

Classroom Evaluation Strategy

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Effective education is pertinent in nursing to prepare nurses or student nurses to meet the needs of patients, especially in the clinical setting. Evaluating teaching effectiveness can be a challenge to educators as the role and responsibilities can be overwhelming. “The evaluation of teaching effectiveness is a complex process and will never be an easy task nor perceived to be a totally fair endeavor for any nursing department” (Salsali, 2005, p. 8). Nurses not only need mastery in knowledge but need to develop the cognitive skills for processing and analyzing information. This is how they apply their education to new situations such as problem-solving, critical thinking, and most importantly clinical judgment in the hospital setting. To know how an educator’s teachings are effective, assessment evaluations are made to determine which areas are lacking in the education process. In this paper, I will be evaluating my mentor’s assessment strategies in her class.

At St. Joseph’s Medical Center in Stockton, new employees are hired, and classes are conducted every two weeks to ensure new nurses are well-oriented to the facility. The class that my mentor, Jontue, teaches is glycemic control with the intravenous insulin drip using the sliding scale. This class was conducted during the new employee orientation. This class was on April 26 at 8:00 A.M. and ended around noon and had approximately 20 new nurses. It is required to have these new nurses learn the hospital’s policy in glycemia management and to learn specifically how to adjust the insulin drip with the given protocol.

The strategies that I observed during this class were class discussions and group activities with case studies. Class discussions were conducted frequently for students to acknowledge the information and to determine if education was effective. Although the class discussions were not carried out for very long, it was done promptly to ensure that the class was done on time. There was a lot of information to be discussed because there are variants of each protocol in each department, but I believe these discussions were valuable for the newly hired nurses. It was hard to get nurses to be engaged in the class discussions; I counted about two or three nurses who were reciprocating in each discussion, and it would be the same nurses talking in each discussion. How I would conduct these class discussions differently would call on different students to maximize the participation of each nurse. An improvement that could be made to this strategy would be pre-prompted questions formulated to increase participation from the nurses.

The next assessment strategy that Jontue used in her lecture class was a group activity with a case study at the end. With this case study the newly hired nurses were able to practice glycemic control with the intravenous insulin drip while using the hospital’s protocol. We did hourly glucose checks and assessed what rate each patient should be on. Challenges were conducted in which the scenario provided both a hyperglycemic patient and a hypoglycemic patient. This strategy was effective because nearly everybody was engaged and participated in this group activity. This exercise truly prompted the nurses to use their critical thinking skills and the information learned during the lecture and apply it to the group activity case study. I do not have any input myself in improving the strategy used in this class, but I would have conducted this portion of the class like a simulation lab to implement the scenario to feel real to the nurses.

This would also help nurses be more familiar with the hospital's glucometer before they are introduced to their department.

There are many other assessment strategies that Jontue would have implemented, but I believe these strategies were used appropriately for effective education and compliance with the hospital's protocol. This class has prepared these newly hired nurses with the ability to make decisions and provide interventions in this clinical situation. As I continue the journey of becoming an educator, I will be able to identify assessment strategies of my own to make learning more engaging and effective for students or nurses just as how Jontue has done in her class.

Salsali, M. (2005). Evaluating teaching effectiveness in nursing education: An Iranian perspective. *BMC Medical Education*, 5(1). doi:10.1186/1472-6920-5-29

