

RN to BSN (School of Nursing) ADC
Program Learning Outcome Data - FA2021-SP22

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	NRS4030 Leading Faithfully in Diverse Health Systems	<p><u>EBP Project Phase II</u></p> <p>The purpose of this assignment is to engage the student in an analysis of evidence-based practice within their clinical experiences. The assignment has been divided into 3 phases throughout the RN/BSN program:</p> <ul style="list-style-type: none"> • Phase I: Critical Analysis Paper in NRS 3060 • Phase II (EBP Steps 1-4: Assessing, Asking, Acquiring, Appraising) is done in NRS 4030 • Phase III (EBP steps 5-8: Applying, Assessing, Advancing, Adopting) will be completed in NRS 4040. <p>Step 1 – Assessing: Is there a clinical problem you are interested in? Identify that problem. Step 2 – Asking: Ask the question in PICO format Step 3 – Acquiring: The search for the best evidence begins with a description of the search process used to identify articles. The majority of the literature search should utilize research articles. For this portion of the paper, you will need 4 research articles. You may use more journal articles for supportive literature on the clinical problem. During this Covid-19 crisis, the Ryan Library will be your main source for literature however, there are several other online healthcare databases appropriate for use. Step 4 - Appraising: This critical analysis section should include a discussion of the rationale for the existing clinical practice and the need for a change to EBP using the intervention identified in the PICO. Appraise the evidence for validity, reliability, and applicability. The existing practice should be contrasted and compared to the evidence gained from the analysis and synthesis of the 4 chosen research articles.</p>

Note: As of Fall 2019, sub-PLO's previously reported (i.e. 1.1, 1.2, 1.3, 1.4, 1.5) on will no longer be assessed individually. The School of Nursing assesses only the overall PLO #1 of Inquiring Faithfully.

- As of AY2020-2021, the School of Nursing selected the "EBP Project Proposal Paper" for assessing PLO #1, instead of assessing 3 different assignments (Clinical Evaluation + EBP project + EBP presentation).

- As of AU2021-2022, the School of Nursing selected "EBP Project Phase II Paper from NRS 4030 for assessing PLO #1, instead of selecting a Capstone EBP Project Paper Phase III paper from NRS 4040. The assignment from NRS 4040 will be used for assessing PLO #5.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #1	NRS4030 Leading Faithfully in Diverse Health Systems	<u>EBP Project Phase II</u> 85% of students will achieve 81% or greater.

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:

As of AY2020-2021, the School of Nursing assesses the “EBP Project” for assessing PLO #1. Thus, a new Table was created to collect the Longitudinal Data for each academic year by combining Spring and Fall data.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
AY2021-2022 (FA21+SP22+SU22)	NRS 4030	66	Fall 2021: 95% of students met or exceeded the benchmark (44/46 students) with a mean score of 89/100. Spring 2022: 100% of students met or exceeded the benchmark (11/11 students) with a mean score of 96/100. Summer 2022: 100% of students met or exceeded the benchmark (9/9 students) with a mean score of 97/100	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #1	<p>Students are meeting the benchmark of “85% of students will achieve 81% or greater” for the EBP Project Phase II.</p> <p>PLO #1 Inquiring Faithfully – “....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...”</p> <p>Students are understanding and familiarizing themselves with the process of EBP: acquiring the best level of evidence to change their practices and serve their patients with evidence based practices. The mastery of the outcome is evidenced by 95% of students met or exceeded the SON set benchmark.</p>

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #1	<p>FA21 had the first cohort of 100% online instruction for NRS 4030. Students in the hybrid courses (synchronous weekly Zoom meetings) did better with this EBP project having face to face instruction on completing the assignment. Videos with instructions to complete paper were made for the online course in FA21. Videos were re-made in SP22 with clearer instructions to complete the EBP assignment. Expected outcomes increased after new videos were posted in SP and SU22.</p> <p>Explanation of the Evidence Summary Grid was better understood during face to face instruction. A new video on how to complete the Evidence Summary Grid with color coded columns was posted in SP22 with instructions on analysis of articles. This increased understanding of the purpose of the Summary Grid in writing an analysis of articles. Also, a separate assignment on how to synthesize research articles chosen for the EBP was added to week 6. The added assignment and clearer videos helped to increase the percentage of students reaching the benchmark.</p>

Rubrics Used (all rubrics attached at the end of this document):

NRS4030 EBP Project Phase II Paper Rubric

Learning Outcome #2:

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	NRS4040 Nursing Capstone	<p><u>Creative Project</u></p> <p>The purpose is to use the Creative Project completed in NRS 3050, the 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. Nurses will be able to share their ideas and reflections that demonstrates their compassionate care to all they serve (PLO#2).</p>

Note: As of Fall 2019, sub-PLO's previously reported (i.e. 2.1, 2.2, etc.) on will no longer be assessed individually. The School of Nursing assesses only the overall PLO #2 of Caring Faithfully.

- As of AY2021-2022, the School of Nursing selects the "Creative Project" only for assessing PLO #2.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #2	NRS4040 Nursing Capstone	85% of students will achieve 81% or greater.

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:

Note. As of AY2020-2021, the School of Nursing assesses the “Creative Project” for assessing PLO #2. Thus, a new Table was created to collect the Longitudinal Data for each academic year.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
AY2020-2021 (5 Cohorts: Cohort 33-38)	NRS 4040 Nursing Capstone	55	100% (55/55) students met or exceeded the benchmark.	
AY2021-2022 (Fall, Spring Summer)	NRS 4040 Nursing Capstone	17+11 +9	100% of students met or exceeded the benchmark. In Summer 2022, the average score was 99% (9). The average score in Spring 2022 in cohort 43 (11) was 98.9%. The average score in Fall 2021 in cohort 4040-40 (17) was 98.4%. The average score in Fall 2020 cohort 4040-41 (17) was 97.04%	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #2	Students are meeting the benchmark of 85% in the creative project. There were no changes made to the creative project during the previous year. The students did have difficulty obtaining their creative project from the previous NRS3050 course. Students did not have the original creative project item to display during their presentation, but some shared previous pictures and drawings.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #2	A change to be made is to communicate with the NRS 3050 professor to ensure that the students are aware that they need will need to present their creative project in the NRS4040 course. This will allow students to have a physical project to show for the presentation. There are no planned changes to the rubric.

Rubrics Used (all rubrics attached at the end of this document):

NRS 4030 Creative Project

Learning Outcome #3:

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	NRS4040 Nursing Capstone	<u>EBP Project Phase III Proposal Presentation</u> The purpose of the Capstone Evidence Based Practice Project Proposal Presentation is to assist nurses in understanding the importance of communicating the evidence-based practice (EBP) research to the community by with the goal of advocating for others and/or self . Nurses will create a presentation of their EBP project that will be communicated to their peers and community utilizing effective, culturally appropriate communication that conveys information on their EBP project proposal paper.

Note: As of Fall 2019, sub-PLO's previously reported (i.e. 3.1, 3.2, etc.) on will no longer be assessed individually. The School of Nursing assesses only the overall PLO #3 of Communicating Faithfully. The Creative Project Revisited previously used to measure this PLO is being phased out as an assignment and was not used in this evaluation cycle.

- As of AY2020-2021, the School of Nursing selects the "EBP Project Phase III Proposal Presentation" for assessing PLO #3, instead of assessing 3 different assignments (Clinical Evaluation + EBP project + EBP presentation).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #3	NRS4040 Nursing Capstone	<u>EBP Project Phase III Proposal Presentation</u> 85% of students will achieve 81% or greater.

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:

Note. As of AY2020-2021, the School of Nursing assesses the “EBP Project Phase III Proposal Presentation” for assessing PLO #3. Thus, a new Table was created to collect the Longitudinal Data for each academic year. See the below.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
AY2020-2021 (5 Cohorts: Cohort 33-38)	NRS 4040	55	100% (55/55) students exceeded the benchmark with an average score of 94.3.	
AY 2021-2022 (FA21+SP22+SU22)	NRS 4040	66	100% (46/46) students met or exceeded the benchmark in Fall 2021 with an average score of 97.6% and 100% (11/11) for Spring of 2022 with an average score of 96%. The average score for Summer 2022 (9/9) was 97.2%. All students met the benchmark in the 2021-2022 AY.	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #3	<p>Students are meeting the benchmark of “85% of students will show achievement at the developed or highly developed levels” of the EBP Presentation. A change that was implemented during the 2021-2022 academic year was the submission of a skeleton draft of their EBP presentation as an assignment for instructors to provide feedback. The submission of the skeleton draft of the EBP presentation assisted in meeting the benchmark for the signature final assignment.</p> <p>During academic year 2021-2022, the revised assignment greatly assisted with the increase of class score averages on EBP presentation as compared to AY 2020-2021. It was also recognized that students were not reviewing the feedback from instructors. Therefore, the final signature assignments were not revised according to the feedback provided. Another conclusion was that students were not utilizing the provided rubric, therefore missing minor requirements for the presentation.</p>

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #3	Instructors to review EBP presentation rubric during the first-class session. After each subsequent class session where new material for the EBP project has been explained, instructors will refer to the EBP presentation rubric and review with the students how the new material aligns with the EBP project proposal paper and EBP presentation.

Rubrics Used (all rubrics attached at the end of this document):

NRS 4040 EBP Project Phase III Proposal Presentation

Learning Outcome #4:

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	NRS4030 Leading Faithfully in Diverse Health Systems	<u>Disaster Management Project Part II</u> This assignment is a group project. Student groups will identify and learn the potential disasters in their community and choose a City’s Disaster Management Plan to assess. They will collaborate with a City’s Disaster Management Coordinator and local and national agencies to learn how disaster management information is disseminated to the surrounding community members. Students will culminate these learning experiences by reflecting on courage and placing attention to the public health nurses’ role in Disaster Management.

Note: As of AY2020-2021, the School of Nursing selected the “EBP Project Proposal Paper” for assessing PLO #4, instead of assessing 2 different assignments (Clinical Evaluation + EBP project).

- As of AY2021-2022, the School of Nursing selects the NRS 4030: “Disaster Management Project part II” for assessing PLO #4, instead of assessing EBP project proposal paper.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #4	NRS4030 Leading Faithfully in Diverse Health Systems	<u>EBP Project Paper</u> 85% of students will achieve 81% or greater.

Note: As of Fall 2019, sub-PLO’s previously reported (i.e. 4.1, 4.2, etc.) on will no longer be assessed individually. The School of Nursing assesses only the overall PLO #4 of Following Faithfully.

- As of AY2020-2021, the School of Nursing selects the “EBP Project Proposal Paper” for assessing PLO #4, instead of assessing 2 different assignments (Clinical Evaluation + EBP project + EBP presentation). See the new Table.

- As of AY2020-2021, the School of Nursing revise the benchmark to 85%.

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:

Note. As of AY2021-2022, the School of Nursing assesses the NRS 4030 “Disaster Management Project Part II” for assessing PLO #4. Thus, a new Table was created to collect the Longitudinal Data for each academic year by combining Spring and Fall data. See the below.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2021-2022 (FA21+SP22+SU22)	NSG 4030 Leading Faithfully in Diverse Health Systems	67	In NRS 4030 Fall 2021 95% of students met or exceeded the benchmark (44/46 students) with a mean score of 68/72. In Spring 2022 91% of students met or exceeded the benchmark (11/12 students) with a mean score of 65/72. In Summer 2022, 44% of students met or exceeded the benchmark (4/9 students) with a mean score of 57/72.	Overall, 59 out of 67 (89%) met or exceeded the benchmark with their scores higher than 81%.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #4	<p>Students are meeting the benchmark of “85% of students will achieve 81% or greater” for the Disaster Management Project.</p> <p>PLO #4 “...complying with and adhering to regulatory and professional standards. This includes taking responsibility, being accountable” is met with the current Disaster Management project. Students collaborate with City Disaster Management Coordinators to assess their current Disaster Management plan. Students gain information on the local and national agencies involved in pre and post disaster management, as well as, learn the communication pieces to disseminating pertinent information to the surrounding community experiencing a disaster. The mastery of the outcome is evidenced by 93% of students met or exceeded the SON set benchmark.</p>

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #4	Since the pandemic, students have not been able to meet face to face with Community Disaster Management Coordinators. They have been viewing a previously recorded video of an interview with a San Diego County Disaster Management Coordinator. Expected outcomes to be increased when they meet face to face with coordinators when learning will be strengthened by coordinators meeting individual student needs.

Rubrics Used (all rubrics attached at the end of this document):

NRS4030 Disaster Management Project Part II

Learning Outcome #5:

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 Leading Faithfully	NRS4040 Nursing Capstone	<p><u>Capstone Evidence-Based Practice (EBP) Project Proposal Phase III Paper</u></p> <p>The purpose of the Capstone Evidence-Based Practice Project Proposal is to assist students in understanding the importance of evidence-based practice (EBP) by identifying a clinical nursing problem/question they observed in the clinical setting. The EBP project proposal allows students to demonstrate knowledge, skill, and behavior in the evidence-based practice of nursing. Students will identify a problem in a clinical setting and apply the knowledge and theory obtained in the course to create an EBP project proposal with the goal of increasing patient outcomes. The EBP project proposal will consist of formulating a clinical research PICO question, synthesizing the literature, creating an implementation plan, and identifying measurable outcomes.</p>

Note. As of AY2020-2021, the School of Nursing selects the “EBP Project Phase II” for assessing PLO #5, instead of assessing EBP Project Phase III Proposal Presentation.

- As of AY2021-2022, the School of Nursing selects the “Capstone EBP Project Phase III Project Proposal” for assessing PLO #5. See the new Table.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #5	NRS4040 Nursing Capstone	<p><u>NRS 4040 Capstone EBP Project Phase III Proposal</u></p> <p>85% of students will achieve 81% or greater.</p>

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:

As of AY2020-2021, the School of Nursing assesses the “EBP Project Phase III Proposal Presentation” for assessing PLO #5. Thus, a new Table was created to collect the Longitudinal Data for each academic year.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021 (5 Cohorts: Cohort 33-38)	NUR 4040	55	100% (55/55) students exceeded the benchmark with an average score of 94.3.	
2021-2022 (FA21, SP22, & SU22)	NSG 4040 Leading EBP Capstone	66	100% (46/46)) students met or exceeded the benchmark in Fall 2021 with an average score of 99% and 100% (11/11) for Spring of 2022 with an average score of 99%. In Summer of 2022, the students met and exceeded the benchmark is an average score of 96.7% (9/9).	

Conclusions Drawn from Data:

Program Learning	Conclusions Drawn from Data
RN-BSN PLO #5	<p>Students are meeting the benchmark of “85% of students will show achievement at the developed or highly developed levels” of the EBP project proposal paper. Changes that were implemented during the 2021-2022 academic year include the synthesis of evidence and implementation plan that included the outcomes measurements for the EBP project proposal paper with thorough explanation. Instructors utilized the assignments to thoroughly explain the requirements as a step-by-step process. The continuation of the entire project proposal paper draft for instructors to provide feedback to students prior to the submission of the final signature project proposal paper also assisted in meeting the benchmark.</p> <p>A change that was implemented during spring 2022 was for students to submit their previous work from NRS4030 that included the “Clinical Problem/PICO” paragraph and the synthesis of evidence for a “complete/incomplete”. However, the course instructor identified that the synthesis of evidence created in NRS4030 was not meeting the outcomes required for NRS4040. Therefore, the instructor created a video for students to review on how to create a simple synthesis of evidence utilizing the articles and literature review obtain in NRS4030. The instructor had to reiterate for students to review the video created and students were able to revise their draft paper prior to the final submission.</p> <p>The students were identified to having continued difficulty with synthesizing evidence and in the signature EBP project proposal paper during the AY 2021-2022 due to the change of submitting previous course work from NRS4030.</p> <p>It was also recognized that students were not reviewing the feedback from instructors and students the final signature assignments were not revised according to the feedback provided. Another conclusion was that students were not utilizing the provided rubric, therefore missing some requirements for the EBP project paper. The rubric for Spring 2022 did not include points for the clinical problem/PICO requirement. It was noted that in SU2022, students revised their “Clinical Problem/PICO” paragraph and eliminated requirements stated in the rubric.</p>

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #5	<p>The program director and lead faculty for NRS4040 are aware of the areas where improvements are needed. A change that will be implemented for the 2022-2023 AY will be for the synthesis of evidence to be done in NRS4030 instead of NRS4040. Students will submit their previous synthesis of evidence done in NRS4030 in NRS4040 as a “complete/incomplete” assignment. The assignment will then be added to the final version of their EBP project proposal paper.</p> <p>Instructors to review EBP project proposal paper rubric during the first-class session and reiterate the importance of utilizing the rubric as a guide to writing. After each subsequent class session where new material for the EBP project has been explained, instructors will refer to the EBP project paper proposal rubric and review with the students how the new material aligns with the EBP project proposal paper. A change for the next academic year will be to remove the draft project proposal paper and replace with the conclusion to ensure all aspects of the rubric met. The rubric will revert to adding points to the “Clinical Problem/PICO question” of the final paper. This will make the paper a total of 140 points.</p>

Rubrics Used (all rubrics attached at the end of this document):

NRS 4040 EBP Project Phase III Proposal Paper Rubric

Point Loma Nazarene University School of Nursing NRS 4040
Capstone Evidence Based Practice Project Proposal Paper Rubric: 140 possible points

Course/ Program Learning Outcomes	Upon completion of this assignment, the student will be able to:	Initial- 10 points	Emerging- 15 points	Developed- 18 points	Highly Developed- Engaging, fully developed, organized and well written, included all of rubric elements 20 points
1.1 1.3	<p>1. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes Essential I-9</p> <p>Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice Essential III-2</p>	Simplistic, showing confusion with prompt, not organized missing/under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/under developed rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	<p>Describes the Clinical Problem and states PICO question in 1-2 introductory paragraph(s) including</p> <ul style="list-style-type: none"> - Detailed description of clinical problem in population/clinical setting of EBP project proposal -Includes baseline data specific to population/EBP project setting and/or data from relevant research to support there is an actual problem. - Citation of 2 current (< 5 years old) research journals and/or professional sources cited to validate clinical problem -Focused, answerable, measurable PICO question - Incorporates question into text in an answerable question format (NOT <u>line by line</u>)
1.1 1.2	<p>2. 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-6</p>	Simplistic, showing confusion with prompt, not organized missing/under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/under developed rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	<p>Synthesis of the Evidence Based Intervention in 2-3 paragraphs:</p> <ul style="list-style-type: none"> - Describes current practice in selected population/setting ("as compared to" portion of the PICO question) - Synthesis of 4 evidence based articles/professional sources defining, describing, and showing benefit of the proposed intervention (< 5 years old) - Specifically describes proposed practice change in selected population/setting

3.3 4.1	3. Integrate evidence, clinical judgement, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care Essential III-5	Simplistic, showing confusion with prompt, not organized missing/under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/under developed rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	Implementation Plan: <ul style="list-style-type: none"> - Outlines project proposal plan utilizing course related EBP project planning tool - Implementation plan demonstrates critical thinking - Implementation plan reasonable for setting/population to achieve a successful outcome - Describe process and outcome measures methods, data points and tool
3.3 4.1	4. Integrate evidence, clinical judgement, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care Essential III-5	Simplistic, showing confusion with prompt, not organized missing/under developed rubric point	Mostly intelligible ideas, unclear, too broad, missing/under developed rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	Included elements below as part of implementation plan 2-3 paragraphs <ul style="list-style-type: none"> - SWOT Analysis of project accurately and clearly identified and discussed - Focuses on strengths and opportunities to encourage “buy-in” of reader and stakeholders - Describes how weaknesses and threats will be mitigated - Cost-Benefit Assessment is convincing, demonstrates critically thinking through all factors and adds to “buy-in” of the project
1.3	5. Evaluate data from all relevant sources, including technology, to inform the delivery of care. Essential IV-6	Simplistic, showing confusion with prompt, not organized missing/under developed rubric point	Mostly intelligible ideas, unclear, too broad, missing/under developed rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	Conclusion – 1 paragraph: <ul style="list-style-type: none"> - Brief synopsis of clinical problem - Summarize the evidence to support practice change - Plan for sustainability - Statement of the impact this EBP project will have on healthcare quality once implemented
3.3	6. Use written, non- verbal, and emerging technology methods to communicate effectively.	Applied APA format including < 9 of the 13 elements listed under “highly developed’ column	Applied APA format including 9 of the 13 elements listed under “highly developed’ column	Applied APA format including 10 of the 13 elements listed under “highly developed’ column	Applied APA format according to the 7 th edition of the APA Manual, including at least 11 of the 13 following elements: <ul style="list-style-type: none"> · Title page · Font size and typeface · Running head · Page numbers · Margins · Spacing · Headings · Abbreviations · Professional Language (no contractions, colloquialisms, clichés, slang, etc)

					<ul style="list-style-type: none"> · Citations · Quotes (max = 1) · Reference page · Appendix(ces)
3.3	7. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.	Submitted paper including < 6 of 8 criteria listed in "highly developed" criteria	Submitted paper including 5-6 of 8 criteria listed in "highly developed" criteria	Submitted paper including 7 of 8 criteria listed in "highly developed" criteria	<p>Submitted professional paper including the following (n= 8):</p> <ul style="list-style-type: none"> - Maintenance of confidentiality - 9 pages in length (exclusive of title and reference page); content beyond 9 pages of text will not be included in grading - Organized with an introduction, body, conclusion and necessary transitions - Contains fewer than 2 grammar errors for the entire paper, including appendices - Contains fewer than 2 spelling and/or punctuation errors for the entire paper, including appendices - Sentences written without fragments or run-ons - Paragraphs are neither short or long - Text written without bias (e.g. gender) or informality (e.g. first person)

Point Loma Nazarene University School of Nursing
NRS 4040: EBP Project Phase III Project Proposal Presentation

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	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 Essential III-4,6	Effective Presentation consist of 3 or less criteria from "highly developed" column	Effective Presentation consist of 4 criteria from "highly developed" column		Includes appropriate elements of project (n=5) <ul style="list-style-type: none"> • Describes clinical problem • Answerable PICO Question • Describes evidenced based intervention with excellent use of evidence to support main points • Explains critically thought out implementation plan incorporating change theory • Slides reinforce/enhance verbal presentation with adequate font size, visually intriguing, and no spelling/grammar errors 	
1.1 1.2 1.3	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 Essential III-4,6	Effective Presentation consist of 3 or less criteria from "highly developed" column	Effective Presentation consist of 4 criteria from "highly developed" column		Includes appropriate elements of project (n=6) <ul style="list-style-type: none"> • Describes management of key stakeholders • Cost benefit analysis • Identifies key strengths/opportunities of project and key weaknesses/threats • Explains project evaluation plan/outcome measurement • References as appropriate • Slides reinforce/enhance verbal presentation with adequate font size, visually intriguing, and no spelling/grammar errors 	
3.3	Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.	Communicated using < 5 of 9 "highly developed" criteria	Communicated using 5-6 of 9 "highly developed" criteria	Communicated using 7-8 of 9 "highly developed" criteria	Communicated using appropriate verbal and non-verbal skills including (n=9): - Introduction of self with first name, last name and credentials - Professional language without informality (e.g.	.

					slang, profanity) 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	
3.3	Assume accountability for personal and professional behaviors.	Presented using < 8 of 11 “highly developed” criteria	Presented using 9 of 11 “highly developed” criteria	Presented using 10 of 11 “highly developed” criteria	Presented in professional manner including (n=11): - 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 10 minutes, including Q&A period	

Point Loma Nazarene University
School of Nursing
Disaster Management: **Part II** DUE: **Week 8** TOTAL POINTS = 72

STUDENTS: _____

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
1. Participate effectively in activities that facilitate community involvement in creating a healthy environment for individuals, families and groups CLO I.1, 2, II.1, III.1, 2, IV.2, V.1, 3	Summary included < 2 of the 5 criteria listed in "highly developed" column	Summary included 2 of the 4 criteria listed in "highly developed" column		Summarized Disaster Management project (n=3): - Introduction including possible disasters in San Diego County - Description of meeting with community disaster management agent - Detailed description of PHNs' value in disaster management
2. Participates as a team member in evaluating programs for their effectiveness and quality CLO I.1, 2, II.1, III.2	Assessment included < 5 of the 10 "highly developed" criteria	Assessment included 5-6 of the 10 "highly developed" criteria	Assessment included 7-8 of the 10 "highly developed" criteria	Assessment of community disaster plan included 9 of the 10 following elements: - Who designed the disaster plan - Where is policy located - Describe the chain of command in emergency response - Describe communication roles in emergency response - Do all persons in community have access to policy - Does policy call for mock disaster exercises, how often practiced - Who evaluates the exercises - What supplies and equipment are required to be prepared - How is the community informed of disaster management plan - How can one get involved

3. Collaborate with community partners to promote the health of individuals, families and groups CLO I.2, IV.1	Identifies 1 agency involved with disaster management	Identifies 2 agencies involved with disaster management		Identifies local agencies involved in community disaster management plan (n=3): - - names and descriptions of 2 local agencies involved in pre-disaster planning - name and description of 1 local agency involved in post-disaster management
4. Access public health and other sources of information using information technologies CLO I.2, IV.1	Identifies 1 agency involved with disaster management	Identifies 2 agencies involved with disaster management		Identifies national agencies involved in community disaster management plan (n=3): - - names and descriptions of 2 national agencies involved in pre-disaster planning - name and description of 1 national agency involved in post-disaster management
5. Evaluate data from all relevant sources, including technology, to inform the delivery of care. CLO II.1, IV.2, V.3	Conclusion included 1 element in “highly developed” column	Conclusion included 2 elements in “highly developed” column		Concluded plan in 1 paragraph including (n=3): - Brief description of possible disasters in area - Brief analysis of disaster plan collection - Description of PHN role in disasters
6. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively. CLO IV.3	Applied APA format included < 7 of the 12 elements listed under “highly developed” column	Applied APA format included 7-8 of the 12 correct elements listed under “highly developed” column	Applied APA format included 9 of the 12 elements listed under “highly developed” column	Applied APA format following the 7 th edition APA Manual, included at least 10 of the 12 following correct elements: <ul style="list-style-type: none"> • Title page • Font size and typeface • Running head • Page numbers • Margins • Spacing • Headings • Abbreviations • Professional Language (no contractions, colloquialisms, clichés, slang, etc) • Citations • Quotes (max = 1) • Reference page

<p>7. Promote the image of nursing by modeling the values and articulating knowledge, skills, and attitudes of the nursing profession.</p> <p>CLO IV-3</p>	<p>Submitted product included <6 of 8 “highly developed” criteria</p>	<p>Submitted product included 6 of 8 “highly developed” criteria</p>	<p>Submitted product included 7 of 8 “highly developed” criteria</p>	<p>Submitted professional product which including at least 8 of the following (n=8):</p> <ul style="list-style-type: none"> - Timely submission to NRS 4030 faculty - Organized with an introduction, body, conclusions and necessary transitions - Contains less than 3 errors in grammar for the entire paper - Contains less than 3 errors in spelling and/or punctuation for the entire paper - Sentences written without fragments or run-ons - Paragraphs are neither short nor long - Text written without bias (e.g. gender) or informality (e.g. first person) - At least 2 current (≤ 5 years) research journals and/or professional sources cited
<p>8. Access public health and other sources of information using information technologies</p> <p>CLO I.1, 3, II.1, IV.1</p>		<p>Submitted journal included 1 of 2 “highly developed” criteria</p>		<p>Prepared individual journal which included (n=2);</p> <ul style="list-style-type: none"> - Selected 1 of 2 mandatory FEMA courses viewed for SD County MRC: <p>IS-100 Introduction to the Incident Command System OR IS-700 National Management System, An Introduction</p> <ul style="list-style-type: none"> - Summarized lessons learned from this course
<p>9. Communicates effectively in writing, orally, and electronically as a member of an interprofessional team</p> <p>CLO I.1, II.1, IV.3</p>	<p>Submitted journal included <2 “highly developed” criteria</p>	<p>Submitted journal included 2 of 3 “highly developed” criteria</p>		<p>Created journal which included (n=3):</p> <ul style="list-style-type: none"> - Recognition of PHN in DM planning - Student’s proposed role in community disaster management plan - Reflection with emphasis on: Courage
<p>Comments:</p>			<p>TOTAL POINTS EARNED:</p>	

<p>*See syllabus for Course-specific policy related to late submission of assignments (i.e. 10% per day).</p> <p>Outcomes not addressed in the paper will not earn points</p>	
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Point Loma Nazarene University
School of Nursing NRS 4030

Grading Rubric: EBP Project

TOTAL Points Possible = 100

STUDENT

Student Learning Outcomes: Upon completion of this assignment, the student will be able to	INITIAL 7 points	EMERGING 8 points	DEVELOPED 9 points	Highly Developed 10 points
1. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes CLO I.1, 2, 3, II.1, IV.1, 2	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) - Detailed description of primary clinical problem used in EBP project proposal - Includes baseline data specific to population/EBP project setting and /or data from research to support there is an actual problem - Support for needed change in practice is clear - Citation of 2 current (≤5 years) research journals and/or professional sources in intro paragraph
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice CLO I.1, 2, II.1, III.1	Formulated PICO included < 2 of 4 "highly developed" criteria	Formulated PICO included 3 of 4 "highly developed" criteria		Formulated a focused answerable PICO question written into text in an answerable question format. Question included(n=4): - Population - Intervention - Comparison - Outcome
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. CLO I.1, 2, 3	Discussed < 2 of 4 criteria listed in "highly developed" column.	Discussed 3 of 4 criteria listed in "highly developed" column.		Submitted detailed discussion of search strategies (n=4): - search strategies - data bases used - search terms from PICO used for search - limiting parameters used

<p>4. Use skills of inquiry, analysis, and information literacy to address practice issues.</p> <p>CLO 1.1, 2, 3</p>	<p>Analyzed <2 of 4 criteria listed in “highly developed” column</p>	<p>Analyzed 3 of 4 criteria listed in “highly developed” column</p>		<p>Utilized the summary grid to synthesize data collected to support change in practice. (n=4):</p> <ul style="list-style-type: none"> -Brief analysis of article #1 used to support the change to practice - Brief analysis of article #2 used to support change to practice - Brief analysis of article #3 used to support change to practice - Brief analysis of article #4 used to support change to practice
<p>5. Evaluate the credibility of sources of information, including but not limited to databases and internet resources</p> <p>CLO I.1, 2, IV.3</p>	<p>Discussed < 2 of 4 criteria listed in “highly developed” column</p>	<p>Discussed 2 of 4 criteria listed in “highly developed” column</p>		<p>Discussed level of evidence, validity and reliability of references (n=3):</p> <ul style="list-style-type: none"> -Accurately identified level of evidence for 4 articles using the hierarchy of evidence, use of only level 1-4 (See hierarchy of evidence posted in Canvas) - Addressed validity and reliability of data for 4 articles - Correct use of research terminology
<p>6. Evaluate data from all relevant sources, including technology, to inform the delivery of care.</p> <p>CLO I.1, 2, 3, II.1, IV.1, 2</p>	<p>Concluded with < 3 of 4 criteria listed in “highly developed” column</p>	<p>Concluded with 3 of 4 criteria listed in “highly developed” column</p>		<p>Concluded project with synthesis of the evidence based intervention in 1 - 2 paragraphs including (n=4)</p> <ul style="list-style-type: none"> - Description of problem with current practice and need for change - Synthesis of data collection from 4 evidenced based articles defining, describing and showing the benefit of the proposed change (<5 years old) - Specifically describes the proposed practice change in selected population - Description of continued work to disseminate evidence based practice utilizing Change Theory to support change strategies in Capstone course
<p>7. Describe reliable sources for locating evidence reports and clinical practice guidelines.</p> <p>CLO I.1, 2, 3, II.1, IV.1</p>	<p>Organized summary grid using < 3 of 9 criteria in “highly developed column”</p>	<p>Organized summary grid using 3 of 5 criteria in “highly developed column”</p>	<p>Organized summary grid using 4 of 5 criteria in “highly developed column”</p>	<p>Organized chosen resources appropriately in Summary Grid (n=5). Included at least 5 of the following elements.</p> <ul style="list-style-type: none"> - Correct purposes - Correct sample size and characteristics - Correct tools or instruments used to collect data - Correct independent variables - Correct dependent variables
<p>8. Describe reliable sources for locating evidence reports and clinical practice guidelines.</p> <p>CLO I.1, 2, 3, II.1, IV.1</p>	<p>Organized summary grid using 1 of 3 criteria in “highly developed column”</p>	<p>Organized summary grid using 2 of 3 criteria in “highly developed column”</p>		<p>Organized chosen resources appropriately in Summary Grid (n=3). Included 3 of the following elements.</p> <ul style="list-style-type: none"> - Correct significant results - Correct limitations and strengths - Correct recommendations for practice

<p>9. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively.</p> <p>CLO IV.3</p>	<p>Applied APA format included < 7 of the 12 elements listed under “highly developed’ column</p>	<p>Applied APA format included 7-8 of the 12 correct elements listed under “highly developed’ column</p>	<p>Applied APA format included 9-10 of the 12 elements listed under “highly developed’ column</p>	<p>Applied APA format following the 6th edition APA Manual, included at least 11 of the 12 following correct elements (n=12):</p> <ul style="list-style-type: none"> • Title page • Font size and typeface • Running head • Page numbers • Margins • Spacing • Headings • Abbreviations • Professional Language (no contractions, colloquialisms, clichés, slang, etc) • Citations • Quotes (max =1) • Reference page
<p>10. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.</p> <p>CLO IV.3</p>	<p>Submitted product included <6 of 9 “highly developed” criteria</p>	<p>Submitted paper including 6-7 of 9 “highly developed” criteria</p>	<p>Submitted paper including 8 of the 9 criteria in “highly developed” criteria</p>	<p>Submitted professional paper including at least 9 of the following (n=9):</p> <ul style="list-style-type: none"> - Timely submission to NRS 4030 faculty - 6-8 pages in length (exclusive of title and reference page) - Organized with an introduction, body, conclusion and necessary transitions - Contains less than 3 errors in grammar through entire paper - Contains less than 3 errors in punctuation and/or spelling through entire paper - Text written without bias (e.g. gender) or informality (e.g. first person) - Sentences written without fragments or run-ons - Paragraphs neither short nor long - Use of 4-6 current (<5 years) research articles throughout paper
<p>Comments / Total points:</p>				

Point Loma Nazarene University - School of Nursing
The CREATIVE PROJECT – Revisited (40 points total possible) – NRS 440

Student: _____

Faculty: _____

Title of Creative Project: _____

REFLECTION & PRESENTATION RUBRIC

Course Learning Outcomes	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 2 of 4 “highly developed” criteria	Demonstrated 3 of 4 “highly developed” criteria	REFLECTION: Thoughtful written description of creative project <ul style="list-style-type: none"> • Then (NRS 350) • Now (NRS 440) • Reflect on your initial • Creative Project. How has your BSN education influenced your thinking regarding: <ul style="list-style-type: none"> ○ Advocacy ○ Following as a Servant ○ Communication ○ Role of the Professional Nurse ○ 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: Communicated using appropriate verbal and non-verbal skills including (n=10): <ul style="list-style-type: none"> - 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. Assume	Presented using	Presented using	Presented using	Presented in professional manner including (n=12):

3.3	accountability for personal and professional behaviors. Essential VIII-2	< 8 of 12 “highly developed” criteria	8-9 of 12 “highly developed” criteria	10-11 of 12 “highly developed” criteria	<ul style="list-style-type: none"> - 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: Participated in peer evaluation of assigned peer presenters during presentation, including (n= 4): <ul style="list-style-type: none"> - 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 professional 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 <u>personal</u> experience related to the following (n=4): <ul style="list-style-type: none"> - Learning in RN-BSN Program - Professional Goals - Personal Goals - Personal Growth
POINTS					= TOTAL points earned

Instructor Signature: _____ Date: _____