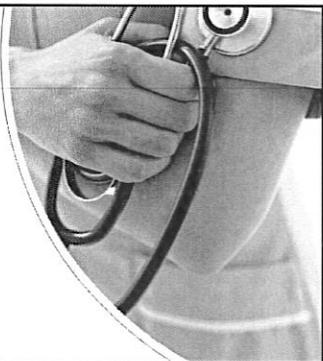


Summative and Formative Assessment

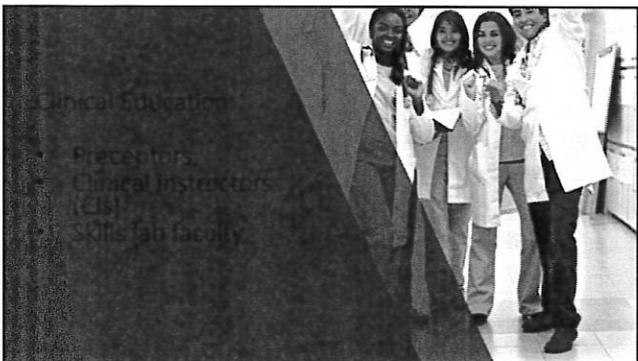
Adrienne Small, DNP, FNP-C, CNE
Duke University School of Nursing



Objectives

Participants will be able to:

- Define formative assessment for clinical learning
- Define summative assessment for clinical learning
- Apply formative and summative strategies to personal nursing education practice.



Clinical Education
Preceptors
Clinical Instructors (CI)
Skills lab faculty

Student Evaluation and Feedback

- Professional standards
- Program objectives
- Course-level objectives
- Weekly objectives
- Demonstrate competencies



Be familiar with professional competencies!

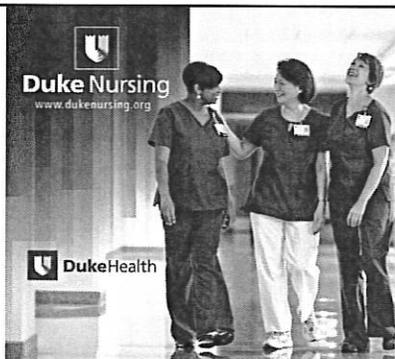


American Association of Colleges of Nursing

- Essentials of Baccalaureate Education for Professional Nursing
- Essentials of Master's Education in Nursing
- DNP (Doctor of Nursing Practice) Essentials

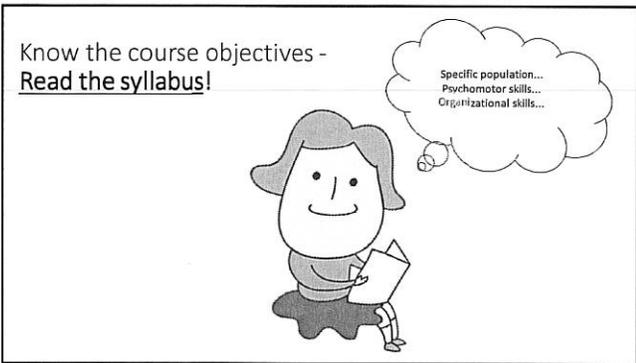
<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>

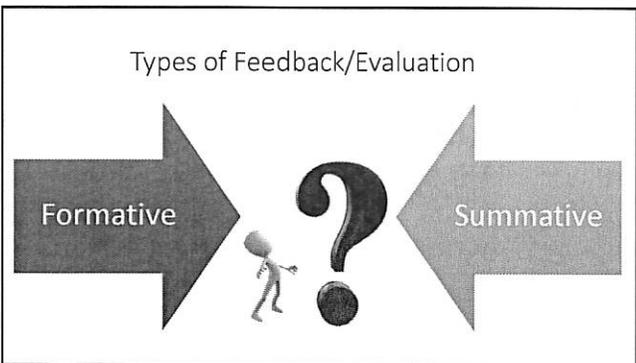
Know the nursing program's goals





Keep weekly/experience-specific objectives in mind





Formative Evaluation

- VERY GOOD
- GOOD
- AVERAGE
- POOR

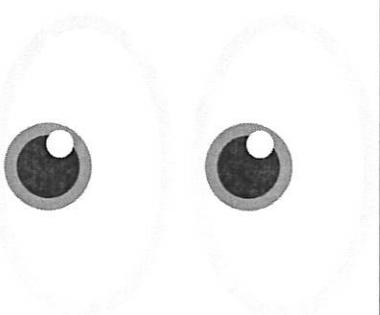
3 Questions

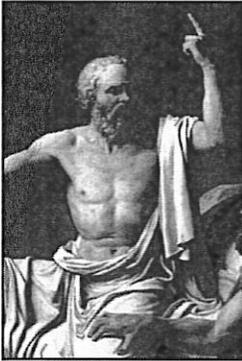
- Where am I going?
- Where am I now?
- How do I get from here to there?



Methods of Formative Assessment

- Thumbs up/thumbs down
- Observation
- Student/teacher conferences
- Pre/Post-tests
- Discussion
- Peer/Self-Assessments
- Questioning
- Assignments*
- Classroom response systems (or polling feature online)





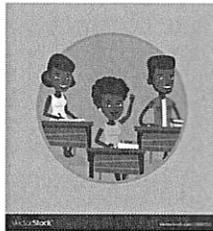
Socratic Questioning

- Getting students to clarify their thinking and explore the origin of their thinking
e.g., "Why do you say that?", "Could you explain further?"
- Challenging students about assumptions
e.g., "Is this always the case?", "Why do you think that this assumption holds here?"
- Providing evidence as a basis for arguments
e.g., "Why do you say that?", "Is there reason to doubt this evidence?"
- Discovering alternative viewpoints and perspectives and conflicts between contentions
e.g., "What is the counter-argument?", "Can/did anyone see this another way?"
- Exploring implications and consequences
e.g., "But if...happened, what else would result?", "How does...affect...?"
- Questioning the question
e.g., "Why do you think that I asked that question?", "Why was that question important?", "Which of your questions turned out to be the most useful?"

Questioning

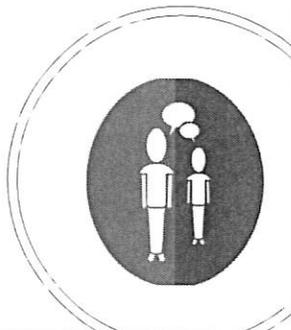
Stimulate critical thinking by asking:

- "What if...?"
- "What else...?"
- "What then...?"



Discussion

Come up with 3 questions you can use to assess your students' clinical preparation during your next clinical day





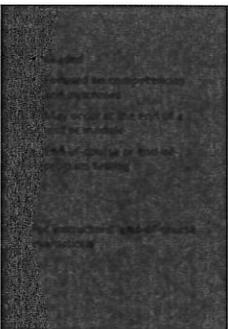
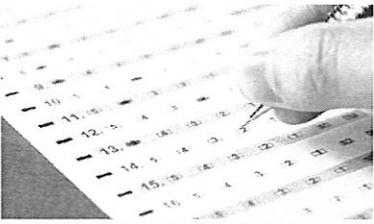
Observation

- Level of preparation for clinical
- Clinical skills
- Post-conferences
- Performance records and measures

*Make sure you catch students doing something right

*Have a reliable method for remembering what you saw





Summative Evaluation

Summative Assessment

- Collection of data about the learner over a period of time
- Uses multiple measures of achievement
- May be the culmination of weekly/experience-specific objectives

Tools for Summative Evaluation

- Anecdotal notes
- Clinical evaluation tools
- Written work
- Written exams
- Practical exams
- OSCEs



Daily Evaluations (Anecdotal)

Provide feedback

Establish goals

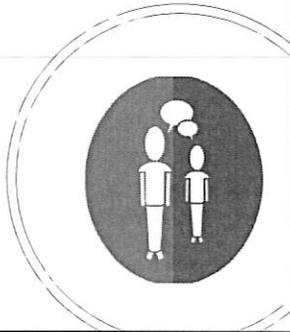
Written documentation of clinical performance: patient care and care-related exercises and assignments

Observation should focus on clinical objectives:

- Know what to look for
- Observations should be recorded so that you are able to give students clear examples
- Know the difference between a pattern and an isolated incident
- Instructor's biases and values
- Staff or preceptor feedback
- Simulations: feedback from lab faculty or SPs

Discussion

What methods do you use to record your anecdotal notes about your students in the clinical area?
(e.g. written notes, tablet, etc.)





Clinical Evaluation Tools

Objective assessment of clinical abilities and professionalism

Can be formative (e.g. Midterm eval) or summative (e.g. Final eval)

- Specific to programs/program outcomes
- Evaluate competencies and behaviors
- Include student self-eval and faculty eval
- Increased complexity and autonomy are expected as students progress

Evaluate students for:

- Safety
- Knowledge of concepts
- EBP
- Nursing process
- Psychomotor skills
- Communication skills
- Cultural competence



Clinical Evaluation Tools should be reviewed annually!

- Ease of use
- Validity
- Relevance to the course
- Reflect evidence-based practice

Common problems with clinical evaluation tools

- Lack of inter-rater reliability
- Not relevant for all clinical practice settings
- Too long, too many competencies

How to improve clinical evaluation tools:

- 1 Re-examine the meaning of each competency
- 2 Figure out how to assess each competency
- 3 Know what a pass or a fail 'looks like'
- 4 Consider recording a performance and asking multiple instructors to assess it using the rating scale

✓ Using summative evals for Pass/Fail

- Include a remediation plan
- Have clear policies on what constitutes pass/fail: "A failure in the clinical component of this course results in a failure of this course"
- Summative evaluation should discuss:
 - ✓ Strengths/weaknesses
 - ✓ Recommendations for areas of future growth or professional development (save these to inform your letters of recommendation!)

Written Work

- Care plans
- Comprehensive health histories
- Nurses notes/SOAP notes
- Concept maps
- Clinical reasoning papers
- Discussion forums
- Group assignments

Rubrics

- Assigns point values to each component
- Allow consistency
- Decreases bias
- Also scores: grammar, spelling, clarity, formatting, references, organization...

 Improving rubrics:

- Compare notes with other instructors who use the same rubric
- Search for rubrics from similar courses
- Pay attention to any vague areas in the rubric
- Does the rubric differentiate between a good assignment and a great one?
- Ease of use
- Can the rubric be embedded in the Learning Management System (Sakai, Blackboard, Moodle, etc.)?
- Are the criteria consistent with the students' level of development?

 End of Clinical Evaluations (Summative)

- Final evaluations from clinical instructor
- Preceptor evaluation
- Self evaluations, journals, blogs
- Increasingly complex experiences
- Predictor exams
- Learner project (capstone)
- Simulation

Summing it all up

Formative evaluation:

- Evaluation FOR teaching
- Instruction is adjusted based on the results

- Summative evaluation: Evaluation OF teaching