# School of Nursing BSN
# 2025-2026

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|---|---|
| **BSN PLO #1**<br>**Inquiring Faithfully** | Students 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 |
|---|---|---|
| **BSN PLO #1** | NSG4070 Leading Faithfully-A Synthesis and Transition to Professional Nursing Practice | Evidence Based Practice (EBP) Group Paper<br>To engage students in an analysis of evidence-based practice within their clinical experience. This group paper addresses the following: (1) Problem identification at the clinical site; (2) develop PICO question and obtain 8-12 research evidence; and (3) critical analysis and synthesis of the evidence. |

**Criteria for Success:**

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|---|---|---|
| **BSN PLO #1** | NSG4070 | Evidence Based Practice Group Paper<br>85% of students will earn a 75% or above on the grading rubric. |

**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:**

| | Course | N | Students Meeting or Exceeding Success Criteria | Comments |
|---|---|---|---|---|
| 2020-2021 (FA20+SP21) | NSG 4070 | 77 | 100% (77/77) students met or exceeded the benchmark. | |
| 2021-2022 (FA21+SP22) | NSG 4070 | 81 | 100% (81/81) scored at or above the benchmark (Average score was 56.95 pts, ranging from 54 – 61 out of maximum 61) | |
| 2022-2023 (FA22+SP23) | NSG 4070 | 61 | Goal for Success: For EBP Paper, 85% of students will achieve 81% or greater. In AY 2022-2023, goal met with 100% (61/61) scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year have resulted in improved outcomes for PLO #1. | For FA22, 100% of all 31 students scored above the benchmark of 81% (41.93/61 points) with 0% scoring less than 81%. Overall, the Group EBP Papers' Average Score: 57.29/61 points; Average %: 93.92%; Range 53-61/61 points which is an overall average range of 87%-100%.<br>For SP23, 100% of all 30 students scored 100% above the benchmark of 81% (41.93/61 points) with 0% scoring less than 81%. Overall, the Group EBP Papers' Average Score: 57.73/61 points; Average: 94.5%, Range 56-61 points which is an overage range of 92%-100%. All improved outcomes from FA22 results.<br>BSN PLO #1 Goal for success met & exceeded. The SP23 results were improved from the FA22 results overall in Group EBP Paper scores due to improved assignment preparation learning activities such as increased lecture & discussion times, and other course improvements. |

| | | | | |
|---|---|---|---|---|
| 2023-2024 (FA23+SP24) | NSG 4070 | 60 | Goal for Success: For the overall Team EBP Paper, 85% of students will achieve 81% or greater. In AY 2023-2024, goal met with 100% (60/60) scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year have resulted in improved outcomes for PLO #1. | For FA23, 100% of all 30 students scored above the benchmark of 81% (49.41/61 points) with 0% scoring less than 81%. Overall, the six Team/Group EBP Papers' Average Score was 55.75/61 points; Average: 91.37%; Range of scores 53.5-58.5 points or average of scores ranged from 87.7% to 95.9%.<br>For SP24, 100% of all 30 students scored above the benchmark of 81% (49.41/61 points) with 0% scoring less than 81%. Overall, the six Team/Group EBP Papers' Average Score was56.81/61 points; Average: 92.97%; Range of scores 56-61 points or average of scores ranged from 88% to 100%.<br>BSN PLO #1 Goal for success met & exceeded. The SP24 results were improved from the FA23 results overall in Group EBP Paper scores due to improved assignment preparation learning activities such as increased lectures & timely discussion times, and other course improvements (sample paper grading). |
| 2024-2025 (FA24+SP25) | NSG4070 | 63 | Goal for Success: For the overall Team EBP Paper, 85% of students will achieve 81% or greater. In AY 2024-2025, the goal was met with 100% (63/63) students scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year and mid-term have resulted in improved outcomes for PLO #1 and sustained success in meeting PLO#1 ELAs. | For FA24, 100% of all 32 students scored above the benchmark of 81% for the EBP Team Papers (a course signature assignment). This semester, the total score of the paper increased from previous years to 70 total points. Points were increased in the grading criteria of Acquiring Evidence, Appraising Evidence through Synthesis and Conclusion. The seven Team Papers' average score was 67.1/70 points, equivalent to 95.80%. This exceeds the ELA of 85% students achieving scoring 81% points. The range of the EBP Team Paper scores was 64-70 points which is equivalent to an average of 91.4%-100%. In FA24, all 32 BSN TUG students met the ELA for the overall signature assignment for PLO #1: Inquiring Faithfully. Upon further review, the ELA was not met by students within the ASK section (worth 4 points) of the team paper-only 68% scoring >81%. In FA24, students did not consistently do well with identifying, describing, and referencing the EBP theoretical framework used to guide their team |

| | | | | |
|---|---|---|---|---|
| | | | | in the project's clinical innovation. This was noted and addressed in preparing SP25 students for the assignment.<br><br>Overall, the course improvements made since last Academic Year (AY 2023-2024) were carried out again this AY and have resulted in improved outcomes for the EBP Team Paper overall and within every section of the paper. While preparing students for the SP25 assignment, more lecture time and review of references on EBP Models & Frameworks were provided. Also, specific in-class hours were provided for SP25 teams to meet to work on sections of paper. Students took full advantage of meeting in-class together to work on these papers and ask faculty specific grading rubric questions. Other improved assignment preparation learning activities such as an assignment to grade a sample team paper and discuss results in class was helpful per student feedback. Finally, repeated review of specific grading criteria such as evidence appraisal, synthesis, concluding nursing implications, and revision of similarity report feedback were helpful per student feedback also.<br><br>For SP25, the PLO #1 assignment remained the NSG 4070 EBP Team Paper and the School of Nursing grading rubric for professional papers was initially used. The grading criteria of 100 points was implemented. Overall, 100% of all 31 students scored above the benchmark of 81% (81/100 points) with 0% scoring less than 81%. Overall, the six Team/Group EBP Papers' Average Score was 96.96/100 points and an average of 96.96%. The range of scores 92-100 points or average of scores ranged from 92%-100%. The ELA was met for all of the paper sections in SP25.<br><br>BSN PLO #1 Goal for success met & exceeded. The SP25 results were improved from the FA24 results overall in Group EBP Paper scores due to improved assignment |

| | | | | |
|---|---|---|---|---|
| | | | | preparation and learning activities as mentioned above. |
| 2025-2026 (FA25+SP26) | NSG4070 | 60 | Goal for Success: For the overall Team EBP Paper, 85% of students will achieve 81% or greater. In AY 2025-2026, the goal was met with 100% (60/60) students scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year and mid-term have resulted in improved outcomes for PLO #1 and sustained success in meeting PLO#1 ELAs. All students exceeded the benchmark for this signature assignment, which means they are demonstrating competence in the arena of written communication. During the AY 2025-2026, the scores of the assignment ranged from 85-100 points with the median and average at 97/100 points. | For AY 2025-2026, the grading rubric for the NSG 4070 EBP Team Paper was revised to reflect the School of Nursing scholarly paper template. The total points for criteria changed to 100 points.<br><br>**Changes to be Made Based on Data:**<br>1. Continue with the current NSG 4070 EBP Team Assignment as written communication PLO assignment.<br>2. Ensure this assignment is aligned with the current scaffolding assignments within the course.<br>3. 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. |

## Conclusions Drawn from Data:

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|---|---|
| **BSN PLO #1** | For AY 2025-2026, the grading rubric for the NSG 4070 EBP Team Paper was revised to reflect the School of Nursing scholarly paper template. The total points for criteria changed to 100 points. |

## Changes to be Made Based on Data:

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|---|---|

| | |
|---|---|
| **BSN PLO #1** | **Changes to be Made Based on Data:**<br>1. Continue with the current NSG 4070 EBP Team Assignment as written communication PLO assignment.<br>2. Ensure this assignment is aligned with the current scaffolding assignments within the course.<br>3. 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.<br><br>Plan will be to maintain the gain and adhere to the actions steps from last year to sustain meeting the program learning outcome for written communication.<br><br>- Focus 1 hour Monday classes on EBP Content.<br>- Check in with course students, EBP Team Leaders, and Senior Class Representatives on clarity of EBP concepts and gauge need for class time to work on team papers with faculty available to answer questions.<br>- Impart responsibility and accountability of EBP Team leaders to report on EBP assignments' progress during class sessions. This has historically empowered leaders to share and ask more clarifying questions.<br>- Keep turnitin.com technology employed so that students received feedback on papers- enabled their checking for and correcting correct grammar, spelling, and similarity on draft papers.<br>- Increase time spent on APA formatting guidelines- specifically, APA citations of referencing direct quotations, paragraph heading levels; and alphabetizing authors in synthesis sentences were most common missed criteria. |

**Rubrics Used:** NSG4070 Evidence Based Practice Group Paper

*Attached at the end of this document*

# School of Nursing BSN
# 2025-2026

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|---|---|
| **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 |
|---|---|---|
| **BSN PLO #2** | NSG 4080 | Becoming a Nurse: A Purpose Revisited Project<br><br>To reflect and apply the topics discussed in NSG 1080 to the vocation of nursing. Students will "revisit" their purpose for becoming a nurse discussed in 1080 to reflect on how these last 4 years (time in nursing school) has influenced or shaped their ideas for professional nursing practice. |

**Note.** As of AY2023-2024, the School of Nursing selects the Becoming a Nurse: A Purpose Revisited Project" assignment for assessing PLO #2. The Servant Leadership Reflective Journal assignment will be used for assessing PLO #5.

**Criteria for Success:**

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|---|---|---|
| **BSN PLO #2** | NSG4080/4081 -Nursing Capstone | 85% of students will earn a 75% or above on the grading rubric. |

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

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

**Longitudinal Data:**

| AY | Course | N | Students Meeting or Exceeding Success Criteria | Comments |
|---|---|---|---|---|
| 2020-2021 (FA20) | NSG4080/4081 -Nursing Capstone | 40 | 100% (40/40) students met or exceeded the benchmark. | Servant Leadership Reflective Journal assignment was not included in Spring 2021, because students had to do many direct clinical hours (32 hours) at PLNU Wellness Center. Thus, this assignment was canceled for the Spring 2021 and data are not available. |
| 2021-2022 (FA21+SP22) | NSG4080/4081 -Nursing Capstone | 79 (42+37) | 95% (75/79) students met or exceeded the benchmark. | 5% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late in which points were deducted. Of this 5%, 50% of these students scored 80%, just below the 81% mark. |
| 2022-2023 | NSG4080/4081 -Nursing Capstone | 61 (31+30) | 98% = 60/61 students met or exceeded the benchmark. | 2% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late and/or not discussing an assignment prompt required in which points were deducted. Of this 2%, the students scored a 78%, just below the 81% mark. |
| 2023-2024 (FA23+SP24) | NSG4080/4081 -Nursing Capstone | 60 (30+30) | 95% = 57/60 students met or exceeded the benchmark. | 5% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late and/or not discussing an assignment prompt required in which points were deducted. |
| 2024-2025 (FA24+SP25) | NSG4080/4081 -Nursing Capstone | 63 | 60/63 = 95% of students met or exceeded the benchmark | 5% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late and/or not discussing an assignment prompt required in which points were deducted. |
| 2025-2026 (FA25+SP26) | NSG4080/4081 -Nursing Capstone | 60 (31+29) | 100% of students exceeded the benchmark | All (100%) of students received over the 75% benchmark for this assignment |

**Conclusions Drawn from Data:**

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|---|---|
| **BSN PLO #2** | 100% of students achieved above the benchmark in all outcomes. This demonstrates that our students are successful in caring faithfully for their patients, themselves, and as they enter the profession of nursing. |

For AY 2020-2021, the School of Nursing is assessing the overall PLO#2 of Caring Faithfully- Servant Leadership Reflective Journal.

**Changes to be Made Based on Data:**

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|---|---|
| **BSN PLO #2** | This assignment was changed to include a professional presentation to classmates to help students prepare and practice their professional interview skills. |

**Rubrics Used:** *Attached at the end of this document*
NSG 4080: Becoming a Nurse- A Purpose Revisited Project

# School of Nursing BSN
# 2025-2026

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|---|---|
| **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 |
|---|---|---|
| **BSN PLO #3** | NSN4050/4051: Nursing of Communities: Mental Health Focus | Process Recording<br><br>This assignment is an opportunity to focus on therapeutic communication alongside analysis of patient communication, both verbal and nonverbal. |

**Criteria for Success:**

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|---|---|---|
| **BSN PLO #3** | NSN4050/ 4051: Nursing of Communities: Mental Health Focus | Process Recording<br>85% of students will earn a 75% or above on the grading rubric. |

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

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

**Longitudinal Data:**

| AY | Course | N | Students Meeting or Exceeding Success Criteria | Comments |
|---|---|---|---|---|
| 2020-2021 (FA20+SP21) | NSG 4070 | 77 | 100% (77/77) students met or exceeded the benchmark. | |
| 2020-2021 (FA20+SP21) | NSG 4070 | 81 | 100% (81/81) students exceeded the benchmark. | |
| 2022-2023 | NSG 4070 | 61 | 100% (61/61) students exceeded the benchmark. | |
| 2023-2024 (FA23+SP24) | NSG 4050/4051 | 63 | 98% (62/63) students exceeded the benchmark. | |
| 2024-2025 (FA24+SP25) | NSG 4050/4051 | 61 | 100% of students exceeded the benchmark. | |
| 2025-2026 (FA25+SP26) | NSG 4050/4051 | 58 | 100% of students exceeded the benchmark. | |

**Conclusions Drawn from Data:**

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|---|---|
| **BSN PLO #3** | 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:**

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|---|---|
| **BSN PLO #3** | 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. |

**Rubrics Used:** Attached at the end of this document
NSG4050/4051 Process Recording Grading Rubric

# School of Nursing BSN
# 2025-2026

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|---|---|
| **BSN PLO #4**<br>**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.<br>(PLOs 4.1, 4.2, 4.3) |

**Outcome Measures:**

| Program Learning Outcome (PLO) | Course | Description of Outcome Measure |
|---|---|---|
| **BSN PLO #4** | NSG4060-Nursing of Communities: Community Health Focus | <u>Health Policy & Social Determinants of Health</u><br><br>Description: *The Future of Nursing 2020-2030* (NAM, 2021), highlights the critical and urgent needs related to health inequities and nurses' opportunity in addressing the social determinants of health (SDOH). With this in mind, construct an APA style research paper, on a topic aligned with the issues related to health inequity, health policy, and social determinants of health. Your paper will be informed by your course readings, current health policy measures, your clinical experiences at your site, and the literature (at least 2 peer reviewed journal references published within the last 10 years, and which may be drawn from nursing, public health, medicine, or the social sciences). The paper needs to be a minimum of 1250 words (not including title page and references). |

**Note:**

**Criteria for Success:**

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|---|---|---|
| **BSN PLO #4** | NSG4060- Nursing of Communities: Community Health Focus | Health Policy & Social Determinants of Health<br>85% of students will earn a 75% or above on the grading rubric. |

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

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

**Longitudinal Data:**

| AY | Course | N | Students Meeting or Exceeding Success Criteria | Comments |
|---|---|---|---|---|
| 2021-2022 (FA21+SP22) | NSG 4060 | 39+40 =79 | 90% (71 /79) students met or exceeded the benchmark. | Most major errors were due to: not including content about a PH Essential Service, grammar, and APA formatting with references and citations. |
| 2022-2023 | NSG 4060 | 30 | 90% (27/30) students met or exceeded the benchmark | 1/3 students failed the assignment due to very late submission |
| 2023-2024 (FA23+SP24) | NSG4060-Nursing of Communities: Community Health Focus | 64 | For both FA23 & SP24, 100% of students achieved 81% or greater. | Minor errors in grammar/APA. 3 students failed to find a strong connection between a health policy initiative or nursing organization and their chosen topic. |
| 2024-2025 (FA24+SP25) | NSG4060-Nursing of Communities: Community Health Focus | | FA24 - 100% of students passed the signature assignment of 81% or higher.<br><br>**SP25** - 90% of students achieved 81% or higher. | **FA24:** Minor errors in grammar/APA. To help students prepare, CK provided a lecture on Health Policy, and we sprinkled in current health policy measures throughout the course. We also completed an ethics debate project on different policies, all prior to the signature assignment. This helped greatly to prepare them. Recommendation moving forward is to not have this due at the end of the semester, in case someone fails and realizes too late they can't graduate. Also recommend that we scaffold the paper to assure 100% passing. Finally, find ways to reduce AI-influenced work.<br><br>**SP25:** Three students (10%) did not achieve 81%. Students who did not achieve 81% primarily failed to meet specific rubric requirements for the literature review and analysis sections. There were also APA style and formatting issues. |

| | | | | |
|---|---|---|---|---|
| 2025-2026 (FA25+SP26) | NSG4060-Nursing of Communities: Community Health Focus | 59 | FA 25 - 100% achieved 81% or higher<br>SP 26 - 100% achieved 81% or higher | **FA25:** Minor errors in grammar/APA. To help students prepare, AMy Nantkes was invited to provide a lecture on Health Policy, and we sprinkled in current health policy measures throughout the course. Recommendation moving forward is to not have this due at the end of the semester, in case someone fails and realizes too late they can't graduate. Also recommend that we scaffold the paper to assure 100% passing. Finally, find ways to reduce AI-influenced work.<br><br>**SP26:** There were also APA style and formatting issues. Increased point value for APA formatting to encourage proper use of APA format and to help with AI influenced work. Will relook at this Signature Assignment for next year. |

**Conclusions Drawn from Data:**

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|---|---|
| **BSN PLO #4** | All students (100% in the Fall and 100% in the Spring) achieved scores beyond the program goal. |

**Note:**

**Changes to be Made Based on Data:**

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|---|---|
| **BSN PLO #4** | 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.<br>2. Consider having this assignment due a couple of weeks before the end of the semester for ample time to grade before pinning/graduation.<br>3. 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. |

**Rubrics Used:** Attached at the end of this document
NSG4060 Health Policy & Social Determinants of Health Assignment

# School of Nursing
# 2025-2026 BSN

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|---|---|
| **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, and discernment. |

| Program Learning Outcome (PLO) | Course | Description of Outcome Measure |
|---|---|---|
| **BSN PLO #5** | NSG4080/4081 -Nursing Capstone | Servant Leadership Reflective Journal<br><br>This assignment includes students' reflection of servant leadership experience by addressing ethics and values consistent with the compassionate Christ's love for all and professional nursing. |

**Criteria for Success:**

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|---|---|---|
| **BSN PLO #5** | NSG 4080 | 85% of students will earn a 75% or above on the grading rubric. |

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

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

**Longitudinal Data:**

| AY | Course | N | Students Meeting or Exceeding Success Criteria | Comments |
|---|---|---|---|---|
| 2020-2021 | NCLEX Pass Rate from CA-BRN | 75 | 65 out of 75 graduates in May 2020 passed the NCLEX-RN exam on their first attempt (86.7%) –It did not meet the benchmark (below 90%). | |
| 2021-2022 | NCLEX Pass Rate from CA-BRN | 74 | 64 out of 74 program completers in 2021 passed the NCLEX-RN exam on their first attempt (85.3%) – It is below the benchmark, 90%. | This year's pass rate (85.3%) is slightly lower than last year's pass rate (86.7%). |
| 2022-2023 | NCLEX Pass Rate from CA-BRN | 79 | 70 out of 79 program completers passed the NCLEX-RN exam on their first attempt (88.6%). This is below the benchmark of 90%. | This year's pass rate is slightly higher than last year's rate. We are moving in the right direction towards our benchmark. |

| AY | Course | N | Students Meeting or Exceeding Success Criteria | Comments |
|---|---|---|---|---|
| 2023-2024 (FA+SP) | NSG 4080 | 60 (30+30 | 95% = 57/60 students met or exceeded the benchmark. | 5% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late in which points were deducted. Of this 5%, 67% of these students scored 80%, just below the 81% mark. |
| 2024-2025 (FA23+SP25) | NSG 4080 | 63 | 62/63 = 98% of students met or exceeded the benchmark | 2% of students who did not achieve 81% or greater on this assignment was due to student turning journal in their reflection late in which points were deducted. |
| 2025-2026 (FA25+SP26) | NSG4080 | 60 (31+29) | 100% of students exceeded the benchmark | 57 of 60 (95%) students received 100% on the assignment.<br><br>2 students received 90% because of late submissions<br><br>1 student received 85% because not all prompts were addressed. |

**Note**. Due to the change of the assignment, a new Table is created to assess whether students are meeting the success criteria.

**Conclusions Drawn from Data:**

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|---|---|

| | |
|---|---|
| **BSN PLO #5** | We are exceeding our benchmark which is excellent news and demonstrates our commitment to servant leadership here at PLNU and in the profession of nursing. |

**Changes to be Made Based on Data:**

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|---|---|
| **BSN PLO #5** | 1) Continue to assess how our students are Leading Faithfully through this assignment.<br>2) Continue to discuss the importance of servant leadership in all levels of the nursing program and how this relates back to our mission. |

**Rubrics Used:** Attached at the end of this document
NSG 4080/4081: Servant Leadership Reflective Journal Rubric

# NSG 4070 EBP Group Paper Grading Rubric

**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%)<br><br>Student Learning Outcome (SLO): | Total 70 Possible Points | Points Awarded |
|---|---|---|---|---|---|---|
| **CATALYST & ASSESS: Program/Course/ Student Learning Outcomes**<br><br>**Investigate state and national statutes, rules and regulations that authorize and define professional nursing practice.**<br><br>**PLO 4.1**<br>**PHCCR 1491-4: C, F, G, H & L**<br><br>**AACN Essentials 1.1a, 9.5b, 9.6b** | **0 pts**<br><br>**No Credit**<br>**No criteria met.** | | **4 pts**<br><br>**Developing (50%)**<br>**Meets 1 of 2 criteria of highly developed column** | **8 pts**<br><br>**Highly Developed (100%)**<br><br>**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.**<br><br>**- Clearly identifies primary problem through citing references/statistics/boundaries**<br>• **Queries staff on hypothetical unit regarding identified clinical practice and query is clearly summarized, adds support for need to change practice and** | **8** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | advocates newly improved quality care for patient/family. | | |
| **ASK:**<br><br>**Program/Course/ Student Learning Outcomes**<br><br>**Utilize evidence-based intervention to improve outcomes and safety in the delivery of care to optimize health outcomes.**<br><br>**PLO 1.1, 1.2**<br>**PHCCR 1491-4**<br><br>**AACN Essentials 5.1a, 5.1b, 5.1f** | **0 pts**<br><br>**No Credit**<br>**No criteria met.** | | **5 pts**<br><br>**Developing (50%)**<br><br>**Meets 1 criteria** | **10 pts**<br><br>**Highly Developed (100%) Student Learning Outcome (SLO):**<br><br>**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.**<br><br>**- Clearly identifies PICO question (Population, Intervention, Current Practice, Outcomes)**<br><br>**- Clearly identifies EBP theoretical framework used to guide this EBP practice change proposal project.** | **10** | |
| **ACQUIRE:**<br><br>**Program/Course/ Student Learning Outcomes**<br><br>**Utilize evidence-based intervention to improve outcomes and safety in the delivery of care to optimize health outcomes.**<br><br>**PLO 1.1, 1.2**<br>**PHCCR 1491-4**<br>**AACN Essentials 5.1a, 5.1b, 5.1f** | **2 pts**<br><br>**Initial (0%)**<br><br>**2 points Meets 1 of 5 criteria in highly developed column** | **6 pts**<br><br>**Emerging (60%)**<br><br>**6 points Meets 3 of 5 criteria in highly developed column** | **8 pts**<br><br>**Developing (80%)**<br><br>**8 points Meets 4 of 5 criteria in highly developed column** | **10 pts**<br><br>**Highly Developed (100%) Student Learning Outcome (SLO):**<br><br>**ACQUIRE: SLO:**<br><br>**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.**<br><br>● **Describes search terms and key words.**<br><br>● **Identifies # of pieces of evidence yielded initially.**<br><br>● **Describes how evidence was prioritized; and** | **10** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | • **Describes rationale for keeping the evidence to evaluate, critique, and synthesize.** | | |
| **APPRAISE:**<br><br>**Program/Course/ Student Learning Outcomes**<br><br>**Utilize evidence based intervention to improve outcomes and safety in the delivery of care to optimize health outcomes.**<br><br>**PLO 1.1, 1.2**<br>**PHCCR 1491-4**<br>**AACN Essentials 5.1a, 5.1b, 5.1f**<br><br>**Synthesize original research and evidence summaries for translation into clinical practice.**<br><br>**PLO 1.1, 1.2**<br>**PHCCR 1491-4**<br>**AACN Essentials 4.1b, 4.1g, 4.2c, 10.3d** | **4 pts**<br><br>**Initial (70%)**<br><br>**Meets 0-1 of 4 criteria in highly developed column (0-4 pts)** | **15 pts**<br><br>**Emerging (75%)**<br><br>**Meets 2 of 4 criteria in highly developed column** | **17 pts**<br><br>**Developing (85%)**<br><br>**Meets 3 of 4 criteria in highly developed column** | **20 pts**<br><br>**Highly Developed (100%)**<br><br>**APPRAISE: SLO:**<br><br>**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**<br><br>• **Accurately identifies/addresses level of evidence using an identified hierarchy of evidence.**<br><br>• **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.**<br><br>• **Includes appendices**<br><br>• **Appropriate and accurate use of the Evidence Evaluation & Evidence Synthesis Tables, concise summaries of articles help to correctly identify best practice. Within written paper, refers to appendices and explains appendices' contents to reader.** | **20** | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **PLO 5.2**<br>**PHCCR 1491-4**<br>**AACN Essentials 4.1d, 4.1f, 4.2a, 4.2b** | | | | **10):**<br>• **Maintenance of confidentiality**<br>• **Timely submission through turnitin.com to Canvas**<br>• **8-12 pages in length (exclusive of title and reference page);**<br>• **Organized with an introduction, body, conclusion and necessary transitions**<br>• **Contains less than 4 grammar errors for the entire paper, including appendices**<br>• **Contains less than 2 spelling and/or punctuation errors for the entire paper, including appendices**<br>• **Sentences written without fragments or run-ons**<br>• **Paragraphs are neither short or long**<br>• **Text written without bias (e.g. gender) or informality (e.g. first person)**<br>• **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**<br>**PLO 3**<br>**PLO 4**<br><br>**AACN Essential: Scholarship for EvidenceBased Practice**<br><br>**AACN Essential . Interprofessional Partnerships Intentional collaboration and communication with healthcare teams to optimize care, enhance the healthcare experience, and strengthen outcomes.**<br><br>**AACN Essential Domain: Informatics and Healthcare Technologies Using information and communication technologies, ethical data management, and digital tools to deliver safe and effective care.** | 4 | **1 point**<br>**Meets 1 of 4 criteria of highly developed column** | **2 points**<br>**Meets 2 of 4 criteria of highly developed column** | **3 points**<br>**Communicated using 6-7 of 8 "highly developed" criteria** | **4 points**<br>**Meets 8 of 8 criteria, each worth 0.5 point (n=8)**<br><br>**SLO: Uses written, verbal, nonverbal, and emerging technology methods to communicate effectively. Communicated using appropriate verbal and non-verbal skills including (n=8):**<br><br>- Introduction of self with first name, last name and credentials<br>- Professional language without informality (e.g. slang, profanity) or bias<br>- Appropriate rate, neither too fast nor too slow.<br>- Appropriate volume for the environment<br>- Engaging eye contact<br>- Speech free from fillers (e.g. uh, like, etc)<br>- Effective and non-distracting gestures<br>- Expert response to questions | |
| **PLO 1**<br>**PLO 3**<br>**PLO 4**<br><br>**AACN Essential Domain: Population Health The ecosystem of public health, spanning disease prevention, health promotion, equity, and disaster preparedness across diverse populations. [1, 2]** | 6 | **0 points**<br>**Presented using < 8 of 12 "highly developed" criteria** | **2 points**<br>**Presented using 8-9 of 12 "highly developed" criteria** | **4 points**<br>**Presented using 10-11 of 12 "highly developed" criteria** | **6 points**<br>**Meets 12 criteria, 0.5 points each**<br>**SLO: Assume accountability for personal and professional behaviors. Presented in professional manner including (n=12):**<br><br>- Timely preparation, arrival to class and start of presentation<br>- Professional attire (e.g. non-scrubs, | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **AACN Essential Domain : Scholarship for the Nursing Discipline**<br>**The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform healthcare.**<br><br>**AACN Essential Domain : Informatics and Healthcare Technologies**<br>**Using information and communication technologies, ethical data management, and digital tools to deliver safe and effective care.**<br><br>**AACN Essential Domain: Personal, Professional, and Leadership Development**<br>**Participating in lifelong learning, emotional intelligence, resilience, and leadership activities that shape personal and professional identity. [1]** | | | | | clean/odor-free, wrinkle-free and loose fitting attire)<br>- Business appropriate shoes, no sandals or flip flops<br>- Shirt/Blouse without exposure of cleavage, chest or midriff<br>- Skirt length no more than 2 inches above the knee<br>- Slacks/pants hemmed, non-denim<br>- Underwear not visible or outlined<br>- Conservative jewelry (e.g. only one pair of earrings to the ear lobe)<br>- Unadventurous , styled and neat hair/grooming<br>- Distraction-free (e.g. chewing gum, food)<br>- No visible tattoos<br>- Time-limit adherence to 3 - 5 minutes, including Q&A period | |
| **PLO 1**<br>**PLO 3**<br>**PLO 4**<br>**PLO 5**<br><br>**AACN Essential Domain : Scholarship for the Nursing Discipline**<br>**The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform healthcare.**<br><br>**AACN Essential Domain : Informatics and Healthcare Technologies**<br>**Using information and communication technologies, ethical data management, and digital tools to deliver safe and** | 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**<br>**Meets all 4 of 4 criteria, each worth 4 points (n=4)**<br><br>**SLO: Constructs poster to disseminate information gathered from Evidenced Based Practice project.**<br><br>- Appropriate use of poster template. Visually appealing design with graphics and text boxes.<br><br>- Language was professional and formal without bias, ambiguity or too much simplicity.<br><br>- Creative construction of poster with effort to present main points of project & patient care advocacy: | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **effective care.** | | | | | Catalyst, Assess (Regulations/Statistics/Practice), Ask, Acquire, Appraise, Apply, Analyze.<br><br>- 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.<br>PLO: 1-5 | N0 points will be earned . . .<br>No presentation(s) or lack of basic content and discussion<br>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:<br>• Your project or discussed purpose then (from NSG 1080)<br>• Your vision now (NSG 4080 & PLNU GE experiences)<br>• Reflection on the project created to demonstrate this transformation.<br>• 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.<br>PLO:1-5 | N0 points will be earned . . .<br>No response to question(s) or lack of basic content and discussion<br>Submitted beyond due date/time | | Meets 4 of 5 items in Highly Developed | Thoughtful <u>written reflection</u> of project to include:<br>• Purpose Then: Pre-Nursing or just starting in SON program (NSG 1080)<br>• Purpose Now: (NSG 4080 & PLNU GE experiences).<br>• Thoughtful reflection on your purpose & its transformation.<br>• Incorporate at least 2 of the 5 SON Program Values (5 Faithfullys) that have changed or developed since starting the program.<br>• How has the time in the nursing program influenced your nursing vocation/practice?<br>• Uploaded written reflection to Canvas. |
| Incorporate your awareness of professional nursing standards and behaviors evidenced by your presentation of self.<br>PLO: 1-5 | N0 points will be earned . . .<br>No response to question(s) or lack of basic content and discussion<br>Submitted beyond due date/time | | Includes 7-8 of the 9 criteria listed under *highly developed.* | Includes (n=9):<br>• Arrives in a timely manner<br>• introduction of self<br>• introduction of project<br>• speech clear and non-rushed<br>• professional verbiage<br>• avoids "um", "like", and/or speech fillers.<br>• Organized and flows well.<br>• eye contact engaging<br>• stays within the 5–7-minute time frame |
| Participates in peer evaluation as part of leadership in effective communication.<br><br>PLO 1-5 | N0 points will be earned . . .<br>No response to question(s) or lack of basic content and discussion<br>Submitted beyond due date/time | | Basic written feedback to one to two peer presenters in assigned group:<br>• 2 areas of strength<br>• 2 areas | Provides well-thought out, constructive feedback on peer review form to 2 teammates/peer presenters in assigned group that includes:<br>• 2 areas of strength<br>• 2 areas for growth<br>• Posts feedback appropriately in Canvas |

| | | | |
|---|---|---|---|
| | | **of growth** | |
| **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<br>Clinical Context:<br>• What clinical day/night or mentoring scenario is this?<br>• What theme will you address in the journal?<br>• Describe the context of the unit/mentoring experience<br>Clinical Experience:<br>• Provide an overview of your patient assignment/mentoring experience<br>• What happened on this clinical shift/mentoring scenario?<br>• What specific actions took place during the situation/event? (Your actions? Others?)<br>• 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 . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>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<br>• What were your thoughts during the event?<br>• What were your feelings related to the event?<br>• Were your actions the most appropriate for this particular event?<br>• Why or why not?<br>• What were the positive and negative aspects and outcomes of the incident?<br>• Were there aspects or influences that interfered with doing a better job?<br>• What were they? | Addresses 6 of the 7 areas in the "Highly Developed" column | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time |
| Analysis of the Situation PLO | Addresses 7 of the 7 criteria | Addresses 6 of the 7 areas | NO points will be earned . . . | NO points will be |

| | Highly Developed (7 pts) | Developed (6 pts) | Emerging (0.200 pt) | Initial (0.100 pt) |
|---|---|---|---|---|
| 1-5 | • What personal clinical/mentoring objectives did you meet today and how?<br>• 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.<br>• How can you make sense of what happened?<br>• At the time of the incident, what guided your actions?<br>• What should you have used to guide your actions?<br>• How did your knowledge in this situation? Did you possess the knowledge and skill level needed for the situation?<br>• What did you learn that surprises you? | in the "Highly Developed" column | No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time | earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time |
| Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing practice. PLO 1-5 | Addresses 7 of the 7 criteria<br>• What did you learn as a result of the situation?<br>• What were lessons learned?<br>• Do you need to modify your beliefs, assumptions, and attitudes?<br>• If this situation were to occur again, how will you act similarly/differently?<br>• How has the situation influenced your practice?<br>• What were your resources (e.g. human, electronic) to arrive at a conclusion?<br>• To whom would you communicate this learning? | Addresses 6 of the 7 areas in the "Highly Developed" column | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time |

| | **Highly Developed (7 pts)** | **Developed (6 pts)** | **Emerging (0.200 pt)** | **Initial (0.100 pt)** |
|---|---|---|---|---|
| Professional Writing PLO 1-5 | Addresses 7 of the 7 criteria<br>• Correct grammar/spelling with less than 3 errors.<br>• APA format (6th ed.) Title page, page numbers, running head, headers, citations, references.<br>• First person narrative may be used during the guided reflection.<br>• Cover Page incudes:<br>• Student Name,<br>• Journal Number,<br>• Journal Theme,<br>• Date of Clinical/Mentoring Experience,<br>• Preceptor Initials (if applicable),<br>• Due Date (7 days after the beginning of the clinical shift<br>• Content organized with a final summarized paragraph<br>• Clearly understood | Addresses 6 of the 7 areas in the “Highly Developed” column | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>Submitted beyond due date/time | NO points will be earned . . .<br><br>No response to question(s) or lack of basic content and discussion<br><br>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:**<br><br>Opens with a compelling first paragraph that introduces your selected topic and closes with clear purpose statement<br><br>**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<br>2. Description of the population most affected or at-risk for this problem.<br>3. **Closes with a clear statement of purpose (***ex - the purpose of this paper is to….)* | |
| **Literature Review:**<br><br>Provides background research into the topic and summarizes important findings from literature review including a minimum of 2 peer-reviewed journal articles.<br><br>**Points Allocated: 20** | -The lit review simply reports summaries of the literature, without critically analyzing or synthesizing the literature.<br><br>-The literature review shows a lack of | - There is insufficient analysis or synthesis of important multidisciplinary literature.<br><br>-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.<br><br>-The literature review shows clear understanding of the topic | |

| | | | | | |
|---|---|---|---|---|---|
| | apparent understanding of the topic<br><br>-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:**<br><br>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.<br><br>**Points Allocated: 30** | Failed to meet minimal standards and criteria | Identified the health policy/ organization but failed to draw a connection to paper topic<br><br>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<br><br>The connection between the health policy or organization was too vague | -Health policy and/or legislative organization strongly ties into larger paper topic<br><br>-Reflections should be organized and well-clarified | |
| **Analysis/Discussion:** Demonstrates a sophisticated understanding and careful, critical analysis of the health issue.<br><br>Compares/contrasts perspectives. Considers counter arguments or opposing positions and draws original and thoughtful conclusions.<br><br>**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<br><br>-Response provides potential counter arguments and/or opposing positions to the health issue | |

| | | | | | |
|---|---|---|---|---|---|
| **Summary:**<br><br>Closing paragraph provides reader with a brief summary of the paper without the introduction of new material.<br><br>May end paragraph with additional work that needs to be done or a statement that encourages the reader to think critically.<br><br>**Points Allocated: 5** | Failed to meet minimal standards and criteria.<br><br>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<br><br>- 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:**<br><br>1. Correctly formatted APA title page including word count<br>2. No complex jargon, but writing is in professional terms<br>3. No typos/grammar errors (Proofread!)<br>4. Between 750 and 1000 words<br>20 **points** | -The paper includes mechanical and grammatical errors, and uses little critical language.<br><br>-The paper is written rather diffusely and does not flow smoothly.<br><br>-There are frequent deviations from the current APA format. | -Occasional errors of grammar and mechanics are displayed.<br><br>-Part of the paper is written cogently, and the flow is a bit awkward.<br><br>-There is occasional deviation from the current APA format | -A few minor grammatical errors<br><br>-Most of the paper is written cogently<br><br>-A few deviations from the current APA format | This criterion is linked to a Learning Outcome<br>Formatting follows APA 7th edition including the following:<br>-Title page<br>-Font size & typeface<br>-Page numbers<br>-Margins -Spacing<br>-Headings -Abbreviations<br>-Professional language<br>-Citations<br>-Quotes (max = 1) | |

| | |
|---|---|
| *See syllabus for course-specific policy related to late submission of assignments (i.e. 15% per day).<br>*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)<br>-Patient initials<br>-Age<br>-Gender<br>-Race/ethnicity<br>-Marital status<br>-Occupation<br>-MD<br>-Religion<br>-Education<br>-Unit<br>-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):<br>-Identifies developmental theorist<br>-Describes current stage the individual is in<br>-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):<br>-Identifies cultural norms for patient<br>-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):<br>-Personal thoughts<br>-Personal feelings<br>-Personal concerns<br>-Time of encounter<br>-Place of encounter<br>-Environment<br>-Patient mood status<br>-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):<br>-Introducing self to patient<br>-Identifying the purpose for interaction<br>-Seeking the patient's permission to engage in a therapeutic dialogue | |
| **7. Document at least 10 minutes of a student/patient interaction including verbal and non-verbal aspects of dialogue.** | | Includes 1 of 3 criteria listed in "highly developed" column | Includes 2 of 3 criteria listed in "highly developed" column | Documents the following (n=3):<br>-Verbatim of at least ten minutes of a student patient interaction<br>-Moments of silence<br>-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** | 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):<br>-Openly and honestly reflecting on internal dialogue during therapeutic interaction. | |

| | | | | | |
|---|---|---|---|---|---|
| **boundaries.** | | | | -Critically evaluating internal dialogue during therapeutic interaction<br>-Noting successful interventions as well as those in need of improvement<br>-Making adjustments to interventions based on insights<br>-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):<br>-Critically evaluating & appraising the identified goals and outcomes<br>-Identifying and incorporating themes throughout the therapeutic encounter<br>-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).<br>*Outcomes not addressed in the paper will not earn points. | **TOTAL POINTS EARNED: /50** |