Authentic Assessment

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Assessment Toolbox

- Nursing Simulations
  - High fidelity simulators
  - Standardized patient actors
  - Students apply knowledge and skills
  - Faculty facilitated safe environment
  - Debriefing is a critical component of simulation
  - Students graded as pass/fail based on participation
  - Formative feedback

Simulations Examples

- Post cardiac catheterization AMI – patient is blind
- Postpartum hemorrhage – mother of twins with family member present
- Alcohol withdrawal of post-op patient who reports no alcohol use on admission
- Blood transfusion with allergic reaction of post-op patient
- Inter-professional simulation with 2 patients and 7 different types of professional students (nurse prac., med., pharm., SW, PT, RT, Med. Diet.)
**Simulations Data**

- Each student participates in 1-2 simulated cases per semester
- 3-6 students per simulation group is best practice
- Primarily implemented with pre-licensure students
- Advanced practice nursing students scenarios include diabetes complications, domestic abuse, uncontrolled asthma

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**For More Information**

- [http://nursing.osu.edu/about-the-college/technology-learning-complex/](http://nursing.osu.edu/about-the-college/technology-learning-complex/)
- Contact Lisa Rohrig, BSN, RN, Director, Technology Learning Complex at the College of Nursing @ rohrig.1@osu.edu

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**Educational Portfolio Coaches and Competency-Based Learning**

Cynthia H Ledford, MD, FAAP, FACP
Assistant Dean for Evaluation & Assessment
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**Key Elements**

Assured Competency
- Systematic Assessment of Progress
- Defined Levels of Competency

Personalized Medical Education
- Educational Portfolio
- Portfolio Coach

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**Assessment Toolbox**

Assessments for Every Competency
- Medical Knowledge
- Patient Care
- Interpersonal Communication
- Systems Based Practice
- Professionalism
- Practice Based Lifelong Learning

* e.g. Deliberate Practice through
  - Checklists for skill demonstration in workshop or simulations
  - Student Logs of clinical activities
  - Objective Structured Clinical Exams
  - Direct Observation of Competence with real patients

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**The Portfolio Coach**
Program Outcomes Measures

- Reflection, reflective ability
  - Coach assessment of student reflective ability
  - Student assessment of coach reflective ability
  - Assessment of reflective writings
- Self-awareness
  - Student assessment of self
- Learning outcomes

For More Information

- [http://medicine.osu.edu/education/Pages/index.aspx](http://medicine.osu.edu/education/Pages/index.aspx)
- Contact Cynthia H Ledford, MD, Assistant Dean for Evaluation & Assessment, OSU College of Medicine at ledford.5@osu.edu
- References
  - Dr. K. Anders Ericsson, Deliberate Practice [http://www.psy.fsu.edu/faculty/ericsson.dp.html](http://www.psy.fsu.edu/faculty/ericsson.dp.html)

Capstone Experiences

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Assessment Toolbox

- Capstone
  - bringing together the knowledge of an academic discipline and student transition to the world of work
  - provide students with activities that synthesize discipline specific knowledge with the ability to apply this knowledge to real world scenarios.

Pharmacy Capstone

- May term course immediately prior to clinical rotations
- 13 activities
  - Linked to program and accreditation outcomes
  - Provide practice exercises for upcoming clinical experiences
  - Graded pass/fail
  - Students must pass 10 of the 12 activities to progress

Holdsworth et al 2009
Table 2. Longitudinal Outcomes Data for Curricular Threads from Selected Capstone Activities (pass rates)

<table>
<thead>
<tr>
<th>Curricular Outcome</th>
<th>2010 N=123</th>
<th>2011 N=128</th>
<th>2012 N=129</th>
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</thead>
<tbody>
<tr>
<td>Throat, Communication and Professional/ethics Activity: Standardized Patient Encounter</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Throat, Problem Solving Activity: Case-based Progress Exam</td>
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<td>97%</td>
<td>100%</td>
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<tr>
<td>Throat, Drug Information Activity: Literature Utilization</td>
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<td>100%</td>
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</tr>
</tbody>
</table>

For More Information

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• References