Assessment Adoption/Adaptation for Simulation

1. CREATE ASSESSMENT PLAN
   - Develop learning objectives for all targeted domains (e.g. cognitive, psychomotor, affective, interpersonal/communication)
     Notable: Learning objectives should cover different levels to ensure full ranges of ability
   - Align learning objectives with assessment plan (formative, summative) and observable measures. (See Handout-Assessment Plan template)
   - Determine training/assessment practically align with resources available (time, raters, technology, administration)

2. FIND EXISTING TOOLS
   - See Handout-Resources

3. EVALUATE TOOL(S)
   - Review Existing tools for alignment with learning objectives, assessment plan
   - Review literature for a) Validity evidence, broad value, local value
   - Following faculty focus group review, remove, add, revise tool items, as needed

4. FINALIZE TOOL ITEMS AND METRICS
   - Have education/assessment specialist (e.g. Bekalu) review for clarity/discrete items
   - Have simulation specialist review to ensure items align with available resources (equipment/simulators)
   - Final Review with “External faculty instructors
     a) Using cognitive task process, write every step required to perform procedure correctly (make a list). Don’t worry, the list may have far too many items.
     b) Using a Content validity form (See sample Content validity form document), list every item.
     c) Disseminate document to a minimum of 5 experts who are experienced in the procedure. Ask them to complete the form.
     d) Collect and review forms. Remove items per general rule:
        - Items with mean score < 2.5), simply remove.
        - Items with mean score ≥ 3.0), keep.
        - Write in additional items added by faculty reviewers
        - Compile items

5. Disseminate to same faculty

***Document Everything. Details can be used in “validity” publications or simply summarize process to share with other faculty.