



UNIVERSITY OF
TEXAS
ARLINGTON | COLLEGE OF NURSING
AND HEALTH INNOVATION



The University of Texas at Arlington College of Nursing and Health Innovation

NURS 5312 ASSESSMENT AND EVALUATION STRATEGIES IN

NURSING EDUCATION

Course Description:

Assessment and evaluation strategies in nursing education.

Course Outcomes:

1. Analyze assessment and evaluation models/frameworks for applicability for learners, curricula, and program.
2. Analyze the process of program evaluation to assess outcomes in a nursing curriculum.
3. Apply appropriate assessment/evaluation models.
4. Use a variety of strategies to assess learning in the cognitive affective and psychomotor domains.
5. Develop individualized plan for learner success.

Credit hours: 3 hours.

Pre and Co-requisite Courses: NURS 5327 Theory, NURS 5366 Principles of Research, and NURS 55367 Evidence Based Practice. Good standing in the MSN program

Section:

Lead Faculty Instructor(s):

Dolores S Aguilar, MS, APRN, CNS, CHN
Director, MSN Nurse Educator Program

Email: aguilar@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/ms-dolores-aguilar>

Academic Coach(es):

Refer to the welcome letter from your coach. Your coach emailed this to you.

Textbooks and Equipment:

Billings, D. & Halstead, J. (2012). *Teaching in Nursing: A Guide for Faculty, Fourth Edition*. Saunders, ISBN: 9781455705511.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (APA) 6th Edition*. Washington, DC: Author. ISBN: 1557987912

APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

- APA tutorial link: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- UTA CONHI Cover page link: <http://www.uta.edu/conhi/doc/msn-resources/APAFormat.pdf>
- <http://library.uta.edu/sites/default/files/apa2014.pdf>
- <http://libguides.uta.edu/apa>
- <http://library.uta.edu/how-to/paper-formatting-apa-st>

Tripod and Webcam:

You will need an external high definition (1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video monitoring for each quiz and test. An external webcam is one which is separate from your computer or laptop. A Logitech 1082p webcam is the required webcam for the MSN Nurse Educator online program. Only a Logitech C920 or Logitech C930e will meet the program requirements.

Please Note: built in webcams, cell phones, etc. are NOT acceptable

Technology Requirements:

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format.

Communication

- **Student Email:**
Students enrolled in online UTA MSN Nurse Educator courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly.
- **Faculty and Students – Email:** For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student's personal email address will be deleted without a response.
- **Department Telephone Number:**

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu
Coordinator –Accelerated Online MSN Nursing Education Program

- **Chain of Communication for this course**
 - Contact your academic coach as your first line contact. The Coach will contact the Faculty as needed.
- **Preferred Methods for Reaching Course Coach and Faculty:**

When you need to reach course coach or faculty, email correspondence is the preferred method. Emails are checked at least once daily on weekdays and weekend days. Should we need to communicate further via telephone or virtual video conferencing, then that may be arranged after the initial email correspondence.
- **Maximum Timeframe for Responding to Student Communication**
 - Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame.
 - Students may expect assignments to be graded within 72 hours.
- **Virtual Office Hours:**
 - ***By appointment only***
 - Please email the professor to request and schedule an individual (or small group) virtual work session. The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email (by your coach), announcement, or the Q&A forum provided within the course.
 - If the above resources are not appropriate, please email the course faculty to schedule an individual virtual work session. Include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating (i.e. coach and/or lead faculty).
- **Zoom:**
 - Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:
 - Use a computer with video and audio features
 - Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
 - Check their video and audio features via the cues provided in Zoom
 - The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.
 - Students do not need a Zoom account to join Zoom meetings hosted by a faculty member or lab/clinical instructor. Zoom tutorial can be found at the following link: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Attendance Policy

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

Grading and Evaluation:

- A = 90-100
- B = 80-89.99
- C = 70-79.99
- D = 60-69.99 (cannot progress)
- F = below 60.00 (cannot progress)

Final grades are not rounded up.

Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

- Your course professor
- Your advisor
- UTA Student Success Coordinators

Required Components for Course Credit	Percentage Value Within the Course
<i>List assignments, assessments, discussion threads, etc. and their percentage weight within the course.</i>	
Assignments (Modules 2 – 5) Module 2: Grade Student Paper Using Grading Rubric Module 3: Test Analysis Module 4: Student Improvement/Performance Plan Module 5: Student Evaluations of Course Faculty	48% (12% per assignment)
Discussion Boards (Modules 1 - 5)	25% (5% per discussion)
Quizzes (Modules 1 - 4)	8% (2% per quiz)
Final Exam (Module 5)	19%

Late Assignments / Assessments:

- Late assignments and/or quizzes/tests will normally not be accepted for a grade or reviewed for feedback and will be assigned a zero. Emergent situations in which faculty **may** consider late assignments, etc. IT IS THE SOLE RESPONSIBILITY OF THE STUDENT TO NOTIFY THEIR COACH AND/OR INSTRUCTOR OF ILLNESS/EMERGENCY. FAILURE TO DO SO DOES NOT GUARANTEE STUDENT ANY EXTENSION OF ASSIGNMENT/QUIZ/TEST DUE DATES. Original documentation evidence for absence will be required. Acceptable forms of documentation may include 1) Official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) Police report with student's or immediate family members' name(s) during the period of time in question; and 3) any other

documentation from an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.

- Late Discussion Board Posts will result in a zero.
- Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. It is recommended that students start the test early as technical difficulties will not be accepted as an excuse.

Course Format and Design

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided; you will be required to read the text books and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student, you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos and lectures have been provided over select concepts to enhance your learning. These videos and lectures are mandatory to view, and you will find them to be an integral part of learning in this particular course. For testing purposes, you are responsible for the content in the text books, lectures, videos, supplemental readings, and any of the other multimedia teaching/learning presentations utilized in this course. In simpler terms, any and all course-related content may be covered on your exams.

Course Expectations

Students are expected to work independently on every assignment in this course unless instructed otherwise. Collusion or consulting with other students or healthcare professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is YOUR work that we are interested in evaluating, NOT the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning,

and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to “unlearn” practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

For example, since this is a three credit hour didactic course over five weeks, you will complete a total of 45 hours or nine hours each week of content (content hours include: reviewing module lectures and videos, participating in discussion boards, and taking tests). In addition you should expect to spend about 15 hours each week preparing (preparation includes: assigned readings, completing assignments and studying for tests). As a result you will need to plan your time carefully.

Course Topics / Lesson Titles:

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
1	Evaluation Process	<ol style="list-style-type: none"> 1. Definitions: assessment, evaluation, and grading , 2. Philosophical approaches to evaluation 3. Evaluation Process <ol style="list-style-type: none"> a. Purpose of evaluation b. Determine when to evaluate c. Selecting the Evaluator (internal/ external) d. Choosing evaluation framework or model e. Selection of evaluation instruments f. Validity and Reliability of instruments g. Collecting and interpreting data h. Reporting findings and using for improvement 4. Legal and cost considerations
2	Strategies for Assessing and Evaluating Learning Outcomes	<ol style="list-style-type: none"> 1. Difference between assessment and evaluation 2. Selecting evaluation strategies 3. Matching assessment strategy to the domain of learning 4. Communicating grade expectations <ol style="list-style-type: none"> a. Grading rubrics 5. Strategies for assessing and evaluating learning outcomes including pros/cons of each: <ol style="list-style-type: none"> a. Portfolios b. Reflecting c. Papers/essays d. Concept mapping e. Oral questioning f. Audio and video recording g. Role Play h. Simulation i. Service Learning
3	Developing	<ol style="list-style-type: none"> 1. Planning the test:

	and Using Tests in Nursing Education	<ol style="list-style-type: none"> a. Purpose b. Types of test c. Test blue print d. Blooms Taxonomy 2. Developing test items including pros/cons of each <ol style="list-style-type: none"> a. T/F b. Matching c. Interpretive items d. Chart and Exhibit questions e. Short answer/fill in blanks f. Hotspot questions g. Drag-and-Drop and Ordered-response questions h. Graphic items i. Multiple-choice items j. Multiple-response items 3. Test Banks and test authoring systems 4. Editing test items for bias 5. Administering a test 6. Analyzing test results <ol style="list-style-type: none"> a. Validity and Reliability b. Test statistics 7. Item Analysis <ol style="list-style-type: none"> a. Item difficulty b. Item Discrimination 8. Revising test items 9. Assigning grades
4	Clinical Evaluation Strategies	<ol style="list-style-type: none"> 1. General issues in evaluating clinical performance <ol style="list-style-type: none"> a. Participants b. Evaluation timing c. Ethical and Legal issues 2. Clinical evaluation methods and tools <ol style="list-style-type: none"> a. Observations and tracking data (anecdotal notes, checklists, videos) b. Written strategies (i.e. charting, concept maps, care plans, process recordings, tests, web-based) c. Oral Strategies (i.e. Socratic questioning, case presentations, clinical conferences, d. Clinical simulations (i.e. Skills validation and OSCE) e. Self-reflection (i.e. , journaling, portfolios, logs) 3. Clinical Evaluation process/phases <ol style="list-style-type: none"> a. Preparatory b. CI Activity c. Final 4. Students with questionable performance <ol style="list-style-type: none"> a. Supporting student at risk b. Contract for unsafe practice c. Dismissing student for unsafe practice 5. Competence based evaluation
5	Program/ Curriculum	<ol style="list-style-type: none"> 1. Purpose and benefits of program evaluation 2. Program evaluation models

Evaluation and Accreditation	<ol style="list-style-type: none"> 3. Program Evaluation Plan elements: <ol style="list-style-type: none"> a. Mission and goal evaluation b. Curriculum evaluation c. Evaluation of teacher effectiveness d. Student evaluation (i.e. admission, progression and graduation policies) e. Faculty evaluation (quantifications, teaching, research and service) f. Evaluation of Learning Resources g. Evaluation of administrative effectiveness, structure and governance h. Evaluation of fiscal resources i. Evaluation of partnership and relations with external agencies j. Evaluation of student support services k. Outcome evaluation (benchmark data) and improving program outcomes based upon data 4. Comprehensive Program evaluation process <ol style="list-style-type: none"> a. Who, what, when, how questions 5. Accountability for Program Evaluation 6. Accreditation Process <ol style="list-style-type: none"> a. NLN b. CCNE 7. Steps in the accreditation process <ol style="list-style-type: none"> a. Self study report b. On-site visit <ol style="list-style-type: none"> i. Preparing for site visit ii. Resource room 8. Decision Making by Accrediting organization
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Course Schedule and Due Dates (**Central Time**)

Course or Module Activity	Due Date
Pathway to Graduation – Orientation (Course One)	
Personal Plan for Action	Week One, Monday 23:59 Access to Course One follows submission of a student's Personal Plan.
Pathway to Graduation – Let's Get Clinical (Courses Two through Fourteen)	
Items as Indicated Within "Let's Get Clinical."	Week Five, Saturday, 23:59
Module One	
Attestation Statement	Wednesday 23:59
Discussion - Your philosophy and values of evaluation in nursing education	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment - No assignment	Saturday 23:59
Quiz	Friday 08:00 – Saturday 23:59

- 5 to 10 item quiz	
Module Two	
Discussion - Discuss 2 types of evaluation strategies (from the list provided)	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment - Grade a Sample Student Paper using a Grading Rubric and Faculty/Coach Detailed Grading Expectations	Saturday 23:59
Quiz - 5 to 10 item quiz	Friday 08:00 – Saturday 23:59
Module Three	
Discussion - Select ONE of the following topics: • Grade inflation in nursing programs <u>or</u> Curving grades	Wednesday 23:50 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment - Test Analysis and rewrite two test items	Saturday 23:59
Quiz - 5 to 10 item quiz	Friday 08:00 – Saturday 23:59
Module Four	
Discussions - Select ONE of the following topics: • Two clinical evaluation strategies <u>or</u> Competency based clinical evaluation	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment - Student Performance Plan	Saturday 23:59
Quiz - 5 to 10 item quiz	Friday 08:00 – Saturday 23:59
Module Five	
Discussion - Select ONE of the following topics: 1. Use of End of Program Standardize Exam, <u>Or</u> NLN vs. AACN accreditation for BSN programs	Wednesday 23:59 – post initial discussion thread Saturday 23:59 – post replies to 2 colleagues
Assignment - Analysis of Student Evaluations of Course Faculty	Saturday 23:59
Final Exam - 50 to 60 item exam	Friday 08:00 – Saturday 23:59

Schedule Adjustments:

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. If any changes are made, they will be added to the Announcement Board. – Dolores S Aguilar

Assignments

- **Description of Major Assignments/Assessments:** For all course assignments/assessments, please refer to the course calendar in this syllabus and Blackboard for specific due dates and times. Please refer to Blackboard for more details concerning these assignments and for grading rubrics.
- **Blackboard Required:**
Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. **No exceptions will be made.**
- **Technical Problems:**
Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

Discussion Boards:

Discussion participation is crucial to your learning and success in the course.

- In order to receive full credit for each module discussion, you must contribute one initial substantive post and a minimum of 2 substantive replies to classmates. In addition, at least one reference (other than your textbook) must be included in your initial post and at least one reference in one of the peer replies is required.
- A substantive post is thoughtful and includes reflection, elaboration, analysis, application, synthesis and/or evaluation. In your initial post you must also provide personal insights which includes:
 - How this information impacts the role of a nurse educator and
 - How it can be applied to nursing education
- Please refer to the Guidelines for Substantive Posts and the Discussion board grading rubric.
- Late or missing discussion board posts will result in a zero.

Testing:

- **Respondus Practice Test** Under the Course overview in Blackboard there is a three item, multiple choice, practice quiz. The purpose of this practice test is to allow students to test the use of the Respondus Lockdown Browser and webcam, as well as to allow students to troubleshoot any problems with Respondus or their computer and equipment prior to the first quiz or major exam in this course. This is a required practice assignment, and students must complete this activity before

the end of week one in the course. Please refer to information found in this syllabus for further directions for downloading and using Respondus Lockdown Browser:

- Module quizzes are required in this course to test your knowledge and understanding of Module objectives. These quizzes will be timed so that students can practice answering test items in a time-limited format. Students will be required to use the Respondus Lockdown Browser and webcam to monitor the environment. Questions will be presented one at a time and students may not go back to previous questions. All questions and answers will be randomized. Partial credit will not be given for multiple answer questions. No formal test review will be provided; however, after all students' quizzes have been graded, students will be able to review missed questions. This review will be allowed one time only.
- A Final Exam is required in this course. The purposes are to: 1. test your knowledge and understanding of course objectives and 2. to help prepare you for the NLN CNE exam.

Respondus:

Tests and quizzes will be given using Respondus Lockdown Browser with webcam monitoring. You will be required to download Respondus to complete any quiz or test. Respondus can be downloaded at:

<http://www.respondus.com/lockdown/download.php?id=163943837>

For additional details on using Respondus Lockdown Browser, review this Student Quick Start Guide (PDF) Link: <http://www.respondus.com/downloads/RLDB-Quick-Start-Guide-Bb-Student.pdf>

Tripod and Webcam:

You will need an external high definition (1080p) webcam with a tripod. An external webcam with a tripod is required to allow you to meet the requirements of the video monitoring for each quiz and test. An external webcam is one which is separate from your computer or laptop. A Logitech 1082p webcam is the required webcam for the MSN Nurse Educator online program. Only a Logitech C920 or Logitech C930e will meet the program requirements.

Please Note: built in webcams, cell phones, etc are **NOT** acceptable

Quiz and Test Taking Rules and Tips:

Read the test taking tips prior to each quiz and test. Follow these tips to optimize your computer's functionality, enhance blackboard's function, and to minimize technical difficulties.

- Respondus Lockdown Browser with video monitoring will be used to administer each quiz and test. Please make sure to download Respondus prior to taking your first quiz.

- Update Respondus prior to completing each quiz and test.
- Update Java prior to completing each quiz and test.
- You will need an external high definition (1080p) webcam with a tripod. This will ensure that your IDs and videos are clearly seen. You will use this webcam throughout the online Nursing Education curriculum. An external webcam is one that is separate from your computer or laptop.
- Using the tripod position the webcam to the side of your desk so that the webcam captures a profile view of you, your computer, and desk. The webcam should provide a clear view of you, the desk and computer from the level of the desk up.
- To ensure your webcam is working properly, complete the webcam test prior to taking every quiz and test.
- If you are kicked out of a quiz or test, close your browser completely, reopen it, and log back into Respondus lockdown browser to continue taking the quiz or test.
- A photo ID is required to take the test. Show your driver's license or Mav ID when prompted by the system. Only your driver's license or Mav ID is acceptable forms of identification. A work ID badge, passport, or other forms of ID are not acceptable and should not be used.
- Your photo ID must be held close enough to the camera to be read. The photo must be facing the camera. If the image of your ID is not legible you will be asked to provide an electronic copy of your driver's license or Mav ID to verify your identity. Your grade will not be released until your identity has been verified. Failure to verify your identity will result in a zero for the quiz or test.
- You will be asked to show your environment. When you are prompted please rotate the camera to show your desk and the room in its entirety.
- Please ensure that there are no lights shining in front of the webcam. This will obscure the images taken by the webcam.
- Your desk must be completely clear of all materials. Papers, pencils, pens, books, electronics, cell phones, tablets etc. are not allowed on or around your desk while taking a quiz or test.
- Drinks are not allowed while taking a quiz or test.
- No one else may be in the room while you are taking a quiz or test.
- Once you have started a quiz or test you are not allowed to leave your desk. You must complete and submit the quiz or test prior to leaving your desk.
- Plug in laptops and computers prior to starting the quiz or test.
- Talking is prohibited.
- The use of any electronics is strictly prohibited.
- Hats may not be worn while taking a quiz or test.

Any violation in the above rules may result in any and all of the following:

- A point deduction up to and including a grade of zero on the respective quiz or test.
- The student may be reported to The Office of Student Conduct. If The Office of Student Conduct determines the reported student has participated in

academic dishonesty the consequences may include any or all of the following: a quiz or test score of zero, course failure, probation, suspension or expulsion from the university.

Course Outcomes and Performance Measurement:

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
1. Analyze assessment and evaluation models/frameworks for applicability for learners, curricula, and program.	Module 1: Principles and Models of Evaluation Objectives <ol style="list-style-type: none"> 1. Discuss the philosophy of evaluation 2. Describe the evaluation process 3. Use evaluation principles, designs, models and frameworks appropriate for situation 4. Differentiate formative vs. summative evaluation 	<u>Discussion</u> : Describe your philosophy and values of evaluation in nursing education <u>Quiz</u> : 10 questions <u>Final Exam</u> : 50-60 questions
2. Analyze the process of program evaluation to assess outcomes in a nursing curriculum.	Module 1: Principles and Models of Evaluation Objectives <ol style="list-style-type: none"> 1. Describe the evaluation process Module 5: Program/Curriculum Evaluation and Accreditation <u>Program Evaluation Objectives</u> : <ol style="list-style-type: none"> 1. Discuss purpose and benefits of program evaluation 2. Describe models for program evaluation 3. Describe the comprehensive evaluation process. 4. Discuss elements of the program evaluation plan <u>Accreditation Objectives</u> : <ol style="list-style-type: none"> 1. Discuss elements of the program evaluation plan and relationship to accreditation 2. Differentiate between curriculum and environment evaluation 3. Describe evaluation methods for curriculum program, course, teacher and learner 4. Describe the process of accreditation 	<u>Discussion</u> Module 5: Discuss End of Program Standardize Exam OR NLN vs. AACN Accreditation for BSN programs <u>Assignment</u> Module 5: Student Evaluation of Course Faculty: What to do? <u>Quiz</u> : 10 questions <u>Final Exam</u> : 50-60 questions
3. Apply appropriate assessment/evaluation models.	Module 1: Principles and Models of Evaluation Objectives <ol style="list-style-type: none"> 1. Use evaluation principles, designs, models and frameworks appropriate for situation 2. Discuss selection of evaluation instruments, reliability and validity considerations, collecting and interpreting data, and using findings for improvement 3. Discuss legal and cost considerations in evaluation Module 3 Developing and Using Tests in Nursing Education <u>Objectives</u> <ol style="list-style-type: none"> 1. Discuss the types of didactic evaluation strategies including purpose, pros/cons Module 4: Clinical Evaluation Strategies <u>Objectives</u> : <ol style="list-style-type: none"> 1. Describe clinical evaluation methods and tools 	<u>Discussion</u> Module 3: Grade Inflation in Nursing Programs OR Curving Grades <u>Discussion</u> Module 4: Discuss Two Clinical Evaluations Strategies or Take a Stand on Competency Based Evaluation <u>Assignment</u> : Module 3: Test Item Analysis and Rewrite Poor Items <u>Quiz</u> : 10 questions <u>Final Exam</u> : 50-60 questions

Course Outcomes(s)	Module Number and Objective(s)	Assessment Item
4. Use a variety of strategies to assess learning in the cognitive affective and psychomotor domains.	<p>Module 2: Strategies for Assessing and Evaluating Learning Outcomes <u>Objectives</u></p> <ol style="list-style-type: none"> 1. Different between Assessment and Evaluation 2. Explore communicating grade expectations using grading rubrics 3. Describe strategies for assessing and evaluating learning outcomes. 4. Discuss the advantages and disadvantages of each evaluation strategy <p>Module 3: Developing and Using Tests in Nursing Education <u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss the types of didactic evaluation strategies including purpose, pros/cons 2. Describe Criterion reference vs. Norm reference tests 3. Apply the principles of writing test items appropriately (i.e. Selection items types, difficulty, number of items, etc) 4. Discuss test writing items including definition, advantages/disadvantage, and guidelines for writing 5. Discuss use of test banks vs. test authored system 6. Discuss analysis of tests results, item analysis and editing of items <p>Module 4: Clinical Evaluation Strategies <u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss issues in assessment of clinical performance 2. Describe clinical evaluation methods and tools 3. Explore clinical evaluation strategies including purpose, pros/cons 4. Describe the clinical evaluation process including legal considerations 	<p><u>Discussion:</u> Module 2 Discuss two types of evaluation strategies. <u>Assignment:</u> Grade Sample Student Paper using a Grading Rubric and Coach Detailed Grading Requirements <u>Quiz:</u> 10 questions <u>Final Exam:</u> 50-60 questions</p>
5. Develop individualized plan for learner success.	<p>Module 4: Clinical Evaluation Strategies <u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss strategies for students who are at risk or unsafe 2. Write a student success plan/contract for unsafe or unprofessional behaviors 	<p><u>Assignment:</u> Module 4 Develop a Student Improvement/ Performance Plan <u>Quiz:</u> 10 questions <u>Final Exam:</u> 50-60 questions</p>

UTA Policies

Plagiarism

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered

plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero

Academic Integrity

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents' Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student's suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas Board of Nursing (BON) using rule §215.8 as a guide.**

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide

“reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.
- **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information,

and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Drop Policy:

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student's academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at: <http://www.uta.edu/aao/fao/>

The last day to drop a course is listed in the Academic Calendar available: http://academicpartnerships.uta.edu/documents/UTA_Drop_Dates.pdf

Last day to drop or withdraw in this course:

DATE

1. A student may not add a course after the end of late registration

2. A student dropping a graduate course after the Census Date but on or before the last day to drop may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
 - Contact course faculty to obtain permission to drop the course with a grade of "W".
 - Contact your graduate advisor to obtain the form and further instructions

University Library Resources for Online Students

Librarian to Contact:

- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu
- Kaeli Vandertulip, 817-272-5352,

Kaeli.vandertulip@uta.edu Contact all nursing librarians: library-nursing@listserv.uta.edu

Helpful Direct Links to the UTA Libraries' Resources

- Research Information on Nursing, <http://libguides.uta.edu/nursing>
- Library Home Page, <http://library.uta.edu/>
- Subject Guides, <http://libguides.uta.edu>
- Chat with the Library, <http://ask.uta.edu>
- Database List, <http://libguides.uta.edu/az.php>
- Course Reserves, <http://pulse.uta.edu/vwebv/enterCourseReserve.do>
- Library Catalog, <http://uta.summon.serialssolutions.com/#!/>
- E-Journals, <http://pulse.uta.edu/vwebv/searchSubject>
- Library Tutorials, <http://www.uta.edu/library/help/tutorials.php>
- Connecting from Off- Campus, <http://libguides.uta.edu/offcampus>

The following URL houses a page for commonly used resources needed by students in online courses: <http://library.uta.edu/distance-disability-services>

CONHI and Program Policies

MSN Program Expectations:

1. **GPA of 3.0:** Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
 - Your course professor
 - UTA Student Success Coordinators
 - Your advisor

2. **Let's Get Clinical:** Successful completion of the required 135 clinical hours during your last course is completely dependent upon successful completion of the "Let's Get Clinical" portion of your Pathway to Graduation. Successful graduation requires both completion of:

- **Preceptors and Clinical Sites:** Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the program to ensure readiness when the clinical courses begin.

Status of RN Licensure

All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean, Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: www.bon.state.tx.us

Ebola exposure

Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

Student Success Faculty:

In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The following are success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance. Course content challenges may also be addressed, with referral to additional resources as indicated. Dr. Schira can be reached via email: schira@uta.edu

Student Code of Ethics

The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online:

<http://www.uta.edu/conhi/students/msn-resources/index.php>

No Gift Policy:

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the CONHI has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is

<http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

Online Conduct:

The discussion board should be viewed as a public and professional forum for course- related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to the CONHI Student Handbook for more information.

Graduate Student Handbook:

Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at:

<http://www.uta.edu/conhi/students/msn-resources/index.php>

<p>Department of Graduate Programs</p>

Judy Leflore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN

Associate Dean

Graduate Nursing

Programs

Director, PNP, ACPNP, NNP

Programs Office # 514-Pickard Hall

Email: jleflore@uta.edu

Dolores S Aguilar, MS, RN, APRN, CNS, CHN

Director MSN Nurse Educator Program

Office #: 528 Pickard Hall
Email: aguilar@uta.edu

Department of Graduate Programs Staff
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Felicia Chamberlain, AO Program
Coordinator Office # 515- Pickard Hall
(817)-272-0659 Email:
chamberl@uta.edu

Janette Rieta, AO/Campus Programs, Administrative
Assistant Office #510 Pickard Hall (817) 272-1039
Email: jrieta@uta.edu

Christina Gale, Support Specialist I
Office # 518-Pickard Hall (817) 272-1039
Email address: Christina.gale@uta.edu

Graduate Advisors

Timara Spivey AO/Campus Programs, Academic Advisor II (A-L)
Pickard Hall (817) 272-4297
Email: tspivey@uta.edu

Caitlin Wade, AP/Campus Program, Academic Advisor II (M-Z)
Pickard Hall (817) 272-9397
Email: cwade@uta.edu