



**Getting Summative Evaluation  
Right: Understanding &  
Applying Standard IV.A.1.**



# Topics of Conversation

1. Review applicable Standard & Interpretation
2. Purpose of summative evaluation
3. Summative, comprehensive final evaluation in each domain
  - Cognitive
  - Psychomotor
  - Affective
4. Key Principles
5. Takeaways

# CAAHEP Accreditation Standards & CoAEMSP Policy





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## Standard IV.A.1. Student Evaluation – Frequency and Purpose

*“Achievement of the program competencies required for graduation must be assessed by criterion-referenced, summative, comprehensive final evaluations in all learning domains at the completion of the program.”*



**CoAEMSP INTERPRETATIONS OF THE  
CAAHEP 2023 STANDARDS AND GUIDELINES**  
for the Accreditation of Educational Programs in the EMS Professions



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## Interpretation of Standard

*“...evaluations encompassing the three learning domains – cognitive, psychomotor, and affective – and occurring at or near the completion of the capstone field internship.”*



## Interpretation of Standard

*“A cognitive evaluation is commonly performed through a written exam. Psychomotor evaluation is commonly performed by **verifying the student’s completion of the program’s Student Minimum Competency (SMC) requirements.** An example of an Affective Evaluation form is located on the Resource Library page of the CoAEMSP website.”*

# Summative Evaluation In Each Domain



# Purpose of Summative Evaluation

## For Students

- Achievement of competencies
- Integrate & apply knowledge
- Confirm readiness for progression to practice
- Provide closure to initial learning process

## For Faculty & Programs

- Verify achievement of program learning outcomes & competencies
- Evaluate effectiveness of curriculum
- Ensure academic & professional standards
- Provides data for CQI



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# Cognitive Domain



# How long does the cognitive exam need to be and what content needs to be included?

Exam length and content are program decisions.

**BUT**

A summative, comprehensive final exam needs to *represent the depth and breadth of the paramedic curriculum.*

# Can the cognitive exam be comprised of 10 true/false items? What about giving an oral examination?

Would either of these options be reflective of the depth and breadth of the paramedic curriculum?

Does either approach support the purpose for summative evaluation?

Do you have the resources to conduct an oral exam of sufficient length to evaluate competency?

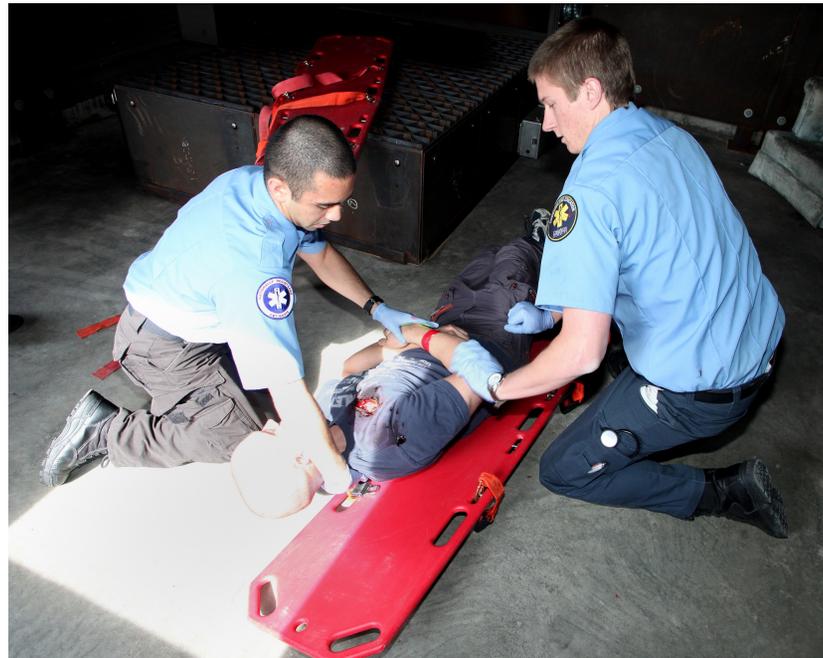
Is either reflective of the certification exam?

**NO**



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# Psychomotor Domain



# The approach to the summative, comprehensive, final psychomotor exam has evolved.

“...reasonable evidence of competency is built  
on the concept that competent performance  
must be demonstrated over time in a variety of  
conditions.” --2023 CoAEMSP SMC

# CoAEMSP and NREMT Paramedic

## Student Minimum Competency Recommendations Instructional Guide 2021



National Registry of  
Emergency Medical Technicians®  
THE NATION'S EMS CERTIFICATION™

# Psychomotor Evaluation

- *Achievement of the program's minimum competency requirements is acceptable evidence of psychomotor evaluation.*
- The criterion-referenced evaluation is the SMC.
- A robust capstone field internship is part of the evaluation.
- An isolated set of psychomotor skills or a scenario(s) is insufficient as a summative evaluation.

# May a program continue to administer a summative, comprehensive final evaluation?

YES

*\*Check with your state OEMS for any requirements to conduct a final psychomotor evaluation.*



## Affective Behavior Evaluation

CoAEMSP Program Number:  Date:   
 Program Sponsor:  Faculty:   
 Student:  Course:

Designate as summative evaluation

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Rate the following attributes of professional behavior and affect. Some examples are included, and others may be appropriate.	Needs Improvement	Fair	Good
<b>1. Integrity</b> Consistent honesty; trustworthy with the property of others; trustworthy with confidential information; complete and accurate documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Compassion</b> Acts to support others who are suffering, actively listens to patients and families and demonstrates concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Accountability</b> Takes responsibility for actions, complete assignments, open to constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Respect</b> Polite to others, does not use derogatory or demeaning terms; has a manner that brings credit to the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Empathy</b> Responds appropriately to the response of patients and family members; demonstrates respect for others; supportive and reassuring to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Self-Motivation</b> Takes initiative to complete assignments; takes initiative to improve and/or correct behavior; takes on tasks and follows through without constant supervision; shows enthusiasm for learning and improvement; consistently strives for excellence in all aspects of patient care and professional activities; accepts constructive feedback in a positive manner; takes advantage of learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Appearance and Personal Hygiene</b> Clothing and uniform are appropriate, neat, clean, and well maintained, good personal hygiene and grooming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>8. Self-Confidence</b> Demonstrates the ability to trust personal judgment, demonstrates an awareness of strengths and limitations; exercises good personal judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Communications</b> Speaks clearly; writes legibly; listens actively; adjusts communication strategies to various situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Teamwork and Diplomacy</b> Places the success of the team above self-interest; not undermining the team; helps and supports other team members; shows respect for all team members; remains flexible and open to change; communicates with others to resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Patient Advocacy</b> Does not allow personal bias or feeling interfere with interactions with others; places the needs of patients above self-interest; protects and respects patient confidentiality and dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Cultural Competency</b> Maintains awareness of the assumptions and biases related to cultural issues and how they may affect patients, peers and all others involved in the delivery of medical care. Seeks to learn about others' cultural identities and looks at how one's own background and social environment have shaped the individual. Provides culturally competent, equitable and medically appropriate care to each patient no matter their background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Additional Pertinent Comments:**

**Student Signature:** \_\_\_\_\_

**Date:**

**Faculty Signature:** \_\_\_\_\_

**Date:**

# May we use a program developed affective domain evaluation?

YES

**Affective Domain:** (respect, teamwork, values, time management, communication, self-motivation, integrity, self-confidence)

Emerging

Developed

Accomplished

# What is the basis for completing a summative, comprehensive final affective evaluation?

Programs often use information gleaned from throughout the program including didactic interactions, clinical, field experience, and capstone field internship performance.

Perhaps use of a final affective domain scenario that is simulated in lab, or an oral case, may be used.

# A Few More Questions...



**May the program give “summative” tests twice, at the end of didactic and again after the capstone field internship?**

**YES**

**What if a student needs to be extended to finish capstone field internship requirements? May I go ahead and include them in the summative testing with the rest of the class?**

**YES**



# Top Takeaways

[1]

Summative evaluation should reflect the depth & breadth of the curriculum

[2]

Psychomotor evaluation has evolved to recognize the SMC as the criterion for summative competency evaluation

[3]

Affective evaluation should reflect behaviors evaluated throughout all aspects of the program