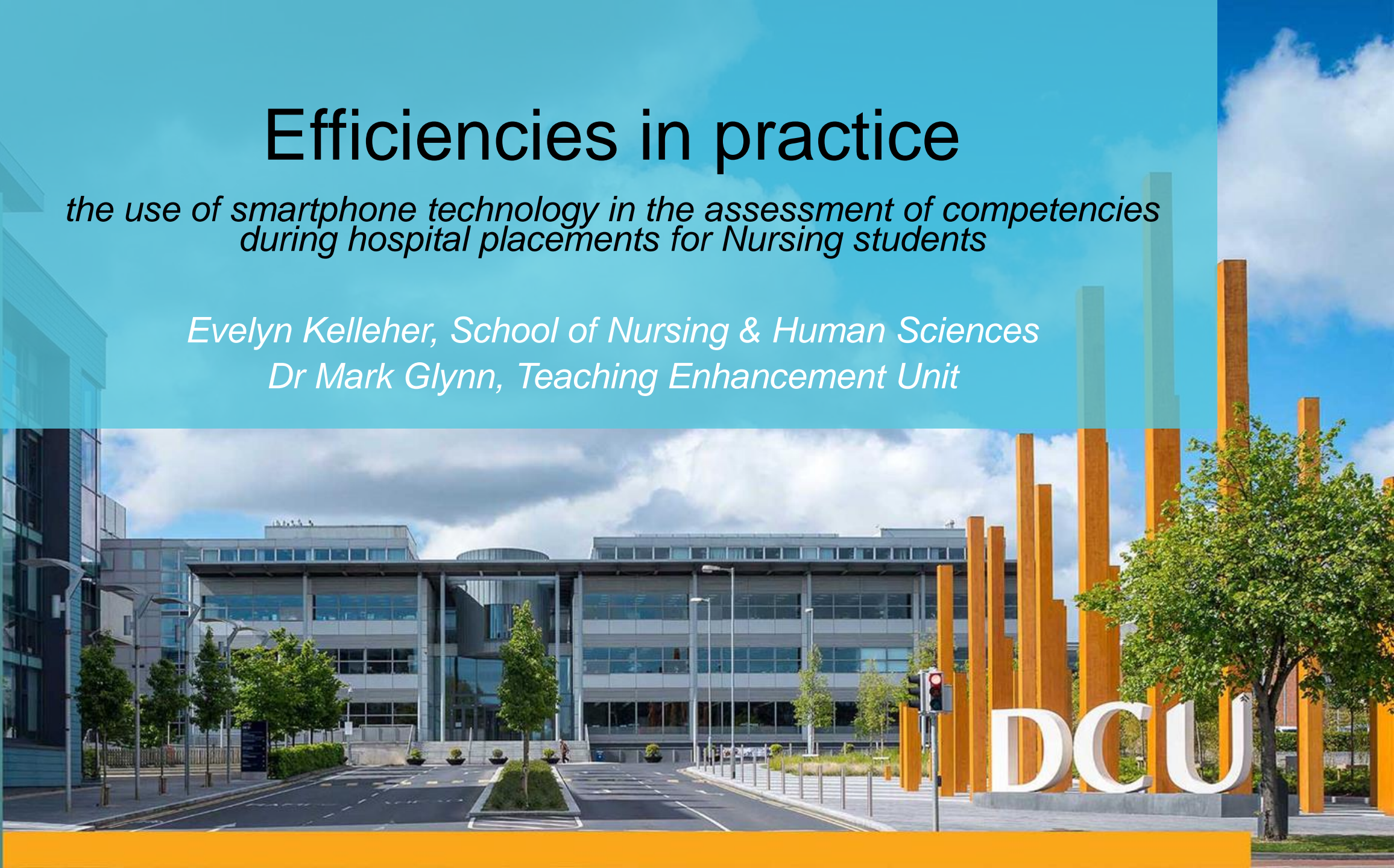


Efficiencies in practice

the use of smartphone technology in the assessment of competencies during hospital placements for Nursing students

*Evelyn Kelleher, School of Nursing & Human Sciences
Dr Mark Glynn, Teaching Enhancement Unit*

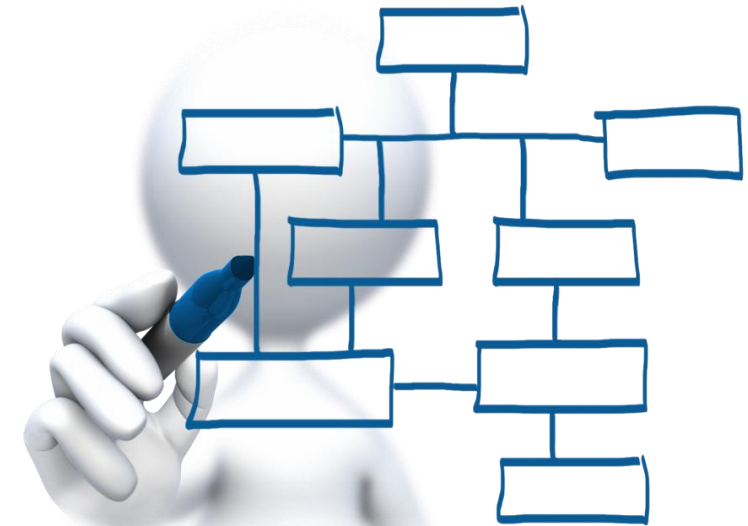


Assessment Challenge

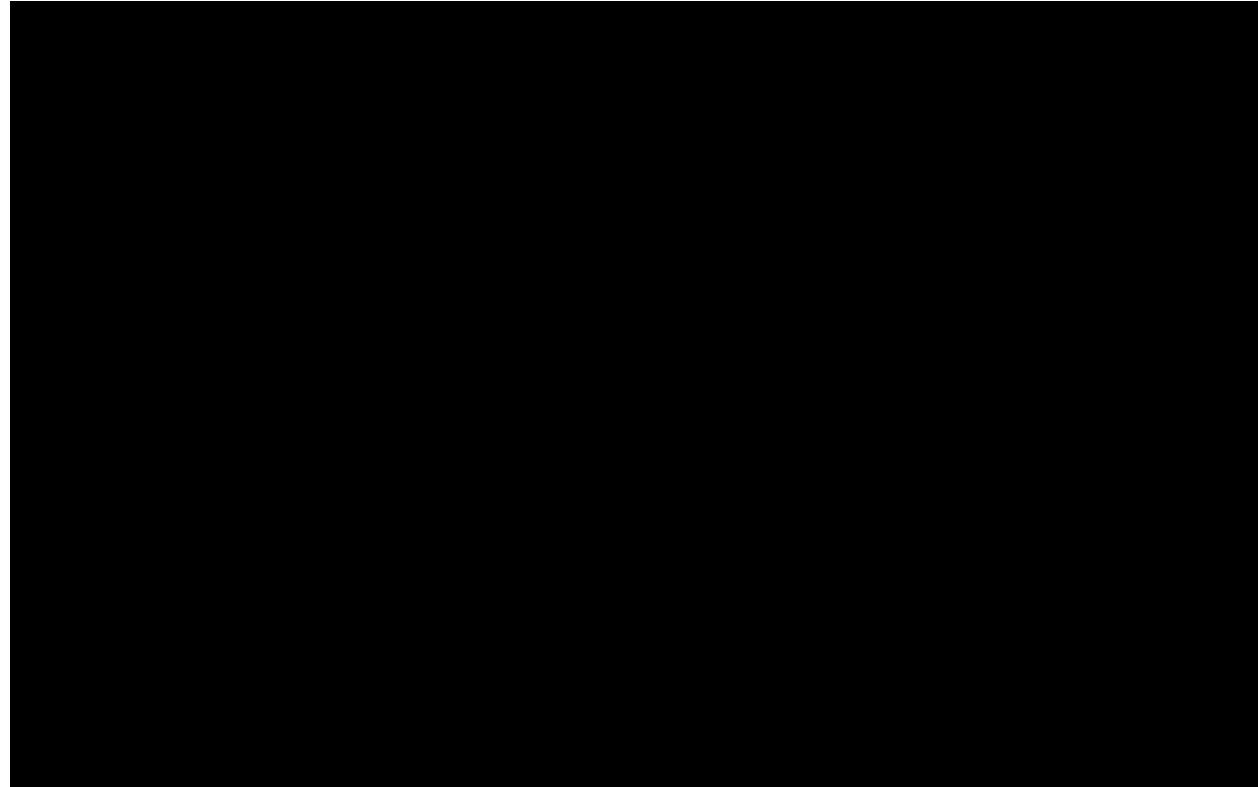


Logistics

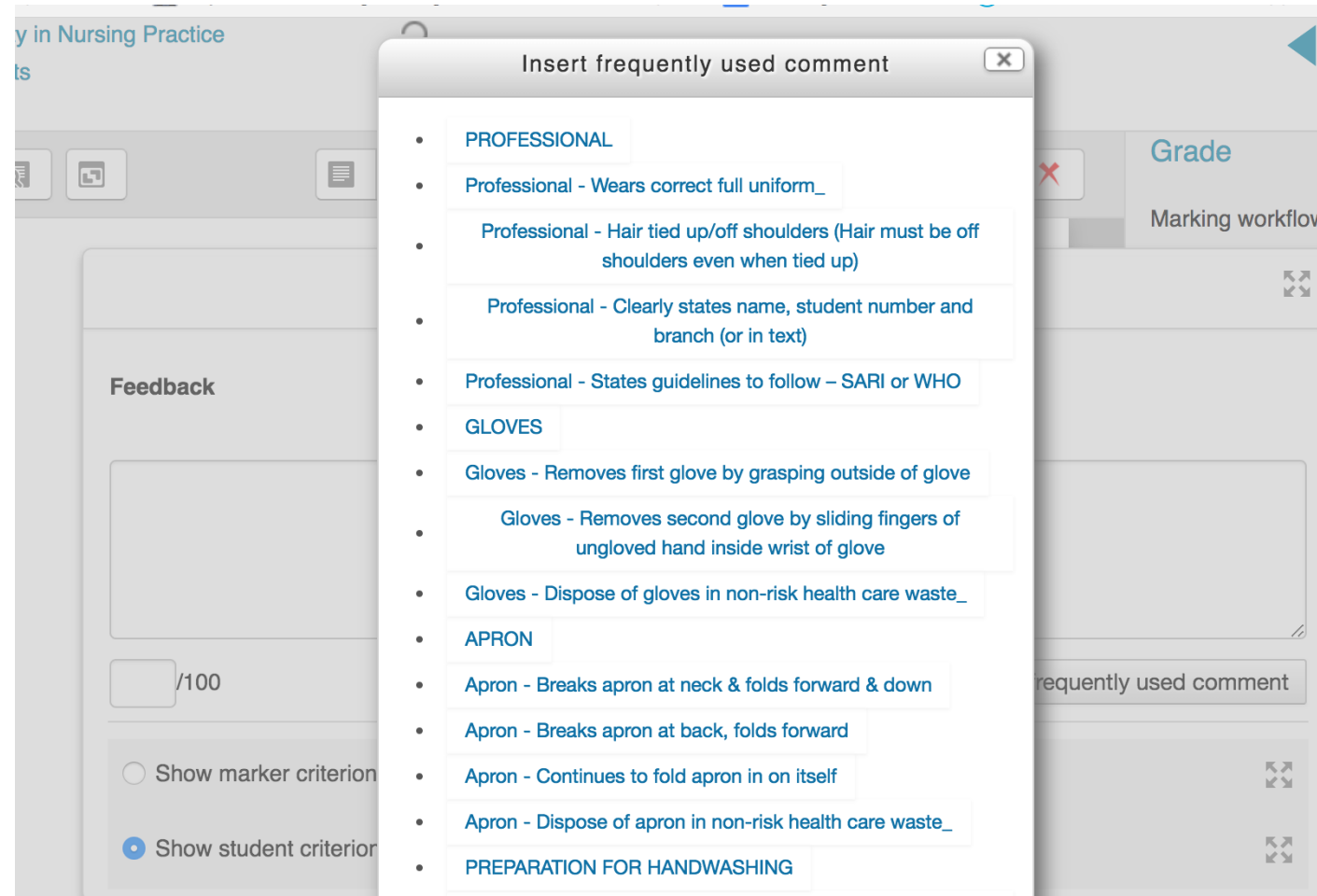
- 200+ students
- 5 assignments each
- 5 minutes per assignment
- 10 lecturers
- 2 weeks of assessment



Efficient solution



Efficiency with Feedback



How did the students feel?

- More time to practice
- Less pressure
- Easy to record
- could submit when happy



Feedback from staff

- Positive overall
- Valued being able to
 - Take a break when fatigued
 - Rewind video to look again
 - Refer back to video for disputed results
- More confident of consistent marking
- Ability to discuss differences and agree mark
- More efficient use of time

Before

Vs

After



Efficiency in terms of

STUDENT



Student learning

Feedback received

Career development

STAFF



Assessment

Feedback provided

Staff time

Transferability



Contact us



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Additional Slides

Framp, Downer and Layh 2015

Using video assessments as an alternative to the Objective Structured Clinical Examination (OSCE)

By A Framp, T Downer and J Layh

Traditional OSCE assessments have been utilised to assess nursing student competence at clinical skills in undergraduate nursing programs across Australia, and this method has found to be a reliable assessment to determine knowledge, clinical skill and problem solving (Henderson et al. 2013; Smith et al. 2012). However these assessments can be both resource intensive for staff and stressful for both students and staff.


Students identified it was difficult to perform while being observed, and there is often the need for debriefing after the assessment which requires more time to be allocated. It was decided to trial video assessments as an alternative for both the second and third

year undergraduate nurses, and undergraduate midwifery students. Students worked in pairs and groups of three to demonstrate clinical skills which were videoed and submitted as an assessment. The second year students demonstrated skills in patient education and included a reflection in their submission and the third year students were assessed on teaching a clinical skill to another nurse. The undergraduate midwives were assessed using woman centred care on their assessment of the newborn.

The outcomes of these assessments showed benefits for both the students and the educators. Students reported enjoying the assessment and were able to reflect and self-correct their behaviours as they were doing the assessments. Students could add a verbal reflection to the video at

the end if they recognised they had omitted a part of the skill at the time. Educators reported resource savings that included time to assess, time to mark assessments and time to train assessors. Moderation was achieved through review of videos and the ability for each assessor to replay videos. The outcomes of these assessments highlight the benefits of this method for nursing and midwifery students. This assessment will now be trialled across other nursing programs at this university.

Affiliations: University of The Sunshine Coast, Sippy Down, Queensland.

 **A Framp and T Downer are Program Leaders and J Layh is a Nursing Lecturer. All are at the University of the Sunshine Coast, Queensland**



References

- Henderson, A., Nulty, D., Jeffrey, M., 2013. An implementation framework for using OSCE's in nursing curricula. *Nurse Education Today*. 33(12):1459-1469.
- Smith, V., Muldoon, K., Bieley, L., 2012. The objective structured clinical examination (OSCE) as a strategy for assessing clinical competence in a midwifery education in Ireland: A critical review. *Nurse Education in Practice*. 12(5):242-247.

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