

## ABSTRACT

### TESTING A NEW CREIGHTON COMPETENCY EVALUATION INSTRUMENT FOR PEDIATRIC NURSING

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A descriptive multi-site correlational study design was used to test a modified instrument to determine its ability to assess students consistently across settings using a group of prelicensure pediatric students enrolled in two different pediatric clinical environments. Two participant groups were intentionally recruited including clinical instructors teaching in pediatric clinical environments and their corresponding students practicing in pediatric simulation and traditional clinical environments. Inter-rater reliability of the instrument was achieved. Prelicensure nursing students were deemed competent in the care of children across settings. No statistically significant correlations were found between environments. There was a relationship between student perception of confidence and learning to instructor observed competence. Continued research, instrument validation, and instructor preparation are essential to ensure that prelicensure nursing students are competent in providing high-quality, safe, and developmentally appropriate care to children and families.