UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2023

COURSE NUMBER NGR 6717

COURSE TITLE Assessment and Evaluation in Nursing Education

CREDITS 3

PLACEMENT Variable

PREREQUISITES NGR 6711 Instructional Theories & Learning Strategies in Nursing Education

FACULTY Judith A. Halstead, PhD, RN, CNE, ANEF, FAAN

Adjunct Clinical Professor

Cell Phone: (812) 480-5076

Office hours\*: Wednesday, 3:00 – 5:00 pm CST via phone or Zoom

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\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. **It advisable that students confirm availability or make an appointment in advance.**

COURSE DESCRIPTION This course provides students with a variety of evaluative approaches designed to promote a productive and effective learning environment. Practical application of measurement theory to the construction and use of educational evaluation instruments is provided.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Implement evidence-based assessment and evaluation strategies that are appropriate to the

learner and to the learning goals.

2. Demonstrate skill in the design and use of tools for assessing clinical practice.

3. Use a variety of strategies to assess and evaluate learning in the cognitive, psychomotor and

affective domains.

4. Assist learners to develop the ability to engage in thoughtful and constructive self-and peer

evaluation.

5. Examine key components of the evaluation process and their interrelationships in the

assessment of learners and achievement of learning outcomes.

6. Analyze the results of a nursing examination based on statistical methods.

7. Analyze formative and summative assessment methods to promote and evaluate learning.

8. Constructs a simulation-based experience to address learning needs and assess and evaluate

learning outcomes.

COURSE SCHEDULE

Faculty Section Day/Time

Halstead 1291 Web-based

E-Learning in Canvas is the course management system that you will use for this **web-based** course. E- Learning in Canvas is accessed by using your Gatorlink account name and password at http://elearning.ufl.edu/. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

Modules typically open on Mondays at 8am; assignments are due on Sundays at 1159pm. Adjustments are at faculty discretion and will be indicated on the syllabus. Changes to modules, assignments, and the course syllabus are at the discretion of the faculty.

Our class sessions may be audio visually recorded for students in the class to refer back. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Faculty generally respond to emails within 48 hours but may not respond during weekends or holidays.**

TEACHING METHODS

Recorded presentations, guided online discussions, online community building, modeling & mentoring, feedback, collaborative learning, student presentations

LEARNING ACTIVITIES

Group discussions, case study presentations, evaluation of teaching materials, research critiques, written papers and selected readings.

EVALUATION

Weekly discussion forums and assignments 150 pts. 50%

Philosophy of Evaluation Paper 25 pts. 8%

Test Question Development 50 pts. 17%

Rubric Development for Written Assignments 25 pts. 8%

Legal/Ethical Issues in Evaluation Paper 50 pts. 17%

TOTAL 300 pts. 100%

CLASS ATTENDANCE

Weekly participation in discussion forums in a timely manner, submission of assignments, and participation in Zoom teleconference calls constitutes course attendance. All assignments are expected to be completed by established due dates. **Please note that initial postings in weekly discussion forums are due by Wednesday of each week. Following their initial postings, students are expected to respond to peer and faculty postings each week.** Students must communicate directly with the professor in order to get accommodation on deadlines due to an emergency, as based on school policy.

MAKEUP POLICY

Only requests that have been given prior approval for late submission will be given full credit if submitted after the posted deadline. Otherwise, students will lose 10% of the total points of an assignment for each day it is submitted late.

GRADING SCALE/GRADE POINTS

A 95-100 (4.0) C 74-79 (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84\*-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 84 is the minimal passing grade.

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

REQUIRED TEXTBOOK

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Billings, D.M., & Halstead, J.A. (2021). *Teaching in nursing: A guide for faculty*. 6th Ed. Elsevier.

Bradshaw, M., Hultquist, B., & Hagler, D. (2021). *Innovative Teaching Strategies in Nursing and Related Health Professions*, 8th Ed. Jones & Bartlett Learning

McDonald, M. (2018). *The Nurse Educator’s Guide to Assessing Learning Outcomes*, 4th Ed. Jones & Bartlett Learning

National League for Nursing (2020). *The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators*, 3rd Ed. Author.

WEEKLY CLASS SCHEDULE

\* *The weekly class schedule is subject to change based on course needs.*

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| **DATE** | **TOPIC/EVALUATION** | **READINGS** | **Program**  **Objectives** |
| Week 1 –  Jan. 9 | Module 1 – Introduction to Assessment and Evaluation in the Educational Process   * Definitions * NLN Core Competencies for Nurse Educators * Philosophy of Evaluation | Billings/Halstead – Chap. 23  NLN Scope and Standards for Academic Nurse Educators  McDonald – Chap 1, 2  Student selected readings | Demonstrates evidence-based teaching practice which supports improved health care.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 2 –  Jan. 16 | Module 1 continued  Martin Luther King Day - January 16 – no class |  |  |
| Week 3 -  Jan. 23 | Module 2 – Evaluating Learning Outcomes   * Learning Domains * Classroom Assessment Techniques * Evaluation Strategies * Validity and Reliabilty for non-multiple choice evaluation strategies * Inter-rater reliability * Developing rubrics | Billing & Halstead - Chap. 10 and 24  McDonald - Chap 3  Student selected readings  **Assignment Due Jan. 29: Philosophy of Evaluation** | Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 4 -  January 30 | Module 2 con’t |  |  |
| Week 5 -  Feb. 6 | Module 3 - Test Construction: Developing the Test Plan   * Types of tests * Constructing the Test Blueprint * Assembling the Test | Billings & Halstead - Chap. 25  McDonald - Chap. 4  Student selected readings | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 6 -  Feb. 13 | Module 4 - Developing Multiple Choice Test Questions   * Testing for Higher-Order Learning * Reliability and Validity * Item Analysis | Billings and Halstead - Chap. 25  McDonald - Chap. 5, 6, 10, 11  Student selected readings | Demonstrates evidence-based teaching practice which supports improved health care. Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 7 –  Feb. 20 | Module 4 (con’t) |  |  |
| Week 8 -  Feb. 27 | Module 5 -Alternative Testing Items/Developing Written Assignments   * Short Answer/Essay * True/False * Matching * Written Assignments | Billings and Halstead - Chap. 25  McDonald - Chap. 7, 8  **Assignment Due Mar. 3 Multiple Choice Test Items** | Demonstrates evidence-based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice. |
| Week 9 -  Mar. 6 | Module 6 - Assigning Grades   * Grading Principles * Personal Grading Philosophy * Norm-referenced and Criterion-referenced Grading * Measurement Error and Adjusting Grades | McDonald - Chap. 13 | Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 10 – Mar. 13 | **SPRING BREAK WEEK** |  |  |
| Week 11  Mar. 20 | Module 7 – Clinical Evaluation Strategies   * Clinical Setting * Learning Laboratory Setting * Simulation * Clinical Evaluation Tools * Providing Clinical Performance Feedback | Billings and Halstead - Chap. 26, 19  McDonald - Chap. 12  Bradshaw, et al, - Chap, 15, 17, 18, 26, 27  Selected student readings  **Assignment Due March 26 - Rubric for Grading a Written Assignment** | Demonstrates evidence- based teaching practice which supports improved health care.  Promotes improved clinical reasoning and judgment by utilizing innovative approaches in teaching practice.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 12 –  Mar. 27 | Module 7 (con’t) |  |  |
| Week 13  Apr. 3 | Module 8 - Legal and Ethical Considerations of Evaluation   * High-stakes testing * Avoiding bias; defining capricious and arbitrary * Fair treatment * Due process | NLN Fair Testing Guidelines for Nursing Education  Billings & Halstead, Chap. 3 | Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |
| Week 14  Apr. 10 | Module 8 (con’t) |  |  |
| Week 15  Apr. 17 | Course Reflection and Summary | **Assignment Due April 17: Paper on Ethical/Legal Considerations of Evaluation** | Demonstrates evidence- based teaching practice which supports improved health care.  Engages in holistic teaching practice that provides a quality nursing education for diverse student populations. |

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The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.

2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.

3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.

2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.

3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.

4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.

5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.

6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 01/2021  01/2021  03/2021 |