



Clinical Skills Testing (CST) – Teacher Guidelines

Teacher Guidelines

Introduction

Clinical skills tests (CSTs) will be used to assess whether a student has met the expected learning outcomes in lab courses. There will be at least one, and no more than two CSTs scheduled for every lab course in the BSN curriculum (not including review labs). As CSTs have the potential to affect student progression, teachers must be consistent in how CSTs are delivered.

Teachers must review the CST Standard, posted on the SoN website: <https://nursing.ok.ubc.ca/resources/bsn-academic-regulations/>

Preparation Prior to the Start of the Term

Whenever possible, teachers from UBCO should collaborate with teachers from the Okanagan College BSN program, to ensure consistency for students.

General Preparation

The lab team (including the Lab/Sim Coordinator and all lab teachers) and Team Leader must meet to:

- Discuss how to maintain consistency in CSTs throughout the nursing program.
- Identify any concerns identified with the CSTs during the previous term
- Ensure adequate Open Lab time is scheduled for students to practice for the CSTs
- Ensure a qualified TA, lab monitor, or teacher is available during Open Lab times to assist students
- Determine that TAs and lab monitors have received adequate orientation and resources to allow them to have the knowledge and skills to effectively support students

The Team Leader, lab teachers, and Lab/Simulation Coordinator must meet prior to the start of each term to discuss and establish:

- Which skills will be tested as a CST during each course
- The approved resources for each CST (i.e. textbook readings; videos – UBCO generated or online; other online resources)
- The components of the marking rubric (e.g. what constitutes a gross breach, the passing score, etc.)
- The scheduling of the CSTs
- The process and timing for communicating to students:
 - The marking rubric for any CSTs
 - The scheduling of CSTs
 - The results of a CST

- Open lab times for practicing CSTs
- The approved CST resources

Development of the Marking Rubric

- Teachers involved in the development and approval of CST marking rubrics include:
 - Team leader(s)
 - Lab/ Simulation Coordinator
 - Lab teachers
- Teachers must agree on:
 - Common principles graded on a CST
 - What is considered a minor or gross breach (link to Standard)
 - The number of gross breaches (if any) that would be permitted on each CST
 - What is accepted as a self-correction and the maximum number of self-corrections allowed (link to Standard)
- Students must have access to the marking rubric at least 2 weeks in advance of testing e.g. in the course syllabus, in a lab manual, or on the classroom management system [i.e. Blackboard or Moodle].
- Lab teachers will ensure that all CST invigilators are consistent in how they grade students. This consistency might be achieved through the following methods:
 - Holding an orientation for all teachers and TAs who will be grading CSTs. Specific instructions should be provided on how to be consistent in grading.
 - Simulation of a CST: (1) A lab teacher or TA pretends to be a student, (2) the simulated student demonstrates the skill being tested (making a few errors or omissions), (3) another teacher videotapes the simulated student demonstration (e.g. on a smart phone), (4) each invigilator watches the video and evaluate the simulated student using the marking rubric, and (5) all invigilators compare their rubrics and discuss how consistent they were in grading

Scheduling CSTs

The team leader, Lab/ Simulation Coordinator, and lab teachers must identify the appropriate times during the term to schedule CSTs. Overall considerations should include:

- CSTs are to be scheduled no later than 4 weeks before the end of the term, to allow sufficient time for students to engage in remedial learning and re-testing.
- The time that is anticipated for:
 - The student to compete the CST
 - The invigilator to complete the assessment and evaluation of the CST
 - Routine breaks for the invigilator

In the event that CSTs need to be scheduled outside of lab times, ensure the scheduled time does not conflict with student's other academic commitments.

Procedure for Invigilators during the CST

Lab teachers and TAs support students by:

- Clearly communicating expectations of what the student should (or should not do) during the CST

- Assessing each student for concerns that may affect his/her ability to successfully complete the CST. If the evaluator believes that the student is displaying extreme anxiety:
 - Stop the CST
 - Allow the student an opportunity to take a breath or a short break.
 - If there is adequate time before the next student is scheduled, allow the student to re-start the CST. If not, re-schedule the student for another time.
 - Clearly explain that the student has not failed the CST and will be allowed to re-start.
 - Consider referring the student for support. Some examples include:
 - The Disability Resource Centre: <http://students.ok.ubc.ca/drc/welcome.html>
 - Health and Wellness: <http://students.ok.ubc.ca/health-wellness/welcome.html>
 - The Early Alert system: <http://facultystaff.students.ubc.ca/early-alert>

Invigilators may not use verbal or non-verbal communication to prompt students what steps to perform, or what steps they may have missed.

Procedure for Providing Students with Results and Feedback on CST

The Team Leader and lab teachers must identify the process that will be used to provide students with their CST results and feedback. Results and feedback can be communicated to students in a variety of ways.

- Students with unsuccessful first attempts receive an email to schedule an appointment to discuss remedial strategies.
- Students with unsuccessful second attempts will receive verbal notification.

Procedure for a Student who has Been Assigned a Failing Grade

The passing grade for all CSTs will be 80%.

In the event that a student is assigned a failing grade (achieves a score less than 80%) on the first attempt of a CST:

1. The lab teacher will advise the student that he/she was unsuccessful on the CST and meet with the student to review the evaluative feedback and discuss the learning plan. The signed learning plan will be placed on the student file and the clinical instructor will be notified.
2. The lab teacher will make an appointment for the student to get re-tested on the CST. This appointment must be no sooner than 7 days from the date of the original CST
3. At the CST re-test:
 - a. If the first CST was invigilated by a lab TA, the re-test must be invigilated by a lab teacher.
 - b. If the first CST was invigilated by one of the lab teachers, the invigilator for the re-test must be a different lab teacher.

If a student is assigned a failing grade (achieves a score less than 80%) on the second attempt of a CST:

1. The lab teacher or Team Leader will notify the student that he/she has been assigned a failing grade on the CST and will be assigned a failing grade in this nursing course.
2. The lab teacher or Team Leader will advise the student to make an appointment to meet with the Associate Director of the nursing program to discuss the next steps.
3. The lab teacher or Team Leader may consider:
 - a. Advising the student to visit Health and Wellness

- b. Submitting an Early Alert: <http://facultystaff.students.ubc.ca/early-alert>
 - c. Walking the student over to Health and Wellness, in person. The lab teacher or Team Leader can call over to let them know that he/she is bringing over a student in distress (ph: 250.807.9270)
 - d. Calling UBC security (for support in a non-urgent situation): 250.807.9236
 - e. Calling 911 in the event of an emergency
4. Immediately after meeting with the student, the lab teacher or Team Leader should contact the Associate Director with:
- a. The name of the student who has been assigned a failing grade on the CST
 - b. The skill that was being tested on the CST
 - c. The name and number of the course that the student has been assigned a failing grade
 - d. Any important relevant information for when the Associate Director meets with the student

Reviewing CST Process at the End of the Term

At the end of the term, all lab teachers involved in the CST process must meet to review (and make recommendations when appropriate):

- Overall effectiveness of the CST process
- The numbers of students successful on the first attempt and failures
- Which skills were tested and if they were appropriate to continue with in the following year
- The marking rubric
- Adequacy of resources for students
- Effectiveness of teaching assistants
- Feedback from teaching assistants
- Communication tools (e.g. Blackboard, the syllabus, the lab manual)

School of Nursing

Clinical Skills Test (CST) Learning Plan

Student Name:	
Date:	
Clinical Skills Test:	
Lab/Practice Course:	
Lab Teacher Name:	
Team Leader Name:	

Purpose

The purpose of this learning plan is to assist the student with strengthening his/her ability to perform the following skill(s):

This plan is being written because the student failed to successfully complete the above CST on his/her first attempt. Inability to pass this CST on the second attempt will result in an unsatisfactory rating in the lab and a failing grade in the course.

Refer to the School of Nursing Clinical Skills Test Standard ([insert hyperlink](#))

Expected Performance Standard:

Must pass CST with a minimum grade of 80%

Remedial strategies

- Meet with my lab teacher to review the feedback on my CST
- Review the skill in my lab manual and/or nursing textbook
- Review my seminar/lab class notes on this skill
- Ask my clinical teacher to help me find opportunities to learn more about this skill
- Attend open lab to practice the CST. Practice the skill, then ask the lab monitor or teaching assistant to watch me and give me feedback
- Videotape myself performing this skill (in Open Lab), then use the marking rubric to critique myself
- Other (*continue on next page if necessary*):

Remedial strategies (cont.)

I have read and understand the expectations of this plan.

I understand that this plan will be shared with my clinical teacher, the team leader, and the Associate Director of the School of Nursing; and that a copy will be placed in my student file.

I understand that should I fail the re-test of this CST during this term, I will receive an unsatisfactory rating in the lab and assigned a failing grade for this lab/practice course.

Student Signature Lab Teacher or Team Leader Signature

Date Date