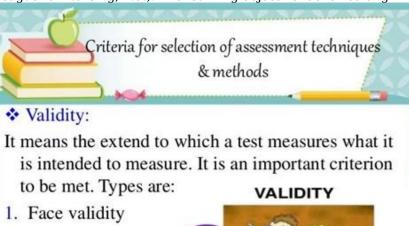
I'm not robot	2
	reCAPTCHA

I'm not robot!

Assessment and evaluation in nursing education ppt

What is evaluation in nursing education. What is assessment in nursing education.

Introduction As I reflect on my learning from this course a key concept that stands out is the concept of knowledge, skills, and attitudes (KSA) as defined by Quality, Safety, and Education for Nurses (QSEN). Additionally, having knowledge of the National League of Nursing's (NLN) Core Competencies will guide my practice and teaching (National League for Nursing, n.d.). The learning objective identified align with the NLN Competencies: I Facilitate Learning, III Use Assessment and Evaluation of Program Outcomes.



Content validity

3. Construct validity

4. Criterion related validity

Overall, Competency VI Pursue Continuous Quality Improvements in the Nurse Educator Role, is considered as it ties in with the QSEN KSA goal. Self-Evaluation of Learning Objectives and Wellness Goal The first learning objective that I set was to demonstrate concepts of assessment and evaluation in course content development. Overall, the expectations of the course exceeded all of my learning objectives. Facilitating learning (NLN Competency I) includes supporting and aligning learning objectives with assessments that progress during the course. Formative assessments are valuable to create the

DEFINITIONS • EVALUATION:

"It is a process of making judgment that to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth or lack of growth towards goals, making judgments about the evidence and revising procedures and goals in the light of the judgments."

___ Wiles

Congruency between didactic and clinical content should also be considered with the assessments. With practice and guidance, I hope to gain a better understanding of improving validity and reliability. The second learning objective was to select appropriate strategies and tools for evaluation of learning in course content development. Validity and reliability may also be considered to select appropriate assessment and evaluation strategies (NLN Competency III). Multiple-choice questions can be used to evaluate the student's cognitive knowledge, which includes item distractors, discrimination, and item difficulty. Having this understanding provides a framework to create the questions with greater intent and format compelling alternatives. Competency in selecting strategies and tools for evaluation of learning provides a foundation to create assignments to meet a variety of learning preferences and domains of learning. I found the concept map to be an effective learning tool because it challenges students to formulate concepts into a tangible form by internally processing the content. Creating analytical rubrics are especially useful to connect learning outcomes with the assessment of the learning because you can specify criteria and clearning because you can specify criteria and clearning because it challenges students to formulate concepts into a tangible form by internally processing the content. The last learning objective was to apply the roles of assessment and evaluation as quality improvement measures for my own teaching and course content development (NLN Competency IV and VI). I was surprised to learn that with nursing practice for internal process (King, 2021a). The student evaluation may be the greatest challenge for a nurse educator as there are many considerations with regards to assessments, communication, and due process. I was astonished with the findings of failing to fail in nursing schools (Docherty & Dieckmann, 2015). Evaluating the systematic program evaluation (SPE) was the most difficult a

Self-Development Plan The article that relates to my self-development plan is by Poorman and Mastorovich (2017), as having a mentor is essential to becoming a competent nurse educator. The first goal I have to improve teaching would be to gain knowledge about the educational environment and how different factors impact the teaching role (NLN Competency VIII). Having a network of support is critical to a nurse educator, as learned during the SPE, there are many stakeholders and legal considerations in a nursing program.

A mentor can be supportive to navigating the educational environment and be a resource to expand those connections. For example, instructional design support can assist to create an engaging classroom experience. The second goal I have is to gain competency in the evaluation of students (NLN Competency III). According to the article, mentoring was shown to be effective with student evaluations as it was helpful for novice educators to gain feedback from a mentor. The mentor can help bridge the gap of the role of a clinical nurse and a nurse educator. Additionally, working with a mentor can help develop communication skills to deal with these stressful situations. The final goal is to gain competency in analyzing evaluation results for the purpose of quality improvement to make revisions to the content (NLN Competency I).

Creating well-constructed exams is helpful to assess student learning and effectiveness of instruction, which may be revealed with test result analysis.

types of evaluation

Formative Evaluation:

Formative Evaluation

To monitor learning progress)

Are the students achieving the intended learning outcomes?

No

Yes

Working with a peer expert clinician can be helpful in the development of the evaluation and making revisions to improve outcomes. References Billings, D. M., & Halstead, J. A. (2016). Teaching in nursing: A guide for faculty (5th ed.). Elsevier. Docherty, A., & Dieckmann, N. (2015). Is there evidence of failing to fail in our schools of nursing? Nursing Education Perspectives, 36(4), 226-231. King, T. (2021a).

NURSING STAFF EMPLOYEE ANNUAL EVALUATION NAME OF EMPLOYEE_ CIVIL SERVICE CLASSIFICATION GENERAL WORK SKILLS: Ability to address students in a positive manner PERSONAL SKILLS: Attitude towards new assignments Remains calm in a crisis situation Ability to understand directions Discretion and tact
Self-control Next and well-groomed Flex bilty Absences (copy of attendance log attached) JOB SPECIFIC: Is available as a resource person for staff wellness Alerts school alministrators to health trends and problem SUGGESTIONS FOR FUTURE GOALS / IMPROVEMENT OF JOB PERFORMANCE: OTHER PERFORMANCE COMMENTS Evaluator's Signature, E = Exceptional: Is superb in the area in which job is performed, is a positive leader in finding new and better ways to perform the tasks and assumes a great deal of responsibility for the job.

G = Good; Consistently goes above and beyond the exponsibility of the job.

M = Meets be Expectations: Consistently performs all the duties and responsibilities and fulfills all the requirements of the position.

N = Needs Improvement: Performs some of the tasks but is inconsistent and does not meet all the job requirements. U = Umatidactory: Not performing tasks that are required for the position.

SOUTH COLONIE CENTRAL SCHOOLS

Reading: Week 5—Interpreting data, academic and clinical performance, curriculum, national standards. National League for Nursing. (n.d.). Nurse educator core competency, academic and clinical performance, curriculum, national standards. National League for Nursing. (n.d.). Promoting faculty competence, satisfaction and retention: Faculty stories supporting the crucial need for mentoring when evaluating nursing students. Teaching and Learning in Nursing, 12, 183–190. QSEN Institute. (n.d.). QSEN competencies.