COURSE NUMBER
NUR 6307

COURSE TITLE
Evaluation in Nursing Education

CREDITS
Three Semester Credit Hours (3-0-0)

COURSE DELIVERY
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
NUR 6306, NUR 6319

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Collaborative management programs in Blackboard may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook should be reviewed before taking this course. http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage: blackboard.angelo.edu Select “Browser Test” option.

Please see technical requirements for MSN classes at this link:
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY
Kelly Michael, EdD, MN, RN, PPCNP-BC
Office: Virtual Faculty

Fax: 325.942.2236
robert.michael@angelo.edu
OFFICE HOURS
CST/USA (Virtual) **Tue:** 1:00 PM - 4:00 PM, **Wed:** 1:00 PM - 4:00 PM, and By Appointment.

I strive to respond to messages within 24 to 36 hours during the work week. **If you have a question and an email response would suffice, then let me know when you contact me.** Weekend messages may not be returned until Monday. Depending on the nature of the meeting we may employ use of the telephone, Blackboard Collaborate, or Google Hangout.

COURSE DESCRIPTION
This course focuses on knowledge and skills needed to design and evaluate tests and scales constructed to measure academic achievement. Practical components of test item construction, essay evaluation, and clinical/laboratory performance evaluation are incorporated. This course also focuses on the essential components of academic program evaluation, including outcomes assessment and accreditation processes and procedures.

COURSE OVERVIEW
This course is comprised of four (4) modules. Each module lasts approximately four weeks. **Module 1** will explore the Role of Assessment in Instruction including the construction of NCLEX-style test item and analysis, including reliability and validity of those items, as a way to evaluate course specific student learning outcomes. **Module 2** will deal with the role of rubric construction and analysis, including interrater reliability and validity of those items, as a way to evaluate course specific student learning outcomes. **Module 3** will investigate student lab & clinical situations and evaluation practices for them. **Module 4** will delve into programmatic assessment practices of a nursing program specifically employed to assess broad expected levels of achievement towards program outcomes including NCLEX pass rates, retention, completion, student and employer satisfaction, etc. Students will have opportunity to analyze aspects of a program including analyzing aggregate programmatic data and developing strategic plans aimed toward improve program outcomes.

MSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.
## COURSE LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Major Assessment/ Activity Associated With This Outcome</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to MSN Essentials</th>
<th>Mapping to the NLN Educator Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will have the opportunity to:</td>
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</table>
| 1. Explore the role of assessment in instruction including blueprinting of exams, the construction of NCLEX-style exam items and analysis of those items, including reliability and validity, as a way to evaluate course specific student learning outcomes | -Creating Test Items MP  
-Test Item Analysis MP | 9 | 9.2 | 1.2; 3.1; 5.2 |
| 2. Explore the role of rubric construction, analysis of rubrics, including interrater reliability and validity, as a way to evaluate course specific student learning outcomes | -Rubrics in Evaluation (Group) MP | 7; 9 | 7.6; 9.2 | 1.2; 3.1; 5.2 |
| 3. Create and adapt a variety of evaluation strategies for clinical settings | -Clinical Evaluation (Group) MP | 7; 8 | 7.6; 8.3 | 3.1 |
| 4. Manage common student related issues involving evaluation practices | -Rubric Evaluation & Student Feedback DBA  
-Handling Clinical Performance Problems DBA | 9 | | 9.14 |
| 5. Formulate expected levels of achievement for programmatic outcomes | -Systematic Program Evaluation DBA | 3; 9 | 3.2; 9.12 | 3.1; 4.1; 4.8; 5.4; 8.1 |
| 6. Analyze aspects of a Systematic Plan of Evaluation (SPE) and develop strategic plans aimed toward improving program outcomes | -Systematic Program Evaluation (Group) MP | 3; 7; 9 | 3.2; 7.6; 9.12 | 4.1; 4.8; 5.4-5; 8.1 |
| 8. Develop an appreciation for group process in curricular development | -Self-Reflection Logs (SRLs) | 9 | 9.14-15 | 1.8 |

## REQUIRED TEXTS

## OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/
RECOMMENDED TEXTS none

TOPIC OUTLINE
• Weeks 1-4: Module 1: Role of Assessment in Instruction / Classroom Assessment Techniques: Part A
• Weeks 5-8: Module 2: Classroom Assessment Techniques: Part B
• Weeks 9-12: Module 3: Clinical Assessment
• Weeks 13-16: Module 4: Program Assessment

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. Rubrics for papers and projects will be available in Blackboard. See the Rubric Folder in Blackboard for all rubrics.

The following grading scale is in use for this course:
A = 90-100 percent
B = 80-89 percent
C = 70-79 percent
F = <70 percent

GRADES
Graded assignments and percent of the overall course grade: (Total equals 100%)

Mini-Projects (MPs) (Five MPs at 10% each for a total of 50%)
• Creating Test Items
• Test Item Analysis
• Rubrics in Evaluation (Group)
• Clinical Evaluation (Group)
• Systematic Program Evaluation (Group)

Discussion Board Activities (DBAs) (Four graded DBAs at 6.25% each for a total of 25%)
• Student Introductions (not graded)
• Blueprinting
• Rubric Evaluation & Student Feedback
• Handling Clinical Performance Problems
• Systematic Program Evaluation

Self-Reflection Logs (SRLs) (Two SRLs at 12.5 % each for a total of 25%)
• Module 1
• Module 2

TEACHING STRATEGIES
• Reading assignments
• Writing assignments
• Discussion Board Activities
• Self-reflection logs
• Group projects
• Group Evaluation
ASSIGNMENT DESCRIPTIONS

Creating Test Items
The purpose of this assignment is to allow students opportunity to engage best-practices in developing multiple-choice and true/false test items.

Test Item Analysis
The purpose of this assignment is to allow students opportunity to learn test item analysis. Students will perform an item analysis of a test and report on decisions made.

Rubrics in Evaluation (Group)
The purpose of this assignment is to allow students opportunity to explore the use of rubrics as a useful tool in student evaluation and development. Students will perform readings in the text about rubrics and will be expected answer questions about rubrics and to develop a rubric for a didactic class writing project.

Clinical Evaluation (Group)
The purpose of this assignment is to allow students opportunity to explore clinical evaluation practices through readings, evaluate a clinical evaluation tool and make recommendations for improvement, and to develop a clinical assessment (including objectives, assignment procedures, and an evaluation tool) to employ with students.

Systematic Program Evaluation (SPE) (Group)
The purpose of this assignment is to allow students opportunity to explore SPE practices through readings, answer questions regarding those readings, evaluate a current SPE tool and findings from a recent self-study, and make recommendations for improvement to that program.

Discussion Board Activities:
The purpose of discussion boards is to provide an avenue for brief synthesis of material / information for individuals and groups. The discussion board is provided in this course as a way to help students' process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Topics to be covered include Student Introductions (not graded), Blueprinting, Rubric Evaluation & Student Feedback, Handling Clinical Performance Problems, and Systematic Program Evaluation.

Self-Reflection Logs:
Self-Reflection Logs embody a useful way to help individuals begin the interesting and often difficult process of critiquing oneself. For this course we will engage Wlodkowski’s (1999) three primary considerations i.e. content, context, and learning process, to guide your reflective journal entries. This model is one of many available and offers students a way to consider your thoughts in context.

This assessment can be as formal as you like. In addition to addressing some specific questions in your assigned log entries, I would like you to address each of the three levels by answering the following questions in your respective Logs:

Wlodkowski (1999),
“asks students to reflect on and write about [the] three primary considerations:
1. The Content of the learning. What have you learned about the subject (that is, about the content of the learning experience)?
2. The Context of learning. How does your learning fit into the larger context of your individual life, your social organizational life, and or your work life?

3. The Learning process. What have you learned about how you do learn (or how you could learn) more effectively?” (Fink, 2003, p. 120)

* I am only going to ask you to write and submit two (2) logs. The dates are noted in the course calendar.

Note:

**Reading assignments:**
Readings in this course have been selected to help develop your knowledge and understanding regarding the curriculum process. These readings will be valuable in helping you engage in all assessments of this course.
Additional suggested readings and texts are offered throughout the various modules. These are not assigned readings. They are resources for your future educator practice.

**ASSESSMENT SUBMISSION**
In this class, all assessments need to be submitted through the Assessments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email me at robert.michael@angelo.edu and attach a copy of what you are trying to submit. This lets me know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**POLICY ON LATE OR MISSED ASSESSMENTS**
Dates for assessments are posted. Failure to submit your assessments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

**LIFELINE POLICY:** I realize that unforeseen minor circumstances occasionally arise. Therefore, each student is allowed one lifeline this semester. A lifeline is a 4 hour extension that can be redeemed on any single assessment (except the final culminating group project) without explanation or penalty. To redeem your lifeline, simply write “Lifeline” at the top of your assessment.

**GENERAL POLICIES RELATED TO THIS COURSE**
All students are required to follow the policies and procedures presented in the following documents:
- University Catalog located on the ASU website: [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
- University Graduate Nursing Handbook, located on the Nursing website: [http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014](http://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014)
IMPORTANT UNIVERSITY DATES
See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
January 16   First class day of class
March 12-16th  Spring Break
March 30   Last day to drop a course or withdraw from the Regular Spring 2018 Session.
March 30  Spring Holiday
TBA    Last day for graduate students to take & pass Comprehensive Examination for
       May 2018 graduation
May 7-11   Final examinations
May 12    Commencement

STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which
you will have to complete to be able to adequately participate in individual and group assessments. In order to
complete this course successfully, you do have to participate in all course activities i.e. discussion boards,
course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by
due dates and times. The hope is that students will make substantive contributions which reflect integration of
assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For
planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 to 36 hours during working hours Monday
through Friday. Weekend messages may not be returned until Monday.
•  **Written communication via Blackboard**: It is an expectation of this class that you use formal writing
   skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing
   or higher only) guidelines for referencing.
•  **Written communication via email**: All private communication will be done exclusively through your ASU
   email address. Check frequently for announcements and policy changes.
•  **Virtual communication**: Office hours and/or advising may be done with the assistance of the
   telephone, Skype, Join.me, or Google Hangouts.

Use Good "Netiquette":
•  Check the discussion frequently and respond appropriately and on subject.
•  Focus on one subject per message and use pertinent subject titles.
•  Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally
   viewed as SHOUTING!
•  Be professional and careful with your online interaction. Proper address for faculty is by
   formal title such as Dr. or Ms./Mr. unless invited by faculty to use a less formal approach.
•  Cite all quotes, references, and sources.
•  When posting a long message, it is generally considered courteous to warn readers at the
   beginning of the message that it is a lengthy post.
•  It is extremely rude to forward someone else's messages without their permission.
•  It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor
   to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to
   use emoticons such as J or :) to let others know you are being humorous.
COLLABORATIVE WORK
An expectation for this course is for individuals to work together on homework or assessments when indicated i.e. helping one another with computer issues, sharing class notes, discussing the material, etc. Each student, however, must turn in his or her own written work which reflects his or her own individual analysis and understanding of the material. Because this is a graduate course, the students will be assumed to have sufficient motivation and maturity to come to their own understanding of the material without a strict working-alone policy.

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the Student Handbook of Angelo State University http://www.angelo.edu/student-handbook/.

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

PERSONS WITH DISABILITIES
“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.” The following includes contact information for Disability Services at ASU: ada@angelo.edu / 325-942-2047 / Fax: 325-942-2211 / Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
1. “A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or
chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

WEBLINKS:
- Board of Nursing for the State of Texas http://www.bne.state.tx.us/
- National Institute of Nursing Research (NINR) HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR
- Campaign for Action (The Future of Nursing) http://campaignforaction.org/

WEB RESOURCE
As a graduate nurse educator student at ASU, you have access to Faculty Development Material hosted and developed by Dr. Patricia Benner webpage http://www.educatingnurses.com/. To use, you will have to set up an account and indicate that you are a student at Angelo State University. Relevant videos and articles are available to you by virtue of your enrollment in this course.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. ASU uses the IDEA Student Ratings of Instruction Learning Objectives.
Fatal Error Policy:

Rationale: Effective communication of ideas and information with members of the nursing community and the general public is an important skill for all nurses to develop. Documents containing grammatical and spelling errors can distract and frustrate the reader. If your papers contain these types of errors, it will be difficult for me to focus on the content written and grade fairly. For this reason, I use a fatal error policy, which allows you to correct your mistakes in exchange for a penalty of a letter grade, rather than failing the assignment.

Policy: Papers containing more than 3 of the following errors will be returned without a grade. You will have 24 hours to fix the error(s) and resubmit the paper. Resubmitted papers will be graded, but will only be marked at 89% of the earned grade. So, the highest grade you can make if your paper must be resubmitted is a B.

List of fatal errors: 1
1. misspelled words (run spell-check)
2. misused words (eg. "proven", affect/effect, absorbance/absorbency)
3. improper use of singular or plural forms of scientific words
4. sentence fragments
5. run-on sentences or comma splices
6. improper formatting of medical terminology / scientific names
7. capitalization mistakes
8. serious errors in punctuation that obscure meaning
9. errors in verb tense or subject/verb agreement
10. first person pronouns
11. other serious grammatical errors
12. lack of conformity with assignment format
13. each improper citation, or lack of citation where one is needed
14. blocks of quotations strung together with linking words or minimal original writing
15. improper formatting of tables and figures
16. lack of units reported on quantitative data

Avoiding fatal errors: While the spelling and grammar check features on word processing programs are helpful, their suggestions aren’t always correct. So please use other methods of proofreading. Read the paper yourself. Have someone else read your paper. Use the University writing center. Use a dictionary or composition book to assist you when you are uncertain of spelling or grammar.


Rubrics for Assignments begin next page
### Creating Test Items Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Short Assignment Items 40%</strong></td>
<td>Develops a thorough assignment and 3 learning objectives.</td>
<td>Develops an acceptable assignment and 3 learning objectives.</td>
<td>Develops a marginal assignment and learning objectives.</td>
<td>Does not answer items.</td>
</tr>
<tr>
<td></td>
<td>33-40 Points</td>
<td>21-32 Points</td>
<td>1-20 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td><strong>Item Writing 50%</strong></td>
<td>Writes six exemplary questions for parts a, b, &amp; c</td>
<td>Writes at least four exemplary questions for parts a, b, &amp; c</td>
<td>Writes less than four exemplary questions for parts a, b, &amp; c</td>
<td>Does not answer this item</td>
</tr>
<tr>
<td></td>
<td>41-50 Points</td>
<td>31-40 Points</td>
<td>1-30 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td><strong>Scholarly writing and Citations using APA formatting 10%</strong></td>
<td>Always uses consistent citation style and cites all sources. No APA mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
</tr>
<tr>
<td></td>
<td>9-10 Points</td>
<td>6-8 Points</td>
<td>1-5 Points</td>
<td>0 Points</td>
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</table>

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### Rubrics in Evaluation (Group) MP Rubric

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<tr>
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<th>Marginal</th>
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</thead>
<tbody>
<tr>
<td><strong>Part 1 Items 40%</strong></td>
<td>Thoroughly answers each short paper item.</td>
<td>Answers a majority, but not all short paper items.</td>
<td>Answers a minority of the short paper items.</td>
<td>Does not answer short answer items.</td>
</tr>
<tr>
<td></td>
<td>33-40 Points</td>
<td>21-32 Points</td>
<td>1-20 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td><strong>Part 2 Items 30%</strong></td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
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<tr>
<td></td>
<td>23-30 Points</td>
<td>16-22 Points</td>
<td>1-15 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td><strong>Question 1 10%</strong></td>
<td>Exemplary answer about how rubrics are different from multiple-choice style testing. Examples offered that show understanding of content.</td>
<td>Exemplary answer about how rubrics are different from multiple-choice style testing. No examples offered that show understanding of content.</td>
<td>Marginal answer about how rubrics are different from multiple-choice style testing. No examples offered that show understanding of content.</td>
<td>Does not provide answer</td>
</tr>
<tr>
<td></td>
<td>9-10 Points</td>
<td>6-8 Points</td>
<td>1-5 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td><strong>Question 2 10%</strong></td>
<td>Exemplary answer discussing the potential problems inherent when using rubrics in analysis. Examples offered</td>
<td>Exemplary answer discussing the potential problems inherent when using rubrics in analysis. No examples.</td>
<td>Marginal answer discussing the potential problems inherent when using rubrics in analysis.</td>
<td>Does not provide answer</td>
</tr>
<tr>
<td></td>
<td>9-10 Points</td>
<td>6-8 Points</td>
<td>1-5 Points</td>
<td>0 Points</td>
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Rubric Clinical Evaluation Module

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<tr>
<th>Criteria</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Develops a thorough (1) simulation leaning experience and (2) a patient chart for students to engage in the experience using the NLN template 9-10 Points</td>
<td>Develops a marginal (1) simulation leaning experience and/or a (2) patient chart for students to engage in the experience using the NLN template 6-8 Points</td>
<td>Does not develop a (1) simulation leaning experience or a (2) patient chart for students to engage in the experience using the NLN template 0-5 Points</td>
</tr>
<tr>
<td>Part 2</td>
<td>Develops two thorough Assignments. Each assignment has all the pertinent sections including a cover page that includes the title of the assignment, a purpose statement of the assignment, a brief statement of what the student will gain from the experience, and a list of objectives for the assignment. The second page(s) includes the assignment. The final page includes the grading rubric developed for the assignment that measures the objectives. 9-10 Points</td>
<td>Develops two minimal Assignments. Each assignment has all the pertinent sections including a cover page that includes the title of the assignment, a purpose statement of the assignment, a brief statement of what the student will gain from the experience, and a list of objectives for the assignment. The second page(s) includes the assignment. The final page includes the grading rubric developed for the assignment that measures the objectives. 6-8 Points</td>
<td>Develops none or one Assignment. The assignment has all the pertinent sections including a cover page that includes the title of the assignment, a purpose statement of the assignment, a brief statement of what the student will gain from the experience, and a list of objectives for the assignment. The second page(s) includes the assignment. The final page includes the grading rubric developed for the assignment that measures the objectives. 0-5 Points</td>
</tr>
<tr>
<td>Grammar / Writing</td>
<td>Less than two grammar/spelling mistakes throughout the paper; Always uses concepts and terminology appropriately 3 Points</td>
<td>More than two but less than four grammar/spelling mistakes noted throughout the paper; Most of the time uses concepts and terminology appropriately 2 Points</td>
<td>More than four grammar/spelling mistakes noted throughout the paper; Does not use concepts and terminology appropriately 0-1 Points</td>
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Total Points____ / 100

Individual/Group Short Paper Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>Specific Project Items 80%</td>
<td>Creates 4 Action Plans (one for each CCNE standard) Plans are thorough. 33-40 Points</td>
<td>Creates 4 Action Plans (one for each CCNE standard) Majority of the plans are thorough. 21-32 Points</td>
<td>Creates 4 Action Plans (one for each CCNE standard) Plans are simplistic 1-20 Points</td>
<td>Does not creates an Action Plan 0 Points</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material 10%</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present 33-40 Points</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present 21-32 Points</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present 1-20 Points</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis 0 Points</td>
</tr>
</tbody>
</table>
### Scholarly writing and Citations using APA formatting 10%
- **Exemplary**: Always uses consistent citation style and cites all sources. No APA mistakes noted.
  - 9-10 Points
- **Proficient**: Routinely uses consistent citation style and cites sources. Two or fewer APA mistakes noted.
  - 6-8 Points
- **Marginal**: Occasionally uses consistent citation style and cites sources. Greater than two APA mistakes noted.
  - 1-5 Points
- **Unacceptable**: Does not cite sources or use consistent style.
  - 0 Points

### Group Evaluation Form 10%
- **Exemplary**: Fully complete Group Evaluation Form submitted.
  - 9-10 Points
- **Proficient**: Majority complete Group Evaluation Form submitted.
  - 6-8 Points
- **Marginal**: Partially complete Group Evaluation Form submitted.
  - 1-5 Points
- **Unacceptable**: No Group Evaluation Form Submitted.
  - 0 Points

### Discussion Board Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Assignment Posting 70%</td>
<td>Posts a well-developed answer to the assessment. Fully addresses all aspects of the assigned topic.</td>
<td>Posts to the assessment, but lacks full development of all concepts. Addresses more than one aspect of the assigned topic but not all aspects.</td>
<td>Posts to the assessment, but lacks full development and links among concepts. Addresses one aspect of the assigned topic but no more.</td>
<td>Posts no assignment.</td>
</tr>
<tr>
<td>Follow-Up Postings (If applicable to posting) 25%</td>
<td>Demonstrates analysis of another’s post and extends meaningful discussion by building on previous posts.</td>
<td>Elaborates on an existing posting with further comment or observation, but does not extend meaningful discussion by building on previous posts.</td>
<td>Posts minimal contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Posts no follow-up responses to others.</td>
</tr>
<tr>
<td>Scholarly writing and formatting 5%</td>
<td>Always uses consistent citation style and cites all sources. No mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
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### Self-Reflection Log Grading Rubric:

<table>
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<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Log Items 45%</td>
<td>Thoroughly answers the three reflective log items.</td>
<td>Thoroughly answers two of the reflective items.</td>
<td>Attempts to answer one reflective item.</td>
<td>Does not answer any of the reflective items.</td>
</tr>
<tr>
<td>Evidence of evaluation and synthesis of material 45%</td>
<td>Always uses concepts and terminology appropriately; when applicable, Always provides appropriate examples; Answers always presented in a format that is organized and easy to follow; evidence of insightful evaluation and synthesis is always present</td>
<td>Most of the time uses concepts and terminology appropriately; when applicable, most of the time provides appropriate examples; presented in a format that is most often organized and easy to follow; evidence of insightful evaluation and synthesis is most often present</td>
<td>Occasionally uses concepts and terminology appropriately; when applicable, occasionally provides appropriate examples; format is occasionally organized and easy to follow; evidence of insightful evaluation and synthesis is occasionally present</td>
<td>Does not use concepts and terminology appropriately; Does not provide examples; Answers not organized and easy to follow; Lacks evidence of insightful evaluation and synthesis</td>
</tr>
<tr>
<td>Scholarly writing and Citations using APA formatting 10%</td>
<td>Always uses consistent citation style and cites all sources. No mistakes noted.</td>
<td>Routinely uses consistent citation style and cites sources. Two or fewer mistakes noted.</td>
<td>Occasionally uses consistent citation style and cites sources. Greater than two mistakes noted.</td>
<td>Does not cite sources or use consistent style.</td>
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End of syllabus.