



Rethinking assessment of competence within a first year nursing science module

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Research Team



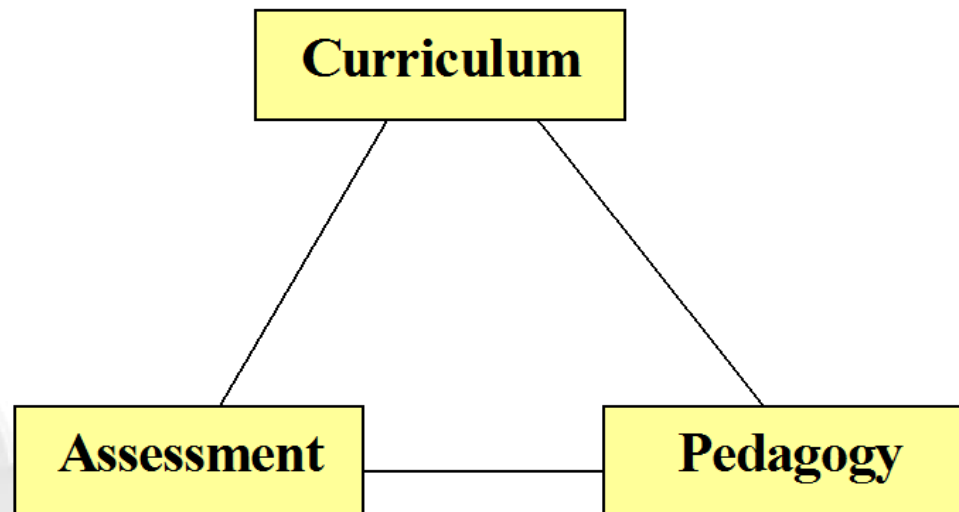


Background literature

- assessing competence in nursing education is controversial and a current world-wide concern (Anderson, 2008; Cowan et al., 2005; Lauder et al., 2008; Pincombe et al., 2007)
- assessment of competence remains under-researched (Rychen, 2004).

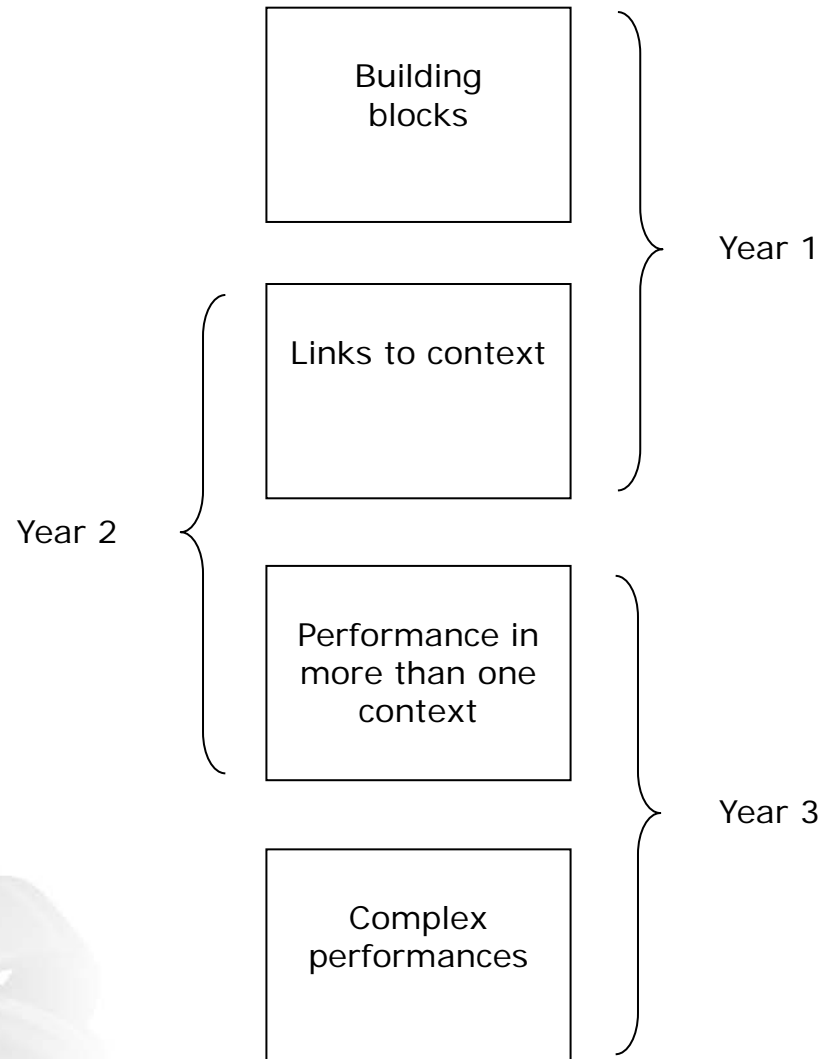
The initiative/practice

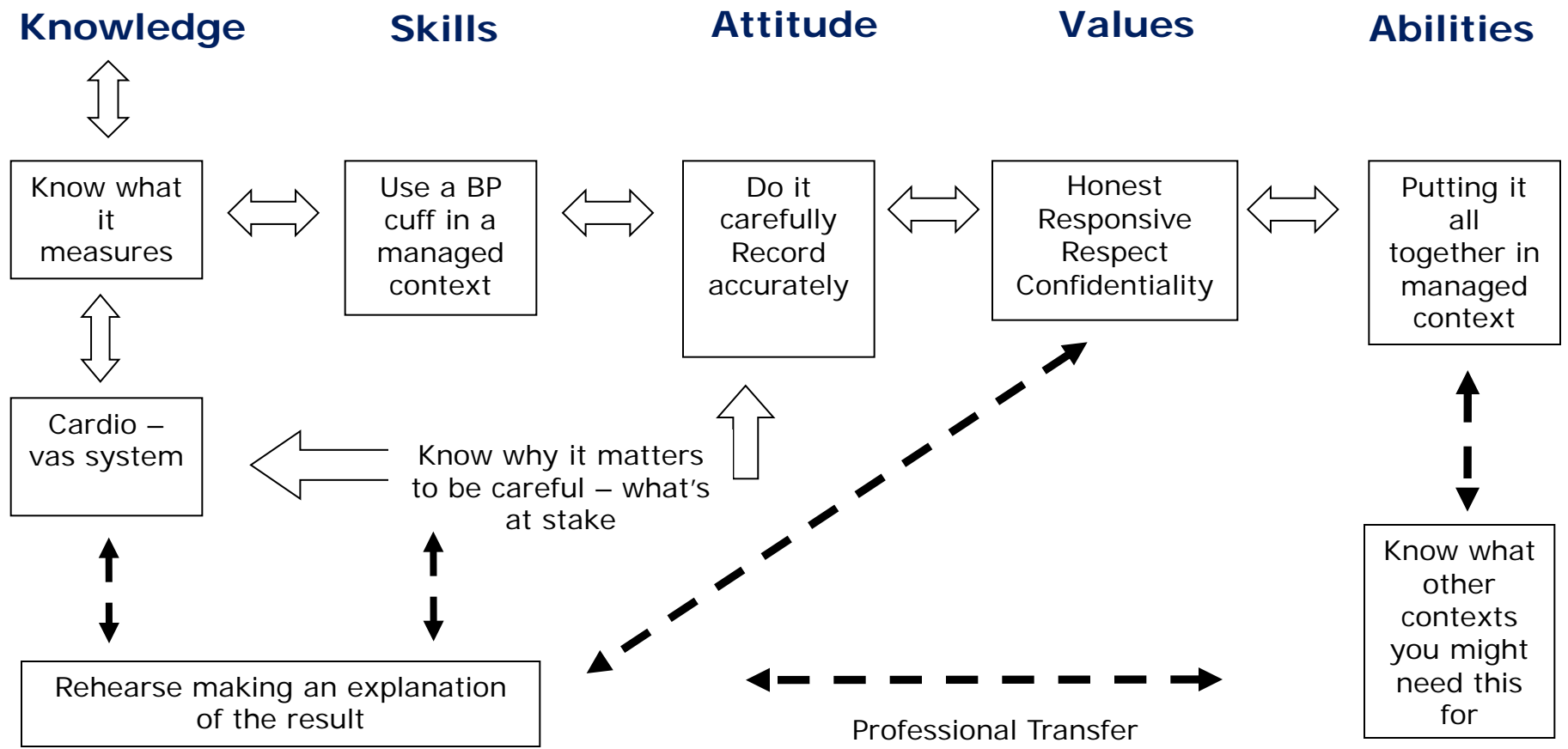
NCNZ competencies incorporated into the science modules



Bernstein, B. (1973)

Developing competence





Year One Science Competency – safely and accurately measure BP in a managed context and make a basic interpretation of the result

Matrix of competence



Research aim

To develop and evaluate an innovative assessment tool which would provide evidence of whether students were developing science informed competence for nursing



Assessment tool

- OSCE (Objective Structured Clinical Examination) – practical test
- 14 stations; 2½ minutes per station
- e.g. Give 2 reasons why it is important for a student nurse to know the correct names of bones



Method

Research Questions

Does the new assessment tool provide evidence that students are making links between science learning and nursing practice?

Does the new assessment tool provide evidence of students' developing science-informed competence?

How do students understand the new assessment tool?

What is their response to the new assessment tool?

Validity

Construct validity

Concurrent validity

Consequential validity

Data Collection

Science-informed competence matrix map comparison

Analysis of student results on a 4 point Likert scale

Correlation of student results from HLSC514 and HLBN513

Student self completion questionnaire

Student focus group interview



Evidence of effectiveness

- Construct
 - All aspects of competence assessed
- Concurrent
 - Low
- Consequential validity
 - Understood purpose of tool
 - Negative response to assessment





Conclusion

- Challenges and tensions remain
- New understandings gained
- Future changes to the assessment tool are more likely to be based on students' pedagogical preferences (Boud, 2007)



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