

Nursing 662

Assessment & Evaluation in Nursing Education

Fall 2018

Course Description: Assessment and evaluation strategies in nursing education are explored with an emphasis on the test plan design based upon the National Council of Licensing Examination (NCLEX), developing, analyzing, and revising classroom tests and competency validation of clinical nursing skills. Components and processes of program evaluation focuses on the nursing program, curriculum, environment, and university outcomes. Develops the National League for Nursing (NLN) Competencies for Nurse Educators, Competency 3: Use assessment and evaluation strategies and Competency 6: Pursue continuous quality improvement in the nurse educator role.

Course Credit: Two (2) hours

Prerequisite(s): None

Objectives: At the completion of the course, the student will be able to:

1. Analyze evidence-based assessment and evaluation.
2. Examine best practices in classroom testing in nursing education to enhance student learning.
3. Use elements of test construction, administration, and analysis to improve assessment and evaluation skills.
4. Discussion preparation of nursing students for licensure, and certification examinations.
5. Explore related ethical, social and legal issues related to evaluation in nursing education.
6. Identify the faculty role in program evaluation related to state licensure and accreditation at the program and university/college level.

Table aligning course objectives, program outcomes, and assignment/assessment.

Course Objective	Program Outcome	Assignment/ Assessment
Analyze evidence-based assessment and evaluation.	Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of	Readings as assigned Lectures Quiz

	outcomes, evaluation and dissemination of research.	Exam
Examine best practices in classroom testing in nursing education to enhance student learning.	<p>Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation and dissemination of research.</p> <p>Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.</p>	<p>Readings as assigned</p> <p>Lectures</p> <p>Quiz</p> <p>Exam</p>
Use elements of test construction, administration, and analysis to improve assessment and evaluation skills.	<p>Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation and dissemination of research.</p> <p>Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.</p>	<p>Readings as assigned</p> <p>Lectures</p> <p>Quiz</p> <p>Exam</p>
Discussion preparation of nursing students for licensure, and certification examinations.	Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.	<p>Readings as assigned</p> <p>Lectures</p> <p>Quiz</p> <p>Exam</p> <p>Discussion board #2</p>
Explore related ethical, social and legal issues related to evaluation in nursing education.	Practice from an ethical perspective that acknowledges conflicting values and rights.	<p>Readings as assigned</p> <p>Lectures</p>

	Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.	Quiz Exam Discussion board #1
Identify the faculty role in program evaluation related to state licensure and accreditation at the program and university/college level.	Demonstrate proficiency in the utilization of research and quality improvement, including problem identification, awareness of outcomes, evaluation and dissemination of research. Assume and develop practice and professional roles to meet societal needs to promote high quality, safe, patient care.	Readings as assigned Lectures Exam Quiz

Class Time: This is an online class with no face-to-face meetings.

Faculty: Cathy H. Abell, PhD, MSN, RN, CNE

Phone: 270-745-3499 (office)

Email: cathy.abell@wku.edu

Office hours: To meet the needs of students. Please call me for a time that is convenient for you.

Instructional Methods: This course is taught online using Blackboard as the delivery format. Instructional methods will include a variety of teaching strategies to meet the needs of students with various learning styles. During the course you will be listening to lectures, reading various material, viewing video clips, participating in group discussions. To measure knowledge, you will be completing quizzes, exams, and discussion boards. The quizzes and exams will include items of varying formats.

Required texts/references:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th. ed.). Washington, DC: Author.

McDonald, M. (2018). *The nurse educator's guide to assessing learning outcomes* (4th ed.). Burlington, MA: Jones & Bartlett.

Oermamn, M. & Gaberson, K. (2017). *Evaluation and testing in nursing education*. (5th ed.). New York, NY: Springer.

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

As this is a specialty course for the nurse educator concentration, you must earn at least a B (80%) in this course. Specialty courses also require that students earn a minimum grade of 80% on tests (for this course this would be quizzes and exams) prior to adding any additional points. Specialty courses also require that students earn a minimum grade of 80% before other course work will be counted into final point total.

Students failing to obtain a minimum of a “B” should refer to the graduate nursing handbook for conditions of progression, classes that need repeating, and minimum GPA requirement.

Class attendance: This is an online course with no face-to-face meetings. It is important to check blackboard frequently for announcements.

Evaluation Methods: Assignments will provide students the opportunity to apply knowledge and demonstrate meeting course objectives. All written assignments, unless otherwise noted, should conform to APA guidelines.

Below is a table with each assignment and possible points. The due dates are noted on the schedule posted on blackboard. Also, rubrics will be available on blackboard to provide specific criteria for each assignment.

Assignment	Points
Discussion board #1	20 points
Discussion board #2	20 points
Quiz #1	20 points
Quiz #2	20 points
Quiz #3	20 points
Exam 1 (Midterm)	50 points
Exam 2 (Final)	50 points
Total Possible Points	200 points

Student Etiquette/Social Environment: You will be participating in online discussions in this course. It is expected that in addition to following guidelines on rubrics, you will be respectful of your peers. You may pose questions and/or challenge a view of a classmate, but this must be done in a professional manner.

Confidential Policy: Material presented is to be used only for purposes of this class. You must not allow any other person access to the blackboard site for this class or information presented. No audio or video taping of any class material presented online is allowed. When posting information on blackboard, you are not to use names of individuals or facilities.

Time Frame for Assignments: All assignments must be completed in a timely manner. Assignments not submitted electronically via Blackboard will not be accepted. Papers submitted after the due date will lose 10%.

Assignments (quizzes, exams, discussion boards, etc.) will be available during the week they are assigned **Monday at 8:00 a.m. through the following Monday at 8:00 a.m.** There are times when this will be different.

Students wishing to challenge and/or question a grade received on any assignment (paper, discussion board, etc.) in this course must follow the following process. Students have one week following the grade being posted on blackboard to challenge/question the grade. Challenges must be made in writing and based on material they can reference in their textbook or notes. This process must take place within the designated time frame, not later in the course and/or after final course grades have been posted. In addition, the student must question specific assignment items.

Course Grade appeals must follow the university academic complaint process outlined in the WKU Student Handbook at <https://www.wku.edu/handbook/academic-complaint.php>. Grade appeals (students seeking a change in grade) **must be based on an error in grading.** If there is no error in grading and there is no math error in calculating the student's grade, then there is no basis for a grade appeal. Grades will not be changed just because a student is short of points to pass the course.

Student Responsibilities

- Students are expected to follow all policies as printed in the *Western Kentucky University School of Nursing (SON) Student Handbook*, *Graduate Nursing Handbook*, and the *WKU Graduate Student Handbook*.

Academic Honesty: As noted in the handbook, academic dishonesty results in dismissal from the program.

Librarian: The library has a librarian for every department on campus. To schedule an appointment, call 745-6125 or e-mail web.reference@wku.edu, and you will be connected with the appropriate subject librarian.

Help desk: If you have technical problems with blackboard, please contact the help desk. The phone number and hours are noted on Blackboard.

Disability Statement (ADA Information): In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Title IX, Discrimination, Harassment and Sexual Misconduct Policy: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Faculty reserve the right to make changes in the syllabus including adding or subtracting assignments or changing due date. An updated syllabus will be posted on Blackboard if this occurs.

Please see the course blackboard site for the weekly schedule