

Evaluation Strategy	Formative or Summative? Why?	Learning Activity (Identify focus of Activity)	Learner-Centered Objectives Being Measured	Level of Learning
<p>Strategy #1 - Posters Poster making and presentation actively engages the student in their learning process. It provides students with the opportunity to learn by doing, which in turn strengthens learning through research and reading. It facilitates team work, creative thinking, and critical thinking. Posters allow for a visual representation of key points and recollection of facts and/or events. The making of posters and presenting them allows the student's knowledge to be evaluated and creates an opportunity for active discussion and participation.</p>	<p>Summative – Summative assessments provide both teachers and the student with information about the attainment of knowledge which typically ends in a grade, and the goal is to evaluate the students learning at the end of an instructional unit by comparison against some sort of standard.</p> <p>Posters are used to display the students' knowledge related to a designated topic, demonstrating understanding, application, and critical thinking skills.</p>	<p>Posters will address one disorder/disease associated with patients in critical care setting. Students will create a poster based on review of articles related to topic and research; the research and poster presentation prepares the nurse for scholarly presentations in the nursing profession (Herrman, 2008).</p>	<p>After the completion of this poster presentation, the student will:</p> <ul style="list-style-type: none"> -Describe disease/disorder affecting patient requiring treatment in critical care environment. -Explain treatments appropriate for disease or disorder. -Implement appropriate nursing interventions related to disease/disorder. -Outline material appropriately on poster for flow and ease of the learner. -Evaluate research and EBP literature as it relates to critical care environment and disorder/disease. -Design a poster that is colorful and uses interactive learning material. 	<p>Remembering - the student reviews disease and describes the disease/disorder in their words with some reference to material.</p> <p>Understanding - this will demonstrate the students' knowledge as it relates to disease/disorder, the student translates what they have learned and demonstrates it by translating it into their own words.</p> <p>Apply - the student makes slides that reflect learned knowledge and prepares interactive activity integrated into slide such as question related to slide for the observer to answer on answer sheet, etc.</p> <p>Analyze - the student prepares an outline focusing on key parts for learning to make the information being learned easier to interpret and recall</p> <p>Evaluating - the student researches disease/disorder and obtains EBP literature that is applicable to the topic and provides reference to literature with reference page</p> <p>Create - the student designs a poster and interactive activity related to assigned topic</p>
<p>Strategy #2 - Tests</p>	<p>Summative - Tests are given at certain periods of time in a course to determine what students do and do not know.</p>	<p>Safety and quality in pharmacotherapy and using the nursing process for proper medication administration with pre-licensure nursing students.</p>	<p>After completion of this unit the student will:</p> <ul style="list-style-type: none"> -Describe the five-plus-five rights of medication administration. 	<p>Remembering- Remembering is the lowest order of knowledge when using test questions. Questions may start with "What is...Describe..."</p> <p>Understanding- These questions test the students'</p>

	<p>Tests are used in the classroom to measure student's progress as part of the grading process. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process, because they are spread out and occur after instruction every few weeks, months, or once a year.</p>		<ul style="list-style-type: none"> -Analyze safety risks for medication administration. -Discuss safe disposal of medications. -Apply the nursing process to safe administration of medications. 	<p>ability to summarize and describe in their own words without necessarily relating it to anything. These type of questions are on a lower level of thinking. Questions may begin with "How you would compare, or Can you explain what is happening..."</p> <p>Apply- Application questions encourage students apply their learning. This requires a higher order of thinking. For example "What would the nurse do...."</p> <p>Analyze- These type of test questions encourage students to break the material into parts, describe the relationships among those parts, and then put it all together. These questions fall under a higher level of thinking. Questions may begin with "What inference can you make..."</p>
<p>Strategy #3 One-minute paper</p>	<p>Formative- A one-minute paper can be completed in one to two minutes and reflects the students learning or thought process related to a particular concept or clinical experience. This is a strategy that can not only assess learning of the student but can also tell an educator if their teaching is effective or not. The one-minute paper will allow the educator to</p>	<p>The one-minute paper will address the learning of concepts of acid-base balance.</p>	<ul style="list-style-type: none"> -Recall and explain the role of the respiratory system in acid-base balance. -Recall and explain the role of the kidneys in acid-base balance. 	<p>Remember Understand</p>

	<p>synthesize gaps determined in student learning that then can be clarified at the start of the next class. One-minute papers can also be used as a reflective tool after a clinical experience showcasing what the student learned and what might the student be confused about. One-minute papers often use guided questions the student then is to address. The one-minute paper is a formative assessment because it is done during a course to determine student learning of content. It is not done at the end of a course or program like summative assessments are.</p>			
<p>Strategy #4 Simulation Simulations are the activities or events that mimic real-world practice and provide the opportunity for students to think critically, problem-solve, use clinical reasoning, and care for diverse patients in a non-threatening</p>	<p>Simulations in nursing education can be used as a teaching strategy to provide experiential learning opportunities for the student or for assessment and evaluation purposes as well. In this</p>	<p>The simulation experience will address students' ability to accurately and thoroughly assess an adult patient's cardiovascular status which will lead them to identification of the most probable cardiovascular condition present</p>	<ol style="list-style-type: none"> 1. List the components of a cardiovascular-focused health history (cognitive) 2. Explain the steps of the physical cardiovascular assessment (cognitive) 3. Appropriately utilize equipment such as stethoscopes and 	<p>Remember – Objective #s 1 and 4 require that students recognize and recall the basic elements of a cardiovascular-focused exam in order to appropriately gather information in regards to a patient's health history and cardiac condition as well as the details of the symptoms and assessment findings that correspond with various cardiac conditions.</p>

<p>and safe environment (Billings & Halstead, 2012). Simulated experiences range from practice with high-fidelity human patient simulators or manikins that are extremely realistic and provide a high level of interactivity and realism for the student, to written case studies and use of a partial task trainer such as a plastic model arm for use with venipuncture (Billings & Halstead, 2012).</p>	<p>instance, simulations are considered a summative form of evaluation since utilization of this strategy occurs after practice with other patients and students in varying role playing capacities have taken place. This allows educators to determine the extent of achievement that student's learning outcomes have occurred as well as determine the effectiveness of the instructional strategies and learning activities that were exercised throughout the course.</p>	<p>within the simulated patient.</p>	<p>blood pressure cuffs to gather information about patients' cardiac-related vital signs (psychomotor) 4. Identify cardiac conditions with correlating patient symptoms and assessment findings (cognitive)</p>	<p>Understand – Objective #2 requires that students comprehend what is required for a comprehensive cardiovascular exam to occur and objective #4 requires that students obtain meaning from their experience in the simulated setting as evidenced by their choice of intervention and verbalization of what is occurring or what needs to take place next including the necessary information that needs to be relayed to the provider. Apply – Objective #3 requires that students are able to use common equipment such as a blood pressure cuff and stethoscope to obtain information about a patient's cardiovascular status and then relate their findings to either the normal reference range of values or an understanding of values that are outside of the normal reference range and therefore require the attention of the provider. This simultaneously requires students to evaluate their findings that were discovered through previous application of different aspects of the nursing process. Objective #4 also requires that students apply what they know about various cardiovascular conditions to the assessment findings they encounter in simulated experiences to uncover the underlying cardiovascular condition being represented in the simulated experience.</p>
<p>Strategy #5 Clinical Competencies</p>	<p>Clinical competencies provide</p>	<p>The focus of clinical competencies (using OSCE) involves</p>	<p>After completion of this clinical</p>	<p>1.Psychomotor- Students use manipulation in order to perform vital signs</p>

<p>Clinical competencies are the abilities that faculty expect nursing students to be able to do as they progress through the curriculum (Billings & Halstead, 2012).</p>	<p>a summative evaluation to determine the extent of knowledge, values, and skills that students have achieved during the course; clinical competencies reflect the students' achievement of learning outcomes (Oermann et al., 2009). Traditionally, nursing programs utilized clinical competencies as a checklist to ensure that students gained experience in performing basic clinical skills (Dolan, 2003), however these methods have failed to reflect how students apply cognitive processes to clinical situations (Cant, McKenna, & Cooper, 2013). A more objective approach towards student evaluation is required to ensure that students are meeting the overall course/curriculum outcomes (Billings & Halstead, 2012).</p>	<p>evaluating students' clinical skills/critical thinking abilities on various levels. Examples include: Vital Signs Patient-Assessment Communication Skills</p>	<p>competency, students will:</p> <ol style="list-style-type: none"> 1. Perform a full set of Vital Signs on a patient and interpret abnormal values 2. Assess a patient who is experiencing chest pain 3. Communicate with the Physician/Affiliate about the patient's condition using Situation Background Assessment Recommendation (SBAR) format 	<p>Cognitive- Students evidence cognitive processes of understanding and applying as they interpret abnormal values</p> <p>2. Cognitive- Students utilize evaluation as they assess a critical patient</p> <p>Psychomotor- Students use manipulation as they perform hands-on assessment</p> <p>3. Affective- Students evidence the affective process of responding as they communicate with a physician about the patient's condition</p>
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