

1. Student name
2. Patient – initials or first name only
3. Condition of patient
4. Brief description of care needs
5. Care provided and not provided by student
6. Contextual variables
7. Notes about observed behaviors

22. Share with us...

Are anecdotal notes personal and private or are they discoverable in a court of law?

(Poll)

23. Legality of Anecdotal Notes

- Discoverable, but check with school of nursing.
- Nurses Service Organization:
- “From a risk control perspective, any document, formal or informal, completed in the course of regular business becomes discoverable should litigation ensue...”

24. Keep the Focal Point in Mind

(Painting)

25. Clinical Evaluations & Rubrics

A rubric can help evaluate:

- Levels of performance
- Specific skills
- Communication skills

- Integration of theory
- Attendance
- Meeting curricular goals

26. Case Study #2

How do you evaluate an uncivil student?

A patient complained that Jen was rough when repositioning her. Clinical faculty informed Jen that she did not meet clinical standards and needs improvement or she will fail the course. Jen yelled and said "I'll sue the faculty if I fail. You have no right to keep me from becoming a nurse."

(Suplee, Lachman, Siebert, & Anselmi, 2008)

27. Things to Remember (flashback)

- Provide anecdotal notes
- If a student is not doing well - immediate feedback is a must!
- Refrain from phrases like: "[Student] is a real sweetheart!" or "She/he is always interested."
- Be specific and give examples
- Connect evaluation to student learning plan and course objectives using measurable verbs

28. Evaluation. NO SURPRISES! (flashback)

- Regular ongoing written commentary
- Defensible evaluation

29. Capturing the Essence

(Painting)

30. Review

- Coach your students
- Be the guide on the side!
- Teach nursing thinking
- Partnership is a vital part of your job

31. Manage Your Student Group (flashback)

- Get to know your students (Reminder! This is valuable, not wasted time!)
- Talk concretely about your expectations
- Use probing questions to coach
- Keep weekly log of student progress

32. Keep in Mind the Overall Plan for Your Teaching, Your Art (flashback)

- Program goal
- Leveled goals
- Course objectives
- Weekly clinical objectives
- Find a mentor

33. Keep Your Tools Handy (flashback)

- Course syllabus
- Textbooks
- Syllabi from all curriculum
- Coordinator or didactic faculty
- Evaluation tools

34. Empower Yourself: Connect to the Curriculum (flashback)

- Read the syllabus
- Stay empowered in your role
- Visit the classroom if possible
- Weekly communication with didactic faculty
- Connect clinical practicum to class content
- “I never was taught how to...”

35. CNED’s Top FAQ List (recap)

1. What are my responsibilities?
2. How many students will I have and what is their level?
3. Are students functioning under my license?
4. What is the practice area to which I will be assigned?
5. How often should I communicate with students & how?
6. How are student evaluations and faculty evaluations conducted?
7. What needs to be reported to the Chair/Dean?
8. What are my school of nursing's policies and procedures?
9. What are the requirements for student/faculty technology use?
10. What is the faculty policy for dealing with inappropriate situations?
11. What textbooks are the students using?
12. What assignments do the students have for the clinical area?
13. Should I give the students extra assignments?

36. Faculty: A World of Value (flashback)

The clinical faculty are an important link from academia to practice.

Benchmarks and guides:

- ANA standards for education
- NYS Nurse Practice Act
- ANA Scope and Standards of Practice (2010)
- ANA Code of Ethics for nurses
- NLN website with standards
- AACN Essentials of Baccalaureate Education
- QSEN
- NCLEX blueprint
- NCSBN

37. Recap of Objectives

1. Identify the essential elements of a clinical evaluation
2. Distinguish between formative and summative evaluation methods
3. Discuss effective clinical evaluation strategies.

38. Reflecting on our journey...

(Paintings)

39. Questions?

(Open discussion)

40. Thank You

We hope you enjoyed the final presentation:

Assessing and Evaluating Your Clinical Nursing Student and Your Own Practice:
Reflecting on Your Art