

Syllabus

Course Overview

A part of every educator's role is to properly evaluate and assess learning. Many educators are not aware of the variety of strategies to assess the learning of their learners and are not prepared to carry out this important function of their educator role. This course was designed to help prepare you for your nurse educator role. The units in this course have been designed to provide you with a better understanding of the concepts of assessment and evaluation of both the learners and programs within nursing and health education as well as how to plan, administer, analyze, and report the assessment and evaluations within given health care and nursing programs. In addition, you will study how the results of the assessments and evaluations of learners and programs can be used to revise educational programs and improve instructional strategies, and you will gain practice in how to report these results to stakeholders and regulatory bodies.

MSN Practicum and Capstone

- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in care coordination or nursing leadership and administration are required to complete 100 documented hours of hands-on practicum experience.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing education are required to complete 100 documented hours of hands-on practicum experience, with a minimum of 20 of those hours completed in a clinical practice setting.
- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in nursing informatics are required to complete 200 documented hours of hands-on practicum experience.

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN Practicum and Capstone.

Action Required

In preparation for your practicum, you will want to review the [MSN Practicum](#) page and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 1–2 months).

The review process may take up to two weeks, so please ensure your program progression is not delayed. Submit all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

CORE ELMS

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practice immersion, practicum, or internship. CORE ELMS, here after referred to as CORE, provides a safe and secure repository to house forms and other coursework that requires visibility and input from third parties (such as preceptors).

Note: While you will still be submitting assignments to your instructor via the MSN courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply principles of assessment and evaluation for use in nursing education programs.
- 2 Apply a variety of strategies to assess learning in the cognitive, psychomotor, and affective domains.
- 3 Engage in the development of a classroom examination.
- 4 Evaluate the achievement of learning outcomes.
- 5 Analyze how a systematic process is used to determine the effectiveness of a nursing program.
- 6 Communicate as a practitioner-scholar, consistent with the expectations for a health care professional.

Course Prerequisites

Prerequisite(s): MSN6103.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Billings, D. M., & Halstead, J. A. (2016). *Teaching in nursing: A guide for faculty* (5th ed.). St. Louis, MO: Saunders Elsevier. ISBN: 9780323290548.

DeYoung, S. (2015). *Teaching strategies for nurse educators* (3rd ed.). Boston, MA: PearsonEducation. ISBN: 9780133565232.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Baldwin, A., Bentley, K., Langtree, T., & Mills, J. (2014). Achieving graduate outcomes in undergraduate nursing education: Following the Yellow Brick Road. *Nurse Education in Practice*, 14(1), 9–11.
- Bactor, L. (2013). Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse Education in Practice*, 13(2), 96–100.
- Coderre, S., Woloschuk, W., & McLaughlin, K. (2009). Twelve tips for blueprinting. *Medical Teacher*, 31(4), 359–361.
- Fastré, G. M. J., van der Klank, M. R., Amsing-Smit, P., & van Merriënboer, J. J. G. (2014). Assessment criteria for competency-based education: A study in nursing education. *Instructional Science*, 42(6), 971–994.
- Fatmi, M., Hartling, L., Hillier, T., Campbell, S., & Oswald, A. E. (2013). The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. *Medical Teacher*, 35(12), e1608–e1624.
- Feng, J.-Y., Chang, Y.-T., Chang, H.-Y., Erdley, W. S., Lin, C.-H., & Chang, Y.-J. (2013). Systematic review of effectiveness of situated e-learning on medical and nursing education. *Worldviews on Evidence-Based Nursing*, 10(3), 174–183.
- Forsgren, S., Christensen, T., & Hedemalm, A. (2014). Evaluation of the case method in nursing education. *Nurse Education in Practice*, 14(2), 164–169.
- Hill, D. C. (2012). Learning outcomes: Perceptions about the influence of ABET accreditation on OSH education. *Professional Safety*, 57(10), 53–61.
- Horne, E. M., & Sandmann, L. R. (2012). Current trends in systematic program evaluation of online graduate nursing education: An integrative literature review. *Journal of Nursing Education*, 51(10), 570–578.
- Lewallen, L. P. (2015). Practical strategies for nursing education program evaluation. *Journal of Professional Nursing*, 31(2), 133–140.
- Li, A. M. L. (2016). Simulation-based clinical skill training to promote effective clinical learning with simulation evaluation rubrics in nursing education. *International Journal of Information and Education Technology*, 6(3), 237–242.
- Ličen, S., & Plazar, N. (2015). Identification of nursing competency assessment tools as possibility of their use in nursing education in Slovenia—a systematic literature review. *Nurse Education Today*, 35(4), 602–608.
- McGahee, T. W., & Ball, J. (2009). How to read and really use an item analysis. *Nurse Educator*, 34(4), 166–171.
- Mehrdad, N., Zolfaghari, M., Bahrani, N., & Eybpoosh, S. (2011). Learning outcomes in two different teaching approach in nursing education in Iran: E-learning versus lecture. *Acta Medica Iranica*, 49(5), 296–301.
- Morris, T. L., & Hancock, D. R. (2013). Institute of Medicine core competencies as a foundation for nursing program evaluation. *Nursing Education Perspectives*, 34(1), 29–33.
- Park, J. W., Seo, E. J., You, M.-A., & Song, J.-E. (2016). Development and application of course-embedded assessment system for program outcome evaluation in the Korean nursing education: A pilot study. *Nurse Education Today*, 38(2016), 48–53.
- Qureshi, S., & Ullah, R. (2014). Learning experiences of higher education students: Approaches to learning as measures of quality of learning outcomes. *Bulletin of Education and Research*, 36(1), 79–100.
- Rhodes, M. L., Meyers, C. C., & Underhill, M. L. (2012). Evaluation outcomes of a dedicated education unit in a baccalaureate nursing program. *Journal of Professional Nursing*, 28(4), 223–230.
- Sherwood, G. (2011). Integrating quality and safety science in nursing education and practice. *Journal of Research in Nursing*, 16(3), 226–240.
- Shipman, D., Roa, M., Hooten, J., & Wang, Z. J. (2012). Using the analytic rubric as an evaluation tool in nursing education: The positive and the negative. *Nurse Education Today*, 32(3), 246–249.
- Smith, M., & McCarthy, M. P. (2010). Disciplinary knowledge in nursing education: Going beyond the blueprints. *Nursing Outlook*, 58(1), 44–51.
- Story, L., Butts, J. B., Bishop, S. B., Green, L., Johnson, K., & Mattison, H. (2010). Innovative strategies for nursing education program evaluation. *Journal of Nursing Education*, 49(6), 351–354.
- Valiga, T. M. (2014). Attending to affective domain learning: Essential to prepare the kind of graduates the public needs. *Journal of Nursing Education*, 53(5), 247.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Accreditation Commission for Education in Nursing, Inc. (ACEN). (2013). Accreditation manual. Retrieved from <http://www.acenursing.org/resources-acen-accreditation-manual/>
- Adamson, K. A., Kardong-Edgren, S., & Willhaus, J. (2013). An updated review of published simulation evaluation instruments. *Clinical Simulation in Nursing*, 9(9), e393–e400. Retrieved from <http://www.nursingsimulation.org/article/S1876-1399%2812%2900330-1/abstract>
- Commission on Collegiate Nursing Education (CCNE). (2013). Standards for accreditation of baccalaureate and graduate nursing programs. Retrieved from <http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>
- National Council of State Boards of Nursing, Inc. (NCSBN). (2012). NCLEX-RN examination: Detailed test plan for the National Council Licensure Examination for Registered Nurses [Candidate version]. Retrieved from https://www.ncsbn.org/RN_Test_Plan_2013_Candidate_v2.pdf
- National League for Nursing (NLN). (2012). Certified Nurse Educator (CNE) examination: Detailed test blueprint. Retrieved from <http://www.nln.org/docs/default-source/recognition-programs/detailedblueprint.pdf?sfvrsn=4>
- NLN Commission for Nursing Education Accreditation (CNEA). (2016). Accreditation standards for nursing education programs. Retrieved from <http://www.nln.org/docs/default-source/accreditation-services/cnea-standards-final-february-201613f2bf5c78366c709642ff00005f0421.pdf?sfvrsn=2>
- Todd, M., Hawkins, K., Hercinger, M., Manz, J., Tracy, M., & Iverson, L. (2014). Creighton Competency Evaluation Instrument (C-CEI). Retrieved from <https://nursing.creighton.edu/academics/competency-evaluation-instrument>

- Wiles, B. (2014). [Simulation evaluation](http://qsen.org/teaching-strategies/simulation/simulation-evaluation/). Retrieved from <http://qsen.org/teaching-strategies/simulation/simulation-evaluation/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Unit 1 >> Learning Domains

Introduction

Learning can take place in one of three domains: cognitive, psychomotor, and affective. The nurse educator must take these into consideration when developing learning opportunities. The cognitive domain deals with scholarly activities such as critical thinking, decision making, and rational thought. The psychomotor domain is part of learning physical skills, such as placing an intravenous catheter or performing a sterile technique. The affective domain deals with attitudes, feelings, beliefs, and opinions, such as those related to health care. While working through this unit, reflect how you as the nurse educator might use this new knowledge to develop meaningful learning opportunities for learners and patients based on the learning domains. This unit will also discuss the differences between assessment and evaluation.

Learning Activities

u01s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Apply a variety of strategies to assess learning in the cognitive, psychomotor, and affective domains.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 10, "Designing Courses and Learning Experiences," pages 159–184. This chapter focuses on designing courses and learning experiences for effective implementation of the teaching-learning process, whereby students become educated for self-development and various nursing roles in society.

Use your *Teaching Strategies for Nurse Educators* text to complete the following:

- Read Chapter 2, "Learning Theory," pages 11–30. This chapter is about learning theories and concepts that can be applied to academic and staff development in nursing.

Use the Capella University Library to read the following:

- Valiga, T. M. (2014). [Attending to affective domain learning: Essential to prepare the kind of graduates the public needs](#). *Journal of Nursing Education*, 53(5), 247.

u01d1 - Assessment and Evaluation

What is the difference between assessment and evaluation? Provide at least one example of each. Describe how you plan to use assessment and evaluation in your practice as a nurse educator.

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Methods for Assessing and Evaluating Learning

Identify at least one assessment method and one evaluation method that you can use to assess learning in the cognitive, psychomotor, and affective domains. What are advantages and disadvantages for each?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Course Evaluation

Introduction

Course evaluation is an important part of the nurse educator's role. Nurses need to be able to develop strategies within the course to evaluate the learners' competency with the material. In this unit, we will discuss the variety of evaluation tools used in nursing education and the use of assessment and evaluation data to evaluate a course.

Learning Activities

u02s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Apply principles of assessment and evaluation for use in nursing education programs.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 14, "Managing Student Incivility and Misconduct in the Learning Environment," pages 230–243. This chapter introduces developmental, legal, and risk-management issues related to classroom learning environments and methods to minimize student conduct that disrupts learning.

Use your *Teaching Strategies for Nurse Educators* text to complete the following:

- Read Chapter 12, "Assessing and Evaluating Learning," pages 224–240. In this chapter, a distinction will be made between assessment of learning and evaluation of learning.

Use the Capella University Library to read the following:

- Boctor, L. (2013). Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse Education in Practice, 13*(2), 96–100.

u02s2 - Assignment Preparation

In Unit 3, you will submit the first assignment in the course. For that assignment, you will create a concept map to illustrate evaluation and assessment design that will help ensure the learning and program outcomes are being met in a sample course (Individual and Community Health Assessment, Communications, and Interdisciplinary Collaboration for Improved Outcomes).

Take time this week to do the following:

- Read the Course Excerpt document for specific details on the course description, course learning outcomes, program description, and program outcomes.
- Read the Concept Maps page linked in the resources to learn more about how to put together a concept map.
- Review the assignment instructions and scoring guide to ensure you understand the requirements and grading criteria for the assignment.

Course Resources

Course Excerpt

[Concept Maps](#)

u02d1 - Formative and Summative Evaluation

What are the differences between formative and summative evaluation in the sample course? (Review the Course Excerpt document in the resources.) How can both of these principles be included in the course?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to at least one fellow learner, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Course Excerpt

u02d2 - Use of Assessment and Evaluation Data

What does the assessment and evaluation data from the cognitive, psychomotor, and affective domains tell you about learners' acquired knowledge, skills, and attitudes? How can nurse educators use learners' cognitive, psychomotor, and affective assessment and evaluation data to make improvements to the course?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to at least one fellow learner, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
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- Ask a probing question.
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Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Assessment

Introduction

Assessment is sometimes synonymous with evaluation. Assessment is used in education, and nursing education deals with the process of documenting in a formal way that the student has acquired the knowledge, skills, attitudes, or beliefs. This unit will continue the discussion of evaluation and assessment but also examine the different assessment strategies that can be used in the classroom and clinical setting.

Learning Activities

u03s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Apply principles of assessment and evaluation for use in nursing education programs.
- Apply a variety of strategies to assess learning in the cognitive, psychomotor, and affective domains.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 15, "Strategies to Promote Student Engagement and Active Learning," pages 245–259. This chapter provides evidence for the benefits of student engagement and offers a description of specific teaching strategies to promote active learning that can be used across all levels of nursing education and in several learning environments.

Use your *Teaching Strategies for Nurse Educators* text to complete the following:

- Read Chapter 10, "Promoting and Assessing Critical Thinking," pages 175–195. This chapter focuses on promoting critical thinking and includes evaluating and measuring critical thinking.

Use the Capella University Library to read the following:

- Ličen, S., & Plazar, N. (2015). Identification of nursing competency assessment tools as possibility of their use in nursing education in Slovenia—a systematic literature review. *Nurse Education Today*, 35(4), 602–608.

u03s2 - MSN Practicum

- Learners enrolled in the MSN or RN-to-MSN degree program with a specialization in care coordination or nursing leadership and administration are required to complete 100 documented hours of hands-on practicum experience.
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Once you complete all specialization courses in your MSN program, you will be eligible to enroll in MSN Practicum and Capstone.

Action Required

In preparation for your practicum, you will want to review the [MSN Practicum](#) page and begin the application process. Your site and preceptor should be approved well before you start your practicum course (at least 1–2 months).

The review process may take up to two weeks, so please ensure your program progression is not delayed. Submit all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items such as time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

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Note: While you will still be submitting assignments to your instructor via the MSN courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions and contact your instructor with any questions.

u03a1 - Concept Map and Researched Rationale

Part One

Construct a concept map to be used for the assessment and evaluation of learning outcomes and program outcomes in the following sample course: Individual and Community Health Assessment, Communications, and Interdisciplinary Collaboration for Improved Outcomes.

In your concept map, include the following **critical elements** that align with the grading criteria:

- Differentiate between the concepts of assessment and evaluation.
- Differentiate between assessment and evaluation of learners' achievement in the course and assessment and evaluation of the program in which the course is being offered.
- Identify the steps in the assessment process and the evaluation process.
- Identify issues in assessing and evaluating learning in nursing education.

Part Two

After creating your concept map, provide a researched rationale that explains its design and the ways in which each critical element was addressed.

Other Assignment Requirements

- **Formatting:** Use correct APA style and formatting for the rationale, paying particular attention to citations and references. Include a cover page, a running head, page numbers, headings, and a reference list.
- **References:** Include at least three peer-reviewed scholarly resources from the last five years.
- **Length:** Write at least five double-spaced pages for the rationale (excluding the cover page and the reference list).
- **Font and font size:** Times New Roman, 12 point.

Review the scoring guide to ensure you understand the grading criteria for this assessment. Submit your concept map and researched rationale as an attachment.

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

Course Excerpt

u03d1 - Classroom Assessment Techniques

Many classroom assessment techniques (CAT) have been presented in our readings.

- Which CAT can be applied to the clinical and classroom setting?
- Are there better choices over others of CAT in nursing education?
- How can the use of CAT in nursing education develop a deeper level of learning for the learner?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Unit 4 >> Examinations and Tests

Introduction

Examinations and tests should serve a purpose. The common purpose is to test the knowledge level of the learners. Examinations and tests are also used as written records of learners meeting the learning outcomes of the course. In this unit, you will examine components of an item analysis and explore how these help inform learners' demonstration of knowledge in a course.

Learning Activities

u04s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Engage in the development of a classroom examination.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 25, "Clinical Performance Evaluation," pages 443–459. This chapter discusses general issues in evaluating clinical performance and the clinical evaluation process, methods, and tools.

Use the Capella University Library to read the following:

- McGahee, T. W., & Ball, J. (2009). How to read and really use an item analysis. *Nurse Educator*, 34(4), 166–171.

u04s2 - Assignment Preparation

In Unit 5, you will write an academic paper in which you demonstrate your ability to select appropriate strategies to assess and evaluate student learning in all domains of learning. You will also describe processes for determining validity and reliability of assessment strategies and ways of communicating grading expectations.

Take time this week to gather research on the following:

- Strategies to assess learning in the cognitive domain—for example, written papers, concept maps, multiple-choice exams.
- Strategies to assess learning in the psychomotor domain—for example, role-play, standardized patients, simulation.
- Strategies to assess learning in the affective domain—for example, journals.
- Processes that can be used for determining the validity and reliability of each assessment strategy you selected.
- Ways to communicate grading expectations to learners.

Also review the assignment instructions and scoring guide to ensure you understand the requirements and grading criteria for the assignment.

u04d1 - Components of the Item Analysis

What are the components of an item analysis? What does each component tell you about learners' demonstration of knowledge?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Use of Item Analysis for Improvement

How can an item analysis be used to improve an examination? How can an item analysis be used to make curricular improvements?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Testing Blueprints

Introduction

A testing blueprint or test plan is just like a blueprint for a house or building. It is just as important for an educator to use a testing blueprint as it is for a builder to use a house blueprint. A testing blueprint or test plan gives the educator a basis for dispelling misconceptions about the formation, purpose, and speculations of what the test will cover and how it represents the learning outcomes.

Learning Activities

u05s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Engage in the development of a classroom examination.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 24, "Developing and Using Classroom Tests: Multiple-Choice and Alternative Format Test Items," pages 423–442. The purpose of this chapter is to offer a step-by-step approach to planning, developing, administering, analyzing, and revising classroom tests.

Use the Capella University Library to read the following:

- Fastré, G. M. J., van der Klink, M. R., Amsing-Smit, P., & van Merriënboer, J. J. G. (2014). Assessment criteria for competency-based education: A study in nursing education. *Instructional Science*, 42(6), 971–994.
- Shipman, D., Roa, M., Hooten, J., & Wang, Z. J. (2012). Using the analytic rubric as an evaluation tool in nursing education: The positive and the negative. *Nurse Education Today*, 32(3), 246–249.
- Coderre, S., Woloschuk, W., & McLaughlin, K. (2009). Twelve tips for blueprinting. *Medical Teacher*, 31(4), 359–361.

u05s2 - Group Work Preparation

As nursing educators, you will often collaborate in groups to complete special projects. By now, your instructor should have assigned you to a group in preparation for the Unit 7 assignment. Because group work can be challenging at times, start working with your group sooner rather than later.

Take time this week to get to know your group members and start the conversation regarding the work ahead.

- Make a strategy for working together to complete the Unit 7 assignment.
- Decide how the assignment will be divided and who will work on each part.
- Find a way for documents to be shared and worked on collaboratively. You are encouraged to use Google Docs or some other collaborative tool where the document can be shared and revisions can be seen by all members of the team.

u05a1 - Assessment Strategies

Introduction

It is important that you gain experience in exploring a variety of strategies used to assess and evaluate student learning within the cognitive, psychomotor, and affective domains. This assignment will help lay the foundation for the research you will use in Unit 7 to create a testing blueprint for the sample course.

Instructions

Using the research you conducted in the previous unit, write an academic paper on assessment strategies, processes for determining their validity and reliability, and communication of grading expectations.

Pay attention to the following **critical elements** of the assignment that align with the grading criteria:

- Describe at least two strategies to assess learning in the cognitive domain—for example, written papers, concept maps, multiple-choice exams.
- Describe at least two strategies to assess learning in the psychomotor domain—for example, role-play, standardized patients, simulation.
- Describe at least two strategies to assess learning in the affective domain—for example, journals.
- Describe processes that can be used for determining the validity and reliability of each assessment strategy you selected.
- Determine how grading expectations should be communicated to learners.

Other Assignment Requirements

- **Formatting:** Use correct APA style and formatting, paying particular attention to citations and references. Include a cover page, a running head, page numbers, headings, and a reference list.
- **References:** Include at least five peer-reviewed scholarly resources from the last five years.
- **Length:** Write 6–8 double-spaced pages (excluding the cover page and the reference list).
- **Font and font size:** Times New Roman, 12 point.

Review the scoring guide to ensure you understand the grading criteria for this assignment. Submit your academic paper as an attachment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Writing Feedback Tool](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u05d1 - Blueprint Design

The testing blueprint is a tool used by the educator to develop a valid and reliable examination based on the learning outcomes and objectives of the course. What are the elements of a testing blueprint? How do these elements help the educator construct an examination?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to at least one fellow learner, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 6 >> Learning Outcomes

Introduction

Being able to evaluate knowledge is important for the nurse educator. Learning outcomes are the knowledge, skills, and attitudes the learner will take away from the experience of learning. In this unit, you will explore the uses of learning outcomes and different examples of developing and assessing the learning outcomes based on the mode of assessment and evaluation.

Learning Activities

u06s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Evaluate the achievement of learning outcomes.
- Analyze how a systematic process is used to determine the effectiveness of a nursing program.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 23, "Strategies for Evaluating Learning Outcomes," pages 398–421. This chapter includes practical information on a variety of evaluation strategies. Included are ways to select strategies, improve their validity and reliability, and increase the effectiveness of their use.

Use the Capella University Library to read the following:

- Rhodes, M. L., Meyers, C. C., & Underhill, M. L. (2012). Evaluation outcomes of a dedicated education unit in a baccalaureate nursing program. *Journal of Professional Nursing, 28*(4), 223–230.
- Hill, D. C. (2012). Learning outcomes: Perceptions about the influence of ABET accreditation on OSH education. *Professional Safety, 57*(10), 53–61.
- Qureshi, S., & Ullah, R. (2014). Learning experiences of higher education students: Approaches to learning as measures of quality of learning outcomes. *Bulletin of Education and Research, 36*(1), 79–100.
- Fatmi, M., Hartling, L., Hillier, T., Campbell, S., & Oswald, A. E. (2013). The effectiveness of team-based learning on learning outcomes in health professions education: BEME Guide No. 30. *Medical Teacher, 35*(12), e1608–e1624.

u06s2 - Assignment Preparation

In Unit 7, you will work within an instructor-assigned group to create a testing blueprint based on the concept map you created in Unit 3 for the sample course. (You can review the details for that course in the Course Excerpt document.) You will then write an independent, research-supported rationale, in the form of an executive summary, in which you reflect on the work done and the overall group approach.

Take time this week to do the following:

- Familiarize yourself with detailed testing blueprints for the nursing examinations linked in the resources. One is from the National League for Nursing (NLN) and the other is from the National Council of State Boards of Nursing (NCSBN).
- Connect with members of your group so you can decide what assignment task each person will carry out.
- Read the linked resources from Capella for helpful information on group work, critical thinking, and executive summaries.
- Review the assignment instructions and scoring guide to ensure you understand the requirements and grading criteria for the assignment.
- Consult with your instructor as needed.

Course Resources

Course Excerpt

[Certified Nurse Educator \(CNE\) Examination: Detailed Test Blueprint](#)

[NCLEX-RN Examination: Detailed Test Plan for the National Council Licensure Examination for Registered Nurses](#)

[Teamwork – Types of Group Work](#)

[Critical Thinking](#)

[Types of Writing – Business, Technical, and Scientific](#)

u06d1 - Rubrics

Rubrics, or scoring guides, are used in all areas of education. A rubric can be a road map to successful completion of an assignment or assessment.

- What are the key components of a rubric?
- How can a nurse educator use a rubric for evaluating the learning outcomes of a course?
- What are the advantages and disadvantages of using rubrics in nursing education?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Alternative Ways of Evaluating Learning Outcomes

From the readings this week, discuss three other evaluation methods for learning outcomes in nursing education. Discuss positive and negative aspects of the selected methods.

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Program Effectiveness and Outcome

Introduction

The effectiveness of the nursing program can be based on many different factors. Program effectiveness depends not only on internal factors but also on external factors. Course outcomes should be based on the program learning outcomes and placed in an evaluation plan. Program outcomes evaluate the effectiveness of the whole program. In this unit, the evaluation and assessment of program effectiveness and program outcomes will be discussed.

Learning Activities

u07s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Analyze how a systematic process is used to determine the effectiveness of a nursing program.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 26, "Systematic Program Evaluation," pages 463–506. The purpose of this chapter is to provide information on why and how to conduct comprehensive evaluations of nursing education programs.

Use the Capella University Library to read the following:

- Mehrdad, N., Zolfaghari, M., Bahrani, N., & Eybpoosh, S. (2011). Learning outcomes in two different teaching approach in nursing education in Iran: E-learning versus lecture. *Acta Medica Iranica*, 49(5), 296–301.
- Horne, E. M., & Sandmann, L. R. (2012). Current trends in systematic program evaluation of online graduate nursing education: An integrative literature review. *Journal of Nursing Education*, 51(10), 570–578.

u07a1 - Blueprint and Executive Summary

Introduction

Now that you have the visual depiction of the assessment and evaluation of the learning outcomes, you can develop a testing blueprint for your assessment. The purpose of a testing map or blueprint is to ensure that you are serving the intended purpose and assessing the learning outcomes and instructional content (Billings & Halstead, 2016).

It is important to be collaborative in developing testing blueprints. In nursing education and academia, no one works alone. There is always a collaborative approach to curriculum work and course committees. To mimic the real-world practice, you will adopt a collaborative group approach for this assignment. The work you do will help further strengthen the analytical view of the course under examination and offer you practice in demonstrating to stakeholders and accrediting agencies that you are meeting the learning and program outcomes.

Reference

Billings, D. M., & Halstead, J. A. (2016). *Teaching in nursing: A guide for faculty* (5th ed.). St. Louis, MO: Elsevier.

Group Work

Group work can be challenging at times, so please plan accordingly to meet with your respective group early and often. Make a strategy for working together and for dividing the assignment. (You will describe, as part of the group work, which member worked on which part of the assignment.) Find a way for documents to be shared and worked on collaboratively. You are encouraged to use Google Docs or some other collaborative tool where the document can be shared and revisions can be seen by all members of the team.

Instructions

Part One

Work in the group assigned by your instructor to develop a testing blueprint for the sample course (Individual and Community Health Assessment, Communications, and Interdisciplinary Collaboration for Improved Outcomes). To review the elements for the course, see the Course Excerpt document

in the resources. As a group, discuss and devise the best approach for aligning the course outcomes and program outcomes to ensure they are being assessed within the course. Make use of your concept map from Unit 3 and the assessment strategies from Unit 5 to help in the creation of your blueprint. Review the examples of blueprints in this unit's studies.

In the blueprint portion of your assignment, include the following **critical elements** that align with the grading criteria:

- Explore a variety of methods that can be used to evaluate the achievement of the learning outcomes.
- Explain the steps in assembling and administering the tests for the learning outcomes.

Part Two

Once your group develops the testing blueprint, construct an executive summary to discuss the rationale for it. While you will draw upon the blueprint that was put together through your collaborative group effort, you must write the executive summary independently and without direct input from your peers.

In the executive summary portion of your assignment, include the following **critical elements** that align with the grading criteria:

- Examine the function of the testing blueprint in the development of classroom examinations.
- Justify the methods chosen to evaluate the achievement of learning outcomes.
- Describe how validity and reliability of evaluation methods will be established.

Other Assignment Requirements

- **Formatting:** Use correct APA style and formatting for the executive summary, paying particular attention to citations and references. Include a cover page, a running head, page numbers, headings, and a reference list.
- **References:** Include at least five peer-reviewed scholarly resources from the last five years to support your rationale.
- **Length:** Write 3–5 double-spaced pages for the executive summary (excluding the cover page and the reference list).
- **Font and font size:** Times New Roman, 12 point.

Review the scoring guide to ensure you understand the grading criteria for this assignment. Submit your blueprint and executive summary as an attachment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Course Excerpt

[APA Style and Format](#)

[Writing Feedback Tool](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u07d1 - Evaluation Process

Program effectiveness and program outcomes are key reporting factors for internal and external stakeholders in a nursing program.

- What is the evaluation process?
- Why is it important to have an evaluation process?
- How is the effectiveness of a nursing program reported to the internal and external stakeholders?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Program Evaluation

Introduction

Program evaluation is a systematic process of collecting and analyzing analytical data and using those analytics to answer questions about the nursing program. Accrediting bodies have specific guidelines and criteria that many programs have adopted to help programs gain this data. It makes the reporting of this data easier to disseminate. This unit will discuss the process and advantages of program evaluation.

Learning Activities

u08s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competency:

- Analyze how a systematic process is used to determine the effectiveness of a nursing program.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Read Chapter 27, "The Accreditation Process," pages 508–522. This chapter provides an overview of the accreditation process for nursing programs.

Use the Capella University Library to read the following:

- Park, J. W., Seo, E. J., You, M.-A., & Song, J.-E. (2016). Development and application of course-embedded assessment system for program outcome evaluation in the Korean nursing education: A pilot study. *Nurse Education Today*, 38(2016), 48–53.
- Morris, T. L., & Hancock, D. R. (2013). Institute of Medicine core competencies as a foundation for nursing program evaluation. *Nursing Education Perspectives*, 34(1), 29–33.
- Story, L., Butts, J. B., Bishop, S. B., Green, L., Johnson, K., & Mattison, H. (2010). Innovative strategies for nursing education program evaluation. *Journal of Nursing Education*, 49(6), 351–354.

Use the Internet to read more about the following accrediting agencies and review their accreditation guidelines. You are encouraged to find comparisons and differences between all three.

- Commission on Collegiate Nursing Education (CCNE):
 - Standards for Accreditation of Baccalaureate and Graduate Nursing Programs.
- Accreditation Commission for Education in Nursing (ACEN):
 - Accreditation Manual.
- NLN Commission for Nursing Education Accreditation (CNEA):
 - Accreditation Standards for Nursing Education Programs.

u08s2 - Assignment Preparation

In Unit 9, you will create a PowerPoint presentation to propose a systematic process for determining the effectiveness of the nursing program for the sample course. To review details for the course, consult the Course Excerpt document.

Take time this week to conduct research and write a rough draft of what you want to present. Your final presentation should contain 10–12 slides with the following headings and sections:

- **Title.**
- **Purpose.** Include the reasons for the presentation (1–2 slides).
- **Philosophical Approaches.** Explain some of the major philosophical approaches to evaluation (2–3 slides).
- **Program Evaluation Process.** Show the steps of the program evaluation process (2–3 slides).
- **Evaluation Design.** Select and articulate an evaluation design, framework, or model for program evaluation (2–3 slides).
- **Program Improvement.** Examine how data analysis can be used to foster ongoing program improvement (2–3 slides).
- **References.** Include a minimum of eight sources, cited using current APA style and formatting.

You are expected to provide speaker notes for each slide. You are also encouraged to use graphics liberally throughout the presentation as long as they are appropriate for the content provided.

Review the assignment instructions and grading criteria to ensure you understand all of the requirements for success.

Course Resources

Course Excerpt

[APA Style and Format](#)

u08d1 - Program Evaluation and Core Competencies

The Institute of Medicine (IOM) has established core competencies in nursing education.

- How can nurse educators use this information to properly evaluate the curriculum?
- How can these core competencies be used to develop a program evaluation?
- Can this information be used to make recommendations of curricular revisions?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Role of Accreditation in Evaluating Programs

Nursing education programs are accountable to internal and external stakeholders for conducting timely evaluation of the program. Consider the role of accreditation in program evaluation.

- What is the focus of accrediting standards and criteria for nursing programs or continuing education (CE) provider units?
- How can accrediting agencies help you in developing a comprehensive evaluation of the program?
- What are the benefits to program evaluation?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Clinical Evaluation

Introduction

As nurse educators, we evaluate students not only in the classroom but also in the clinical space. Being able to assess and evaluate a student in the clinical space is just as important as being able to conduct an evaluation in the classroom. In this unit, clinical evaluation will be presented along with best practices for evaluating students in the clinical space.

Learning Activities

u09s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Apply principles of assessment and evaluation for use in nursing education programs.
- Apply a variety of strategies to assess learning in the cognitive, psychomotor, and affective domains.
- Engage in the development of a classroom examination.
- Evaluate the achievement of learning outcomes.
- Analyze how a systematic process is used to determine the effectiveness of a nursing program.

Readings

Use your *Teaching in Nursing: A Guide for Faculty* text to complete the following:

- Review Chapter 25, "Clinical Performance Evaluation," pages 443–459. This chapter discusses general issues in evaluating clinical performance and the clinical evaluation process, methods, and tools.

Use the Capella University Library to read the following:

- Feng, J.-Y., Chang, Y.-T., Chang, H.-Y., Erdley, W. S., Lin, C.-H., & Chang, Y.-J. (2013). Systematic review of effectiveness of situated e-learning on medical and nursing education. *Worldviews on Evidence-Based Nursing*, 10(3), 174–183.
- Forsgren, S., Christensen, T., & Hedemalm, A. (2014). Evaluation of the case method in nursing education. *Nurse Education in Practice*, 14(2), 164–169.
- Li, A. M. L. (2016). Simulation-based clinical skill training to promote effective clinical learning with simulation evaluation rubrics in nursing education. *International Journal of Information and Education Technology*, 6(3), 237–242.
- Lewallen, L. P. (2015). Practical strategies for nursing education program evaluation. *Journal of Professional Nursing*, 31(2), 133–140.

Use the Internet to read the following:

- Adamson, K. A., Kardong-Edgren, S., & Willhaus, J. (2013). An updated review of published simulation evaluation instruments. *Clinical Simulation in Nursing*, 9(9), e393–e400.
- Creighton Competency Evaluation Instrument (C-CEI).
- Simulation Evaluation.

u09a1 - Program Effectiveness Presentation

Introduction

Course analytics are important in guiding the revision process as well as further development of the testing blueprint. As a nursing educator, you must establish and maintain analytical data to demonstrate to your stakeholders that your course is meeting the learning and program outcomes. You must be able to translate the data that is collected through your assessment and evaluations (Billings & Halstead, 2016). The data must be in a usable form to help determine if your evaluation process is meeting the needs of the learners, faculty, course, and program. Without this piece of your curriculum, you are not able to demonstrate that the learning and program outcomes have been met.

Reference

Billings, D. M., & Halstead, J. A. (2016). *Teaching in nursing: A guide for faculty* (5th ed.). St. Louis, MO: Elsevier.

Instructions

For the final assignment, create a PowerPoint presentation with 10–12 slides that proposes a systematic process for determining the effectiveness of the nursing program for the sample course (Individual and Community Health Assessment, Communications, and Interdisciplinary Collaboration for Improved Outcomes). While you will not have access to real analytical data from real learners to show how the course is meeting the learning and program outcomes, you should still be able to use formative feedback from the instructor, collaborative feedback from peers, and scholarly research to think critically about a process that could potentially guide improvement efforts for the nursing program in which the course is being hypothetically offered.

Make sure your presentation contains the following slide headings and sections, which reflect **critical elements** that align with the grading criteria:

- **Title.**
- **Purpose.** Include the reasons for the presentation (1–2 slides).
- **Philosophical Approaches.** Explain some of the major philosophical approaches to evaluation (2–3 slides).
- **Program Evaluation Process.** Show the steps of the program evaluation process (2–3 slides).
- **Evaluation Design.** Select and articulate an evaluation design, framework, or model for program evaluation (2–3 slides).
- **Program Improvement.** Examine how data analysis can be used to foster ongoing program improvement (2–3 slides).
- **References.** Include a minimum of eight sources, cited using current APA style and formatting.

Other Assignment Requirements

- **Bullets:** Aim for 4–5 bullets per slide and 4–6 words per bullet.
- **Images:** Use graphics liberally throughout the presentation but ensure they are appropriate for the content provided.
- **Speaker notes:** Use the Notes section within PowerPoint to provide all the information relevant to each slide, which you would otherwise present verbally.

Before you start your work, carefully read the grading criteria in the scoring guide to ensure you understand all of the requirements for success.

Submit your PowerPoint presentation as an attachment.

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[APA Style and Format](#)

Course Excerpt

u09d1 - Clinical Simulation

Many nursing programs are having difficulty finding certain clinical placements for students across the country. How can high-fidelity simulation take the place of clinical placement? What types of evaluation and assessment strategies can be used when simulation is used in place of clinical practice?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Accreditation

Introduction

Accreditation is very important to nursing programs and nurse educators. Accreditation means that the nursing program meets certain standards and benchmarks. The standards for nursing program accreditation are rigorous and are based on standards set forth by external stakeholders. This unit will examine the importance of maintaining accreditation and meeting the rigorous standards of the accrediting bodies.

Learning Activities

u10s1 - Studies

Competency Alignment

The activities in this unit have been designed to facilitate your understanding of the following course competencies:

- Apply principles of assessment and evaluation for use in nursing education programs.
- Evaluate the achievement of learning outcomes.
- Analyze how a systematic process is used to determine the effectiveness of a nursing program.

Readings

Use the Capella University Library to read the following:

- Baldwin, A., Bentley, K., Langtree, T., & Mills, J. (2014). [Achieving graduate outcomes in undergraduate nursing education: Following the Yellow Brick Road](#). *Nurse Education in Practice*, 14(1), 9–11.
- Smith, M., & McCarthy, M. P. (2010). [Disciplinary knowledge in nursing education: Going beyond the blueprints](#). *Nursing Outlook*, 58(1), 44–51.
- Sherwood, G. (2011). [Integrating quality and safety science in nursing education and practice](#). *Journal of Research in Nursing*, 16(3), 226–240.

Use the Internet to review the following:

- Commission on Collegiate Nursing Education (CCNE):
 - [Standards for Accreditation of Baccalaureate and Graduate Nursing Programs](#).

u10d1 - Program Accreditation Needs

Throughout the course, we have discussed areas of assessment and evaluation. How can all of this data be pulled together from the course and program level to prepare the accreditation documents needed for program accreditation? What items need to be placed into your accreditation documentation?

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses. Citations should be in correct APA format and come from assigned readings or outside peer-reviewed sources.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Course Wrap-Up

Discuss what you have gained from this course and how you will use the newly learned information in your current workplace or another health care setting with which you are familiar.

Strengthen your post with references to unit readings or other academic literature cited in proper APA style.

Note: Remember to adhere to the requirements listed in the Faculty Expectation Message for unit discussion posts and peer responses.

Response Guidelines

Review your peers' posts and respond to the appropriate number of learners, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach, based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.