BSN (School of Nursing)
Core Competency Data – FA2025-SP2026

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
*Students reflect on how the topics on the vocation of nursing have shaped their ideas for professional nursing practic*e.

Criteria for Success (how do you judge if the students have met your standards):
85% of students will earn a 75% or above on the grading rubric.

Longitudinal Data:

	Percentage of Students (at 75% or above)		
	2025-26	**2026-27**	
NSG4080 Becoming a Nurse: A Purpose Revisited Project	**100%**		

Conclusions Drawn from Data:
100% of students met the criteria as the rubric and expectations were discussed at length. Students were also given feedback on their proposed projects prior to their presentations to ensure that rubric criteria were met.

Changes to be Made Based on Data:
This assignment was changed to include a professional presentation to classmates to help students prepare and practice their professional interview skills.

Rubric Used
NSG 4080: Becoming a Nurse - A Purpose Revisited Project Grading Rubric
Attached at the end of the document

BSN (School of Nursing)
Core Competencies

Oral: Students will effectively express ideas and information to others through oral communication.

Outcome Measure:
This assignment focuses on therapeutic communication, alongside the analysis of patient communication, both verbal and nonverbal.

Criteria for Success (how do you judge if the students have met your standards):
85% of students will earn a 75% or above on the grading rubric.

Longitudinal Data:

	Percentage of Students (at 75% or above)		
	2025-26	**2026-27**	
NSG4050/4051 Process Recording	**100%**		

Conclusions Drawn from Data:
All students exceeded the benchmark for this signature assignment, which means they are demonstrating competence in the arena of communicating with patients.

Changes to be Made Based on Data:
We are pleased with student success related to PLO #3 - Communicating Faithfully. We will continue to utilize this signature assignment as it correlates with key psychiatric nursing skills and competencies.

Rubric Used
NSG 4050/4051 Process Recording Grading Rubric
Attached at the end of the document

BSN (School of Nursing)
Core Competencies

Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources

Outcome Measure:
This assignment addresses the EBP process of identifying a clinical problem, ASKING a PICO question, and ACQUIRING 8-12 research studies.

Criteria for Success (how do you judge if the students have met your standards):
85% of students will earn a 75% or above on the grading rubric.

Longitudinal Data:

	Percentage of Students (at 75% or above)		
	2025-26	**2026-27**	
NSG4070 EBP Group Paper- Ask and Acquire	**91.6%**		

Conclusions Drawn from Data:
Criteria for success is met- 85% of students earned a 75% or above on the grading rubric. For AY 2025-2026 NSG 4070 EBP Team Paper, 55/60 Students (91.5%) earned 75% or above on the Ask and the Acquire criteria of the grading rubric. All 100% of the 60 students met the assignments ACQUIRE grading rubric criteria when collecting research evidence publications.
In the SP26 semester, 5 students did not meet the 75% minimum in the ASK grading criteria for their specific NSG 4070 EBP Team Paper. The students missed the criteria in identifying the chosen EBP theoretical framework selected to guide the proposed project in 1 of 12 team papers. In the one paper, there was no description of the EBP model or references included, despite the students attending previous lectures and completing scaffolded assignments with the EBP model identified. Students had received feedback on their selected EBP model in their PICO question and Evidence Evaluation Table assignments, but neglected to identify the EBP model in their final team paper.

Changes to be Made Based on Data:
We are pleased with student success related to the Information Literacy competence. The criteria of success is exceeded. We will continue to utilize this signature assignment as it correlates with students' information literacy. Students can access and cite clinical research evidence information as well as evaluate the logic, validity, and relevance of information from a variety of sources. They are also able to acquire current, high-quality evidence through clinical interventional PICO questions.
Based on the data, we will continue to emphasize the importance of EBP Models and theoretical frameworks in guiding EBP clinical practice change project proposal plans through

lectures, readings, and scaffolded assignments within the course. Review the grading criteria and sample papers with students to build on their information literacy within the course.

Consider these additional changes:

1. Create a new assignment for the Information Literacy PLO by building on a current scaffolding, individual student assignment.
2. Ensure this new assignment is aligned with the other current scaffolding assignments within the course.
3. Build on an existing NSG 4070 scaffolding individual assignment. This signature assignment will examine the student's ability to identify a clinical problem, EBP model/theoretical framework, and written communication on the acquisition and appraisal of clinical research evidence.
4. Ensure this assignment is graded using the current EBP Paper criteria for information literacy- ASK & ACQUIRE learning outcomes of the course EBP Team paper.
5. Collaborate with NSG 3099 Nursing Research faculty to ensure senior students' NSG 4070 EBP written assignments are aligned with and built upon developed/developing junior students' learning competencies in writing scholarly papers.

Rubric Used

NSG4070 Evidence-Based Practice Group Paper Grading Rubric, Ask (10 points) and Acquire (10 points) criteria.*Attached at the end of the document*

BSN (School of Nursing)

Core Competencies

Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
This assignment addresses the EBP process of identifying a clinical problem, finding appropriate research evidence, and critically analyzing and synthesizing the evidence.

Criteria for Success (how do you judge if the students have met your standards):
85% of students will earn a 75% or above on the grading rubric.

Longitudinal Data:

	Percentage of Students (at 75% or above)		
	2025-26	**2026-27**	
NSG4070 EBP Group Paper	**100%**		

Conclusions Drawn from Data:
All students exceeded the benchmark for this signature assignment, which means they are demonstrating competence in the arena of written communication. All 60 students earned 75% on the EBP Team Paper. During the AY 2025-2026, the scores of the assignment ranged from 85-100 points with the median and average at 97 points.

Changes to be Made Based on Data:
1. Continue with the current NSG 4070 EBP Team Assignment as a written communication PLO assignment.
2. Ensure this assignment is aligned with the current scaffolding assignments within the course.
3. Collaborate with NSG 3099 Nursing Research faculty to ensure senior students' NSG 4070 EBP written assignments are aligned with and built upon the developed/developing junior students' learning competencies in writing scholarly papers.

Rubric Used
NSG4070 Evidence-Based Practice Group Paper Grading Rubric
Attached at the end of the document

BSN (School of Nursing)
Core Competencies

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
This assignment focuses on healthcare issues related to health inequity, health policy, and nurses' opportunities in addressing social determinants of health (SDOH).

Criteria for Success (how do you judge if the students have met your standards):
85% of students will earn a 75% or above on the grading rubric.

Longitudinal Data:

	Percentage of Students (at 75% or above)		
	2025-26	**2026-27**	
NSG4060 Health Policy & Social Determinants of Health	**100%**		

Conclusions Drawn from Data:

All students (100% in the Fall and 100% in the Spring) achieved scores beyond the program goal.

Changes to be Made Based on Data:

1. Incorporate scaffolding of the assignment throughout the semester so students are not left to complete the entire Signature Assignment due at the end of the semester. This would also prevent topic selection procrastination.
1. Consider having this assignment due a couple of weeks before the end of the semester for ample time to grade before pinning/graduation.
2. Consider revamping this Signature Assignment as AI use appears high. Will meet with Clinical Lead of 4061 to consider piggybacking on Clinical Signature Assignment and develop new component for 4060 Signature Assignment.

Rubric Used
NSG4060 Health Policy & Social Determinants of Health Grading Rubric
Attached at the end of the document

Assignment Title: NSG 4070 SP25 EBP TEAM PAPER GRADING RUBRIC
Upon completion of this assignment, the following AACN sub-competencies will be met:
1.1e Translate evidence from nursing science as well as other sciences into practice.
1.1g Integrate an understanding of nursing history in advancing nursing's influence in health care.
1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.
1.2j Translate theories from nursing and other disciplines to practice.
1.3e Synthesize current and emerging evidence to influence practice.
2.5j Develop evidence-based interventions to improve outcomes and safety.
4.1i Engage in scholarship to advance health.
4.3i Apply ethical principles to the dissemination of nursing scholarship.
5.1i Establish and incorporate data-driven benchmarks to monitor system performance.
8.2i Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care.
9.1h Analyze current policies and practices in the context of an ethical framework.
10.3j Provide leadership to advance the nursing profession.

SP25 NSG 4070 : EBP Phase I Clinical Practice Change Project Signature Assignment Grading Rubric

Program/ Course/ Student Learning Outcomes	Initial (70%)	Emerging (75%)	Developing (85%)	Highly Developed (100%) Student Learning Outcome (SLO):	Total 70 Possible Points	Points Awarded
CATALYST & ASSESS: Program/Course/ Student Learning Outcomes Investigate state and national statutes, rules and regulations that authorize and define professional nursing practice. PLO 4.1 PHCCR 1491-4: C, F, G, H & L AACN Essentials 1.1a, 9.5b, 9.6b	0 pts No Credit No criteria met.		4 pts Developing (50%) Meets 1 of 2 criteria of highly developed column	8 pts Highly Developed (100%) CATALYST: SLO: Examine significant problem in an area of clinical nursing and proposes an evidence-based practice change project that improves the quality of care. 8 POINTS: Meets the following criteria (n = 4); 4 point each criteria. - Clearly identifies primary problem through citing references/statistics/boundaries ● Queries staff on hypothetical unit regarding identified clinical practice and query is clearly summarized, adds support for need to change practice and advocates newly	8	

				improved quality care for patient/family.		
ASK: Program/Course/ Student Learning Outcomes Utilize evidence-based intervention to improve outcomes and safety in the delivery of care to optimize health outcomes. PLO 1.1, 1.2 PHCCR 1491-4 AACN Essentials 5.1a, 5.1b, 5.1f	0 pts No Credit No criteria met.		5 pts Developing (50%) Meets 1 criteria	10 pts Highly Developed (100%) Student Learning Outcome (SLO): ASK: SLO: Formulates a focused clinical PICO question using PICO format links prior evidence to PICO question to guide acquisition of evidence. Describes appropriate EBP theoretical framework to guide this clinical practice change project. 10 POINTS: Meets the following criteria (n = 2); 5 point each criterion. - Clearly identifies PICO question (Population, Intervention, Current Practice, Outcomes) - Clearly identifies EBP theoretical framework used to guide this EBP practice change proposal project.	10	
ACQUIRE: Program/Course/ Student Learning Outcomes Utilize evidence-based intervention to improve outcomes and safety in the delivery of care to optimize health outcomes. PLO 1.1, 1.2 PHCCR 1491-4 AACN Essentials 5.1a, 5.1b, 5.1f	2 pts Initial (0%) 2 points Meets 1 of 5 criteria in highly developed column	6 pts Emerging (60%) 6 points Meets 3 of 5 criteria in highly developed column	8 pts Developing (80%) 8 points Meets 4 of 5 criteria in highly developed column	10 pts Highly Developed (100%) Student Learning Outcome (SLO): ACQUIRE: SLO: Describes appropriate search strategies and acquisition of evidence. 10 POINTS: Meets the following criteria (n = 5); 2 point each criteria - Clearly and succinctly, Discusses data bases used for search strategies. ● Describes search terms and key words. ● Identifies # of pieces of evidence yielded initially.	10	

				• Describes how evidence was prioritized; and • Describes rationale for keeping the evidence to evaluate, critique, and synthesize.		
APPRAISE: Program/Course/ Student Learning Outcomes Utilize evidence based intervention to improve outcomes and safety in the delivery of care to optimize health outcomes. PLO 1.1, 1.2 PHCCR 1491-4 AACN Essentials 5.1a, 5.1b, 5.1f Synthesize original research and evidence summaries for translation into clinical practice. PLO 1.1, 1.2 PHCCR 1491-4 AACN Essentials 4.1b, 4.1g, 4.2c, 10.3d	4 pts Initial (70%) Meets 0-1 of 4 criteria in highly developed column (0-4 pts)	15 pts Emerging (75%) Meets 2 of 4 criteria in highly developed column	17 pts Developing (85%) Meets 3 of 4 criteria in highly developed column	20 pts Highly Developed (100%) APPRAISE: SLO: Discusses level of evidence, validity, reliability and applicability of references in the Evidence Evaluation Table and narrative of the paper. 16 POINTS: Meets the following criteria (n = 4); 5 points each criterion • Accurately identifies/addresses level of evidence using an identified hierarchy of evidence. • Appraises sufficient body of 8-10 reliable and valid sources of evidence utilized to support best clinical practice. Sufficiently critiquing the evidence's validity, reliability, and applicability correctly in concise writing style using research terminology. • Includes appendices • Appropriate and accurate use of the Evidence Evaluation & Evidence Synthesis Tables, concise summaries of articles help to correctly identify best practice.	20	

				Within written paper, refers to appendices and explains appendices' contents to reader.		
SCHOLARLY FORMAT: Program/Course/ Student Learning Outcomes Demonstrate the concept of leadership theories through scholarly activities to advance the nursing profession. PLO 5.2 PHCCR 1491-4 AACN Essentials 4.1d, 4.1f, 4.2a, 4.2b	6 pts Initial (70%) Meets 0-9 of 16 criteria in highly developed column	8 pts Emerging (75%) Meets 10-11 of 16 criteria in highly developed column	10 pts Developing (85%) SLO: Uses written, nonverbal, and emerging technology methods to communicate effectively. Meets the following criteria (n = 16); 1 point each criterion or has 12-13 of 16 items	12 pts Highly Developed (100%) Meets 14 of 16 criteria in highly developed column Applied APA format according to the 7th edition of the APA Manual, including at least 11 of the 13 following elements: ● Title page ● Font size and typeface ● Running head ● Page numbers ● Margins ● Spacing ● Headings ● Abbreviations ● Professional Language (no contractions, colloquialisms, clichés, slang, etc) ● Citations, in text Citations, ● Citation, end of text ● Quotes (max = 2) ● Proper citation of direct quotes ● Reference pages ● Appendix(ces), easy to understand (Evidence Evaluation Table, Evidence Synthesis Table Appendix(ces) ● Appendices referred to in paper and linked to narrative of paper in a smooth, logical way	12	
PROFESSIONAL PAPER: Program/Course/ Student Learning Outcomes	0-2 points Meets 0-9 of 16 criteria in highly develope	4 points Meets 10-11 of 16 criteria in highly developed column	6 points Meets 12-13 of 16 criteria in highly developed column	10 pts Highly Developed (100%) SLO: Promote the image of nursing by modeling the values	10	

Demonstrate the concept of leadership theories through scholarly activities to advance the nursing profession. PLO 5.2 PHCCR 1491-4 AACN Essentials 4.1d, 4.1f, 4.2a, 4.2b	d column			and articulating the knowledge, skills, and attitudes of the nursing profession. 10 points: Meets 9-10 criteria Meets the following criteria (n=10), 1.0 points each Submitted professional paper including at least 10 of the following (n= 10): ● Maintenance of confidentiality ● Timely submission through turnitin.com to Canvas ● 8-12 pages in length (exclusive of title and reference page); ● Organized with an introduction, body, conclusion and necessary transitions ● Contains less than 4 grammar errors for the entire paper, including appendices ● Contains less 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) ● At least 2 per team member current (< 5 years) research journals and/or professional sources		

				cited		

NSG 4070 EBP Poster Presentation

Learning Outcomes	Total points possible	Initial (70%)	Emerging (75%)	Developed (85%)	Highly Developed (100%)	Student score
PLO 1 **PLO 3** **PLO 4** **BSN Essential III: Scholarship for EvidenceBased Practice** **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information Management and Application of Patient Care Technology**	4	**1 point** **Meets 1 of 4 criteria of highly developed column**	**2 points** **Meets 2 of 4 criteria of highly developed column**	**3 points** **Communicated using 6-7 of 8 "highly developed" criteria**	**4 points** **Meets 8 of 8 criteria, each worth 0.5 point (n=8)** **SLO: Uses written, verbal, nonverbal, and emerging technology methods to communicate effectively.** **Communicated using appropriate verbal and non-verbal skills including (n=8):** - Introduction of self with first name, last name and credentials - Professional language without informality (e.g. slang, profanity) or bias - 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	
PLO 1 **PLO 3** **PLO 4** **BSN Essential III: Scholarship for EvidenceBased Practice**	6	**0 points** **Presented using < 8 of 12 "highly developed"**	**2 points** **Presented using 8-9 of 12 "highly developed" criteria**	**4 points** **Presented using 10-11 of 12 "highly developed" criteria**	**6 points** **Meets 12 criteria, 0.5 points each** **SLO: Assume accountability for personal and**	

BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes **BSN Essential IV: Information Management and Application of Patient Care Technology**		**criteria**			**professional behaviors. 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 3 - 5 minutes, including Q&A period	
PLO 1 **PLO 3** **PLO 4** **PLO 5** **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information**	16	**Meets 1 of 4 criteria of highly developed column**	**Meets 2 of 4 criteria of highly developed column**	**Meets 3 of 4 criteria of highly developed column**	**16 points** **Meets all 4 of 4 criteria, each worth 4 points (n=4)** **SLO: Constructs poster to disseminate information gathered from Evidenced Based Practice project.** - Appropriate use of poster template. Visually appealing design with	

Management and Application of Patient Care Technology					graphics and text boxes. - Language was professional and formal without bias, ambiguity or too much simplicity. - Creative construction of poster with effort to present main points of project & patient care advocacy: Catalyst, Assess (Regulations/Statistics/Practice), Ask, Acquire, Appraise, Apply, Analyze. - Sufficient information was presented to draw in audience and enhance learning. Clear & easy to understand.	

NSG 4080 Signature Assignment: Becoming a Nurse: A Purpose Revisited

For points on rubric where "Initial" and "emerging" criteria are not met, 0 points will be given for that criterion.

Student Learning Outcomes: Upon completion of this assignment, the student will be able to:	Initial 0 Points	Emerging 0 Points	Developed 4 points	Highly Developed 5 points
Create, re-conceptualize your nursing purpose, the reason you became an RN, either discussed or completed in NSG 1080 (Pre-Nursing course) to demonstrate personal transformation to the calling, the vocation of nursing. PLO: 1-5	N0 points will be earned . . . No presentation(s) or lack of basic content and discussion Submitted beyond due date/time		Meets 3 of 4 criteria in Highly Developed	Becoming an RN: A Purpose revisited by <u>presenting to your peers</u> your original project (if applicable) or discussed purpose and show the changes that occurred over the last several years in the Nursing program and application of GE courses. Please Include: 1. Your project or discussed purpose then (from NSG 1080) 2. Your vision now (NSG 4080 & PLNU GE experiences) 3. Reflection on the project created to demonstrate this transformation. 1. Show in your project how your time in the nursing program has influenced your nursing vocation?
Written reflection on your purpose from NSG 1080 as compared to your understanding of nursing now in NSG 4080, to demonstrate personal transformation in vocation of nursing. PLO:1-5	N0 points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time		Meets 4 of 5 items in Highly Developed	Thoughtful <u>written reflection</u> of project to include: 1. Purpose Then: Pre-Nursing or just starting in SON program (NSG 1080) 2. Purpose Now: (NSG 4080 & PLNU GE experiences). 3. Thoughtful reflection on your purpose & its transformation. 4. Incorporate at least 2 of the 5 SON Program Values (5 Faithfullys) that have changed or developed since starting the program. 5. How has the time in the nursing program influenced your nursing vocation/practice? 6. Uploaded written reflection to Canvas.
Incorporate your awareness of professional nursing standards and behaviors evidenced by your presentation of self. PLO: 1-5	N0 points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time		Includes 7-8 of the 9 criteria listed under *highly developed.*	Includes (n=9): 1. Arrives in a timely manner 2. introduction of self 3. introduction of project 4. speech clear and non-rushed 5. professional verbiage 6. avoids "um", "like", and/or speech fillers. 7. Organized and flows well. 8. eye contact engaging 9. stays within the 5–7-minute time frame
Participates in peer evaluation as part of leadership in effective communication. PLO 1-5	N0 points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond		Basic written feedback to one to two peer presenters in assigned group: 1. 2 areas of	Provides well-thought out, constructive feedback on peer review form to 2 teammates/peer presenters in assigned group that includes: 1. 2 areas of strength 2. 2 areas for growth 3. Posts feedback appropriately in

	due date/time	**strength** **2. 2 areas of growth**	**Canvas**
Subtotal:			**/ 20 points possible**

NRS4080 Guided Reflective Journal Rubric: Servant Leadership (PLO#5)

	Highly Developed (7 pts)	**Developed (6 pts)**	**Emerging (0.200 pt)**	**Initial (0.100 pt)**
Description of the Clinical Context, Clinical Experience & Identification of Journal Theme PLO 1-5	Addresses 7 of the 7 criteria Clinical Context: • What clinical day/night or mentoring scenario is this? • What theme will you address in the journal? • Describe the context of the unit/mentoring experience Clinical Experience: • Provide an overview of your patient assignment/mentoring experience • What happened on this clinical shift/mentoring scenario? • What specific actions took place during the situation/event? (Your actions? Others?) • Were there any specific or unique conditions related to the event?	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time
Personal Reactions & Evaluation of the Situation: Description of what you were thinking and feeling. Use the following questions to guide your description as applicable. PLO 1-5	Addresses 7 of the 7 criteria • What were your thoughts during the event? • What were your feelings related to the event? • Were your actions the most appropriate for this particular event? • Why or why not? • What were the positive and negative aspects and outcomes of the incident? • Were there aspects or influences that interfered with doing a better job?	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
	• What were they?			
Analysis of the Situation PLO 1-5	Addresses 7 of the 7 criteria • What personal clinical/mentoring objectives did you meet today and how? • Incorporate/Integrate two text/ATI/journal theory/references into the body of written clinical experience. Ensure at least 2 references are focused on the journal theme and from course textbooks or from pertinent topical research articles from peer-reviewed journals. • How can you make sense of what happened? • At the time of the incident, what guided your actions? • What should you have used to guide your actions? • How did your knowledge in this situation? Did you possess the knowledge and skill level needed for the situation? • What did you learn that surprises you?	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time
Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing	Addresses 7 of the 7 criteria • What did you learn as a result of the situation? • What were lessons learned? • Do you need to modify your beliefs, assumptions, and attitudes? • If this situation were to occur	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time

	Highly Developed (7 pts)	**Developed (6 pts)**	**Emerging (0.200 pt)**	**Initial (0.100 pt)**
practice. PLO 1-5	again, how will you act similarly/differently? • How has the situation influenced your practice? • What were your resources (e.g. human, electronic) to arrive at a conclusion? • To whom would you communicate this learning?		Submitted beyond due date/time	
Professional Writing PLO 1-5	Addresses 7 of the 7 criteria • Correct grammar/spelling with less than 3 errors. • APA format (6th ed.) Title page, page numbers, running head, headers, citations, references. • First person narrative may be used during the guided reflection. • Cover Page incudes: • Student Name, • Journal Number, • Journal Theme, • Date of Clinical/Mentoring Experience, • Preceptor Initials (if applicable), • Due Date (7 days after the beginning of the clinical shift • Content organized with a final summarized paragraph • Clearly understood	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time

NSG 4060: Nursing of Communities: Community Health
Signature Paper: Connecting Health Policy & Social Determinants of Health

STUDENT _____

Grading Rubric: Signature Paper
Connecting Health Policy & Social Determinants of Health
TOTAL Points Possible = 100

Student Learning Outcome	Initial: Fail to meet any mark (<70%)	Emerging Ratings (70-79%):	Developing Ratings: (80-89%)	Ratings: Highly Developed (90-100%); includes all criteria listed in column	Total Points & Comments
Introduction: Opens with a compelling first paragraph that introduces your selected topic and closes with clear purpose statement **5**	Failed to meet minimal standards and criteria	Met some criteria in highly developed column, but requires more depth and clarity in 3-4 areas	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	1. Compelling opening first paragraph introducing your selected topic 2. Description of the population most affected or at-risk for this problem. 3. **Closes with a clear statement of purpose (***ex - the purpose of this paper is to….)*	
Literature Review: Provides background research into the topic and summarizes important findings from literature review including a minimum of 2 peer-reviewed journal articles. **Points Allocated: 20**	-The lit review simply reports summaries of the literature, without critically analyzing or synthesizing the literature. -The literature review shows a lack of	- There is insufficient analysis or synthesis of important multidisciplinary literature. -The literature review shows partial understanding of the topic.	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	-The literature review critically analyzes and synthesizes important multidisciplinary literature from a minimum of two evidence-based peer reviewed journal articles published within the last 10 years. -The literature review shows clear understanding of the topic	

	apparent understanding of the topic -The lit review fails to link the research findings to current health concern			-The literature review clearly links the research findings to the paper topic	
Health Policy: Identify at least one key health policy, nursing organization, and/or legislative organization that is involved in addressing the topic. Briefly discuss the policy/organization and how it is connected to the chosen health issue. **Points Allocated: 30**	Failed to meet minimal standards and criteria	Identified the health policy/ organization but failed to draw a connection to paper topic The Health Policy and/or organization chosen was not applicable to paper topic	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas The connection between the health policy or organization was too vague	-Health policy and/or legislative organization strongly ties into larger paper topic -Reflections should be organized and well-clarified	
Analysis/Discussion: Demonstrates a sophisticated understanding and careful, critical analysis of the health issue. Compares/contrasts perspectives. Considers counter arguments or opposing positions and draws original and thoughtful conclusions. **Points Allocated: 20**	Failed to meet minimal standards and criteria	Met some criteria in highly developed column, but requires more. depth and clarity in 3-4 areas	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	-Response provides at least two relevant points of critical analysis on the health topic -Response provides potential counter arguments and/or opposing positions to the health issue	

Summary: Closing paragraph provides reader with a brief summary of the paper without the introduction of new material. May end paragraph with additional work that needs to be done or a statement that encourages the reader to think critically. **Points Allocated: 5**	Failed to meet minimal standards and criteria. Closing paragraph introduced new material not discussed in previous sections	Met some criteria in highly developed column, but requires more. depth and clarity in 3-4 areas	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	-Closing paragraph concisely summarizes the paper contents without introducing new material - May end paragraph with additional work that needs to be done or a statement that encourages the reader to think critically.	

Writing Style and APA Format: 1. Correctly formatted APA title page including word count 2. No complex jargon, but writing is in professional terms 3. No typos/grammar errors (Proofread!) 4. Between 750 and 1000 words 20 **points**	-The paper includes mechanical and grammatical errors, and uses little critical language. -The paper is written rather diffusely and does not flow smoothly. -There are frequent deviations from the current APA format.	-Occasional errors of grammar and mechanics are displayed. -Part of the paper is written cogently, and the flow is a bit awkward. -There is occasional deviation from the current APA format	-A few minor grammatical errors -Most of the paper is written cogently -A few deviations from the current APA format	This criterion is linked to a Learning Outcome Formatting follows APA 7th edition including the following: -Title page -Font size & typeface -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language -Citations -Quotes (max = 1)	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 15% per day). *Outcomes not addressed in the paper will not earn points.	**TOTAL POINTS EARNED: /100**

NSG 4050/4051 Nursing of Communities: Mental Health Focus

PROCESS RECORDING GRADING RUBRIC
Total Points Possible = 50

Student Learning Outcome	Initial 0 points	Emerging 3 points	Developed 4 points	Highly Developed 5 points	Score
1. Document patient demographic information.	Includes <7 criteria listed in "highly developed" column	Includes 7-8 of 11 criteria listed in "highly developed" column	Includes 9-10 of 11 criteria listed in "highly developed" column	Clearly documents all required patient demographic data points (n=11) -Patient initials -Age -Gender -Race/ethnicity -Marital status -Occupation -MD -Religion -Education -Unit -Diagnoses	
2. Establish three patient goals/outcomes using the SMART format prior to initiation of the therapeutic interaction.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Clearly establishes at least 3 measurable patient-centered goals/outcomes (n=3)	
3. Identify current developmental considerations using a developmental theorist and describe how the developmental issues and milestones might impact the individual's life, illness, and recovery.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Meets all three areas of interest including (n=3): -Identifies developmental theorist -Describes current stage the individual is in -Identifies how these findings impact their treatment & recovery process	

4. Identify cultural considerations and describe how the patient's cultural needs inform the patient's needs, plan of care, and recovery.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Meets all three cultural considerations including (n=3): -Identifies cultural norms for patient -Identifies specific cultural needs of patient -Describes how the patient's cultural needs inform their plan of care and recovery	
5. Describe personal, patient, and environmental perspectives (context) prior to the therapeutic interaction.	Includes <5 criteria listed in "highly developed" column	Includes 5 of 8 criteria listed in "highly developed" column	Includes 6-7 of 8 criteria listed in "highly developed" column	Thoroughly reflects on the following prior to the therapeutic interaction (n=8): -Personal thoughts -Personal feelings -Personal concerns -Time of encounter -Place of encounter -Environment -Patient mood status -Current individual/milieu issues	
6. Establish contact and initiate a therapeutic encounter with the patient.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Establishes contact and initiates a therapeutic encounter by (n=3): -Introducing self to patient -Identifying the purpose for interaction -Seeking the patient's permission to engage in a therapeutic dialogue	
7. Document at least 10 minutes of a student/patient		Includes 1 of 3 criteria listed in "highly developed"	Includes 2 of 3 criteria listed in "highly	Documents the following (n=3): -Verbatim of at least	

interaction including verbal and non-verbal aspects of dialogue.		column	developed" column	ten minutes of a student patient interaction -Moments of silence -Non-verbal observations	
8. Utilize and correctly identify the use of four therapeutic communication skills.	Includes <2 of 4 criteria listed in "highly developed" column	Includes 2 of 4 criteria listed in "highly developed" column	Includes 3 of 4 criteria listed in "highly developed" column	Clearly utilizes & correctly identifies at least 4 therapeutic communication skills (n=4)	
9. Engage in reflective practice and identify personal thoughts, feelings, and concerns throughout the therapeutic process to ensure maintenance of boundaries.	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Engages in reflective practice as evidenced by (n=5): -Openly and honestly reflecting on internal dialogue during therapeutic interaction. -Critically evaluating internal dialogue during therapeutic interaction -Noting successful interventions as well as those in need of improvement -Making adjustments to interventions based on insights -A willingness to take risks and learn from interactions	
10. Evaluate and appraise effectiveness of therapeutic interaction.				Evaluates & appraises the effectiveness of the therapeutic encounter by (n=3): -Critically evaluating & appraising the identified goals and outcomes	

				-Identifying and incorporating themes throughout the therapeutic encounter -Identifying and exploring potential solutions or alternative interventions	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day). *Outcomes not addressed in the paper will not earn points.	**TOTAL POINTS EARNED: /50**