

Introduction

- Clinical performance is a crucial part of the evaluation of NP education.
- Direct observation at the clinical site has traditionally been accomplished through faculty site visits.
- Current challenges of distance learning and COVID-19-related clinical site/travel restrictions.
- An increased need for simulation and telemedicine visits has emerged for student evaluation.
- The **Peer Patient Round Table (PPRT)** is a model of student evaluation for NPs. It was grounded in the principles of Arthurian legend, where each person has equal status,
- The PPRT evaluation consists of three roles each student performs in a virtual telemedicine session.
 - The **first role** is that of the patient. The student creates a complete patient scenario including a past history, chief complaint, history of present illness, review of systems, and physical exam, and acts as the standardized patient during the scenario.
 - The **second role** is that of the student NP. The student completes the clinical encounter as they would in the clinical setting.
 - The **third role** is that of the preceptor. The preceptor is playing the role of the evaluator. They are the resource for the student during the encounter as well as evaluating the NP student using the same tool that faculty use during a clinical site visit.
- The PPRT model allows faculty to evaluate a student's clinical performance, in a unique and comprehensive manner.
- It facilitates students' perspective of each role, enhancing learning by conjoining evidence-based practice with heuristics.
- During debriefing, the format grants a safe environment for faculty to heighten the use of soft skills and clinical performance.

Aims/Methods

- Aim of Study:**
Aims to evaluate the use of the Peer Patient Round Table (PPRT) as an assessment measure of Nurse Practitioner student clinical reasoning as the alternative of the typical faculty site visit.
- Design:**
A retrospective pilot survey study
- Study Subjects:**
Faculty and students (current and recent graduates) in Family Nurse Practitioner - DNP at Radford University AND experienced PPRT model as the student evaluation for clinical performance.
- Procedure:**
An IRB approved Qualtrics survey was emailed to collect both qualitative and quantitative data. All students and faculty that utilized the PPRT method of evaluation was invited to participate in the study.
- Qualtrics Survey:**
13 Questions including 6 quantitative and 7 qualitative questions, to evaluate their experience overall and in each role.

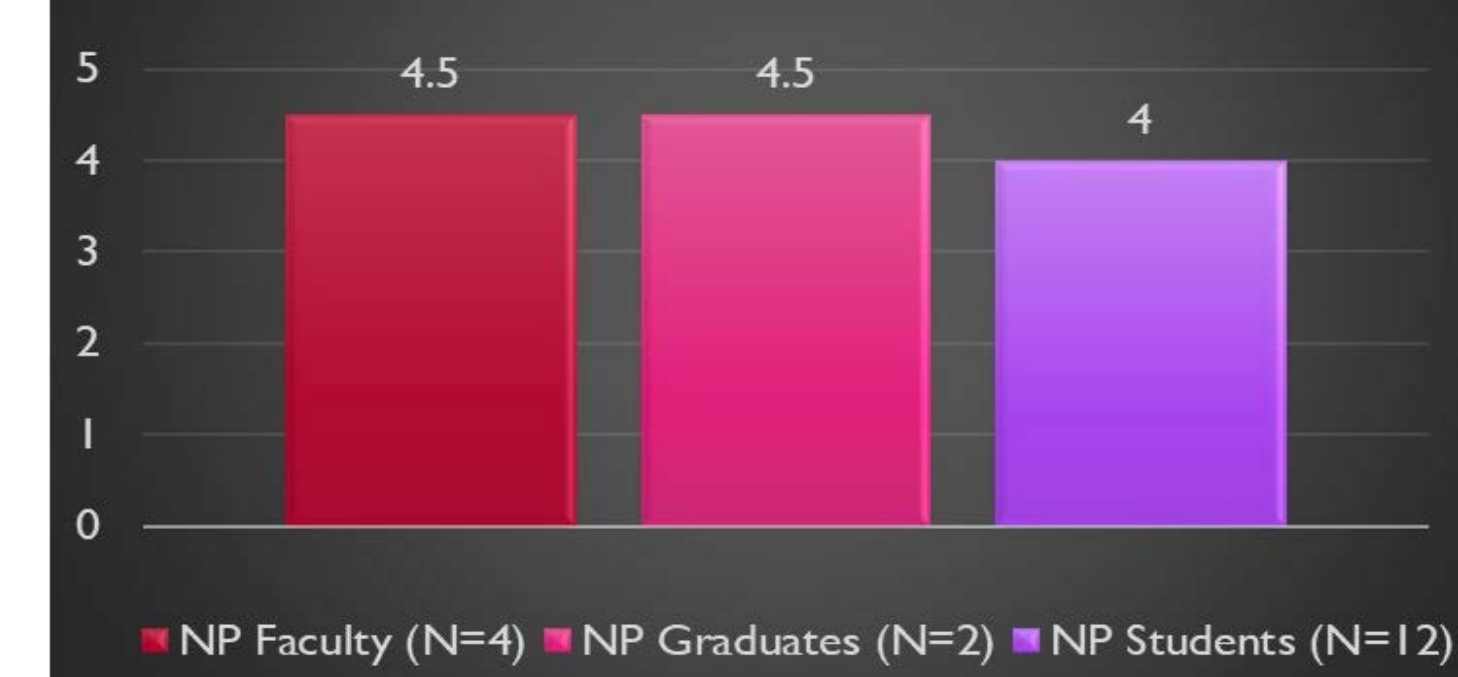
Perception on PPRT Survey using Quantitative Scale:
1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree

Quantitative Findings

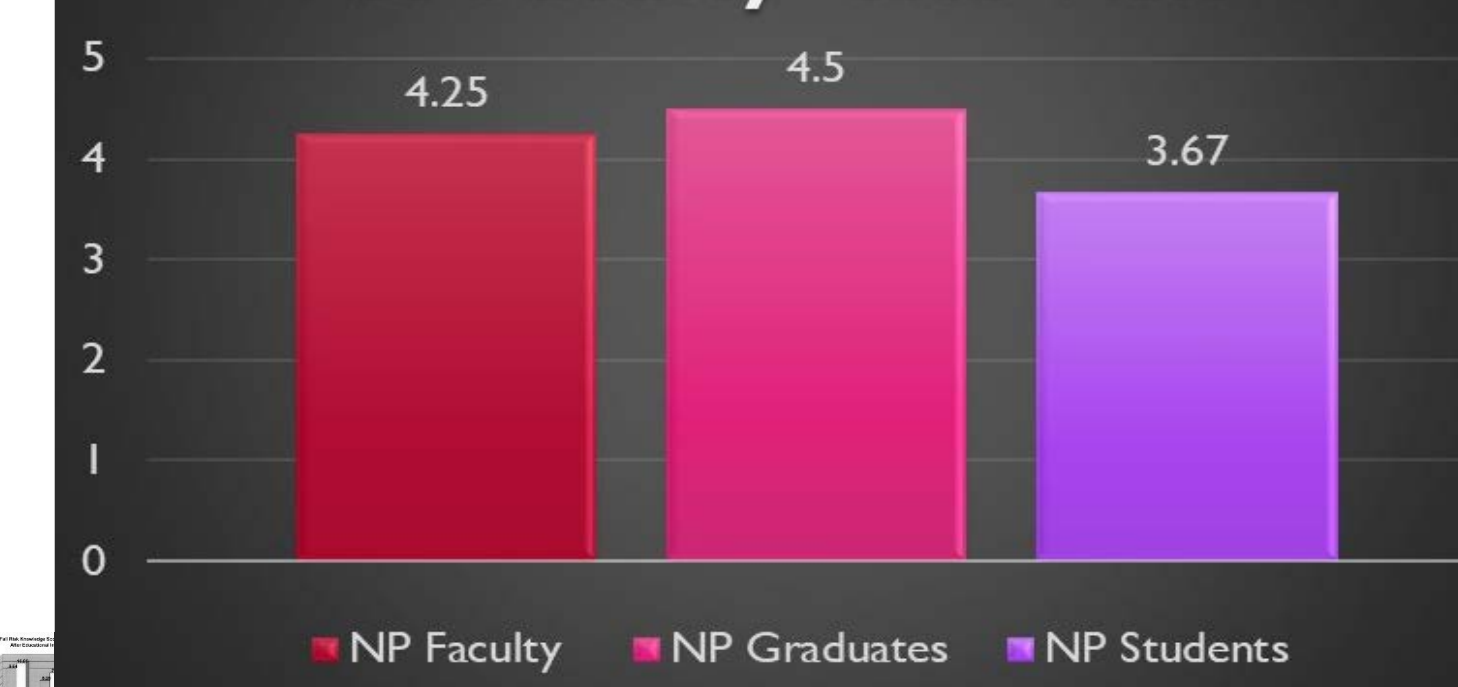
Demographic & PPRT Data

Characteristics [N=18]	Frequency (%)
• FNP Students	12
• DNP-FNP Graduate	2
• NP Faculty	4
Semesters in NP Programs [N=14]	12.3 ± 4.9
Mean SD	
Perception (Scale of 5=Strongly Agree)	4.17 ± 0.86
Adequacy of PPRT to evaluate student performance	
- Faculty (N=4)	4.50 ± 0.58
- NP Graduates (N=2)	4.50 ± 0.71
- NP Student (N=12)	4.00 ± 0.95
Mean SD	
Perception	
Comparability of PPRT to Faculty Clinical Site Visit	3.89 ± 1.13
- Faculty (N=4)	4.25 ± 0.50
- NP Graduates (N=2)	4.5 ± 0.71
- NP Student (N=12)	3.67 ± 1.30
Mean SD	
Preference	
Prefer PPRT to Faculty Clinical Site as the Evaluation Model	3.67 ± 1.08
- Faculty (N=4)	3.25 ± 0.96
- NP Graduates (N=2)	4.00 ± 0.00
- NP Students (N=12)	3.75 ± 1.22

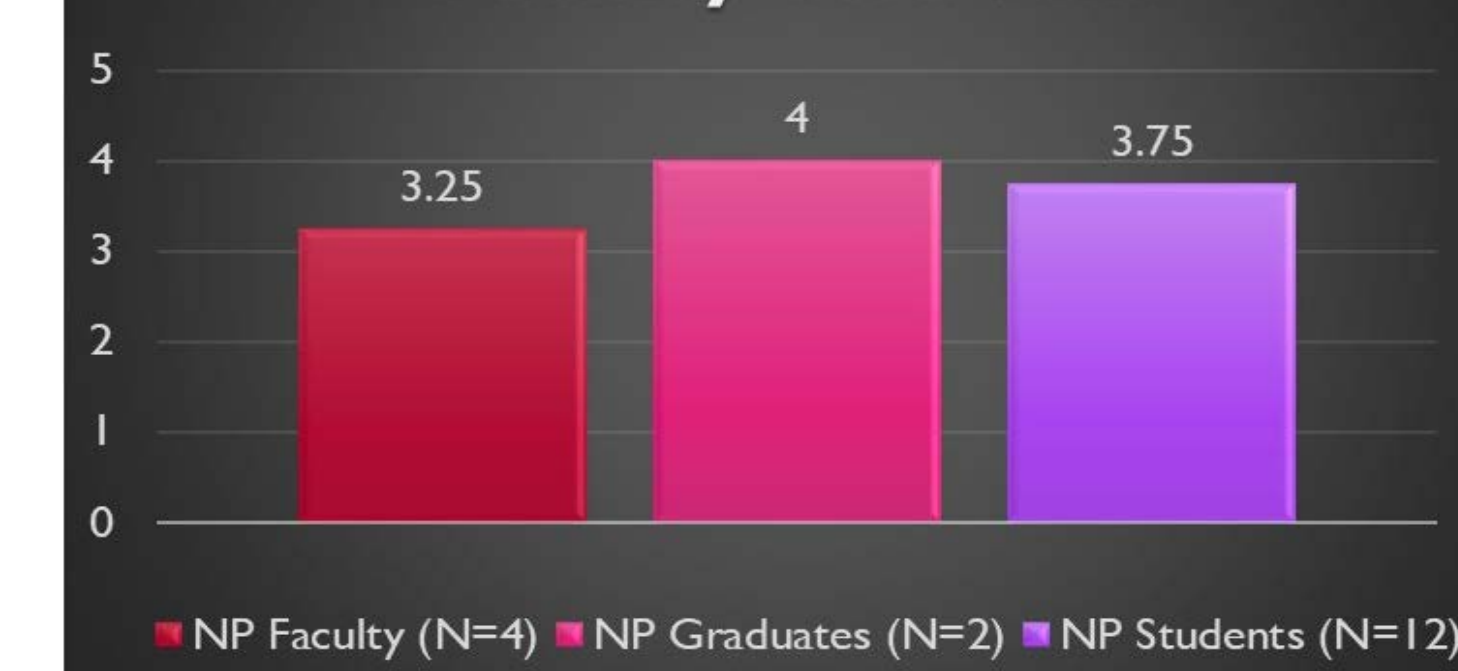
Adequacy of PPRT to Evaluate Student Performance



Comparability of PPRT to Faculty Site Visit



Preference of PPRT to Faculty Site Visit



Qualitative Findings

Overall Experience: -

- Evolution of thought process through three different viewpoints/roles
- Peer interaction
- Outside of the box – based on each role
- Efficient
- Convenient

Role of Patient:

- Importance of Provider skill of inquiry – open ended questions and interview style and technique
- Challenging to create a comprehensive, congruent patient case.

Role of NP student:

- Improved interviewing skills and physical assessment via telemedicine
- Enhanced succinct oral presentation
- Gained confidence

Role of Preceptor:

- Importance of use of evidence-based resources
- Challenging/most uncomfortable for student to act in this role
- Provide constructive feedback to NP student

Summary/Conclusion

- Aspects liked most:** peer interaction, evolution of thought process through three different viewpoints/roles, efficient/convenient, innovative
- Concerns as use of method for student clinical evaluation:** limited evaluation of physical exam techniques with telemedicine, although good alternative for evaluation; face-to-face is always best
- What improvements could be made to PPRT:** increase of in-the-moment feedback with faculty/group debriefing, improvement of telemedicine limitations (request for simulation tools/visual aids for assessment)
- Conclusion**
 - Overall positive experience
 - Convenient for distance learning – global pandemic environments
 - PPRT is a good alternative to evaluate clinical performance
- Clinical Implications**
 - PPRT is a useful tool to evaluate students' knowledge; to enhance clinical reasoning/critical thinking; improve interviewing skills
 - In comparison, clinical site visit focuses on more physical skills -
 - Limitation of PPRT not visualizing physical assessment techniques
 - Incorporate into Residency courses but continue traditional site visits (as permissible)
 - Site visits could be utilized for students who demonstrate unsatisfactory performance during PPRT (more judicious faculty travel)

References

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