

26th World Congress on

NURSING CARE

May 21-23, 2018 Osaka, Japan

Mini-clinical evaluation exercise for education and assessment of baccalaureate nursing student's clinical competence

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Clinical care skills are a required professional competence for nursing students. The purpose of this study was to explore the feasibility of using Mini-Clinical Evaluation Exercise (Mini-CEX) as a learning and assessment tool to evaluate the clinical competence of baccalaureate nursing students. This study used an action-research approach and design was based on Kolb's experiential learning style theory, through observation, role play, group discussion, feedback and evaluation, teaching and learning activities. The study was done in the medical-surgical nursing practicum course of a four-year baccalaureate nursing program. Six students were included in the study. The study was conducted in three phases: Phase one was an observation stage, phase two was a practice stage and phase three was an evaluation stage. The results were as follows: The overall average Mini-CEX score was 7.0 with 7 points representing above expectation. The two dimensions of clinical judgment and professionalism were meet expectations. All nursing students gave positive feedback regarding the Mini-CEX. Regarding the implementation process, nursing students felt that it is a useful learning tool and improves confidence regarding their clinical competence. It is important to enhance nursing student competence and attitude in a clinical setting. The actual use of Mini-CEX to assess performance of clinical skills and to facilitate feedback directed learning and improved clinical competence. The results indicate that Mini-CEX can be considered as a learning tool to cultivate nursing student clinical competence in a clinical practice setting.

Biography

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