

<b>NURS 5328: Evaluation in Nursing Education Fall 2015</b>	
<b>Course Description:</b>	<p><b>Preamble:</b> This is the second course for the core Nursing Education Courses. <span style="float: right;">1</span></p> <p><b>Course Description:</b> Assessment of theories and strategies of measurement and evaluation as they apply to nursing education. Combines theories of measurement and evaluation with outcomes based approaches to promote safe effective professional nursing practice. Experiential exercises in the development, use, and critique of measurement and evaluation methods to classroom and clinical learning situations as well as to nursing education program evaluation. Credit Hours: 3</p> <p>The “Big” purpose of this course is for graduate students to value the connection between course outcomes and course material and gain confidence in methods of assessing undergraduate nursing students in the classroom and in the clinical setting. In other words: To equip graduate students to design, implement, and evaluate assessment in nursing education</p>
<b>Course Credit:</b>	<b>3</b>
<b>Pre-requisite courses:</b>	<b>Prerequisites:</b> Completion of MSN Core Courses. Completion of Nurs 5327 Nursing Education Curriculum Development or Consent of Instructor.
<b>Class Meeting Time:</b>	Online, Blackboard, Zoom sessions
<b>Instructor(s):</b> <b>Contact Information:</b>	<p>Belinda Deal, RN, PhD, CNE, CEN</p> <p>Office: BRB 2350</p> <p>Office Hours: online and by appointment Preferred method of communication email. I will respond to emails within 24 hours during the week and at least once during the weekend.</p> <p>E-mail: <a href="mailto:bdeal@uttyler.edu">bdeal@uttyler.edu</a></p> <p>Phone: 903-530-3787 (cell) office (903) 566-7120 Fax: 903-565-5533</p>
<b>Office Hours:</b>	Online as needed, will set up phone conferences and Zoom sessions as needed
<b>Required Materials:</b>	<p>Oermann, M.H. (2015). <i>Teaching in nursing and the role of the educator: The complete guide to best practice in teaching, evaluation, and curriculum development</i>. New York: Springer Publishing Company. ISBN: 9780826195531</p> <p>McDonald, M. E. (2014). <i>The nurse educator's guide to assessing learning outcomes</i>. (3rd ed.). Sudberry, MA: Jones and Bartlett.</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i>. (6th ed.). Washington, D.C.: Author. ISBN 1433805618</p> <p>Booklists and bookstore links may be accessed at the <a href="#">UT Tyler College of Nursing Graduate Studies</a> page.</p>
<b>Recommended for future materials:</b>	<p>Certified Nurse Educator (CNE) 2014 Candidate Handbook  <a href="http://www.nln.org/certification/handbook/cne.pdf">http://www.nln.org/certification/handbook/cne.pdf</a>  <i>The Scope of Practice for Academic Nurse Educators 2012 Revision</i>  ISBN/ISSN: 9781934758175 (available on the NLN website cost approx. \$20)</p> <p>For the future: Books from the Certified Nurse Exam Helpful References List from LSU  <a href="http://libguides.lsuhsu.edu/content.php?pid=342727&amp;sid=3285623">http://libguides.lsuhsu.edu/content.php?pid=342727&amp;sid=3285623</a></p>
<b>Course Format and Student Resources for Online and Hybrid Courses:</b>	<p><b>Via Blackboard site: Lectures, case studies, group discussion, portfolio completion.</b></p> <p><a href="http://lms-media.uttyler.edu/fileman/OID/Resource/skills.html">http://lms-media.uttyler.edu/fileman/OID/Resource/skills.html</a></p> <p>Including technical skills needed to be successful, Blackboard Support, Netiquette, Quick References, and University Policies</p>
<b>Student Learning Outcomes:</b>	<p>Course Goals and Objectives</p> <p>Upon successful completion of the course, the student will able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the relationship between student learning outcomes and evaluation strategies.</li> <li>2. Utilize appropriate instruments for various types of evaluative data</li> <li>3. Analyze methods of evaluation of the student in the clinical practice area</li> <li>4. Appraise methods of evaluation of the student in the classroom</li> </ol>

	5. Incorporate national standards in the development of program evaluation.
<b>Grading Criteria</b>	<p><b>Grading Information and Course Requirements</b> Final grades for the course will be determined based upon the following point assignments:  A - 90-100      B - 80-89      C - 70-79      D - 60-69      F - Below 60</p> <p><b>Five (5) points will be deducted for each day an assignment is late (including weekends) if prior arrangements have not been made with the course instructors.</b> Final assignments for the course must be submitted on time, i.e. will not be accepted late.</p> <p>Reading Assignments: Assigned readings in graduate education are the beginning, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule.</p> <p>Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.</p>

Course Calendar					
Wk		Content	Percent of grade	Learning Activities	Due Dates Tue at 8 pm
1	8-24	Student Learning Outcomes	5	Complete KWL Charts	9-1
2	8-31	Student Learning Outcomes	10	Bloom/SLO quiz/worksheet	9-8
3	9-7	Test Blueprints	5	Develop a test blueprint	9-15
4	9-14	Multiple Choice Item Exams Readings in McDonald	10	Review step by step process of writing MCIs Small Group Discussion Board activity	9-22
5	9-21	Multiple Choice Item Exams	5	Demonstrate the steps to MCI development and update a basic question to a critical thinking question and consider NCLEX criteria	9-29
6	9-28	Multiple Choice Item Exams NCLEX Criteria	10	Using resources in McDonald text create 4 well-written MCIs that "test" critical thinking.	10-6
7	10-5	Multiple Choice Item Exams	10	Critique peer MCIs and self-evaluation Small Group Discussion Board activity Complete the " <b>Learn</b> " column of the KWL Chart (Reflection) in a Journal entry explaining the top three things you learned and how you implemented them into your revision.	10-13
8	10-12	Multiple Choice Item Exams Reliability and Validity in MCI Exams	10	Complete fill in the blank worksheet on exam results and interpretation. Practice choosing "good" and "bad" exams based on statistical analyses in a low stakes quiz	10-20
9	10-19	Rubrics	10	Develop a Rubric	10-27
	10-26	Oct 26 Last day with withdraw with a "W"			
10	10-26	Clinical Evaluation	See next	Develop one clinical scenario collaboratively with group	11-3
11	11-2	Clinical Evaluation	10	Complete scenario and post to group DB	11-10
12	11-9	Clinical Evaluation	5	Evaluate and compare clinical scenarios between groups	11-17
13	11-16	Program Evaluation	5	Conduct a program evaluation	11-30
	11-23	Thanksgiving Holiday week			
14	11-30	Faculty Role Portfolio	5	Reflect on role of nurse educator in evaluation	12-4
15	12-7	End of Course Evaluations	100	End of term 12-12-15	12-7

<p><b>Participation Expectations and Discussion Assignments:</b></p>	<p>A Rubric for how postings will be graded is provided in the next section of this Syllabus.</p> <ul style="list-style-type: none"> <li>• Each participant is responsible for participating in the asynchronous discussions of each Module. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.</li> <li>• Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.</li> <li>• Participants should plan on entering the Discussion area several times a week in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants to have the opportunity to comment.</li> <li>• Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately. The instructors and/or participants may use synchronous chats as the need arises.</li> </ul> <p><b>Note:</b> When posting to the discussion area, please type in your comments directly into the Discussion Board. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. In addition, if you type your comments into a Word document then copy and paste it into the Discussion Board, please delete extra spaces.</p>
<p><b>Discussion Board Postings - Grading Criteria:</b></p>	<p>The purpose of the discussion board in an online graduate program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, we will expect you to share ideas you have gained from the literature, noting the source when appropriate and interpreting into your own words. We will also expect that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. We do not care if you use big words or a lot of words (remember, the world values parsimony), but we are eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare. The following information will give you some guidelines and allow you to see thinking process we will use to assign a grade to the discussion board exercises.</p>

<b>Discussion Board Rubric</b>			
<b>CRITERIA/POINTS</b>	<b>&lt;80</b>	<b>80-89</b>	<b>90-100</b>
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.	Midpoint	Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited	Midpoint	Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly	Midpoint	Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way.
<b>Expectations:</b>			
<b>Written Assignments:</b>	<ul style="list-style-type: none"> <li>All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Deadlines are listed in the Course Schedule.</li> <li>Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.</li> <li>All written assignments should be submitted through the assignment links. If your web connection is down for some reason, please contact your instructor by telephone to make arrangements to get the assignment submitted within the posted time period.</li> <li>Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Consult the academic dishonesty statements in the Graduate Nursing handbook and on the university web site.</li> </ul> <p>Late assignments will receive point reductions. (see Grading Information and Course Requirements section within this Syllabus).</p>		
<b>Assignments/Projects Turn-In Process:</b>	<p>All assignments and projects will be submitted through the assignment link in each module. Use the following process to prepare and submit assignments:</p> <ul style="list-style-type: none"> <li>Prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name, assignment title (ex. Last_Assignmenttitle) Browse and find then download your document.</li> </ul> <p>When assignments are received, we will open them in Microsoft Word for grading. This will enable us to make comments, ask questions, etc. We will then return your assignment through the Student Grade Center area. We will make an announcement when papers are returned to remind you to check the Student Grade Center. To see comments about your assignment, click on your grade.</p>		

	If you need more instructions on how to submit files through the assignment link in the modules, please read the User Manual located in the Tools area.
<b>Safe Assign Program on BBd Written Assignments:</b>	SafeAssign is a feature provided by Blackboard that is designed to detect plagiarism or non-original student work. Your instructor may set up this feature so that when you submit papers, they are automatically sent through SafeAssign. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using SafeAssign in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.
<b>Email:</b>	To communicate by email within the course with other participants or all participants, click the Communication link on the left side of the Blackboard frame. Click Send E-mail to send a message. You have the option to send messages to All Users or Select Users in the course, including the instructor(s). If you need further instructions on how to send email messages from within Blackboard please read the User Manual located in the Tools area of the course. The faculty email addresses is <a href="mailto:bdeal@uttyler.edu">bdeal@uttyler.edu</a>
<b>Digital Library Resources:</b>	Students enrolled in this course have online access to the UT Tyler <a href="#">Robert R. Muntz Library</a> . Follow this link, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. If a particular journal is not available, the library staff will procure the article for you using the Iliad feature. Please take the time to update your account and get familiar with the resources available. They are awesome.
<b>Technical Support:</b>	If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing <a href="mailto:itsupport@patriots.uttyler.edu">itsupport@patriots.uttyler.edu</a> When you email IT Support, be sure to include a complete description of your question or problem including: The title and number of the course The page in question If you get an error message, a description and message number What you were doing at the time you got the error message You may also visit the Help Tab in Blackboard for helpful information.
<b>Plug-ins and Helper Applications:</b>	UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. <ul style="list-style-type: none"> <li>• <b>Adobe Reader</b> allows you to view, save, and print Portable Document Format (PDF) files. <a href="http://get.adobe.com/reader/">http://get.adobe.com/reader/</a></li> <li>• <b>Java Runtime Environment (JRE)</b> allows you to use interactive tools on the web. <a href="http://www.java.com/en/download/">http://www.java.com/en/download/</a></li> <li>• <b>Adobe Flash Player</b> allows you to view content created with Flash such as interactive web applications and animations. <a href="http://get.adobe.com/flashplayer/">http://get.adobe.com/flashplayer/</a></li> <li>• <b>QuickTime</b> allows users to play back audio and video files. <a href="http://www.apple.com/quicktime/download/">http://www.apple.com/quicktime/download/</a></li> </ul>
<b>University Policies:</b>	<b>Students Rights and Responsibilities</b> <a href="http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf">http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf</a>  To know and understand the policies that affect your rights and responsibilities as a student at UT

Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)

	<p><b>Student Absence due to Religious Observance</b> Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.</p> <p><b>Student Absence for University-Sponsored Events and Activities</b> If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.</p> <p><b>Social Security and FERPA Statement:</b> It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.</p> <p><b>Emergency Exits and Evacuation:</b> Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.</p> <p><b>Course Evaluation</b>  UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.  Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.</p>
<b>Completion Time:</b>	<p>You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.</p> <p>You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight Central Standard Time on that date.</p>