

**Clinical Skills Evaluation Rubric Development Assignment**

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Student nurses need to learn safe medication administration in their practices in the clinical field. They are to have the knowledge and skill to administer pharmaceutical agents to protect patients from medication errors. “The ability of nurses in the safe management and administration of drugs is one of the competencies that are expected to be applied in nursing care, especially in inpatient settings. Studies show that the lack of nurses’ ability to safely administer drugs will endanger patients and trigger adverse drug events” (Musharyanti et al., 2021, p. 287). It is also required for the student nurses to educate the patients about their medications to obtain adherence to their plan of care. A clinical skills evaluation rubric is created for students to obtain mastery in safe medication administration and ensure that they have the competency to administer medications in the field. The rubric that has been created will be a step-by-step clinical skill evaluation for students to learn safe oral medication administration with a provided rationale behind the design of the tool. This paper will be an analysis of the considered issues of reliability, validity, and feasibility in the development process of the rubric.

Although this rubric does have a scoring method for this skill, it is still a pass-fail clinical grade. This clinical skill evaluation rubric should be evaluated in a one-to-one observation by the educator and the student. The scoring method is to provide the students with feedback in return that they will improve from their previous trial. This rubric was designed around the five rights of safe medication administration, which are: the right patient, the right drug, the right time, the right dose, and the right route. In addition to the five rights of safe medication administration, this rubric also highlights safe medication administration by assessment of patients’ histories and allergies, techniques of hand hygiene to prevent the spread of infections, and assessing aspiration risks.

The validity of this rubric highlights not only the usefulness of the assessment tool but it provides the meaningfulness of the assessment results by the educator. The adequacy and appropriateness of the results of this rubric should be sufficient for the student to obtain their competency. When reviewing back to the rubric, all steps for oral medication administration improve the validity of a student's achievement. The content, construct, assessment-criterion relationship, and consequences are all stated in this rubric.

The reliability of this rubric may vary depending on each student's performance. Inconsistent assessment results are greatly influenced by each student's behavior such as memory, effort, attention, health status, or varying emotional status. This is in correlation to student-related factors. "Student-related factors include the heterogeneity of the student group, test-taking ability, and motivation" (Oermann & Gaberson, 2024, p. 30). Another factor that may influence the measurement of performance would be that the sample of tasks to some students may find one assessment easier than another. Besides student-related factors, this clinical skills evaluation rubric should produce consistent assessment results if teaching and learning methods are consistent before the performance of the skill.

Lastly, the usability of this clinical skill evaluation rubric was focused on questions that help guide the selection of appropriate assessment procedures. The assessment was easy to construct and use, the score of the evaluation results is reasonable, and the evaluation results are interpreted easily and accurately. An issue that may affect the usability of this rubric would be the time needed to administer and the score of the assessment. The time given to complete this skill may seem unreasonable to some students, but it is appropriate for the clinical setting. The score of the assessment should provide students with the required areas that need more practice. The score does not determine the achievement of the competency only if it is a perfect score.

By using this step-by-step clinical skill evaluation rubric, students should be able to obtain competency in safe oral medication administration and obtain knowledge of the rationale behind each step. This skill is an essential competency to obtain in the lab setting before going to clinical to protect both the students and the patients from errors in medication administration.

## References

- Oermann, M. H. & Gaberson, K. B. (2024). *Evaluation and testing in nursing education* (7<sup>th</sup> ed.). Springer Publishing Company.
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