

### **PP 3**

## **Factors associated with current formative clinical evaluation among nursing students at College of Nursing, Anuradhapura**

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**Background:** In nursing education, formative assessment has shown to be highly effective not only for student learning, but also for teaching and, as a result increasing the overall quality of learning. Nursing students attached to the basic nursing diploma program in Sri Lanka, should complete four formative clinical evaluations each year. The implementation of this formative clinical evaluation needs to be studied in detail.

**Objective:** To assess the factors associated with the current formative clinical evaluation among nursing students in College of Nursing, Anuradhapura.

**Method:** A descriptive cross-sectional study was carried out with a proportionate random sample of first year, second year, and third year nursing students at College of Nursing, Anuradhapura (n=293). A pre-tested self-administered questionnaire was used and the study was carried out in August to December 2019. ANOVA, t-test and Pearson correlation tests were used for data analysis. Significance was considered as  $p < 0.05$ . Ethical approval was obtained from Rajarata University of Sri Lanka.

**Results:** Response rate was 91.6%. The majority (52.6%) belonged to age group 23-24 years. The mean age was  $23.8 \pm 1.34$  years. The majority were females (88.7%), Sinhala (99.3%) and Buddhists (98.3%). Students perceived that supervision factors (74.6%), environmental factors (63.5 %) and student factors (54.6%) affected negatively to the formative evaluation. Identified barriers were insufficient time, space, equipment, and clinical staff, high stress, overcrowding, subjective biasness, and tight schedules of nursing tutors. There were statistically significant associations between student factors and gender ( $p=0.036$ ), and between supervision factor and academic year ( $p=0.008$ ), the number of evaluations ( $p < 0.001$ ), and nursing residence/accommodation type ( $p=0.024$ ). A significant positive correlation was found between supervision factors and number of evaluations ( $r=0.26$ ,  $p=0.010$ ), and academic year ( $r=0.14$ ,  $p=0.018$ ).

**Conclusion:** Mostly, factors related to supervision impacted negatively to the formative evaluation. This study shows that clinical assessments in clinical settings are challenging, and staff nurses and nurse educators must be encouraged to mentor nursing students.