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Factors influencing nursing student self-assessment in relation to instructor assessment

Salam Hadid

Zefat Academic College, Israel

Background: Self-assessment in nursing education is a ubiquitous tool for developing independent learners and critical thinkers. However self-assessment may be influenced by both demographic and perceptual factors, making it far more complex than students or instructors realize.

Method: A demographically heterogeneous group of nursing students (N=322) were asked to evaluate their performance of a standard clinical procedure i.e., the insertion of a needle into a peripheral vein in an arm simulator and their assessments were compared with those of an instructor.

Results: Self-assessment is influenced by gender, age and faith. When student and instructor assessments were compared, a mismatch was found for gender and faith. Moreover, there was a significant positive correlation between evaluation mismatch and self-efficacy.

Conclusion: Results of self-assessment, commonly considered being an effective tool for teaching skills in general, and clinical work in particular, may be skewed by both demographic and perceptual factors.

Biography

Salam Hadid is a Registered Nurse and has completed her PhD from Haifa University. She teaches at Zefat Academic College, Department of Nursing and Pain Management and is a Coordinator Nurse at Galilee Medical Center..

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