

Simulation and Rubrics Technology and Grading Student Performance in Nurse Anesthesia Education



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KEYWORDS

- Simulation evaluation • Rubrics • Graded performance • Performance behaviors
- Nurse anesthesia • CRNA

KEY POINTS

- Observations of instructors can be subjective. Because of this subjectivity, it is imperative to provide clear and consistent information to learners.
- Objectives are the point of origin of clarity. Educators use objectives to define for learners what the primary focus will be in the classroom lectures or learning activities.
- Rubrics are tools to assist both learners and instructors with performance evaluations. A rubric is a tool used to assist scoring behaviors by defining criteria for evaluation and proficiency levels.
- To better define learner expectations, grading rubrics should reflect learner objectives provided to participants before their simulation experiences. A well-constructed rubric can provide a grading system to reflect learner performance for specific content in simulation exercises.



Videos of hand-off and initial assessment (Video 1); recruitment of the surgeon, hemodynamic manipulation, and fluid administration; communication and hypotension (Video 2) after declamping; provider collaboration and handover (Video 3); conclusion of the scenario and debriefing (Video 4) accompany this article at <http://www.nursing.theclinics.com/>

INTRODUCTION

Advances in technology have introduced many changes to nursing education, practice, and service. The use of simulation technology has introduced a challenge for simulation

Disclosures: None.

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Nurs Clin N Am 50 (2015) 347–365

<http://dx.doi.org/10.1016/j.cnur.2015.03.001>

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nurse educators: evaluation of student performance. Historically, student performance was evaluated in the classroom with written examinations and in the clinical setting by faculty or preceptor subjective observations. The subjectivity of student performance evaluation has been in need of improvement, both for learners and instructors.

Define Subjective

Subjective: "relating to the way a person experiences things in his or her own mind: based on feelings or opinions rather than facts."¹

Because of the subjectivity of observations, it is imperative to provide clear and consistent information to learners. This clarity and consistency provides the nurturing support and transparency that learners need for a welcoming and warm teaching/learning relationship. Objectives are the point of origin of clarity. Krau and Maxwell² (2011) identify educational objectives as a first step in the teaching process as well as guiding the educational and evaluative process. Educators use objectives to define for learners what the primary focus will be in the classroom lectures or learning activities. Simulation shares the same use of objectives. Simulation activities in a laboratory should begin with clear objectives shared between the learners and instructors. The learners should have information to support their simulation learning activities and know the expectations of their participation and performance.

Krau and Maxwell² describe how clear objectives are foundational to the development of an evaluation tool to measure learning. Because performance in a simulation activity may be single skill, multiple skills, or include attitude or application of a complex concept, clear objectives are foundational in the process of creating clear and consistent messages from instructors to learners.

DIFFERENCES IN ASSESSMENT AND EVALUATION

A simplistic method of discerning the difference in assessment and evaluation is to understand the purpose of the activity.² In performing an assessment, people gather data, analyze or interpret the data, and then form a direction or plan of action for the learner. The instructor gathers information to assess where the learner is at that time and makes a plan of how to assist in moving the learner forward. For an evaluation, the instructor is more focused on the final outcomes of an activity or performance. For example, an evaluation offers data about the extent to which criteria were met by the learner. Evaluations typically occur in either a formative or summative fashion, meaning the time at which the evaluation occurs (formative means during the educational process and intended to foster development of skill; summative means at the end of an educational offering and intended to judge stated goals).

In simulation, assessment and evaluation can occur in an almost simultaneous, or at least a continuous, fashion.

Tools such as checklists historically have been used to facilitate assessment/evaluation measures of learner performance. Rubrics have now become more popular with educators in providing increased direction and clarity for learners as well as instructors.

CREATING RUBRICS

A rubric is a tool used to assist scoring behaviors by defining criteria for evaluation and proficiency levels. Lasater³ found that rubrics in simulation facilitate communication

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