RN to 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:
This assignment addresses reflection on how their learning influences the development of their vocation of nursing and professional nursing practice.

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% of above)		
	2025-26	**2026-27**	
NRS4040 Creative Project Revisited	**94.5%**		

Conclusions Drawn from Data:
There were 94.5% of students that met the standards of earning 75% or above on the creative project. This demonstrates that the students were able to reflect on the development of their vocation of nursing and professional nursing practice. Students who earned less that 75% submitted their assignment more than 5 days after the due date.

Changes to be Made Based on Data:
No changes made based on data. The assignment allowed the student to reflect on their RN-BSN education and how their knowledge of nursing has transformed throughout the program.

[one to five sentences]
Rubric Used
NRS 4040 Creative Project Revisited 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 the Capstone EBP Proposal presentation.

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**	
NRS4040 EBP Project Phase III Proposal Presentation	**100%**		

Conclusions Drawn from Data:

100% of students met the criteria for success in the Capstone EBP Proposal Presentation. All students presented their project proposals orally in a professional manner and met all rubric requirements.

Based on the data, 100% of students met the benchmark. Students were assigned to groups for the project presentation during the 24-25 AY. This allowed students to ensure the rubrics were met. The skeleton EBP presentation draft helped students submit their slides for their project. For the online course, the instructor created a step-by-step process for organizing the skeleton draft of the presentation that aligned with the rubric and was presented as a mandatory video. The conclusion drawn was that students who watched the mandatory videos included the required criteria from the rubric. The change theory from 4030 was incorporated into the project presentation, as it was implemented during AY25-26.[one to three sentences]

Changes to be Made Based on Data:
There are no changes to be made based on the data.

[one to five sentences]

Rubric Used
NRS 4040 EBP Project Phase III Proposal Presentation Grading Rubric
Attached at the end of the document

BSN (School of Nursing)
Core Competencies, FA2025-SU2026

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 focuses on the first 3 steps of the EBP process: Assessing a clinical problem, Asking the question in PICO, and Acquiring the best 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**	
NRS4030 EBP Project Phase II	**100%**		

Conclusions Drawn from Data:

100% of students earned 75% or above on the grading rubric, exceeding the established benchmark of 85%. We will continue to refine the grading rubric to ensure clear expectations for students to meet the benchmark.

Changes to be Made Based on Data:

The current assignment structure and rubric will be continued. Minor refinements may be made based on review of student work and recurring areas of difficulty, while longitudinal data will continue to be monitored to ensure student performance remains at or above the established benchmark.

Rubric Used
NRS4030 EBP Project Phase II Paper Grading Rubric
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 focuses on the EBP Project proposal, demonstrating students' knowledge, skills, and behavior in evidence-based practice of nursing.

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**	
NRS4040 Capstone EBP Project Proposal Phase III Paper	**100%**		

Conclusions Drawn from Data:
100% of students met the benchmark of earning 75% or above on the grading criteria. All students demonstrated the knowledge and skills to apply evidence-based practice in writing.

During the summer of 2025, a change was made that allowed students to work in groups. During AY 2025-2026, students who worked in groups ensured the rubric was followed. Students who did not earn full points did not revise their final papers in accordance with the instructor's recommendations and comments. There were also groups that rewrote entire sections of the paper for the final submission instead of working off the draft submission with the instructor's comments. This caused students to miss essential elements from the rubric. The weekly videos reiterated to students/groups to make revisions on the draft and to use the revised draft to submit the final paper.

Changes to be Made Based on Data:
Based on the data gathered, students that earned lower than 100% missed APA formatting and parts of the rubric. Changes that are to be made is to reiterate the importance of writing assignments based on rubric.
[one to five sentences]

Rubric Used
NRS 4040 EBP Project Phase III Proposal Paper Rubric
Attached at the end of the document

SON: CC Data, RN to BSN, 2025-26

BSN (School of Nursing)
Core Competencies

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

Outcome Measure:
This assignment involves collaborating 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.

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**	
NRS4030 Disaster Management Project Part II	**100%**		

Conclusions Drawn from Data:

100% of students earned 75% or above on the grading rubric, exceeding the established benchmark of 85%. We will continue to refine the grading rubric to ensure clear expectations for students to meet the benchmark.

Changes to be Made Based on Data:

The current assignment structure and rubric will be continued. Minor refinements may be made based on review of student work and recurring areas of difficulty, while longitudinal data will continue to be monitored to ensure student performance remains at or above the established benchmark.

Rubric Used
NRS4030 Disaster Management Project Part II
Attached at the end of the document

SON: CC Data, RN to BSN, 2025-26

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	1. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes **Essential I-9** Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice **Essential III-2**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/ underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	Describes the **Clinical Problem** and states **PICO** question in 1-2 introductory paragraph(s) including - 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 line by line)
1.1 1.2	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**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Synthesis of the Evidence Based Intervention** in 2-3 paragraphs: - 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/underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Implementation Plan:** - 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/underdeveloped 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 - **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/underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Conclusion** – 1 paragraph: - 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	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 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

		developed' column			· Abbreviations · Professional Language (no contractions, colloquialisms, clichés, slang, etc) · 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	Submitted **professional paper** including the following (n= 8): - 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) 1. Describes clinical problem 2. Answerable PICO Question 3. Describes evidenced based intervention with excellent use of evidence to support main points 4. Explains critically thought out implementation plan incorporating change theory 5. 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	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) 6. Describes management of key stakeholders 7. Cost benefit analysis 8. Identifies key strengths/opportunities of project and key weaknesses/threats 9. Explains project evaluation plan/outcome measurement	

	patient preferences in planning, implementing and evaluating outcomes of care Essential III-4,6				10. References as appropriate 11. 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

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**
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 7th edition APA Manual, included at least 10 of the 12 following correct elements: 1. Title page 2. Font size and typeface 3. Running head 4. Page numbers 5. Margins 6. Spacing 7. Headings 8. Abbreviations 9. Professional Language (no contractions, colloquialisms, clichés, slang, etc) 10. Citations 11. Quotes (max = 1) 12. Reference page

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**
7. Promote the image of nursing by modeling the values and articulating knowledge, skills, and attitudes of the nursing profession. CLO IV-3	Submitted product included <6 of 8 "highly developed" criteria	Submitted product included 6 of 8 "highly developed" criteria	Submitted product included 7 of 8 "highly developed" criteria	Submitted professional product which including at least 8 of the following (n=8): - 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 (≤ 5years) research journals and/or professional sources cited
8. Access public health and other sources of information using information technologies CLO I.1, 3, II.1, IV.1		Submitted journal included 1 of 2 "highly developed" criteria		Prepared individual journal which included (n=2); -Selected 1 of 2 mandatory FEMA courses viewed for SD County MRC: **IS-100** Introduction to the Incident Command System OR **IS-700** National Management System, An Introduction - Summarized lessons learned from this course
9. Communicates effectively in writing, orally, and electronically as a member of an interprofessional team CLO I.1, II.1, IV.3	Submitted journal included <2 "highly developed" criteria	Submitted journal included 2 of 3 "highly developed" criteria		Created journal which included (n=3): - Recognition of PHN in DM planning - Student's proposed role in community disaster management plan - Reflection with emphasis on: Courage
Comments:			TOTAL POINTS EARNED:	

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
*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				

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
4. Use skills of inquiry, analysis, and information literacy to address practice issues. **CLO 1.1, 2, 3**	Analyzed <2 of 4 criteria listed in "highly developed" column	Analyzed 3 of 4 criteria listed in "highly developed" column		Utilized the summary grid to synthesize data collected to support change in practice. (n=4): -Brief analysis of article #1used 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
5. Evaluate the credibility of sources of information, including bot not limited to databases and internet resources **CLO I.1, 2, IV.3**	Discussed < 2 of 4 criteria listed in "highly developed" column	Discussed 2 of 4 criteria listed in "highly developed" column		Discussed level of evidence, validity and reliability of references (n=3): -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
6. Evaluate data from all relevant sources, including technology, to inform the delivery of care. **CLO I.1, 2, 3, II.1, IV.1, 2**	Concluded with < 3 of 4 criteria listed in "highly developed" column	Concluded with 3 of 4 criteria listed in "highly developed" column		Concluded project with synthesis of the evidence based intervention in 1 - 2 paragraphs including (n=4) - 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
7. Describe reliable sources for locating evidence reports and clinical practice guidelines. CLO I.1, 2, 3, II.1, IV.1	Organized summary grid using < 3 of 9 criteria in "highly developed column"	Organized summary grid using 3 of 5 criteria in "highly developed column"	Organized summary grid using 4 of 5 criteria in "highly developed column"	Organized chosen resources appropriately in Summary Grid (n=5). Included at least 5 of the following elements. - Correct purposes - Correct sample size and characteristics - Correct tools or instruments used to collect data - Correct independent variables - Correct dependent variables

8. Describe reliable sources for locating evidence reports and clinical practice guidelines. CLO I.1, 2, 3, II.1, IV.1	Organized summary grid using 1 of 3 criteria in "highly developed column"	Organized summary grid using 2 of 3 criteria in "highly developed column"		Organized chosen resources appropriately in Summary Grid (n=3). Included 3 of the following elements. - Correct significant results - Correct limitations and strengths - Correct recommendations for practice
9. 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 9-10 of the 12 elements listed under "highly developed' column	Applied **APA format** following the 6th edition APA Manual, included at least 11 of the 12 following correct elements (n=12): 13. Title page 14. Font size and typeface 15. Running head 16. Page numbers 17. Margins 18. Spacing 19. Headings 20. Abbreviations 21. Professional Language (no contractions, colloquialisms, clichés, slang, etc) 22. Citations 23. Quotes (max =1) 24. Reference page
10. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. CLO IV.3	Submitted product included <6 of 9 "highly developed" criteria	Submitted paper including 6-7 of 9 "highly developed" criteria	Submitted paper including 8 of the 9 criteria in "highly developed" criteria	Submitted professional paper including at least 9 of the following (n=9): - 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

Comments / Total points:

Point Loma Nazarene University - School of Nursing

The CREATIVE PROJECT – Revisited (40 points total possible) – NRS 4040

Student: _____ Faculty**:** _____ Title of Creative Project: _____

_____

REFLECTION & PRESENTATION RUBRIC

Course Learning Out-comes	**Student Learning Outcomes:** Upon completion of this assignment, the student will be able to	**INITIAL 5 points**	**EMERGING 6 points**	**DEVELOPED 7 points**	**Highly Developed 8 points**
3.3	1. Advocate for consumers and the nursing Profession. Essential II-7	Demonstrated < 2 of 4 "highly developed" criteria	Demonstrated 2 of 4 "highly developed" criteria	Demonstrated 3 of 4 "highly developed" criteria	**REFLECTION**: Thoughtful written description of creative project 1. Then (NRS 350) 2. Now (NRS 440) 3. Reflect on your initial 4. Creative Project. How has your BSN education influenced your thinking regarding: a. Advocacy b. Following as a Servant c. Communication d. Role of the Professional Nurse e. Your personal/professional goals
5.1	**2.** Use written, verbal, nonverbal, and emerging technology methods	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): - 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

	to communicate effectively. Essential I-4				- Speech free from fillers (e.g. uh, like, etc) - Effective and non-distracting gestures - Expert response to questions
2.2 **3.3**	3. Assume accountability for personal and professional behaviors. Essential VIII-2	Presented using < 8 of 12 "highly developed" criteria	Presented using 8-9 of 12 "highly developed" criteria	Presented using 10-11 of 12 "highly developed" criteria	Presented in professional manner including (n=12): - Timely preparation, arrival to class and start of presentation - Professional attire (e.g. non-scrubs, clean/odor-free, wrinkle-free and loose fitting attire) - Business appropriate shoes, no sandals or flip flops - Shirt/Blouse without exposure of cleavage, chest or midriff - Skirt length no more than 2 inches above the knee - Slacks/pants hemmed, non-denim - Underwear not visible or outlined - Conservative jewelry (e.g. only one pair of earrings to the ear lobe) - Unadventurous , styled and neat hair/grooming - Distraction-free (e.g. chewing gum, food) - No visible tattoos - Time-limit adherence to 4-6 minutes, including Q&A period
5.1 **5.3**	4. Demonstrate appropriate team-building and collaborative strategies when working with interprofessional teams. Essential VI-5	Participated including <2 of 4 "highly developed" criteria	Participated including 2 of 4 "highly developed" criteria	Participated including 3 of 4 "highly developed" criteria	**PEER REVIEW:** Participated in peer evaluation of assigned peer presenters during presentation, including (n= 4): - 1 of 2 specified area of strength - 2 of 2 specified area of strength - 1 of 2 constructive feedback re: area for growth - 2 of 2 constructive feedback re: area for growth
3.3	5. Articulate the value of	Reflected including <2 of 4 "highly developed"	Reflected including 2 of 4 "highly	Reflected including 3 of 4 "highly	Reflected on how assigned peers' creative projects/presentations compare to your own personal experience related to the following (n=4): - Learning in RN-BSN Program - Professional Goals

	pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development Essential VIII-13	criteria	developed" criteria	developed" criteria	- Personal Goals - Personal Growth
POINTS				=	**TOTAL** points earned

SON: CC Data, RN to BSN, 2025-26