Evaluation of Clinical Performance

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CLINICAL evaluation is a difficult task in Nursing practice both for the evaluator as well as for the person who is being evaluated. Clinical evaluation is used often to improve the practices as well as for the growth of an individual. It also develops a concept in setting an adequate evaluative system, in Clinical Nursing particularly where we demand students to develop precision and integration of principles. It also provides us to develop the methods of interpretation, observation and counselling opportunities. It also establishes the condition that permits an individual to give her best care at bedside.

The Concept

Many people have defined evaluation in various ways. The WHO (1987) has explained evaluation "as a process of ascertaining or judging the value of something through careful appraisal." It is also a continuous process based upon criteria which is a co-operative effort. Barret (1967) states that "evaluation is a means of helping an individual or a group to become self-directing".

Evaluation is an integral part of supervision. It is a necessary step in bringing about as well as to measure the achievements of our goals, and the extent of measurement of performance.

Without having evaluation growth deteriorates, interest lags and motivation shows a fall for improvement. Evaluation of the student Nurse in clinical area is a continuous and a joint effort which is carried out by the Instructor, Ward Sister/Supervisor and other Nursing personnel responsible for them. Knowledge of the theoretical facts studied by the student is evaluated through accurate objectives and objective type tests. However, more important is how well the students can apply this knowledge in practice.

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A procedure, which has several steps, has to be evaluated. For example, assembling of the equipment would lead the teacher to believe in the student's organising capacity, competency and to make sure that she has to be observed under many situations, which requires teacher's ability to teach to the highest point of organisation. But personality characteristics, attitudes and behaviour are more of a judgement skill. This also indicates that we need to develop the objective type proforma for evaluating their skill through clinical performance.

Evaluation is closely related to measurement but includes informal and inertive judgement as well. It also includes more definitely the aspects of valuing of what is desirable and good. The good measurement techniques provide the foundation for sound evaluation. However, the importance of measurement should not be minimised in arriving at a more satisfactory method of evaluation. Kelly (1973) explains that a rating scale with comments is a reliable tool, since it is an evaluation of response of each point on the scale for each student.

As rating scale offers better reliability and validity than oral examination, we use techniques of this type because we can subject the ratings to mathematical procedures and produce almost objective grades.

Nature of the Study

This small study is based on the task measurement and the skill performance of 30 B.Sc. Nursing I year students. The proforma was developed that comprised three different aspects : I. The patient care; II. Technical skill, and III. Attitude and behaviour, consisting of 22 items, based on three point rating scale. The results are given in the Tables.

Scale

· Outstanding	3
· Acceptable	2
· Unacceptable	1

Outstanding : She fulfills all the demands and meets all the objectives of her clinical performance. She achieves 75% and above of her requirements in clinical areas. Her relationship with others is very good.

Acceptable: 60% of requirements are completed. She needs to be reminded, and repeatedly asked for completion of her requirements. She avoids certain situations a few times.

Unsatisfactory: She is unable to finish her requirements, always extends time. Has to be supervised. She needs to be told often about integration of principles and planning methodology. Tries to avoid bedside care. Her relationship with others is often unpleasant.

Table 1
Evaluation on Clinical Performance
Items on Patient Care

S. No.	Items	Outstanding	Acceptable	Unsatisfactory
1.	Calls by name	26.7%	73.3%	-
2.	Establishes good rapport	23.3%	76.7%	-
3.	Safety and comfort	26.7%	63.3%	10.0%
4.	Nutritional needs	16.7%	70.0%	13.3%
5.	Elimination needs	10%	70%	20%
6.	Reassurance	16.7%	40%	43.3%
7.	Relief of anxiety	20%	40%	40%
8.	Awareness of the disease	50%	43.3%	6.7%
9.	Plans Health Teaching	16.7%	43.3%	40%
10.	Uses Opportunities	13.3%	33.3%	53.3%
Total scores		220.14	553.2	228.3
Mean in % age		22.14%	53.3%	22.3%

Table 1 indicates the following results regarding patient care :

Outstanding Scale : Item No. 8, i.e., awareness about disease scored highest, i.e., 50%, the lowest score was for item No. 5, i.e, elimination needs.

Acceptable Scale : Item No. 2 scored 76%, No. 1, 73.3% and item No. 5 scored 70% which are the highest; item No. 10, i.e., uses opportunity, scored 33.3% which is the lowest under this scale.

Unsatisfactory Scale : Item Nos. 1, 2; scored nil; however, the highest score was for item No. 10, i.e., 53.3%.

The mean scale is the highest, i.e. 53.3%, of acceptable patient care, whereas for outstanding and unsatisfactory, the scores are almost the same, i.e., 22.14% and 22.3% respectively.

Table 2
Items on Technical Skills

S. No.	Items	Outstanding	Acceptable	Unsatisfactory
1.	Explains the procedures	26.7%	66.7%	6.7%
2.	Adopts safety and comfort measures	23.3%	66.0%	16.7%
3.	Economises time material and energy	10.0%	46.7%	43.3%
4.	Observes the outcome of therapy	6.7%	50%	43.3%
5.	Charts and maintains the records accurately	26.7%	50%	23.3%
6.	Makes effective use of records	13.3%	50%	33.3%
7.	Reports Accurately	20%	50%	30%
8.	Gives clear verbal report	16.0%	66.4%	16.7%
9.	Writes correct reports	10%	36.7%	53.3%
Total Scores		127.0	476.8	266.6
Mean Scores		14.1%	58.8%	29.6%

Table 2 indicates the following results regarding the technical skills of the students :

Outstanding Scale : Item Nos. 1, 5, i.e., explaining procedure, charting and recording accurately, scores are the highest, i.e., 26.7%. Item Nos. 3, 9 have scored much lower, i.e., 10% and the lowest is item No. 4, i.e., 6.7% (observes the outcome of therapy).

Acceptable Scale : Item No. 1 and 8, i.e., explaining procedure and giving verbal report have gained the highest, i.e., 66.7% score and item Nos. 4, 5, 6 and 7 scored 50%.

The lowest score is for item No. 9, i.e., 36.7%.

Unsatisfactory Scale : Item No. 9, i.e., writes correct reports has scored the highest, i.e., 53.3%. However, item No. 1, i.e., explains the procedure, scored the lowest, i.e., 6.7%.

The mean score stands at the highest, i.e., 58.8% under acceptable scale and the lowest mean score is 14.1% under outstanding scale. Under unsatisfactory scale the mean score is 29.6%.

Table 3
Items on Attitude and Behaviour

S. No.	Items	Outstanding	Acceptable	Unsatisfactory
1.	Cooperation within the health team	50%	50%	-
2.	Seeks suggestions	43.3%	36.7%	-
3.	Accepts criticism	23.3%	73.3%	3.3%
4.	Shows willingness to change	40%	60%	-
5.	Uses proper channels of communications	50.3%	33%	16.7%
6.	Punctuality	26.7%	66.7%	3.3%
7.	Grooming	50%	36.7%	3.3%
8.	Sense of responsibility	36.7%	30%	23.3%
9.	Interest and responsibility for personal health	20%	70%	10%
Total scores		340.3	476.4	59.9
Mean score		37.80%	52.93%	6.66%

Table 3 indicates the following results regarding the attitude and behaviour.

Outstanding Scale : Item No. 1, 5 and 7, i.e., cooperation, using proper channel of communication and grooming, have gained the highest scores, i.e., 50%. Item No. 9 has gained the lowest score, i.e., 20%.

Acceptable Scale : Item No. 3, i.e. accepts criticism, has gained the highest score, i.e., 73.3%. Item Nos. 5 and 8 have scored the lowest, i.e., 33% and 30% respectively.

Unsatisfactory Scale : Item No. 8 has gained the highest score, i.e., 23.3% and item Nos. 3, 6, 7, i.e., accepts criticism, punctuality and grooming, have gained the lowest scores, i.e, 3.3% each. Item Nos. 1, 2 and 4 scored zero.

The mean scores are the highest under the acceptable scale, i.e., 52.9% and the lowest under the unsatisfactory, scale i.e., 6.66%.

Discussion

The results of the study indicate that under the items on PATIENT CARE the students seem to know more about the disease as the evaluation shows the highest per cent, i.e., 50 but are not aware of their psychological needs like 'Relief of Anxiety' and 'Reassurance' (40.3% and 43%) that report under the Unsatisfactory Scale respectively as well as using the opportunity which is 53.3%. This could be because they are the beginners and have not yet learnt as to how to use the opportunities for learning purpose, or may be expectations of the nursing personnel are higher than what they have learnt. Yet establishing the rapport, safety and comfort, elimination and nutritional needs shows the highest percentage (70 and 73 respectively) under the acceptable scale, for which indeed they are prepared as beginners.

On the TECHNICAL CARE the percentage of all items is below 30 under Outstanding Scale but under the Acceptable Scale almost all the items are above 50% except reporting in writing, i.e. 36% and economising time, material and effort (46%). These are the key points in performance. Probably writing report of any kind is not yet their function, yet giving verbal report seems to have achieved the highest under Acceptable Scale , i.e., 66.4% whereas other items which involve writing skills show the higher percentage under the Unsatisfactory Scale, i.e., 53%. This, in fact, requires more time, and the first year B.Sc. Nursing students do not get sufficient opportunity for this activity. Moreover, as they advance in years, they are expected to develop these skills further.

ATTITUDES AND BEHAVIOUR : In this skill, they have shown the nil score on Item No. 1, cooperation within the Health Team and seeking suggestion under the Unsatisfactory Scale. Under Outstanding the highest score goes to Item Nos. 1, 5, and 7, i.e., 50% cooperation, communication and grooming. It is encouraging to observe that they gained the highest, i.e., 73% score on item No. 3 accepts criticism under Acceptable Scale) and 66.7% on punctuality. Under Item No. 9 interest and responsibility for personal health, they have gained 70% under Acceptable Scale. This indicates that they have made an achievement towards the first milestone, because it is most important to develop the right type of attitudes, not only for personal development, but for the growth of the profession at the very outset of this unique profession because it deals with human beings, and not with machines.

If we just scan the evaluation grades, based on various activities they have to perform in clinical area to practise care, develop skill and attitudes in totality they acquired under the patient care, Acceptable 53.3%, Outstanding 15.4% and Unsatisfactory 24.3% whereas under Technical Skill items : it

goes as 58.8% Acceptable, 29.55% Unsatisfactory and 14.1% Outstanding. On attitudes and behaviour the figures are 54.4% of Acceptable, 37.38% Outstanding and 3.2% Unsatisfactory.

Conclusion

The conclude, it looks that they need to develop and practise principles of Psychology, which needs to be emphasised from the beginning. We also need to emphasise on the highest quality patient care and communication as well.

In totality, the evaluation done in the clinical area shows that during the practice period of about 8 months what they have achieved is the average skill in all their areas. Although some areas like verbal communication and reporting shows very high scoring, even technical skills under Acceptable Scale (all the activities) are about 50% in attitudes and behaviour, accepting criticism is a good attitude apart from accepting responsibility which, in fact, is too early to hope for from I year students. The rest of the items show fairly good achievement, because the maximum score is 47.6% under Acceptable, and under Unsatisfactory it is 59.9% but the outstanding mean scores are the lowest in attitude and behavior category, i.e., 37.81, 52.93 and 6.60. Therefore, we need to emphasise and guide them more in this area.

There are many factors that pool into this Evaluation. For example, availability of the teachers in the unit, the number of students to be guided in a particular area, which is usually quite high, i.e., 12 to 20 students per teacher and interest of the student in the profession, which leads to develop correct attitudes and opportunity that has been provided to each student under the guidance of the teacher. Availability of the equipments and supplies leads to establish situations which provides us to do studies in many areas.

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