Texas A & M University, Corpus Christi

College of Nursing and Health Sciences

Nursing 5354 Assessment, Measurement, and Evaluation in Nursing Education

Syllabus

Spring 2016

<table>
<thead>
<tr>
<th>FACULTY:</th>
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<td>By appointment only</td>
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<td>CREDITS:</td>
<td>7 semester hours (1:6)</td>
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**COURSE DESCRIPTION:**

This course provides students with an overview of assessment, measurement, and evaluation strategies in the classroom and clinical areas. Students develop evaluation skills emphasizing unit, course and program outcomes. The process of evaluation within the teaching role is framed as a continuous quality improvement educational practice. This course is designed for graduate nursing students.

**COURSE OBJECTIVES:**

1. Examine the ethical and legal responsibilities of the nurse educator in the evaluation process;
2. Summarize contemporary sources used to develop evidenced-based assessment and evaluation;
3. Differentiate areas in a program where formative, summative and confirmative evaluations are used;
4. Differentiate between the advantages, limitations and relevance of subjective and objective methods of evaluation;
5. Create appropriate assessment instruments to evaluate educational outcomes;
6. Apply the principles of test construction for multiple-choice examinations
7. Apply the principles of test item analysis to examinations;
8. Critique models used to develop clinical evaluations;
9. Analyze assessment and evaluation data that can be used to enhance the teaching-learning process.

**Student Outcomes Assessment Matrix**

<table>
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<tr>
<th>CONHS MSN Program Objectives</th>
<th>NLN Framework Core Competency 3: Use Assessment &amp; Evaluation Strategies; Competency 7: Engage in Scholarship</th>
<th>Course Objectives</th>
<th>Assessment Techniques</th>
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</table>
| 5). Develop competence & accountability in an advanced practice nursing role | #3 Uses extant literature to develop evidence-based assessment & evaluation practices | 1, 2 | • Assigned readings  
• Faculty Stimulus Questions # 1 |
| 7). Value commitment to the advancement of the profession and discipline of nursing | | | |
| 4). Evaluate theory & research findings for integration into professional nursing practice | #3 Uses extant literature to develop evidence-based assessment & evaluation practices | 3, 4 | • Assigned readings  
• Faculty Stimulus Questions # 2 |
| | | | |
| 4). Evaluate theory & research findings for integration into professional nursing practice | #3 Uses extant literature to develop evidence-based assessment & evaluation practices  
#3 Implements evidence-based assessment & evaluation strategies that are appropriate to the learner & to learning goals | 5, 6 | • Assigned readings  
• Faculty Stimulus Questions # 3  
• Chat Room  
• Test Item Construction Paper |
| 5). Develop competence & accountability in an advanced practice nursing role | | | |
4). Evaluate theory & research findings for integration into professional nursing practice

#3 Uses assessment and evaluation data to enhance the teaching-learning process;
#3 Demonstrates skill in the design & use of tools for assessing clinical practice
#7 Draws on extant literature to design evidence-based teaching & evaluation practices

7, 8, 9

- Assigned readings
- Faculty Stimulus Questions # 4
- Chat Rooms
- Test Item Analysis Paper
- Critique of the Clinical Evaluation Tool

**REQUIRED TEXTBOOKS:**


**Optional:**


**COURSE REQUIREMENTS:**

Students are expected to:

- Complete all course assignments on time unless prior arrangements are made with the faculty; 10% per day penalty will be assessed for late work.
- Participate in group discussions using scholarly resources as a basis for the discussion. Each Unit develops over two weeks and has a discussion component on the second week. For each discussion week, begin on Monday and end on Sunday at 11:55p. Discuss will be graded according to the Discussion Rubric on the Information page. Use the highest level of online etiquette, respect and professional communication is expected: Communication should be respectful of other views and have a positive and polite tone.

**PLEASE REVIEW DISCUSSION Rules Of Engagement.**
CONHS GRADING POLICY

A = 90 to 100  B = 83 to 89  C = 75 to 82  D = 67-74  F = Below 67

Evaluation Method
Test Item Construction Paper: Students will identify content that is consistent with their clinical area of expertise and develop a multiple-choice examination following the principles of test item construction. (Grade weight = 20%)

Test Item Analysis Paper: Students will use the principles of test item analysis to assess their test items created in the Test Item Construction Paper. (Grade weight = 20%)

Critique of the Clinical Evaluation Tool: Students will use defined criteria (Oermann & Gaberson, 2009) to critique TAMUCC Undergraduate Clinical Evaluation Tool. (Grade weight = 30%)

Faculty Stimulus Questions # 1: Students will identify the standards used as frameworks to develop evaluations and respond to the questions: Why do we evaluate students/staff? What is the purpose of assessment? (Grade weight = 5%)

Faculty Stimulus Questions # 2: Students will review the ethical and legal aspects to consider when developing student evaluations and respond to the question: Are there differences [that should be considered] in the ethical and legal aspects of evaluating students in the classroom as compared to the clinical area? (Grade weight = 5%)

Faculty Stimulus Questions # 3: Students will complete the required readings and respond to the following: Discuss the scope of the educators’ role to maintain academic integrity of their classroom. Can students’ behaviors of academic dishonesty in the classroom transfer to their performance in the clinical area? (Grade weight = 5%)

Faculty Stimulus Questions # 4: Students will review the TAMUCC Undergraduate Clinical Evaluation Tool and select two (2) objectives from the evaluation tool: What are the nursing faculty skills, attributes, education, and clinical experiences that faculty need to competently evaluate students for the clinical objectives? (Grade weight = 5%/100)

Discussion Participation (10%) Group discussion is used to facilitate reflective thinking about the Unit concepts and provide opportunities to ask relevant questions. Each Unit discussion areas will be posted by the instructor. Minimally, students are expected to post 1-2 substantive postings and to post thoughtful responses to a minimum of 2 peer postings on at least 2 different days each discussion week. To earn the full 10-points for each discussion the student must participate at a higher level than minimum requirements.
Bibliography


Joint Commission on Accreditation of Health Care Organizations: Mission & Position Statement [http://www.jointcomission.org/AboutUs/joint_comission_facts.htm](http://www.jointcomission.org/AboutUs/joint_comission_facts.htm)

JACHO 2008 National Hospital Patient Safety Goals [http://www.jointcomission.org/NR/rdonlyres/82B717D8-B16A-4442-AD00-CE3188CF00A0/08_HAP_NPSGs_Master.pdf](http://www.jointcomission.org/NR/rdonlyres/82B717D8-B16A-4442-AD00-CE3188CF00A0/08_HAP_NPSGs_Master.pdf)


NLN Certified Nurse Educator Examination

NLN Hallmark Indicators
http://www.nh.org/excelence/hallmarks_indicators.htm

National Council of State Board of Nursing: Current NCLEX Test Plans
https://www.nCSbn.org/1287.htm


Rutgers University Academic Integrity Policy. http://academicintegrity.rutgers.edu/integrity.shtml


Southern Association of Colleges & Schools (SACS) http://www.sacs.org/

TAMUCC College of Nursing & Health Sciences Academic Honesty & Professional Integrity Policy
http://conhs.tamucc.edu/nursingstudenthandbook/007/AcademicHonesty.pdf

Texas A & M University, Corpus Christi Student Grade Appeals Code: 13.02.99.C2
www.tamucc.edu/provost/university_rules/students/130299C2.htm

Texas Board of Nurse Examiners: How Can Clinical Evaluation Tools Show Progression of Students’ Cognitive, Affective, & Psychomotor Achievements?
http://www.bon.state.tx.us/nursingeducator/faq_clinical.html#