School of Nursing RN-BSN
2017-2018

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN PLO #1 **Inquiring Faithfully**	Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
RN-BSN PLO #1	NRS431 Leadership Practicum	<u>Clinical Evaluations</u> Application of professional nursing skills in public health settings with opportunity to serve vulnerable populations of individuals, groups and communities throughout San Diego. Collaboration with inter-professional health team members and implementation of organizational skills focus on improving population health by emphasizing prevention, and attending to multiple determinants of health.
	NRS440 Nursing Capstone	<u>EBP Project</u> Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). <u>EBP Presentation</u> Students synthesize Evidence Based Practice (EBP) Phases I and II (completed in previous NRS courses) with Phase III into final presentation of EBP Proposal.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #1	NRS431 Leadership Practicum	Clinical Evaluations: 90% of students will achieve 81% or greater.
	NRS440 Nursing Capstone	EBP Project 75% of students will show achievement at the Developed or Highly Developed levels EBP Presentation 75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Percentage of Students Meeting or Exceeding Success Criteria			Comments
	NSG431 Leadership Practicum	NRS440 Nursing Capstone – EBP Paper/ Project	NRS440 Nursing Capstone – EBP Presentation	
SP 2017	N = 19	N = 20	N = NA	
	PLOs 1.1, 1.2, 1.3, 1.4, 1.5 = 100%	PLOs 1.1 = 66%, 1.2 = 52%, 1.3 = 82%	PLOs 1.1, 1.2, 1.3	
SU 2017	N = 53	N = 54	N = 54	
	PLOs 1.1, 1.2, 1.3, 1.4, 1.5 = 96.6%	PLOs 1.1, 1.2, 1.3 = 83.6%, 1.4 = 81.4%	PLOs 1.1, 1.2, 1.3 = 94.4% 1.4 = 98.1%	
FA2017	N = 52	N = 52	N = 52	
	PLOs 1.1, 1.5 = 99%, 1.2, 1.3 = 100%, 1.4 = 98%	PLOs 1.1, 1.2, 1.3 = 83.5% 1.4 = 73%	PLOs 1.1, 1.2, 1.3 = 99% 1.4 = 100%	
SP 2018	N = 34	N = 34	N = 34	
	PLOs 1.1, 1.2, 1.3, 1.4, 1.5	PLOs 1.1, 1.2, 1.3 = 83.6% PLO 1.4 = 76.4%	PLOs 1.1, 1.2, 1.3 = 98.5% 1.4 = 97%	
<mark>SU 2018</mark>	N= 19	N= 19	N= 19	
	PLOs 1.1, 1.2, 1.3, 1.4, 1.5 = 100%	PLO 1.1 = 95% 1.2 = 71.1% 1.3 = 100% 1.4 = 100%	PLO 1.1, 1.2, 1.3, 1.4 = 100%	
<mark>FA2018</mark>	N = 29	N=29	N=29	
	PLO's 1.1, 1.2, 1.3, 1.4, 1.5 = 100%	PLO 1.1 = 79% 1.2 = 93.1% 1.3 = 87% 1.4 = 100%	PLO 1.1, 1.2, 1.3, 1.4 = 100%	
<mark>SP2019</mark>	N = 26	N=26	N=26	
	PLO's 1.1, 1.2, 1.3, 1.4, 1.5 = 100%	PLO 1.1 = 87% 1.2 = 96.2% 1.3 = 80% 1.4 = 88.5%	PLO 1.1, 1.2, 1.3, 1.4 = 100%	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #1	Some percentages for proficiency are lower than seen with PLNU traditional BSN students. It is likely that a straight comparison between the two groups is not appropriate in that it does not take into consideration the unique characteristics of an adult learner versus a traditional student (e.g. - prior learning, culture and diversity considerations, etc.). PLO1.4, which had previously been just below benchmark in the previous assessment cycle, has now improved.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #1	Overall, students are meeting established benchmarks. PLO 1.1 was just below benchmark in Fall of 2018 but with instructor emphasis has improved to above benchmark in Spring 2019. Continue to monitor, no changes at this time.

Rubrics Used (all rubrics attached at the end of this document):
NSG 431 Leadership Practicum Rubric
NRS440 EBP Project Assignment Rubric
NRS440 EBP Presentation Assignment Rubric

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN PLO #2 Caring Faithfully	The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
RN-BSN PLO #2	NRS431 Leadership Practicum	<u>Clinical Evaluations</u> Application of professional nursing skills in public health settings with opportunity to serve vulnerable populations of individuals, groups and communities throughout San Diego. Collaboration with inter-professional health team members and
	NRS440 Nursing Capstone	<u>Creative Project</u> Using the Creative Project completed in NRS 350, student will reflect and apply recent learning and development to the vocation of nursing. Students will "revisit" their purpose and choice of the creative project completed during their first term to reflect on how this project influenced or shaped their ideas for "professional" nursing practice.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #2	NRS431 Leadership Practicum	<u>Clinical Evaluations:</u> 90% of students will achieve 81% or greater.
	NRS440 Nursing Capstone	<u>Creative Project</u> 75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. **Civic and Global Learning**

Longitudinal Data:

AY	Percentage of Students Meeting or Exceeding Success Criteria		Comments
	NSG431 Leadership Practicum	NRS440 Nursing Capstone – Creative Project	
SP 2017	N = 19	N = 21	
	PLOs 2.1, 2.2, 2.3 = 100%	PLO 2.2 = 100%	
SU 2017	N = 53	N = 54	
	PLOs 2.1, 2.2, 2.3 = 99.3%	PLO 2.2 = 100%	
FA2017	N = 52	N = 52	
	PLOs 2.1, 2.3 = 98% 2.2 = 99%	PLO 2.2 = 100%	
SP 2018	N =34	N = 34	
	PLOs 2.1, 2.2, 2.3 = 100%	PLO 2.2 = 100%	
SU 2018	N = 19	N = 34	
	PLOs 2.1, 2.2, 2.3 = 100%	PLO 2.2 = 100%	
FA 2018	N = 29	N = 29	
	PLOs 2.1, 2.2, 2.3 = 100%	PLO 2.2 = 96.6%	
SP 2019	N = 25	N = 26	
	PLOs 2.1, 2.2, 2.3 = 100%	PLO 2.2 = 100%	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #2	Students are achieving above the benchmark in all PLO #2 outcomes.

Changes to be Made Based on Data:

rogram Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #2	Continue to monitor. No changes at this time.

Rubrics Used (all rubrics attached at the end of this document):
NRS 440 Creative Project Assignment Rubric
NSG 431 Leadership Practicum Rubric

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN PLO #3 Communicating Faithfully	The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
RN-BSN PLO #3	NRS431 Leadership Practicum	Clinical Evaluations Application of professional nursing skills in public health settings with opportunity to serve vulnerable populations of individuals, groups and communities throughout San Diego. Collaboration with inter-professional health team members and
	NRS440 Nursing Capstone	Creative Project Using the Creative Project completed in NRS 350, student will reflect and apply recent learning and development to the vocation of nursing. Students will "revisit" their purpose and choice of the creative project completed during their first term to reflect on how this project influenced or shaped their ideas for "professional" nursing practice. EBP Project Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). EBP Presentation Students synthesize Evidence Based Practice (EBP) Phases I and II (completed in previous NRS courses) with Phase III into final presentation of EBP Proposal.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #3	NRS431 Leadership Practicum	Clinical Evaluations: 90% of students will achieve 81% or greater.
	NRS440 Nursing Capstone	Creative Project 75% of students will show achievement at the Developed or Highly Developed levels EBP Project 75% of students will show achievement at the Developed or Highly Developed levels EBP Presentation 75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
3. **Intellectual Skills/Core Competencies**
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Percentage of Students Meeting or Exceeding Success Criteria				Comments
	NSG431 Leadership Practicum	NRS440 Nursing Capstone – Creative Project	NRS440 Nursing Capstone – EBP Project	NRS440 Nursing Capstone – EBP Presentation	
SP 2017	N = 19	N = 21	N = 20	N = NA	
	PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100%	PLO 3.3 = 97%	PLO 3.3 = 67%	PLO 3.3	
SU 2017	N = 53	N = 54	N = 54	N = 54	
	PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100%	PLO 3.3 = 98.1%,,	PLOs 3.2= 93.8% 3.3=89.8% 3.4=96.2%	PLOs 3.2 = 88.2% 3.3= 94.4%	
FA 2017	N =52	N = 52	N = 52	N = 52	
	PLOs 3.1, 3.2, 3.3, 3.5 = 98% 3.4 = 99%	PLO 3.3 =100%	PLOs 3.2= 92.9% 3.3=80% 3.4=98%	PLOs 3.2 = 97% 3.3= 99%	
SP 2018	N = 34	N = 34	N = 34	N = 34	
	PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100%	PLO 3.3 =100%	PLOs 3.2, 3.4= 94% 3.3= 77%	PLOs 3.2 = 94% 3.3= 98.5%	
SU 2018	N = 19	N = 20	N = 34	N = 34	
	PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100%	PLO 3.3 =98%	PLOs 3.2, 3.4= 94% 3.3= 81.6%	PLOs 3.2 = 96.7% 3.3= 97.5%	**Commented [CS1]:** Ask Carol – only see 3.3 on rubric for EBP Project
FA 2018	N = 29	N = 29	N = 34	N = 34	
	PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100%	PLO 3.3 =97.7%	PLOs 3.2, 3.4= 94% 3.3= 94.3%	PLOs 3.2 = 95.4% 3.3= 96.6%	
SP 2019	N = 25	N = 26	N = 34	N = 34	
	PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100%	PLO 3.3 =100%	PLOs 3.2, 3.4= 94% 3.3=80.8%	PLOs 3.2 = 78.2% 3.3= 83.7.5%	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #3	Students are achieving above the benchmark in all PLO #3 outcomes.
	Some percentages for proficiency are lower than seen with PLNU traditional BSN students. It is likely that a straight comparison between the two groups is not appropriate in that it does not take into consideration the unique characteristics of an adult learner versus a traditional student (e.g. - prior learning, culture and diversity considerations, etc.)

Changes to be Made Based on Data:

rogram Learning Outcome (PLO)	Description of Changes to be Made Based on Data
BSN PLO #3	Continue to monitor. No changes at this time.

Rubrics Used (all rubrics attached at the end of this document):
NRS 440 Creative Project Assignment Rubric
NRS440 EBP Project Assignment Rubric
NRS440 EBP Presentation Assignment Rubric
NSG 431 Leadership Practicum Rubric

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN PLO #4 **Following Faithfully**	Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. American Nurses Association (ANA) Code of Ethics, the California Board of Registered Nursing (BRN), Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
RN-BSN PLO #4	NRS431 Leadership Practicum	Clinical Evaluations Application of professional nursing skills in public health settings with opportunity to serve vulnerable populations of individuals, groups and communities throughout San Diego. Collaboration with inter-professional health team members and
	NRS440 Nursing Capstone	EBP Project Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success

RN-BSN PLO #4	NRS431 Leadership Practicum	<u>Clinical Evaluations:</u> 90% of students will achieve 81% or greater.
	NRS440 Nursing Capstone	<u>EBP Project</u> 75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Percentage of Students Meeting or Exceeding Success Criteria		Comments
	NSG431 Leadership Practicum	NRS440 Nursing Capstone – EBP Project	
SP 2017	N = 19	N = 20	
	PLOs 4.1, 4.2, 4.3 = 100%	PLO 4.1 = 52%	
SU 2017	N = 53	N = 54	
	PLOs 4.1, 4.2, 4.3 = 100%	PLO 4.1 = 92.5%	
FA 2017	N =52	N =52	
	PLOs 4.1 = 99% 4.2 = 98% 4.3 = 100%	PLOs 4.1 = 90%,	
SU 2018	N = 19	N = 19	
	PLOs 4.1, 4.2, 4.3 = 100%	PLOs 4.1 = 71.1%	
FA 2018	N = 29	N =29	
	PLOs 4.1, 4.2, 4.3 = 100%	PLOs 4.1 = 89.7%	
SP 2018	N = 25	N =26	
	PLOs 4.1, 4.2, 4.3 = 100%	PLOs 4.1 = 96.2%	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #4	Students are achieving above the benchmark in all PLO #4 outcomes. PLO 4.1 experienced a dip in Summer 2018, however, the Fall 18 and Spring 2019 benchmas have been met. This will be discussed with RN-BSN leadership to determine potential issues.

Changes to be Made Based on Data:

rogram Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #4	Continue to monitor. No changes at this time.

Rubrics Used (all rubrics attached at the end of this document):
NRS440 EBP Project Assignment Rubric
NSG 431 Leadership Practicum Rubric

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN PLO #5 Leading Faithfully	The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
RN-BSN PLO #5	NRS431 Leadership Practicum	Clinical Evaluations Application of professional nursing skills in public health settings with opportunity to serve vulnerable populations of individuals, groups and communities throughout San Diego. Collaboration with inter-professional health team members and
	NRS440 Nursing Capstone	Creative Project Using the Creative Project completed in NRS 350, student will reflect and apply recent learning and development to the vocation of nursing. Students will "revisit" their purpose and choice of the creative project completed during their first term to reflect on how this project influenced or shaped their ideas for "professional" nursing practice.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #5	NRS431 Leadership Practicum	Clinical Evaluations: 90% of students will achieve 81% or greater.
	NRS440 Nursing Capstone	Creative Project 75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Percentage of Students Meeting or Exceeding Success Criteria		Comments
	NSG431 Leadership Practicum	NRS440 Nursing Capstone – Creative Project	
SP 2017	N = 19	N = 21	
	PLOs 5.1, 5.2, 5.3 = 100%	PLOs 5.1, 5.3 = 100%	
SP 2017	N = 53	N = 54	
	PLOs 5.1, 5.2, 5.3 = 100%	PLOs 5.1, 5.3 = 100%	
FA 2017	N = 52	N = 52	
	PLOs 5.1, 5.2, 5.3 = 98%	PLOs 5.1, 5.3 = 100%	
SU 2018	N = 19	N = 20	
	PLOs 5.1, 5.2, 5.3 = 100%	PLOs 5.1, 5.3 = 100%	
FA 2018	N = 29	N = 29	
	PLOs 5.1, 5.2, 5.3 = 100%	PLOs 5.1, 5.3 = 100%	
SP 2019	N = 25	N = 26	
	PLOs 5.1, 5.2, 5.3 = 100%	PLOs 5.1, 5.3 = 100%	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #5	Students are achieving above the benchmark in all PLO #5 outcomes.

Changes to be Made Based on Data:

rogram Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #5	Continue to monitor. No changes at this time.

Rubrics Used (all rubrics attached at the end of this document):
NSG 431 Leadership Practicum Rubric
NRS 440 Creative Project Assignment Rubric

CREATIVE PROJECT REFLECTION & PRESENTATION RUBRIC

Program/Course Learning Out-comes	Student Learning Outcomes: Upon completion of this assignment, the student will be able to	INITIAL 5 points	EMERGING 6 points	DEVELOPED 7 points	Highly Developed 8 points

3.3	1. Advocate for consumers and the nursing Profession. Essential II-7	Demonstrated < 2 of 4 "highly developed" criteria	Demonstrated 3 of 4 "highly developed" criteria	Demonstrated 3 of 4 "highly developed" criteria	**REFLECTION: Week 4**
					 Thoughtful written description of creative project
					 • Then (NRS 350)
					 • Now (NRS 440)
					 • Reflect on your initial
					 • Creative Project. How has your BSN education influenced your thinking regarding:
					    o Advocacy
					    o Following as a Servant
					    o Communication
					    o Role of the Professional Nurse
					    o Your personal/professional goals

5.1	**2.** Use written, verbal, nonverbal, and emerging technology methods to communicate effectively. Essential I-4	Communicated using < 6 of 10 "highly developed" criteria	Communicated using 6-7 of 10 "highly developed" criteria	Communicated using 8-9 of 10 "highly developed" criteria	**PRESENTATION: Week 4** Communicated using appropriate verbal and non-verbal skills including (n=10): - Introduction of self with first name, last name and credentials - Introduction of "creation" with title of project - Professional language without informality or bias - Movement away from podium - Appropriate rate, neither too fast nor too slow. - Appropriate volume for the environment - Engaging eye contact - Speech free from fillers (e.g. uh, like, etc) - Effective and non-distracting gestures - Expert response to questions
2.2 3.3	3. Assume accountability for personal and professional behaviors. Essential VIII-2	Presented using < 8 of 12 "highly developed" criteria	Presented using 8-9 of 12 "highly developed" criteria	Presented using 10-11 of 12 "highly developed" criteria	Presented in professional manner including (n=12): - Timely preparation, arrival to class and start of presentation - Professional attire (e.g. non-scrubs, clean/odor-free, wrinkle-free and loose fitting attire) - Business appropriate shoes, no sandals or flip flops - Shirt/Blouse without exposure of cleavage, chest or midriff - Skirt length no more than 2 inches above the knee - Slacks/pants hemmed, non-denim

					- Underwear not visible or outlined - Conservative jewelry (e.g. only one pair of earrings to the ear lobe) - Unadventurous , styled and neat hair/grooming - Distraction-free (e.g. chewing gum, food) - No visible tattoos - Time-limit adherence to 4-6 minutes, including Q&A period
5.1 **5.3**	4. Demonstrate appropriate team-building and collaborative strategies when working with interprofessional teams. Essential VI-5	Participated including <2 of 4 "highly developed" criteria	Participated including 2 of 4 "highly developed" criteria	Participated including 3 of 4 "highly developed" criteria	**PEER REVIEW: Week 5** Participated in peer evaluation of assigned peer presenters during presentation, including (n= 4): - 1 of 2 specified area of strength - 2 of 2 specified area of strength - 1 of 2 constructive feedback re: area for growth - 2 of 2 constructive feedback re: area for growth
3.3	5. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster prof essional growth and development Essential VIII-13	Reflected including <2 of 4 "highly developed" criteria	Reflected including 2 of 4 "highly developed" criteria	Reflected including 3 of 4 "highly developed" criteria	Reflected on how assigned peers' creative projects/presentations compare to your own personal experience related to the following (n=4): - Learning in RN-BSN Program - Professional Goals - Personal Goals - Personal Growth
POINTS					= **TOTAL** points earned

EBP PROJECT PHASE III RUBRIC

Course/ Program Learning Outcomes	Upon completion of this assignment, the student will be able to:	INITIAL 6.5 points	EMERGING 8 points	DEVELOPED 9 points	Highly Developed 10 points
1.1	1. Describe mechanisms to resolve identified practice discrepencies between identified standards and practice that may adversely impact patient outcomes **Essential I-9**	Included 1 of 4 introductory criteria listed in "highly developed" column.	Included 2 of 4 introductory criteria listed in "highly developed" column.	Included 3 of 4 introductory criteria listed in "highly developed" column.	Described the **Clinical Problem** in 1-2 introductory paragraph(s) including (n=4) - Clearly identified primary problem in the population/clinical seting of EBP project - Detailed description of problemin population/clinical setting of EBP project - Support for needed change in practice is clear. Included baseline data specific to population/EBP project setting and/or data from relevant research. - Citation of 2 current (< 5 years old) research journals and/or professional sources cited to validate clinical problem
1.1 1.3	2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice **Essential III-2**	Formulated PICO included ≤ 2 of 4 "highly developed" criteria		Formulated PICO included 3 of 4 "highly developed" criteria	Formulated a focused, answerable, measurable PICO Question in question format. **PICO** included (n=4): - Population, Intervention, Comparison, Outcome
1.3	3. Participate in the process of retrieval, appraisal and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. **Essential III-5**	Discussed ≤ 2 of 5 criteria listed in "highly developed" column.	Discussed 3 of 5 criteria listed in "highly developed" column.		**Search Strategies** submitted a discussion of (n=5): - Search strategies - Databases used - Search and terms from PICO used for search - Described process of article selction/deletion for the purposes of this EBP project - Attached Evidence Summary Grid (from 430) as an Appendix

1.1 1.2 3.3 4.1	4. Integrate evidence, clinical judgement, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care **Essential III-6**	Discussion using < 3 criteria listed in "highly developed" column	Discussion using 3 criteria listed in "highly developed" column	Discussion using 4 criteria listed in "highly developed" column	**Discussion/Synthesis of the Evidence** that supports best practice related to problem including: (n= 5): - Compared and contrasted the evidence for practice change (intervention) to current practice in the population/EBP project setting - Synthesis of 4 to 6 evidence based articles identifying new clinical practice - Clearly described proposed practice change (intervention) based on evidence - Identified implications for change in nursing practice - Used evidence that is less five years or less old
		Implementation using < 2 criteria listed in "highly developed" column	Implementation using 2 criteria listed in "highly developed" column		**Implementation Plan** is presented: **(n = 3)** - **Stakeholders:** clearly discussed organizational stakeholders and impact each stakeholder has on progression of clinical change - **SWOT Analysis** (strength, weakness, opportunity, threat) of project is accurately and clearly discussed, focus on strengths encourage "buy-in" of reader and stakeholders - **Cost-Benefit Assessment** is convincing, demonstrated critically thinking through all gactors, and added to "buy-in"
		Steps of Change using < 2 criteria listed in "highly developed" column	Steps of Change using 2 criteria listed in "highly developed" column		**Steps of the Change** – a brief overview of the <u>steps involved in the change</u> in practice are creative, detailed and clearly stated (n = 3) - **Proposed Project Timeline** is realistic and well thought out - **Change Theory** is present and correctly utilized to support change strategy - **Measurement/Demonstration of Outcomes** is clearly present and appropriate for project. Described baseline and post implementation data points that will be collected; including frequency and length of data collection.

1.3	5. Evaluate data from all relevant sources, including technology, to inform the delivery of care. **Essential IV-6**	Concluded with 1 of 3 criteria listed in "highly developed" column	Concluded with 2 of 3 criteria listed in "highly developed" column		**Conclusion** – a brief paragraph including: (n=3) - Brief synopsis of clinical problem - Summarize the evidence to support practice change - Brief statement of the implementation plan and steps to change
3.3	6. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. Essential VIII-3	Applied APA format included < 6 of the 11 elements listed under "highly developed' column	Applied APA format included 6-7 of the 11 correct elements listed under "highly developed' column	Applied APA format included 8 of the 11 elements listed under "highly developed' column	Applied **APA format** following the 6th edition APA Manual, included at least 9 of the 11 following correct elements: • Title page • Consistent font size and typeface (Times New Roman or Arial) • Running head • Page numbers • Margins • Spacing • Headings • Abbreviations • Professional Language (no first person, contractions, colloquialisms, clichés, slang, etc) • Citations present as required • Reference page
3.3	7. Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth Essential VIII-13	Submitted product included 1-3 of 6 "highly developed" criteria	Submitted product included 4 of 6 "highly developed" criteria	Submitted product included 5 of 6 "highly developed" criteria	Submitted professional product which included (n=6): - Text typed without errors in grammar - Text typed without errors in punctuation - Text typed without errors in spelling - Text written using appropriate language - Sentences written without fragments or run-ons - Paragraphs neither short nor long
	Total points earned : _____/ 90 Comments:				

EBP PRESENTATION PHASE III RUBRIC

Course/ Program Learning Outcomes	Student learning outcome upon completion of this assignment student will:	Initial= 5 points	Emerging=7.5 points	Developed=9 points	Highly Developed= 10 points	Student score
1.1 1.2 1.3 3.3	Evaluate the credibility of sources of information, including but not limited to databases and internet resources. Integrates evidence, clinical judgment, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care(1.000, 20%) AACN-BACC-ESS-2008.3.4 AACN-BACC-ESS-2008.3.6	Effective Presentation consist of 2 or less criteria from "highly developed" column	Effective Presentation consist of 3 criteria from "highly developed" column	Effective Presentation consist of 4 criteria from "highly developed" column	Includes appropriate elements of project (n=5) • Describes clinical problem • Answerable PICO Question • Discussion of the Evidence (< 5 yrs old) • Describes evidenced based intervention • Excellent use of evidence to support main points	
1.1 1.2 1.3 1.4 3.3	Evaluate the credibility of sources of information, including but not limited to databases and internet resources. Integrates evidence, clinical judgment, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care(1.000, 20%) AACN-BACC-ESS-2008.3.4 AACN-BACC-ESS-2008.3.6	Effective Presentation consist of 2 or less criteria from "highly developed" column	Effective Presentation consist of 3 criteria from "highly developed" column		Includes appropriate elements of project (n=4) • Describes implementation plan/project timeline. • Describes management of key stakeholders and cost/benefit • Identifies key strengths/opportunities of project and key weaknesses/threats • Explains project outcomes and outcome measurement process/tool	
3.2	Use written, verbal, non¬verbal, and emerging technology	Elements of Project consist of 4 or less	Elements of Project consist of 5 criteria	Elements of Project consist of 6 criteria	Communicates (verbally, non-verbally) appropriately and facilitates an environment of learning (n = 7)	

	methods to communicate effectively. (1.000, 20%) AACN-BACC-ESS-2008.1.4	criteria from "highly developed" column	from "highly developed" column	from "highly developed" column	• Eye contact was engaging • Rate was understandable, pitch was varied and presentation was easily heard • Professional attire (per syllabus) was worn and non-distracting Language was professional and formal without bias, ambiguity or too much simplicity • All questions answered/handled in an expert manner • Greetings are appropriate/Introduces self • Creative opening/conclusion and distinct main points. • Completed Presentation within Time Limit (10 minutes)	
3.2	Use written, verbal, non¬verbal, and emerging technology methods to communicate effectively. Essential I-4 (1.000, 20%) AACN-BACC-ESS-2008.1.4	Elements of Project consist of 2 or less criteria from "highly developed" column	Elements of Project consist of 3 criteria from "highly developed" column	Elements of Project consist of 4 criteria from "highly developed" column	Communicates (verbally, non-verbally) appropriately and facilitates an environment of learning (n = 5) • Eye contact was engaging • Rate was understandable, pitch was varied and presentation was easily heard • Professional attire (per syllabus) was worn and non-distracting Language was professional and formal without bias, ambiguity or too much simplicity • All questions answered/handled in an expert manner • Completed Presentation within Time Limit (10 minutes)	
3.2	Use written, verbal, non¬verbal, and emerging technology methods to communicate effectively. (1.000, 20%) AACN-BACC-ESS-2008.1.4	Effective Presentation consist of 3 or less criteria from "highly developed" column	Effective Presentation consist 3 of 4 criteria from "highly developed" column		• Use of presentation to effectively outline project, incorporated complimentary, professional graphics • Appropriate use of references was noted • Submitted professional presentation to Livetext as an assignment • Presentation material free from design, typing or grammatical errors	

Comments: Score   /40 points

RN-BSN Clinical Assessment & Evaluation

KEY: M = Meets Expected Standards,   NI = Needs Improvement to Meet Expected Standards
              S = Student   F = Faculty

INQUIRING FAITHFULLY: *The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills in the nursing process.*

RN-BSN Program Learning Outcomes	S	NRS–431: Leading Faithfully in Diverse Health Systems Practicum	S	F
Initiate dialogue regarding current practice to improve healthcare		Incorporate population-centered nursing practice, education and research into care of community clients		
Demonstrate use of evidence-based practices as an advocate for self and others		Access interprofessional and interprofessional resources to resolve ethical and other practice dilemmas		
Influence positive outcomes using evidence-based data		Promotes positive client outcomes using evidence-based data		
Provides holistic care by considering all of the pt needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural setting		Demonstrate outcome-based and holistic management of client caseload and other assigned responsibilities		
Engages in self-care practices that facilitate optimal care of patients				

CARING FAITHFULLY: *The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.*

RN-BSN Program Learning Outcomes	S	NRS–431: Leading Faithfully in Diverse Health Systems Practicum	S	F
Demonstrate compassionate care to all people while mirroring Christ's love for all		Partner in service opportunities in the community to promote health and wellness		
Partner with the community to establish a trusting relationship		Incorporate nursing practices that demonstrate respect for ethnic identity, sociocultural practices of clients in the community		
Demonstrate ethics and values consistent with the practice of professional nursing		Integrate ethical/legal standards of nursing practice into the community settings		

COMMUNICATING FAITHFULLY: *The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.*

RN-BSN Program Learning Outcomes	S	NRS–431: Leading Faithfully in Diverse Health Systems Practicum	S	F
Engages in active listening to promote therapeutic relationships		Adapt teaching strategies that are appropriate and effective for individual clients, groups and communities		
Demonstrates effective verbal and non-verbal communication skills to provide patient care				
Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes		Foster open communication among the healthcare team to improve client , family and public health outcomes		
Advocates for patients/families and self		Advocates for patients/families and self		
Implements patient care while honoring the diversity of patients, families and communities.		Coordinate patient care while honoring the diversity of patients, families and communities		

FOLLOWING FAITHFULLY: *Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work". The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility for all actions and treating others with respect and dignity.*

RN-BSN Program Learning Outcomes	S	NRS–431: Leading Faithfully in Diverse Health Systems Practicum	S	F
Engages in professional practice environment that promotes nursing excellence		Promote public health through partnership with clients and agencies as a model of respect for the needs of others		
Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse				
Avails self of learning opportunities to cultivate the life-long learning process		Strategize with colleagues and clients the best practices in dissemination of community resources for clients		

LEADING FAITHFULLY: *The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life-circumstances (e.g. illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.*

RN-BSN Program Learning Outcomes	S	NRS–431: Leading Faithfully in Diverse Health Systems Practicum	S	F
Provides graceful service through compassionate responses to others' needs.		Demonstrates graceful leadership within the context of the interprofessional team		
Demonstrate the principles of a servant leader as a reflection of Christ's love.				
Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.		Effectively implement patient safety and quality improvement initiatives through culturally- sensitive, communication skills		

FINAL: Strengths & Areas for Growth

NRS 431

Student Comments:

Faculty Comments: **(Note to Faculty: Submit forms to RN-BSN Program Assistant)**

Final Grade: Credit_____   No Credit_____

             Incomplete_____   Reason:_____

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____