THE HIGH-QUALITY OF CLINICAL PRACTICE EVALUATION FOR NURSING STUDENTS: A LITERATURE REVIEW

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ABSTRACT

Background: Evaluation processes of clinical practice among nursing students can be less than optimal due to individual, organizational, and psychological factors. Improving clinical practice evaluations enhances student outcomes. Therefore, to measure quality in these evaluations, it is essential to identify standard components for evaluating clinical practice quality among nursing students. Purpose: This literature review aims to analyse what components influence the quality of clinical practice evaluation among nursing students. Methodology: The literature review is done by taking electronic database sources through e-book and journal search engines, such as Google Book, Google Scholar, Pro-Quest, PUBMED, and Science Direct. The criteria for published books are the last ten years (2013-2023) and journals for the last five years (2018-2023) using the keywords "component of quality evaluation of clinical practice among nursing students". Results: Based on a review of 12 journals that met the analysis criteria, various measurement components were identified and summarised into nine main components: validity, reliability, practicability, objectivity, feasibility, understandability, continuity, propriety, and efficiency, serving as the standard for measuring the quality of clinical evaluation in nursing students. Conclusion: The quality of clinical practice evaluation among nursing students must have standardized, effective, efficient, and sustainable components so that the clinical competence of nursing students can be achieved optimally.

Keywords: Components; Quality of evaluation; Clinical practice; Nursing Student

INTRODUCTION

Clinical practice evaluation is an important part of clinical practice among nursing students. This activity was carried out to measure the extent to which nursing students' abilities developed during clinical practice (Oermann & Gaberson, 2019). An evaluation that is carried out properly will also positively impact the expected learning outcomes, and student abilities will be measured accurately (Ali et al., 2023; Amasha et al., 2020; Hakim et al., 2022). In addition, evaluation is also the key to knowing how successful the clinical practice education program has been (Blanchard et al., 2021; Dorairaju et al., 2022).

The results of clinical practice evaluations can be used as input for supervisors to provide stimulus and increase nursing students' motivation so that they are more enthusiastic about achieving the best grades, completing assignments well, and achieving good achievements (Díaz-Alonso et al., 2022; Mallek & El-Azeem El-Hosany, 2020). Meanwhile, for nursing students, the evaluation results were unsatisfactory, which could motivate them to try better and correct mistakes made (Anal, 2021).

However, it is still necessary to provide positive stimulus from clinical supervisors and instructors so that those who get bad grades do not give up on learning (Obsuth et al., 2022; Villacarlos & Daño, 2020).

The importance of implementing this clinical practice evaluation must be matched by good implementation by several academic supervisors and instructors. It is evidenced by several studies which have found that implementing clinical practice evaluation among nursing students still needs to be improved. Murdhiono & Siswanto (2019) found that many academic supervisors and clinical instructors needed to be more disciplined in conducting evaluations and were slow to collect grades from academic coordinators. They focused more on summative rather than formative evaluations. Research by Na & Roh (2021) found that the cognitive, affective, and psychomotor evaluation domains had no clear systems flow and were separated. Christiansen et al. (2021) revealed that evaluations carried out by academic supervisors and clinical instructors were not transparent to students, biased subjectively, tended to be slow, collective, and carried out only on assignments, while evaluations were not carried out in the clinical practice process. Smith (2019) found that the evaluations could have been more consistent, the evaluation format often changed, and the language used was also difficult to understand.

Evaluation of clinical practice that could be more optimal can occur due to the influence of several factors. According to Gibson et al. (2012), this factor consists of; individual, psychological, and organizational factors. However, the problems above must be addressed because they will impact the quality of evaluation of clinical nursing practice and institutional quality and can reduce the level of trust among nursing students themselves (Paler et al., 2022; Smith, 2019). All aspects of evaluation should have been well structured in evaluation management, starting from planning, implementing, monitoring, and reporting (Gibson et al., 2020; Oermann & Gaberson, 2019; Said & Muslimah, 2021). In compiling clinical practice evaluation management, managers of clinical nursing practice education programs, academic supervisors, and clinical instructors must first measure the quality of the evaluation to be properly applied to nursing clinical practice students.

Although much research has been conducted on clinical practice evaluation, specific components that consistently influence the quality of such evaluations have not been identified. This literature review aims to fill this gap by analysing the components that influence the quality of clinical practice evaluation among nursing students. By identifying these components, this review seeks to establish guidelines that can serve as a foundation for measuring the quality of clinical practice evaluation. These guidelines will enable the managers of clinical nursing practice education programs, academic supervisors, and clinical instructors to supervise and assess the quality of evaluations conducted and implemented. Furthermore, the identified components will be developed into a new instrument for measuring the quality of clinical practice evaluation among nursing students, ultimately providing comprehensive guidance for nursing educational institutions to improve evaluation quality, student competency, and learning outcomes.

METHODS

This literature review aims to analyse the components influencing the quality of clinical practice evaluation among nursing students. In addition to compiling a framework of quality evaluation components, this review serves as the basis for developing instruments to measure the quality of clinical practice evaluation. The literature search was conducted using open electronic databases and search engines, including Google Books, Google Scholar, ProQuest, PubMed, and ScienceDirect, as well as print media sources. The search strategy utilised Boolean operators (AND/OR/NOT) effectively; for instance, the keywords used were "component" AND "quality of evaluation" AND "clinical practice" AND "among nursing students." Inclusion criteria required books published within the last ten years (2013–2023) and journals from the last five years (2018–2023). Data extraction was carried out by examining databases based on author, title, publication date, type of source (book or journal), keywords, and topics, while focusing on content that addressed the components and/or quality of clinical practice evaluation. The inclusion criteria for analysis were: (1) journal titles and/or abstracts containing topics matching the keywords; (2) relevance to quality components of clinical practice evaluation; (3) alignment with the scope of clinical practice evaluation; (4) books published from 2013 to 2023 and journals from 2018 to 2023; and (5) books with ISBNs and journals indexed in databases with open access. Data from books provided primary references, while journals offered supplementary insights into the quality components of clinical practice evaluation.

RESEARCH RESULT

Based on search results for books and journals that have the same theme and keywords are as follows:
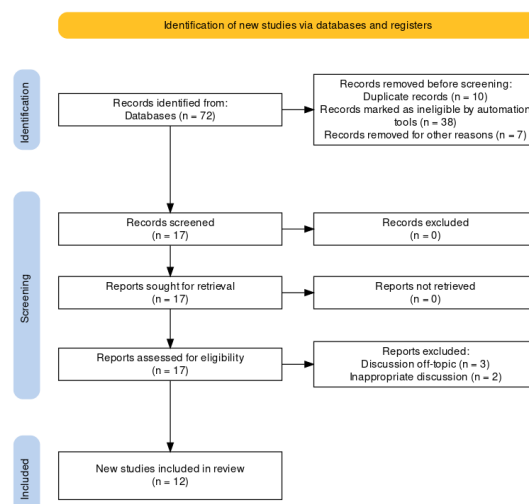

Figure 1. Flow chart of the literature review selection stage

The flow chart above is the process and the results of the literature selection. This flow chart uses the PRISMA flow diagram generator application (Haddaway et al., 2022). Based on the analysis results, 12 sources of literature discussed the quality evaluation components. All journals and books excluded do not meet the inclusion criteria.

Table 1. Results of Literature Review Analysis

No	Year of Publication	Author	Type of Reviewed	Finding
1	2013	Loughlin et al	Book Chapter; Conference Proceeding	Objectivity and understandability are important components in measuring the quality of evaluation of clinical practice. Its implementation must be fair, well-planned, and based on actual conditions.
2	2018	Bonner et al	Journal Paper	Validity and understandability are important components in measuring the quality of evaluation of clinical practice.
3	2018	LoBiondo-Wood et al	Book	The most important components in measuring the quality of clinical practice evaluation are validity, reliability, objectivity, and feasibility.
4	2019	Cornberg et al	Journal Paper	Practicability is an important component in measuring the quality of evaluation of clinical practice.
5	2019	Idrus	Journal Paper	The important components to measure the quality of clinical practice evaluation are validity, reliability, practicability, objectivity, and feasibility.
6	2019	Melnyk & Fineout-Overholt	Book	Several components that can be analysed to improve the quality of clinical practice evaluation are validity, reliability, understandability, objectivity, and propriety.
7	2019	Oermann & Gaberson	Book	The components of feasibility, understandability, continuity, propriety, and efficiency can determine the quality of clinical practice evaluation.
8	2020	Holmboe et al	Book	Components to measure the quality of evaluation of clinical practice are valid, reliable, objective and professional, timely, targeted and appropriate for use.

9	2020	Suardipa & Primayana	Journal Paper	The important components to improve the quality of evaluation of clinical practice are objectivity, understandability, continuity, propriety and efficiency.
10	2022	Díaz-Alonso et al	Journal Paper	Validity is a very important basic component to show how a clinical practice evaluation can be said to be of good quality.
11	2022	Wei et al	Journal Paper	Clinical practice evaluation can be highly quality if the assessment format shows valid, reliable, effective and efficient values, sustainable, easy to understand, unambiguous, and depicts a well-structured assessment pattern.
12	2023	Cornell et al	Journal Paper	Feasibility is a component that has an important role in improving the quality of clinical practice evaluation because the evaluation carried out must have benefits for nursing students, academic supervisors, and clinical instructors.

Based on Table 1. shows that the analysis of 12 reviewed publications from 2013 to 2023 reveals nine main components that are crucial in determining the quality of clinical practice evaluation among nursing students. These components, along with their frequencies, include validity (6 mentions), reliability (5 mentions), practicability (3 mentions), objectivity (6 mentions), feasibility (5 mentions), understandability (6 mentions), continuity (3 mentions), propriety (3 mentions), and efficiency (3 mentions). Among these, validity, objectivity, and understandability emerge as the most prominent, reflecting the need for evaluations that are accurate, unbiased, and easily comprehensible. Feasibility and reliability are also emphasized, underscoring the importance of evaluations being practical and consistent across different settings. Continuity, propriety, and efficiency, while mentioned less frequently, highlight the necessity for sustainable, ethical, and resource-efficient evaluations. Together, these components form a multidimensional framework that addresses not only the technical aspects of evaluation but also its ethical and operational considerations. This comprehensive approach is essential for ensuring that clinical practice evaluations are beneficial, actionable, and aligned with the educational objectives for nursing students, while also facilitating effective supervision and collaboration among academic supervisors and clinical instructors.

DISCUSSION

The results of the literature review show that as many as 12 sources of literature discuss the quality evaluation component. The quality of evaluation of clinical practice among nursing students has its significance. Quality is defined as a dynamic condition or good and bad specification of an object, product, or service that its users require (Dlugacz, 2017; Schwartz & Mayne, 2018). Quality is the conformity of a product or service with its users' expectations, requirements, or other standards (Hsu & Hsieh, 2013; Squara et al., 2021; Townsend & Gebhardt, 2019). This definition can be concluded that quality is the value or condition of good or bad products, both goods and services, against predetermined standards to meet the expectations and demands of those using them.

Meanwhile, evaluation is a process to produce or obtain information to consider a decision (Orellano & Carcamo, 2021). Meanwhile, according to Kazemier et al (2021), evaluation is an attempt to adjust objective data from the beginning till the end of a program implemented as a basis for evaluating program objectives. Evaluation is an assessment process from the beginning to the end of an activity or activity. Clinical practice is an activity carried out by a person or group to apply real skills, knowledge, and problem-solving patterns in the field (Trotter, 2020). Clinical practice is a means or activity carried out to train and forge one's abilities so that one can take action in a professional, appropriate, honest and comprehensive manner and can be accounted for based on the knowledge and abilities possessed (Cunningham & Moore, 2020; Potter et al., 2021).

From the definition above, according to Cuda & Censani (2022), the evaluation of clinical practice is an activity carried out to determine the value of a person's abilities while participating in clinical practice activities. Meanwhile, according to Mann et al. (2022), the evaluation of clinical practice is an action or process that will describe the value of the clinical practice. Through the many opinions above, when combined, the quality of evaluation of clinical nursing practice has meaning as an effort made in assessing students' abilities and progress while carrying out clinical practice in a standardized and sustainable manner and meets the expectations of institutions, organizations and society.

The quality of clinical practice evaluation has several elements that must be considered, namely: (1) meets or exceeds expectations; (2) relates to people, products, processes, and the environment; and (3) can change from time to time (Schwartz & Mayne, 2018). Several factors influence the quality of clinical nursing practice, namely: (1) man, good or bad product quality produced by an educational institution will greatly affect man, so it is necessary to pay attention to this aspect by conducting training, providing health insurance, providing motivation, level career, and others; (2) management, good coordination between each part in educational institutions must be considered so that it continues to run well to prevent chaos at work; (3) money, to maintain or improve the quality of the products produced, sufficient money is needed; (4) materials, student practice areas also need to be considered because clinical practice areas are places for students to gain experience and skills in providing services; and (5) machines and mechanization, the use of modern technology will of course also produce graduates with different abilities, the better the tools used will greatly affect the quality of the students produced, the use of teaching and learning equipment and

evaluations that are old-fashioned and incomplete will have an effect on the quality of students being educated (Terry & Rue, 2021). The elements and factors mentioned above must receive attention before measuring the quality of evaluation of clinical practice among nursing students (Doyen et al., 2018; Li et al., 2023).

Based on the results of the literature collected, many variations can be used as measurement components. However, some of them have the same meaning, so they are summarized into nine components and can be used as a standard in measuring the quality of evaluation of clinical practice among nursing students. These components are validity, reliability, practicability, objectivity, feasibility, understandability, continuity, propriety, and efficiency (Holmboe et al., 2020; Idrus, 2019; LoBiondo-Wood et al., 2018; Oermann & Gaberson, 2019; Suardipa & Primayana, 2020).

The validity, the evaluation carried out and the evaluation instrument that will be used later must measure the student's ability precisely and accurately, also include and describe the activities to be carried out according to clinical practice competencies, and no difference between the assessment of one student and another student (Wei et al., 2022). Reliability, evaluation and instruments used for evaluating clinical practice among nursing students must be consistent with measurements, and when repeated measurements are performed, they can show the same results (Díaz-Alonso et al., 2022). Practicability, the clinical practice evaluation instrument is an instrument that is practical and easy to use. Each assessment component follows what will be practised and can be learned by students (Cornberg et al., 2019).

Objectivity, in this component, the process of evaluating clinical practice must be carried out fairly, planned, and based on actual conditions (Loughlin et al., 2013). Feasibility, the evaluation and clinical practice evaluation instruments benefit clinical supervisors, clinical instructors, and nursing students (Cornell et al., 2023). Understandability, evaluation, and clinical practice evaluation instruments can be easily understood, uncomplicated, and consistent and will not confuse (Bonner et al., 2018). Continuity, clinical practice evaluation, and assessment instruments can be carried out continuously without the possibility of error, and each value calculation will produce clear inputs, processes and outputs (Suardipa & Primayana, 2020). Propriety, the implementation of clinical practice evaluations carried out by academic supervisors and clinical instructors must prioritize professional, honest and open values (Oermann & Gaberson, 2019). Efficiency, the evaluation process and clinical practice evaluation instruments measure students' abilities precisely and uncomplicatedly and do not take a long time from the assessment process to the value collection process (Melnyk & Fineout-Overholt, 2019). These nine components can be used as a standard in measuring the quality of evaluation of clinical practice among nursing students.

CONCLUSION

The quality of clinical practice evaluation among nursing students must have standardized, effective, efficient, and sustainable components so that the clinical competence of nursing students can be achieved optimally. Based on the results of the literature collected, it was found that many variations can be used as measurement components, but some of them have the same meaning, so they are summarized into nine main components that can be used as standards for measuring the quality of clinical practice evaluation of nursing students, namely;

validity, reliability, practicability, objectivity, feasibility, understandability, continuity, propriety, and efficiency. With this component, it is hoped that it can be a reference in compiling quality standards for evaluating clinical nursing practice.

AUTHOR CONTRIBUTION

All authors contributed to the literature review, data analysis, interpretation, drafting, and critical article revision. All authors agree on the final version of the article to be published.

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