Program Assessment Plan

Program (Major, Minor, Core): Bachelor of Science in Nursing
Department: College/School: Nursing
Person(s) Responsible for Implementing the Plan: Joanne C. Langan, PhD, RN, CNE (Associate Dean, Undergraduate Pre-Licensure Program) Date Submitted:2 /7/18

Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
What do you expect all students who complete the program to know, or be able to do?	*Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?* Include courses taught at the Madrid campus and/or online as applicable.**(please see note at end of document)	*How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.*	*How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?*
1. Relate to people as unique individuals possessing worth, dignity, and potential for self-actualization	Content introduced in NURS 2500/ 2520; threaded throughout the rest of the curriculum including clinical courses. *TBSN/ABSN: 2500, 2520, 3430/3435, 3440/3445, 34603565, 3470/3575, 3480/3485, 3490/3495, 4350/4355.	See Appendix A, B and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Patient Centered Care: Objective #1. Relate to people as unique individuals possessing worth, dignity, and potential for self- actualization. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: NLN Educational Competencies: Human Flourishing • (Indirect measures) Skyfactor EBI MAP-Works Assessment (EBI): Q061 (provide culturally competent care), Q064 (act as an advocate for vulnerable	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting.

		patients), Q066 (Honor rights of patients)	The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Patient-centered care for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 61, 64, and 66 are ≤5 3) the mean HESI exit examination component score for NLN Education Competencies *Human Flourishing* is ≤850. 4) The NCLEX-RN first time pass rate is < 90%.
2. Synthesize theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care.	Content introduced in NURS 2500/ 2520; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2500, 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 34/903495, 4350/4355, 3370/3375, 2700/2705, 3330, 3360, 4300/4305.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #4. Synthesize theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: Client Needs: Safe/effective environment • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Liberal Education for BSN Generalist • (Direct measure) Student will pass NCLEX exam on first attempt	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to

		• (Indirect measure) EBI item: Q074 (integrate theories and concepts from liberal education into nursing practice); Q078 (integrate theory to develop a foundation for practice) • (Direct measure) TBSN & ABSN students in NURS4350/4355: Senior Concept Map assignment which demonstrates their ability to synthesize nursing knowledge to provide safer and effective care. See Appendix D for Rubric.	recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Promoting Adaptation for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 74 and 78 are ≤5 3) the mean HESI exit examination component score for Client Needs *Safe/Effective Environment* and AACN Curriculum *Liberal Education for BSN Generalist* if ≤850. 4) The NCLEX-RN first time pass rate is < 90%. 5) < 80% of students achieve 80% or < on their Concept Map assignment.
3. Establish relationships based on understanding of self and others, and of interpersonal and group dynamics.	Content introduced in NURS 2500/ 2510/ 2520; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2500, 2510/2515, 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Patient centered care: Objective #2. Establish relationships based on understanding of self and others, and of interpersonal and group dynamics. • (Indirect measure) EBI item: Q070 Provide emotional support	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting.

			The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Patient-centered care for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 70 is ≤5 3) the NCLEX-RN first time pass rate < 90%.
4. Practice in a variety of settings with clients of all ages and diverse sociocultural backgrounds.	Content introduced in NURS 2520; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Patient centered care: Objective #3. Practice in a variety of settings with clients of all ages and diverse sociocultural backgrounds. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Provider of care • (Indirect measures) EBI items: Q067 (Incorporate nursing standards into practice); Q069 (Provide physical support); Q 070(provide emotional support)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less

			than satisfactory on Patient-centered care for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 67, 69, and 70 are ≤5 3) The mean HESI exit examination component score for AACN Curriculum *Provider of Care for BSN Generalist* is ≤850. 4) The NCLEX-RN first time pass rate < 90%
5. Utilize critical thinking and problem solving skills, in application of the nursing process, to achieve optimal client adaptation.	Content introduced in NURS 2500/ 2510/ 2520; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2500, 2510/2515, 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355, 3200, 3370/3375, 2700/2705, 3330, 3360, 4300/4305.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #5. Utilize critical thinking and problem solving skills, in application of the nursing process, to achieve optimal client adaptation. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Designer, manager, coordinator of care (direct measure) • (Direct Measure) Student will pass NCLEX exam on first attempt • (Indirect measure) EBI items: Q054 (use appropriate technologies to assess); Q078 (assess predictive factors); *Q089 (provide pain reduction measures);* Q090 (Manage wounds); Q071 (evaluate individual's ability to assume responsibility for self-care)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Promoting Adaptation for Levels 1, 2, or 3 on the clinical evaluation tool

			(course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 54 and 70 are ≤5 3) the mean HESI exit examination component score for AACN Curriculum *Designer, Manager, Coordinator of Care* is ≤850. 4) The NCLEX-RN first time pass rate is < 90%
6. Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health.	Content introduced in NURS 2510/ 2520; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2510/2515, 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Promoting adaptation: Objective #6. Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Clinical prevention & population health • (Direct measure) TBSN students in NURS2510: Completion of the Health Promotion clinical and patient teaching assignment. See Appendix E for rubric. • (Indirect measure) EBI items: Q089 (assist patients to interpret the meaning of health information); Q090(act as an advocate for vulnerable patients); Q092 (Honor the rights of patient to make decisions about their health care) Q072 (assist patient to achieve a peaceful end of life).	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Promoting Adaptation for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will

			aggregate the data). 2) analysis of the relevant trend results of EBI items 72, 89, 90, and 92 are ≤5 3) the mean HESI exit examination component score for AACN Curriculum *Clinical Prevention and Population Health* is ≤850. 4) The NCLEX-RN first time pass rate is < 90% 5) < 80% of TBSN students achieve 80% or < on the Health Promotion clinical and patient teaching assignment.
7. Collaborate with interprofessional colleagues, community representatives, and consumers to enhance health care.	Content introduced in NURS 2500, threaded throughout rest of IPE/IPTS and nursing curriculum including clinical courses. TBSN/ABSN: 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355, and IPE courses/IPTS sessions.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Interprofessional Collaboration & Communication: Objective #7. Collaborate with interprofessional colleagues, community representatives, and consumers to enhance healthcare. (direct measure) • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Interprofessional Communication • (Indirect measure) EBI items: 058(communicate with health care professionals) Q085 (Work with interprofessional teams)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Interprofessional Collaboration & Communication for Levels 1,

			2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 58 and 85 are ≤5 3) the mean HESI exit examination component score for AACN Curriculum *Interprofessional Communication* is ≤850. 4) The NCLEX-RN first time pass rate < 90%
8. Apply evidence-based knowledge as the basis for safe, effective nursing practice.	Introduced in NURS 2700/2705 and threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2520, 2700/2705, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4200, 4350/4355, and IPE courses/IPTS sessions.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Patient safety and quality care: Objective #9. Apply evidence-based knowledge as the basis for safe, effective nursing practice. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: AACN Curriculum: Scholarship for Evidence Based Practice • (Direct measure). TBSN student in NURS4200: Completion of the Health Care Safety Project which requires students to consider the evidence. See Appendix F for the rubric. ABSN student in NURS2705: Completion of the Evidence Synthesis Assignment which requires students to consider the evidence. See Appendix G for the rubric. • (Indirect measure) EBI items: Q077 (Apply research based knowledge as basis for practice)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Patient Safety and Quality of Care for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the

			data). 2) analysis of the relevant trend results of EBI items 77 is ≤5 3) the mean HESI exit examination component score for AACN Curriculum *Scholarship for Evidence-based Practice* is ≤850. 4) The NCLEX-RN first time pass rate is < 90% 5) < 80% of students achieve 80% or < on the Health Care Safety Project/Evidence Synthesis Assignment.
9. Apply the professional code of ethics and professional standards to clinical practice.	Content introduced in NURS 2500, threaded throughout rest of IPE/IPTS and nursing curriculum including clinical courses. TBSN/ABSN: 2500, 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355, 4100/4105, and IPE courses/IPTS sessions.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Professional leadership: Objective #11. Apply the professional code of ethics and professional standards to clinical practice. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Professionalism and Professional values; Member of profession • (Indirect measure) EBI items: Q088 (support fairness in the delivery of care); Q092 (honor rights of patients to make decisions); Q093(incorporate nursing standards into practice); Q094 (apply an ethical decision making framework)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Professional Leadership for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will

			aggregate the data). 2) analysis of the relevant trend results of EBI items 88, 92, 93, and 94 are ≤5 3) the mean HESI exit examination component score for AACN Curriculum *Professionalism and Professional Values* and *Member of Profession* is ≤850. 4) The NCLEX-RN first time pass rate is < 90%
10. Demonstrate personal and professional responsibility, accountability, and self-direction.	Content introduced in NURS 2500; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2500, 2510/2515, 2520, 2700/2705, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495,4350/ 4355, 4100/4105	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Professional leadership: Objective #12. Demonstrate personal and professional responsibility, accountability, and self-direction. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Professionalism and Professional values • (Indirect measure) EBI items: Q091 (demonstrate accountability for your own actions) Q099 (delegate nursing care while retaining accountability)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Professional Leadership for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend

			results of EBI items 90 and 99 are ≤5 3) the mean HESI exit examination component score for AACN Curriculum *Professionalism and Professional Values* is ≤850. 4) The NCLEX-RN pass rate is < 90%.
11. Demonstrate leadership principles in professional and interprofessional practice.	Content introduced in NURS 2500/ 2520, threaded throughout rest of IPE and nursing curriculum including clinical courses. TBSN/ABSN: 2520, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355, 4100/4105 and IPE courses/IPTS sessions.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Interprofessional Collaboration & Communication: Objective #8. Demonstrate leadership principles in professional and interprofessional practice. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Leadership for Quality and patient Safety • (Indirect measure) EBI items: Q085 (Work with interprofessional teams) • (Direct measure). Student in NURS 4350/4355 complete a Senior Capstone Clinical Log Assignment which covers professional behaviors and demonstration of the nursing process. See Appendix H for Rubric.	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Interprofessional Collaboration and Communication for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) analysis of the relevant trend results of EBI items 85 is ≤5 3) the mean HESI exit examination

			component score for AACN Curriculum *Leadership for Quality and Patient Safety* is ≤850. 4) The NCLEX-RN first time pass rate is < 90% 5) < 80% of the TBSN & ABSN students achieve 80% or < on the Clinical Log Evaluation Tool.
12. Demonstrate understanding of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery.	Content introduced in NURS 3100/4105, threaded throughout rest of IPE/IPTS and nursing curriculum including clinical courses. TBSN/ABSN: 2500, 2520, 2700/2705, 3100, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355, 4100/4105 and IPE courses and IPTS sessions.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3) • (Direct measure on Clinical Evaluation Tool of observed student behavior) Professional leadership: Objective #13. Demonstrate understanding of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Health Care Policy • (Indirect measure) EBI items: Q050 (understand how health care delivery system is organized); Q055 (understand the effects of health policies on diverse populations) Q056 (Understand the global health care environment); Q057 (Incorporate knowledge of cost factors when delivering care); Q062 (Support fairness in the delivery of care) • (Direct measure) TBSN Student in NURS3100. Policy analysis paper related to nursing practice and/or health care written papers. See Appendix I for Rubric. ABNS Student in NUR 3445 complete a Population Focused Analysis Projects. See Appendix J for Rubric.	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Professional Leadership for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data). 2) Analysis of the relevant trend results of EBI items 50, 55, 56, 57, and 62 are ≤5

			3) The mean HESI exit examination component score for AACN Curriculum *Health Care Policy* is ≤850. 4) The NCLEX-RN first time pass rate is < 90% 5) < 80% of TBSN students achieve 80% or < on the Policy Analysis paper. < 80% of ABSN students achieve 80% or < on the Population Focused Analysis paper.
13. Utilize appropriate information and healthcare technologies to enhance the delivery of client care.	Content introduced in NURS 2500/ 2520; threaded throughout the rest of the curriculum including clinical courses. TBSN/ABSN: 2500, 2520, 2700/2705, 3430/3435, 3440/3445, 3460/3565, 3470/3575, 3480/3485, 3490/3495, 4350/4355, and 4100/4105.	See Appendix A, B, and C (Clinical evaluation tools: Levels 1, 2, 3). • (Direct measure on Clinical Evaluation Tool of observed student behavior) Patient safety and quality care: Objective #10. Utilize appropriate information and healthcare technologies to enhance the delivery of client care. • (Direct measure) Student will achieve 850 or > on HESI Exit Exam: Category: AACN Curriculum: Information management and patient care technology • (Indirect measure) EBI items: Q057 (training to use medical computer technology); Q054 (Use appropriate technologies to assess patients)	Course faculty will aggregate results of clinical evaluation tools, course assignments, and HESI scores annually. Associate dean will analyze results of NCLEX pass rates and EBI graduation surveys annually. Results will be compared to trends from previous course offerings. The results, analysis, and recommendations for improvement will be discussed at the appropriate (TBSN or ABSN) annual dedicated curriculum meeting and reported at an annual Pre-licensure curriculum meeting. The Associate Dean of the Prelicensure programs will convene a task force to recommend strategies for the Undergraduate Pre-Licensure Program Committee (UPPC) faculty to implement action if: 1) ≥ 10% of students achieve less than satisfactory on Patient Safety and Quality of Care for Levels 1, 2, or 3 on the clinical evaluation tool (course coordinators will aggregate the data).

			2) Analysis of the relevant trend results of EBI items 54 is ≤5 3) The mean HESI exit examination component score for AACN Curriculum *Information Management and Patient Care Technology* is ≤850. 4) The NCLEX-RN first time pass rate is < 90%

Notes:

UPPC: Undergraduate Pre-Licensure Program Committee

EBI: Skyfactor EBI MAP-Works Assessment Tool

HESI: Health Education Systems, Inc.

Clinical evaluation tools measure student performance at three levels of competence and used for clinical courses. Level 1 (2520) measures beginning application of nursing knowledge, Level 2 (NURS 3430, 3435, 3440, 3445, 3460, 3470, 3475, 3480, 3485, 3490, 3495, 3565, 3575) measures critical thinking in applications of nursing theory, Level 3 (NURS 4200, 4350, 4355) measures increasing independence and knowledge synthesis. Individuals are rated U (unsatisfactory), NI (needs improvement) or S (satisfactory).

*TBSN Courses: 2500: Clinical Concepts in Nursing Practice, 2510 Health Promotion Across the Lifespan, 2520 Foundation for Nursing Care, 3330 Pharmacotherapeutics for Nursing Care, 3360 Pathophysiology, 3200 Health Assessment, 3370 Essentials of Therapeutic Nutrition, 2700 Evidence Based Nursing Care, 3460 Adult Health, 3470 Older Adult Health, 3430 Psychiatric/Mental Health Nursing, 3440 Public Health Nursing, 3480 Maternal/Neonatal Nursing, 3490 Child Health Nursing, 4300 Complex Care Theory, 4350 Complex Care Practicum, 4100 Leadership and Management

*ABSN Courses: 2500: Clinical Concepts in Nursing Practice, 2515 Health Promotion Across the Lifespan, 2520 Foundation for Nursing Care, 3330 Pharmacotherapeutics for Nursing Care, 3360 Pathophysiology, 3200 Health Assessment, 3375 Essentials of Therapeutic Nutrition, 2705 Interprofessional Issues in Evidence Based Care, 3565 Adult/Older Adult Health 1, 3575 Adult/Older Adult Health 2, 3435 Psychiatric/Mental Health Nursing, 3445 Public Health Nursing, 3485 Maternal/Neonatal Nursing, 3496 Child Health Nursing, 4305 Complex Care Theory, 4355 Complex Care Practicum, 4105 Leadership and Management

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

1) Responsibilities: Associate Dean of Undergraduate and Pre-Licensure Programs is responsible for leading this assessment plan.
2) Timeline:
    a. AY 2017-2018: Student Learning Outcomes 1, 2, 3, and 4
    b. AY 2018-2019: Student Learning Outcomes 5, 6, 7, and 8
    c. AY 2019-2020: Student Learning Outcomes 9, 10, 11, 12, and 13
    d. AY 2020-2021: Student Learning Outcomes 1, 2, 3 and 4
    e. AY 2021-2022: Student Learning Outcomes 5, 6, 7, and 8
    f. AY 2022-2023: Student Learning Outcomes 9, 10, 11, 12, and 13

3) Process for implementing this assessment plan:
    a. Program Coordinators (TBSN and ABSN) will collect direct data through course faculty members
    b. Skyfactor EBI- MAP Works Assessment Tool will be sent out by Associate Dean of Undergraduate and Pre-Licensure Program yearly.
    c. Relevant Skyfactor EBI-MAP Works Assessment Tool Data will be compiled by Associate Dean of Undergraduate and Pre-Licensure Programs.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

1) How did program faculty contribute to this plan? The draft items were developed by the undergraduate faculty and approved by the Undergraduate Pre-Licensure Program Committee (UPPC).
2) How students were included in the process and/or how student input was gathered and incorporated into the assessment plan. Student representatives from each of the undergraduate and pre-licensure programs are members of the UPPC.
3) What external sources were consulted in the development of this assessment plan? The *AACN*'s "The Essentials of Baccalaureate Education for Professional Nursing Practice"
4) Assessment of the manageability of the plan in relation to department and personal: The plan is manageable with current resources.

3. On what schedule/cycle for appropriate program (TBSN or ABSN) and then reported to the UPPC. Recommended changes will be integrated into the curriculum the following will faculty review and, if needed, modify this assessment plan?

The assessment plan will be reviewed and modified yearly at a dedicated curriculum meeting academic year with changes being evaluated the subsequent year.

**These are the courses offered in Madrid:
First year: NURS1400, NURS1430,
Second Year: NURS 2500, NURS2510, NURS2520, NURS2700, NURS3200, NURS 3330 and NURS3360.

In all of them, Madrid faculty follow the same syllabus as SLUSON (St. Louis) and the same type of assessment. NURS2520 has the clinical component; the students go to a Spanish hospital and a nursing home and they are assessed directly by the nurses who work there. The clinical coordinator works very closely with the students and nurses to make certain they are assessing all that is required by SLUSON (St. Louis).

Madrid faculty are in contact frequently with the TBSN option coordinator and meet regularly, at least twice a semester.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

Appendix A

Saint Louis University School of Nursing

ABSN/TBSN Clinical Evaluation Tools

S = Satisfactory
I = Improvement Needed
U = Unsatisfactory
NA = Not Applicable

Level 1 TBSN (NURS 2520); ABSN (NURS 2520)

Student: Agency/Agencies:

Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Patient Centered Care *(Student Learning Outcomes 1, 3, 4)*							
1. Begins to relate to people as unique individuals, possessing worth, dignity, and potential for self-actualization (SLO 1).							
2. With faculty guidance, begins to form relationships based on understanding of self and others, and of interpersonal and group dynamics (SLO 3).							
3. With faculty guidance, begins to practice in the healthcare setting with a client (SLO 4).							
Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Promoting Adaptation *(Student Learning Outcomes 2, 5, 6)*							
4. Begins to use theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care (SLO 2). • Safely performs nursing care.							
5. Begins to demonstrate critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation (SLO 5). • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care							
6. Begins to assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health (SLO 6).							

Approval Body: UPPC
Approved on: 7-30-14

Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Interprofessional Collaboration and Communication *(Student Learning Outcomes 7, 11)*							
7. Begins to collaborate with interprofessional colleagues, community representatives, and consumers to enhance health care (SLO 7).							
8. Identifies leadership principles in professional and interprofessional practice (SLO 11).							
Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Patient Safety & Quality Care *(Student Learning Outcomes 8, 13)*							
9. Begins to identify evidence-based knowledge as the basis for safe, effective nursing practice (SLO 8).							
10. With faculty guidance, begins to utilize appropriate information and healthcare technologies to enhance the delivery of client care (SLO 13).							
Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Professional Leadership*: (Student Learning Outcomes 9, 10, 12)*							
11. Identifies the professional code of ethics and professional standards as the basis to clinical practice (SLO 9).							
12. Demonstrates personal and professional responsibility, and accountability (SLO 10).							
13. With faculty guidance, develops awareness of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery (SLO 12).							
Student Initials/Date:							

Approval Body: UPPC
Approved on: 7-30-14

TBSN/ABSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 2 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 3 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 4 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 5 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	

TBSN/ABSN/RN-BSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths:

Approval Body: UPPC
Approved on: 7-30-14

Plan for improvement of clinical performance:

Student comments:

Faculty: **Date:**
Student: **Date:**

Approval Body: UPPC
Approved on: 7-30-14

Appendix B

Saint Louis University School of Nursing

TBSN/ABSN Clinical Evaluation Tools

S = Satisfactory
I = Improvement Needed
U = Unsatisfactory
NA = Not Applicable

Level 2 TBSN (NURS 3430, 3440, 3460, 3470, 3480, 3490); ABSN (NURS 3565, 3575, 3435, 3445, 3485, 3495)

Student: Agency/Agencies:

Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Patient Centered Care *(Student Learning Outcomes 1, 3, 4)*							
1. Demonstrates the ability to relate to people as unique individuals, possessing worth, dignity, and potential for self-actualization (SLO 1).							
2. With faculty guidance, establishes relationships based on understanding of self and others, and of interpersonal and group dynamics (SLO 3).							
3. With faculty guidance, practices in a variety of settings with _____clients from diverse sociocultural backgrounds (SLO 4).							
Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Promoting Adaptation *(Student Learning Outcomes 2, 5, 6)*							
4. Applies theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care (SLO 2). • Safely performs nursing care.							
5. Demonstrates critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation (SLO 5). • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care							
6. Collaborates to assist clients at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health (SLO6).							

Approval Body: UPPC
Approved on: 7-30-14

Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Interprofessional Collaboration and Communication *(Student Learning Outcomes 7, 11)*							
7. Collaborates with interprofessional colleagues, community representatives, and consumers to enhance health care (SLO 7).							
8. Begins to demonstrate leadership principles in professional and interprofessional practice (SLO 11).							
Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Patient Safety & Quality Care *(Student Learning Outcomes 8, 13)*							
9. Begins to apply evidence-based knowledge as the basis for safe, effective nursing practice SLO 8).							
10. With faculty guidance utilizes appropriate information and healthcare technologies to enhance the delivery of client care (SLO 13).							
Behaviors	Wk	Wk	Wk	Wk	Wk	Wk	Final
Professional Leadership*: (Student Learning Outcomes 9, 10, 12)*							
11. Applies the professional code of ethics and professional standards to clinical practice (SLO 9).							
12. Demonstrates personal and professional responsibility, accountability, and increasing self-direction (SLO 10).							
13. Begins to demonstrate understanding of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery (SLO 12).							
Student Initials/Date: _____ _____							

Approval Body: UPPC
Approved on: 7-30-14

TBSN/ABSN Clinical Evaluation Tool WEEKLY SUMMARY

Week 1 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 2 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 3 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 4 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Week 5 Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	

TBSN/ABSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths:

Approval Body: UPPC
Approved on: 7-30-14

Plan for improvement of clinical performance:

Student comments:

Faculty: **Date:**
Student: **Date:**

Approval Body: UPPC
Approved on: 7-30-14

Appendix C

Saint Louis University School of Nursing

TBSN/ABSN/RN-BSN Clinical Evaluation Tools

S = Satisfactory
I = Improvement Needed
U = Unsatisfactory
NA = Not Applicable

Level 3 TBSN (NURS 4350, 4200); ABSN (NURS 4355); RN to BSN (NURS 3457)

Student: Agency/Agencies:

Behaviors							Final
Patient Centered Care *(Student Learning Outcomes 1, 3, 4)*							
1.Consistently relates to people as unique individuals, possessing worth, dignity, and potential for self-actualization (SLO 1).							
2. Becomes increasingly independent in establishing relationships based on understanding of self and others, and of interpersonal and group dynamics (SLO 3).							
3. Becomes increasingly independent in practice in a variety of settings with clients of all ages and diverse sociocultural backgrounds (SLO 4).							
Behaviors							Final
Promoting Adaptation *(Student Learning Outcomes 2, 5, 6)*							
4. Synthesizes theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to provide safe, effective nursing care (SLO 2). • Safely performs nursing care.							
5. Consistently utilizes critical thinking and problem solving skills, in application of the nursing process to achieve optimal client adaptation SLO 5). • Assessment • Developing a plan of care • Implementing a plan of care • Evaluating a plan of care							
6. Consistently assists clients, at any point on the health-illness continuum, to mobilize and use adaptive resources							

Approval Body: UPPC
Approved on: 7-30-14

for promotion, maintenance and restoration of health (SLO6).							
Behaviors							Final
Interprofessional Collaboration and Communication *(Student Learning Outcomes 7, 11)*							
7. With increasing independence utilizes appropriate information and healthcare technologies to enhance the delivery of client care (SLO 7).							
8. Consistently demonstrates leadership principles in professional and interprofessional practice (SLO 11).							
Behaviors							Final
Patient Safety & Quality Care*: (Student Learning Outcomes 8, 13)*							
9. Consistently applies evidence-based knowledge as the basis for safe, effective nursing practice (SLO 8).							
10.With increasing independence utilizes appropriate information and healthcare technologies to enhance the delivery of client care (SLO 13).							
Behaviors							Final
Professional Leadership: *(Student Learning Outcomes 9, 10, 12)*							
11. Consistently applies the professional code of ethics and professional standards to clinical practice (SLO 9).							
12. Consistently demonstrates personal and professional responsibility, accountability, and self-direction (SLO 10).							
13. Demonstrates understanding of health care policy issues, trends and strategies as they influence accessibility, accountability and affordability in health care delivery (SLO 12).							
Student Initials/Date: _____ _____							

TBSN/ABSN/RN-BSN Clinical Evaluation Tool WEEKLY SUMMARY

Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	
Date:	
Nursing care/Skill performed:	
Strengths:	
Suggestions for improvement:	

TBSN/ABSN/RN-BSN Clinical Evaluation Tool FINAL SUMMARY

Faculty comments:

Overall assessment of student strengths:

Approval Body: UPPC
Approved on: 7-30-14

Plan for improvement of clinical performance:

Student comments:

Faculty: **Date:**
Student: **Date:**

Approval Body: UPPC
Approved on: 7-30-14

Appendix D

NURS 4350/4355 Complex Multi-System Nursing Care
Guidelines and Grading Criteria for Concept Maps

1. Concept map must be submitted to the appropriate clinical faculty by the posted date using the correct map format. (10).
2. Identifying patient information must be included: (40)
    a. Age, gender, admission date, and allergies (5)
    b. Admitting diagnosis (5)
    c. Brief synopsis of what brought the patient to seek care (5)
    d. Medications patient is receiving and indications (5)
    e. Appropriate/pertinent labs (5)
    f. Appropriate diagnostic testing (5)
    g. Psychosocial information (5)
    h. Barrier to healthcare access (5)

3. Nursing Diagnosis
    a. Two (most important) Nursing Diagnosis (10)
    b. Measureable goal(s) or for each diagnosis (10)
    c. Appropriate interventions with supporting rationales (30)

The nursing diagnosis needs to be a standard nursing diagnosis with 'related to…' and 'as manifested by…' statements. The interventions need to be individualized to your patient and references if necessary (you should be able to generate your own rationales at this point). The evaluation needs to be the actual outcome because I want to know what the outcome of your care was.

Each Concept Map is worth a total of 100 points.

The student must obtain 90points or another concept map will have to be submitted. There are several templates for concept maps. Below is a link to one. You are free to use other templates if you find something you like better.

**No references are needed for the concept map.

http://office.microsoft.com/en-us/templates/concept-map-primary-TC101887901.aspx

STUDENT NAME _____ **DATE** _____

NURS 4350/4355 Concept Map Evaluation Form

ASSESSMENT **(Criteria: systematic, complete, accurate, using correct terminology)**	**Diagnosis**
Patient age, gender, admission date and allergies	**5 4 3 2 1 0**
Admitting diagnosis and pathology	**5 4 3 2 1 0**
History of present illness	**5 4 3 2 1 0**
Appropriate medications including indications	**5 4 3 2 1 0**
Pertinent lab values and indicates normal, high or low	**5 4 3 2 1 0**
Appropriate diagnostic testing	**5 4 3 2 1 0**
Psychosocial information	**5 4 3 2 1 0**
Barriers to healthcare access	**5 4 3 2 1 0**

NURSING DIAGNOSES	**Diagnosis #1**	**Diagnosis #2**
Correctly stated with appropriate assessment information	**5 4 3 2 1 0**	**5 4 3 2 1 0**

GOALS	**Diagnosis #1**	**Diagnosis #2**
Measurable and appropriate	**5 4 3 2 1 0**	**5 4 3 2 1 0**

INTERVENTIONS	**Diagnosis #1**	**Diagnosis #2**
Appropriate to diagnosis	**5 4 3 2 1 0**	**5 4 3 2 1 0**
Individualized plan of care	**5 4 3 2 1 0**	**5 4 3 2 1 0**
Appropriate rationales	**5 4 3 2 1 0**	**5 4 3 2 1 0**

EVALUATION	**Diagnosis #1**	**Diagnosis #2**
Documented of actual outcomes	**5 4 3 2 1 0**	**5 4 3 2 1 0**

Total Points _____

Faculty Signature: _____

NURS 2510
Health Promotion Across the Lifespan

Name: _____

Health Promotion Assignment and Grading Rubric

Prepare a PowerPoint of no more than 9 slides of talking points about your experience with this assignment for a 5 to 7 minute presentation to the class. See sample ppt and use the grading rubric as a guide. Submit a copy of the PowerPoint slides (handout format is okay) through Blackboard. Bring a copy of the educational materials you provided to your client to clinical conference to show the class and Faculty. Turn the materials in at the time of your presentation.

	Possible Points	Points Earned
1. Provide a title page with the name of the project and student's name. (Slide 1)	2	
2. Identify a health behavior to address with client with a rationale for why the client desires to address it. (Slide 2)	4	
3. Provide evidence that demonstrates that identification of the health behavior was a joint decision of the client and the student nurse. (Slide 2)	2	
4. Using the Transtheoretical Model of Change as a guide, identify the starting stage of model for intervention along with rationale for why that is believed to be the correct stage. (Slide 3)	7	
5. Identify the next steps of health care provider intervention. (Slide 4)	10	
6. Develop an intervention that addresses the next steps identified in Rubric Item #5 (5 points). Must include at least 3 scholarly resources in APA Format, one each a CINAHL Article, Textbook, Evidence-Based educational website/ government website to support identified activities (10 points). Provide hard copy of educational materials provided to client (5 points). Include explanation of how these references support these intervention(s). (Slide 5)	20	
7. Describe initiation of the intervention with your client (how did you introduce the topic, how did the client respond to the materials provided, rating of anticipated level of adoption and rationale). (Slide 6)	10	
8. Describe the effectiveness of your intervention. (Slide 7)	5	
9. List 3 challenges in application / implementation of your model and intervention (4 points for each challenge identified). (Slide 8)	12	
10. Provide references in APA format for the sources utilized in Rubric Item # 6 to support your intervention. List references on Slide 9.	5	
11. PowerPoint appearance (5 points), clarity (4 points), spelling and grammar (4 points).(Catchy title; use bullet points to keep the presentation simple and easy to read)	10	
12. Presentation delivery, professional behavior, and professional attire.	13	
Total	100	

Packet Given Faculty (required for project to be graded)	**Y / N**

Comments:

Saint Louis University School of Nursing

NURS 4200 Immersion
Spring 2018
Healthcare Safety Project

NURS Immersion

Student Names:		
Evaluation Criteria	**Points Possible**	**Points Earned**
1. **Bibliography –** Bibliography includes articles: • from each team member = 2 points • level of evidence is strong= 6 points • APA format = 2 points *Comments:*	**10**	
2. **Literature:** Literature review is concise, thorough and appropriate to the topic. Best practices in similar settings are identified. *Comments:*	**25**	
3. **Safety Culture:** Outline elements of a culture of safety in an organization *Comments:*	**15**	
4. **Patient Centered:** Examine how safety, quality of health care can be improved through the active involvement of patients and families. *Comments:*	**10**	
5. **Implementation:** Describe the safety initiative, policy revisions, plan for staff education and monitoring for sustainability.	**25**	

Comments:		
6. Presentation - • Efficient and concise = 10 points • Group's effectiveness in engaging audience's participation in discussion = 5 points *Comments:*	**15**	
TOTAL POINTS	**100**	

FACULTY: _____

Appendix G

NURS 2705 Evidence Synthesis Assignment Grading Rubric

Directions #	Criterion	Points possible	Points earned
1.	Identification of clinical problem	5	
2.	Clinical question in PICO format	5	
3.	Literature search • Explanation of database(s) and terms used • Search obtained appropriate article types • Summary of search results included • Inclusion of search printout	20	
4.	Appraisal of 3 articles • Use of appraisal criteria • Discussion of how article applies to the clinical question • Identification of level of evidence	45	
5.	Conclusion • How could this evidence be used to change practice on your unit? • Do 3 sources agree? Which is most credible?	15	
6.	Format: • Readability, grammar, 6th edition APA format used • Concise (limited to 10 pages of text)	10	
	Total	**100**	

Appendix H

NURS 4350/4355
CLINICAL LOG EVALUATION TOOL

STUDENT NAME :_____

CLINICAL SITE: _____

Criteria for rating clinical log performance:

4. high degree of intellectual initiative; ability to think and to perform independently; weighs alternatives; makes critical judgments; carries out work in a timely manner; transfers scientific principles to practical work.
3. achievement beyond required performance; demonstrates transfer of theory to practice; rarely needs follow-up.
2. completion of objectives in accordance with basic requirements for safe, care; acceptable and/or required performance of skills; ability to transfer knowledge in some areas; potential for further development.
1. work of inferior quality; no transfer of knowledge demonstrated; requires constant guidance; failure to accomplish assignments as required by the course; no change in behavior achieved.

Objectives & Behavior	Log 1	Log 2	**AVERAGE**
1. <u>Professionalism (max of 1 point)</u> o What "went right" and what "went wrong" in the clinical area that week and what was learned from those experiences **(0.25 point)** o Course objectives listed in the syllabus are met or not met. **(2 needed) (0.25 point)** o Specific activities engaged in and how they met objectives for student learning.**(0.25 point)** o Proposed goals/objectives as listed for the personal goals of the course are included (**0.25 point)**			

Objectives & Behavior	Log 1	Log 2	AVERAGE
2. <u>Nursing Process (max of 2 points)</u> o Proficient in comprehensive assessment when planning care utilizing data from all domains: ▪ psychological ▪ physiological ▪ sociocultural ▪ spiritual o Plans & implements individualized client care based on scientific rationale. o Uses evaluation of outcomes to modify care and provide continuity by collaboration with client, family and other members of the health team. o Uses research in delivery of care **<u>Additional (max of 1 point)</u>** o **Teaching or learning is documented in the plan of care. (0.5 points)** o APA citation (running head, title page, NO ABSTRACT, references on reference page) **(0.5 points**)			
	____ **4**	_____ **4**	___ **4**

Faculty Comments:

Student's Comments:

Signatures:
Faculty _____ Date _____

Student _____ Date _____

Appendix I

POLICY ANALYSIS WRITING ASSIGNMENT RUBRIC

Purpose: To provide the opportunity for students to analyze the political process by tracing a piece of legislation.

Instructions: Identify one bill that relates to health care, or nursing practice, and answer the following questions.

Criteria	Points possible	Points received Comments
(Points 1-10 addressed thoroughly) 1. State the legislation name, and briefly describe the bill. 2. Who introduced/sponsored the bill? Were there cosponsors? 3. Why did he/she/they introduce the bill? 4. Into what legislative body was it introduced? 5. How was nursing consulted? Did any nursing agencies come out in support or against the bill? 6. Into what committee was the bill assigned? 7. Did it make it out of committee? 8. Was it enacted? If not, where is it in the legislative process now? 9. What will be the impact on health care or nursing practice?	10 points: 1 1 1 1 1 1 1 1 2	
Articulates personal point of view with background argument - Does student belief this bill is positive or negative? - Why? What are the reasons that the bill will positively or negatively impact the constituents? - Has the student addressed the opposing viewpoint? “Seen the other side?”	6 points: 1 3 2	

Proper Format - APA paper format (title page, references, in-text citation) - Proper spelling, grammar, paper has clearly been proofed and edited	4: 2 2	

Appendix J

NURS 3445 PUBLIC HEALTH NURSING: THEORY & PRACTICE

Population Focused Analysis Project

DESCRIPTION: This project integrates the core functions of public health: assessment, policy development, and assurance. The project focuses on identifying a population with health problems, assessing the quantitative and qualitative date on the population and health problem, identifying policies and programs in place to assist the population and health problem, and assuring that these programs assist the population identified.

OBJECTIVES: At the end of the activity, the learner will:

1. Develop a community profile based on the health needs of the population.
2. Identify health needs of the selected population based on a literature review.
3. Utilize interviewing techniques and web based data to identify policies and resources available for the selected population.
4. Identify how a community health nurse would address the problems from the individual/family, community, and system perspectives.
5. Work collaboratively in the clinical group.
6. Present findings with members of the clinical group to class.

Examples of populations:

- Male shelter dwellers
- Children affected by domestic violence
- Incarcerated pregnant women
- Physically disable mothers
- Mentally ill women with children
- Teen smokers
- Female college students with eating disorders
- Adult cancer patients who live alone
- Obese adults considering weight reduction surgery
- Families with autistic children
- Teenagers with sexually transmitted diseases
- Young adults with HIV
- Adolescents who have experienced the death of a loved one

PART I: ASSESSMENT: 30% **(This section should provide the rationale for the project described below)**		
1. Clinical group identifies population and health needs of the population. Literature review should reflect at least 10 references from professional journals within the last five years	15	
2. Summarize demographic data on the selected population and health needs as identified by the Community Database.	15	

PART II: 35%		
1. Identify policies and programs currently in place to support the needs of the selected community and/or health problems. Can be local or national.	10	_____
2. Provide evidence thru literature, policies, or programs of community resources. (Please screen shot or provide active web pages for information and put in appendix.)	10	_____
3. Present evidence of positive and negatives issues of specific programs.	5	_____
4. Interviews of local persons of programs are encouraged. Please narrate the conversation, avoiding using first person.	10	_____

PART III: 15%		
1. Address the gaps in policies and programs of the selected community and health problems.	10	_____
2. Identify ways in which a CHN could address the gaps of programs	5	_____

APPENDICES: 10%		
1. Community Database	5	_____
2. Describe the search strategy used for identifying relevant literature and the results of the search. (Medline, CINAL, etc).	5	_____

REFERENCES & SCHOLARLY FORMAT: 10%		
1. Use APA formatting (6th edition), citation of sources in text, tables, and reference list. Remember to title each table, and provide the source of the data. **ABSTRACT is not necessary	4	_____
2. Include a title page, running head (this is different on the first page), table of contents, and ABSTRACT is not necessary.	2	_____
3. Include a reference list of all print and electronic sources used.	2	_____
4. At least 10 references from nursing or public health journals should be included to provide the rationale for the project within the last 10 years.	2	_____

The paper should be a maximum of **10 typed pages**, excluding appendices.