

Additional Assessment Example Tools

Tool	Primary Purpose	What it Evaluates	Typical Users	Strengths	Limitations	Best Use in Your Work
Debriefing Assessment for Simulation in Healthcare (DASH) (Brett-Fleegler et al., 2012)	Evaluate quality of debriefing	Facilitator behaviors, learner engagement, reflective discussion	Faculty, trained observers, learners	Widely recognized; aligned with best practices in debriefing; useful for faculty development	Focuses on debriefing quality rather than student competency or clinical judgment outcomes	Excellent if your focus includes faculty debriefing effectiveness and how debriefing impacts student learning
Debriefing for Meaningful Learning Evaluation Scale (DML/DMLES) (Bradley & Dreifuerst, 2016)	Measure effectiveness of meaningful learning during debriefing	Reflection, critical thinking, reasoning, engagement	Students primarily	Strong theoretical grounding in Dreifuerst's DML framework; student-centered	Relies heavily on student perception/self-report	Useful if examining student perception of debriefing quality and reflective learning
Feedback Assessment for Clinical Education (FACE) (Onello et al., 2015)	Assess quality of educational feedback	Timeliness, clarity, usefulness, learner perception	Students evaluating faculty feedback	Can evaluate broader feedback processes	Not simulation-specific; less focused on clinical judgment	Helpful if exploring faculty feedback translation to students
Objective Structured Assessment of Debriefing (OSAD) (Zamjahn et al., 2018)	Structured evaluation of debriefing performance	Debriefing structure, engagement, reflection, analysis	Trained raters/faculty	Objective checklist-style format; supports interrater reliability	Requires rater training; may feel rigid	Strong option for research standardization and faculty debriefing evaluation
Peer Assessment Debriefing Instrument (PADI) (Saylor et al., 2016)	Evaluate peer-led debriefing	Peer facilitation effectiveness, communication, reflection	Students/peer facilitators	Encourages peer learning and reflective practice	Less commonly used; limited evidence base compared to DASH	Best for programs using peer-led or student led debriefing
Simulation Effectiveness Tool Modified (SET-M) (Leighton et al., 2015)	Measure perceived effectiveness of simulation	Confidence, learning, prebriefing, debriefing, clinical decision-making	Students	Easy to administer; widely used in nursing simulation research	Measures perceptions rather than objective competency	Useful for evaluating student satisfaction and perceived learning outcomes
Creighton Competency Evaluation Instrument (C-CEI*) (Todd et al., Creighton University)	Assess clinical competency performance during simulation	Assessment, communication, clinical judgment, patient safety, intervention performance	Faculty evaluators	Competency-based; aligns well with AACN Essentials and practice readiness; observable behaviors	Requires faculty calibration/interrater reliability training; may not fully capture reflective processes	Highly relevant for your dissertation interests related to competency-based education, readiness for practice, and faculty/student evaluation alignment
Lasater Clinical Judgment Rubric (LCJR) (Lasater, 2007)	Measure development of clinical judgment	Noticing, interpreting, responding, reflecting	Faculty, students (sometimes self-evaluation)	Strong theoretical connection to Tanner's Clinical Judgment Model; widely cited	Often adapted inconsistently across studies; originally designed for individual assessment	Central tool if studying clinical judgment development in simulation
Creighton Simulation Evaluation Instrument (C-SEI)	Evaluate simulation performance and competency progression	Clinical performance, teamwork,	Faculty evaluators communication, safety	Useful for longitudinal competency tracking	Less commonly discussed in literature than C-CEI	Could complement LCJR in a competency + clinical judgment hybrid framework