

Perception of self-assessment (SA) in learning nursing clinical skills

Rathnayake A. U.¹, Marambe K.², Edussuriya D.³

Abstract

Background: Nursing is a practice-based discipline. Self-assessment (SA) encourages students to critically analyze their theoretical knowledge and apply them to practical settings. The aim of the study was to explore their perception of SA before and after its introduction

Methodology: Pre validated semi-structured interview based on blood drawing and intra venous (IV) drug administering procedures for 2nd and 3rd year students.

Results: Before introducing SA, students had concerns regarding the influence of ego, and SA will not be reliable in assessing nursing skills. After exposure, they were more optimistic about the benefits, obtained insight into performance and reflective learning.

Conclusion: Students' exposure to SA created a more positive outlook towards learning clinical skills.

Introduction

Nursing education strives to make changes in all three learning domains: cognitive, psychomotor, and affective. Currently, nursing education is adopting the concept of student-centred learning with an increasing trend of incorporating self-assessment in clinical settings (Sun *et al.*, 2014). SA is a fundamental concept concerning professional development that is emphasized in contemporary health care. According to Habermas (2010), SA is a strategic pathway of becoming conscious of one's experiences learning through critical thinking and reflection.

In the practice of SA, students connect, rethink and analyse new experiences comparing with what they already know. However, adopting SA and reflection in nursing education are challenging because it depends on the learners' perspectives. Though the literature emphasizes the value of SA in nursing education, it is an under-researched area in Sri Lanka.

Objectives

To explore their perception of self-assessment before and after its introduction among undergraduate nursing students of the Faculty of Allied Health Sciences, University of Peradeniya, Sri Lanka.

Methodology

Ethics approval was obtained from the faculty of Allied Health Sciences, University of Peradeniya, Sri Lanka.

¹Department of Nursing, Faculty of Allied Health Sciences, University of Peradeniya, Sri Lanka

²Department of Medical Education, Faculty of Medicine, University of Peradeniya, Sri Lanka

³Department of Forensic medicine, Faculty of Medicine, University of Peradeniya, Sri Lanka

Corresponding author: Rathnayake A. U
Email: anuradha@ahs.pdn.ac.lk

DOI: <https://doi.org/10.4038/seajme.v16i2.518>



© SEAJME. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited

Research design

A qualitative explorative design.

Study population

Undergraduates registered for the BSc nursing program at the University of Peradeniya, Sri Lanka (150 students).

Inclusion criteria

Undergraduates in the 2nd and 3rd academic years of the BSc Nursing program (75 students).

Sampling method

Convenient purposive sampling method

Data collection was conducted based on three stages: conducting semi-structured interviews before and after the introduction of SA, and conducting focused group discussions after the introduction of SA. 27 students were interviewed before and after the introduction of SA .36 students participated in four discussion groups parallelly.

Process of the introduction of SA

Subsequently, pre validated scale and assessment criteria for blood drawing and IV drug administering procedure were introduced. Interventions were carried out in medical and surgical wards at Teaching Hospital Kurunegala. Students were requested to complete the SA guide reflecting on their performance comparing their performances to the guide.

Data Analysis

Thematic analysis was conducted based on Braun and Clarke (2006).

Results

Perceptions of nursing undergraduate on SA before its introduction:

1.SA is beneficial: Students mentioned that they will develop personal and academic qualities by SA

"... It is better to identify my mistakes by myself, than by identifying by others ..." (I: 1)

"...we can improve our knowledge with self-assessment ... we can understand our inability to perform skills correctly..." (I: 15)

2.Concerns regarding implementation: Students mentioned that ego will influence the validity and SA is less reliable.

"... I feel like that we cannot assess ourselves alone ... because we are having an overestimation and the positive attitude about ourselves..." (I: 4)

"... It's better to do the procedure in front of others and evaluate better than evaluating ourselves..." (I: 17)

3. Need for guidance: Students seeks guidance to follow SA

"...if we can give a guideline for this, better to do a good workshop..." (I: 15)

Perceptions of nursing undergraduate on SA after its introduction

1. Convinced on learner benefits: Students have identified that they developed better insight by reflection

"...I have identified many things that I have not even think about myself..." (I: 4)

"...we can identify the weak points by self-assessment ..." (F: 3)

2. Can be further improved: Students suggested process needed to be improved for adopting

"... if we are recording practical, and playing back....we learn by looking at it again..." (F: 2)

"...it's better to include into time table; then it will be more effective..." (F: 2)

"...It is better if we can arrange teachers help to conduct SA..." (I: 15)

Discussion

Changes were identified in a more positive direction after the SA activity. Students revealed SA improved self-confidence and self-esteem and helped identify one's weaknesses to initiate self-directed learning through reflective practice and gained insight. Similarly, as reported by Schunk (1996), students followed three main steps: focus on self-observation, self-judgements, critical analysis, and self-reaction during SA.

After experiencing, students identified the correct process of incorporating SA based on a validated guideline combined with peer assessment which will enrich the learning process. Since students are not used to this practice, provision of training before commencement were requested. Four steps were suggested to improve validity as adopting an extended rubric, training to apply rubric into practice, combining with teacher feedback or peer feedback, and the need for the students to be motivated.

Conclusion

Changes were identified in a more positive direction after the SA activity. Students mentioned that they felt less dependent on the teacher and engaged in self-directed learning. Detailed guidelines with assessment criteria (rubric) should be developed by teachers and should be aligned with the lesson objectives of the given academic year.

References

- Braun, V. & Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77–101. doi: 10.1191/1478088706qp063oa.
- Habermas, J. (2010). *Ciencia y Técnica como "Ideología"*. 7 Edición, Madrid: Ed. 20190102-09.
- Schunk, D. H. (1996) 'Goal and self-evaluative influences during children's cognitive skill learning', *American Educational Research Journal*, 33(2), pp. 359–382. doi: 10.3102/00028312033002359.
- Sun, J.H., Liu, J.E., Wu, Y. and Li, S.J., 2014. The effects of the student-centered clinical nursing practice mode based on the action research for clinical practicum of undergraduate students in Beijing, China. *Procedia-Social and Behavioral Sciences*, 141, pp.839-845.