



**PLNU** *forward*

**POINT LOMA  
NAZARENE UNIVERSITY  
School of Nursing**

**NURSING OF INDIVIDUALS  
ADULT HEALTH I  
THEORY  
NSG 250 – Section 1  
FALL 2015  
4 Units**

<b>Meeting days:</b> Monday/Wednesday	<b>Instructor:</b> Linda Hensley DNP RN CNS
<b>Meeting times:</b> 0730-0920	<b>Office Phone:</b> 619-849-2568 <b>Cell-Phone:</b> 858-395-6761 <i>(cellphone is for emergencies)</i>
<b>Meeting location:</b> Liberty Station, Rm 202	<b>E-mail:</b> <a href="mailto:lindahensley@pointloma.edu">lindahensley@pointloma.edu</a>
<b>Placement:</b> Fall Sophomore Year	<b>Office location and hours:</b> Taylor 109 By appointment if a specific time is needed. Students are welcome to come by anytime Monday, Wednesday and Thursday  <i>**Please contact me if you would like to schedule an appointment to meet</i>
<b>Final Exam:</b> 12/16/2015 <b>Location:</b> TBD	<b>Additional info:</b>

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

### SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. - John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. - John 13: 14-15 NIV*

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via canvas announcement section, with accompanying email notification, in a timely manner.

### COURSE DESCRIPTION

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The nursing process is studied and applied. Major concepts in nursing theory are considered and illustrated in the areas of basic needs, acute, and chronic illness, rehabilitation, and the aging process. Also includes, examination of clients emphasizing skills in history taking, physical, psychological, cultural, and spiritual assessments.

*Prerequisite(s): Admission to the Nursing program, and [NSG 150](#).*

*Concurrent: [NSG 251](#). Transfer students: [NSG 150](#).*

*Corequisite(s): [BIO 220](#).*

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program, except NSG 150 which requires a minimum of a "B" grade.

## PROGRAM VALUES & COURSE LEARNING OUTCOMES

Upon completion of NSG 250 the student will meet the following outcomes as aligned with the five School of Nursing values/program learning outcomes:

School of Nursing - BSN Program Program Learning Outcomes	NSG 250 - Adult Health Nursing I Course Learning Outcomes
<p><b>Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</b></p>	
<ul style="list-style-type: none"> <li>• Initiate dialogue regarding current practice to improve healthcare</li> <li>• Demonstrate use of evidence-based practices as an advocate for self and others</li> <li>• Influence positive client outcomes using evidence-based data</li> <li>• Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community</li> <li>• Engage in self-care practices that facilitates optimal care of clients</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates evidence, knowledge and skill for outreach screening and resource assessment of the adult population</li> <li>• Identifies client needs to promote improved health maintenance across the care continuum</li> </ul>
<p><b>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.</b></p>	
<ul style="list-style-type: none"> <li>• Demonstrate compassionate care to all people while mirroring Christ's love for all</li> <li>• Partner with the community to establish a trusting relationship</li> <li>• Demonstrate ethics and values consistent with the practice of professional nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the impact of physiological, psychosocial, and spiritual attributes on the health care needs of the adult population</li> <li>• Describes individual expression of client values, preferences and expressed needs</li> </ul>

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

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| <ul style="list-style-type: none"> <li>Engage in a professional practice environment that promotes nursing excellence</li> <li>Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse</li> <li>Avail self of learning opportunities to initiate the life-long learning process</li> </ul> | <ul style="list-style-type: none"> <li>Differentiates the roles and responsibilities of the BSN nursing student in the academic setting including concepts of professional practice</li> <li>Explores principles of control and prevention of communicable disease as designated by regulatory agencies</li> </ul> |
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**Leading Faithfully:** The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

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| <ul style="list-style-type: none"> <li>Provide graceful service through compassionate response to others’ needs</li> <li>Demonstrate the principles of a servant leader as a reflection of Christ’s love</li> </ul> | <ul style="list-style-type: none"> <li>Explores community resources for the adult client as a function of service</li> <li>Investigates opportunities to represent clients in all aspects of human diversity</li> </ul> |
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**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.

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| <ul style="list-style-type: none"> <li>Engage in active listening to promote therapeutic relationships</li> <li>Demonstrate effective verbal and nonverbal communication skills to provide patient care</li> <li>Advocate for patients/families and self</li> <li>Implements patient care while revering the diversity of patients, families and communities</li> </ul> | <ul style="list-style-type: none"> <li>Describes communication skills that optimize positive patient outcomes</li> <li>Examines effective, culturally appropriate communication techniques with all individuals in a variety of settings</li> </ul> |
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## **COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## COURSE CONTENT (TOPIC OUTLINE)

Topics	Evaluation
<ul style="list-style-type: none"> <li>➤ Introduction to APA writing &amp; Ryan Library Resources</li> <li>➤ The Nursing Process: Using Pain as an Example</li> <li>➤ Cardiac Assessment: Promoting Oxygenation</li> <li>➤ Promoting Comfort, Rest and Sleep with an Introduction to Spirituality</li> <li>➤ Pulmonary Assessment: Promoting Oxygenation</li> </ul>	<b>Exam I</b>
<ul style="list-style-type: none"> <li>➤ Musculoskeletal, Skin &amp; Tissue Assessment: Protection, Safety &amp; Mobility</li> <li>➤ Introduction to Community Nursing</li> <li>➤ Neurological Assessment: Promoting Neurological Function</li> <li>➤ Introduction to Ethical &amp; Legal Aspects of Nursing Practice</li> </ul>	<b>Exam II</b>
<ul style="list-style-type: none"> <li>➤ GI/Abdominal and Genitourinary Assessment: Promoting Elimination</li> <li>➤ Principles of Communication</li> <li>➤ Providing Teaching and Promoting Learning: Patient Education</li> <li>➤ Care of the Older Adult and Care of the Caregiver</li> <li>➤ Medication Administration Process</li> </ul>	<b>Exam III</b>
<ul style="list-style-type: none"> <li>➤ Dosage Calculation</li> </ul>	<b>Dosage Calculation Exam</b>
<ul style="list-style-type: none"> <li>➤ Assessment of Nutritional Status: Promoting Balanced Nutrition</li> <li>➤ Assessment of Fluid &amp; Electrolyte Status and IV Therapy</li> <li>➤ Care of the Pre and Intraoperative Patient</li> <li>➤ Care of the Postoperative Patient</li> <li>➤ Rehabilitation, Restorative and Palliative care</li> </ul>	<b>Exam IV</b>

## TEACHING AND LEARNING STRATEGIES

Lecture/Discussion	Canvas Learning Assignments	Case Study Analysis
Audio-visual Aids	Concept/Care Maps	Written Assignments
Group Discussion	Seminars	ATI Resources

## METHODS OF EVALUATION

Quizzes	Written assignments	Examinations
Skills Assessment	ATI Proficiency	Skills Lab Attendance

<b>EXAM POINTS</b> will be based upon the following possible <b>820</b> points:		
NSG 250 Quizzes	Quizzes 1-8 (10 pts each)	70
<b>NSG 251</b>	ATI Modules: On-Campus Lab	ATI Modules A, B, C
	Skills Assessment	Complete Physical Assessment
Exams I – IV	150 points each	600
Dosage Calculation Exam	(First attempt only) *See page 12 regarding 2 <sup>nd</sup> and 3 <sup>rd</sup> attempts	75
Total Exam points possible		<b>820</b>

**\*Minimum of 75% (615) needed in Exam points to pass course**

<b>ASSIGNMENT POINTS</b> will be based upon the following possible <b>217</b> points		
NSG 250 Homework		20
<b>Required Learning Activities</b>	Article Synthesis ( <b>page 17-18</b> )	15
	Historical Research Paper ( <b>page 19-23</b> )	72
	Well Elder Paper ( <b>page 24-29</b> )	90
Skills Lab Participation	<ul style="list-style-type: none"> <li>• ≥10 hours = 20 pts</li> <li>• 8 hours = 15 pts</li> <li>• &lt;8 hours = 0 pts</li> </ul>	20
Professional Dress Days ( <b>page 13</b> )		Required
<b>NSG 251</b>	Leadership Experience ( <b>page 13</b> )	Required
	Simulation Rotation ( <b>page 14</b> )	Required
	ePortfolio Review ( <b>page 14</b> )	Required
Total Assignment points possible		<b>217</b>

## OVERALL NSG 250 LETTER GRADE

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Determined by adding total exam points (**after achieving  $\geq 75\%$  on exams**) to total assignment points.

<b>PLNU School of Nursing Grading Scale</b>  (NOT rounded)	<b>NSG 250 – EXAMS</b> (All Exam points only)  Total Points Possible = <b>820</b>	<b>NSG 250 – COURSE</b> (Exam & Assignment points)  Total Points Possible = <b>1037</b>
93 – 100% = A	762.6 – 820	964 – 1037
90 – 92% = A-	738 – 762.5	933 – 963
87 – 89% = B+	713.4 – 737.9	902 – 932
84 – 86% = B	688.8 – 713.3	871 – 901
81 – 83% = B-	664.2 – 688.7	840 – 870
78 – 80% = C+	639.6 – 664.1	809 – 839
<b>75 – 77% = C</b>	<b>615 – 639.5</b>	<b>778 – 808</b>
73 – 74% = C-	598.6 – 614	757 – 777
71 – 72% = D+	582.2 – 598.5	736 – 756
68 – 70% = D	557.6 – 582.1	705 – 735
Below 68% = F	<557.5	<705

## ATTENDANCE AND PARTICIPATION

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

## INCOMPLETE AND LATE ASSIGNMENTS

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All assignments are to be submitted as specified by faculty, including assignments posted in Canvas.

## ACADEMIC DISHONESTY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## ACADEMIC ACCOMMODATIONS

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While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

## FERPA POLICY

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In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

## EXAMINATION POLICY

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Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record.

Successful completion of this class requires taking the **FINAL** examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## USE OF TECHNOLOGY

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Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

## **PROFESSIONAL STANDARDS**

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Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

### **Additional guidelines**

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook and may include assignment/class failure and possible dismissal from the program.

## SCHOOL OF NURSING – GRADING POLICIES

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- **Grading Scale** to be used for all exams and final course grades:
  - 93-100% = A
  - 90 - 92% = A-
  - 87 – 89% = B+
  - 84 – 86% = B
  - 81 – 83% = B-
  - 78 – 80% = C+
  - 75 – 77% = C - Must have minimum of 75% to progress in the program
  - 73 – 74% = C-
  - 71 – 72% = D+
  - 68 – 70% = D
  - Below 68% = F
  
- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations. All assigned course work must be completed to receive a final course grade.
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a “C” (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq$  C.
- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

## COURSE-SPECIFIC POLICIES

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- All assignments must be submitted per instructions on the due date. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with clinical instructor or level coordinator.
- All course grades (including quizzes/exams, assignments & final course grade) will be posted on Canvas via the PLNU web site.
- Grading for NSG 250 follows the general policies of the School of Nursing

## TESTING

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In order to assure academic honesty, the following are requirements for each quiz and examination:

### BEFORE TESTING

- A student is required to notify the instructor PRIOR to exam time if it is necessary to miss an **exam** for any reason. There will be no make-ups for missed homework and make up for quizzes will be at the instructor's discretion and may be an alternate quiz/assignment.
- It is the student's responsibility to arrange for a make-up exam, with the professor, within 72 hours after the missed exam.
- Examinations in NSG-250 will be cumulative and consist of multiple-choice and alternative format questions. Bring a #2 pencil to each exam for marking the computer scantron card. Scantrons will be provided.

### DURING TESTING

- The following items may be on the desktop at the time of examination: Pencils, erasers, **BASIC** function calculators, prescription/reading eye glasses. No drinks, food, eyeglass cases, etc. are permitted on the desktop.
- Please assure that your cell phone is on silent mode (no vibrate).
- Only calculators with **BASIC** mathematical functions (e.g. +, -, x, ÷) may be used during an exam (including the Dosage Calculation Exam) or quiz. Scientific calculators, PDAs, or cellular phones may NOT be used. Calculators may NOT be shared during the exam.
- Upon completion of the exam, each student is to leave all items, including the printed exam placed face down, on the desk top. As the student leaves for break, the completed scantron is to be submitted to faculty. All backpacks/cell phones to remain in the classroom during break.

### AFTER TESTING

- Students scoring  $\leq 78\%$  on **EXAM I** are required to make an appointment with the instructor to review the exam. Failure to fulfill this requirement may result in disciplinary action.
- Exam review appointments may be available at the instructors' discretion. These reviews must be completed before the next exam and may be in small groups.
- Discussion regarding exam content is restricted to instructor-student review. Discussion outside the classroom is prohibited and will be seen as academic dishonesty.

## DOSAGE CALCULATION EXAM

- If **63 points or less** (≥4 incorrect answers) is earned on the first attempt, a mandatory review with the instructor by appointment AND retake will be required. Failure to fulfill this requirement may result in disciplinary action.
- If a score of **66 points** (≥3 incorrect answers) is not achieved on the second attempt, the student must schedule a mandatory review with the instructor AND schedule an appointment to retake the exam prior to the Thanksgiving holiday.
- If a score of **66 points** (≥3 incorrect answers) is not achieved on the third attempt, the student will be dismissed from the nursing program.
- Scores on subsequent exam attempts will not alter the original points awarded.

## ATI RESOURCES

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The PLNU School of Nursing has chosen the NCLEX preparatory resource known as ATI Nursing Education to help prepare students for the NCLEX. ATI offers study material, practice and proctored assessments, as well as individualized focused material review. Studies have shown that consistent and appropriate use of these resources can increase a student's potential in obtaining a passing score on the NCLEX.

In the NSG 250 course, ATI will be used as follows:

### **ATI Skills Modules:**

Students must review the ATI Skills Modules listed in the NSG 251 syllabi and take the pre/post-test by the deadline stated in the course calendar. Students will need to score 75% or higher on **each** of the post-tests in order to receive **ANY** credit for these assignments.

**The student will be responsible for handing in their ATI transcript documenting that the modules were taken by the due date assigned.**

Points will be awarded based on the transcript printed from ATI and no partial credit will be given for these assignments.

## PROFESSIONAL DRESS DAYS (see calendar for specific dates)

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On these days, **ALL** Pre-nursing and Nursing students will be attired professionally.

➤ Basic Professional Attire is outlined below:

WOMEN	MEN
Hair pulled away from face & neatly groomed	No Jeans Dress shirt
Dresses/skirts fall below the knee line	No sandals/flip-flops/sneakers
No Jeans	No visible tattoos
Full coverage blouses/dresses	Dress shirt
Minimal jewelry	
Natural/minimal makeup	
No sandals/flip-flops/sneakers	
No visible tattoos	

## LEADERSHIP REQUIREMENT

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Attendance of a professional committee meeting is required on an **annual** basis for each student.

**The student will need to show written proof of attendance and complete a journal reflection discussing the experience.**

**Attendance includes:**

- (1) Professional Nursing meeting **OR**
- Volunteering as class representative (2 persons) for the sophomore class.
  - *The class representatives attend sophomore team meeting general sessions. They bring group concerns and ideas to the table and take feedback back to the class. A positive attitude is important. The representative will be responsible for emailing the general session minutes to the class following each meeting.*

Examples of professional meetings can include, **but are not limited to:** Hospital committee meetings, Hospice/Palliative Nursing, School Nurses Resource Group, CA-BRN, ANA-C, Sigma Theta Tau, Philippine Nurses Association & PLNU School of Nursing meetings.

Meeting dates/times can be found on each committee's website. If you are having difficulty finding a meeting to attend, contact your clinical instructor for ideas.

Semester	Fall	Spring
Last Name(s)	A – K	L – Z

## **SIMULATION EXPERIENCE**

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To provide additional student interaction with real life nursing scenarios, PLNU incorporates the use of simulation technology. The goal of the Simulation is to provide a realistic clinical environment for students to enhance their nursing knowledge and skills in a safe learning environment. The PLNU simulation rooms are equipped with Human Patient Simulators (HPS) whose functions range from lung, heart, and bowel sounds to those that can respond physiologically based on treatment delivered including medication administered intravenously. The HPS's are programmed with sophisticated case-based patient scenarios reflecting commonly occurring patient health problems that students encounter during clinical experiences. Students must use clinical judgment, knowledge, communication and teamwork in order to complete each simulation.

PLNU School of Nursing strives to provide students with the same technologies that they will use in the hospital setting.

- Clinical guidelines and requirements apply for this experience (see NSG 251 syllabi).
- Students will attend (1) simulation day during their NSG 251 clinical rotation, these will be held at Liberty Station.
- The rotation schedule for simulation will be provided to each clinical section by the NSG 251 instructor.
- Specific information for each simulation day will be emailed to the student by 5pm on the day prior to their rotation (i.e. Wednesday by 5pm for Thursday SIM, Monday by 5pm for Tuesday SIM).
- It is the expectation of the simulation faculty that students come prepared for this experience, which includes review and completion of ALL paperwork listed on informational email.

## **PORTFOLIO REQUIREMENT**

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At the conclusion of each course, students are expected to complete/update a Live Text® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in Live Text®.

- Signature Assignment: Well Elder Paper
- All Guided Reflective Assignments (*Faithfully Journals*)

Students are strongly encouraged to submit additional coursework into Live Text® to demonstrate personal and professional growth. (i.e. Journals, Clinical write-ups, etc.)

**REQUIRED TEXTBOOKS:** Textbook/e-book bundle (\*)

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- \*Ackley, B.J., & Ladwig, G.B. (2014). *Nursing diagnosis handbook: A guide to planning care* (10<sup>th</sup> ed.). St. Louis, MO: Mosby Year Book, Inc.
- Chitty, K. K. & Black, B. P. (2011). *Professional nursing: Concepts & challenges* (6th Ed). Missouri: Saunders Elsevier.
- \*Hodgson, B., & Kizior, R. (2012). *Saunders's nursing drug handbook 2014*. St. Louis, MO: Saunders-Elsevier.
- \*Jarvis, C. (2011). *Pocket companion for physical examination and health assessment* (7th ed.). Philadelphia: W.B. Saunders Company
- \*Lewis, S.L., Heitkemper, M.M., Dirksen, S.R., O'Brien, P.G., & Bucher, L (2014). *Medical-surgical nursing: Assessment and management of clinical problems* (9<sup>th</sup> ed.). St. Louis, MO: Mosby-Elsevier.
- \*Pagana, K.D., & Pagana, T.J. (2014). *Mosby's manual of diagnostic and laboratory tests*. (5<sup>th</sup> ed.). St. Louis, MO: Mosby Year Book, Inc.
- PLNU School of Nursing Student Handbook*. (2014-2015). Available in the SON Resource site in Canvas
- \*Potter, P.A., & Perry, A.G. (2013). *Fundamentals of nursing* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier Mosby.
- Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association
- Allender, Rector, & Warner (2014). *Community and public health nursing: Promoting the public's health*. (8<sup>th</sup> ed.). Cheyenne, WY.
- Venes, D. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (21<sup>st</sup> ed.). Philadelphia: F.A. Davis Company.

## REQUIRED LEARNING ACTIVITIES

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There are three required learning activities in the NSG 250 course.

Article Synthesis	See page 17
Historical Research Paper	See page 20
Well-Elder Paper	See page 25

### **Basic Guidelines for Learning Activities:**

- All learning activities will be submitted to your clinical instructor for grading and feedback.
- All learning activities will be graded according to the activity rubric. The descriptions listed under each activity are intended to provide students with a general overview and intended purpose of the assignment only.
- Papers should be submitted no later than 0730 on the due date either electronically or in-person per clinical instructor discretion. Papers submitted after this time are considered late and will have points deducted. Time stamps for electronically submitted papers are considered the time of submission.
- Beginning after 0730 on the assignment DUE date, an additional 10% will be deducted from final earned points for each additional day submitted late (including weekends).

**ACTIVITY:** Article Synthesis

**TOTAL POINTS POSSIBLE = 15**

**DUE DATES:** Article Selection **due: 9/9/15**

Written Summary **due: 9/23/15**



### **ACTIVITY DESCRIPTION**

This activity demonstrates the student's ability to write a succinct, informative synthesis of the content discussed in two scholarly articles. The student will use their understanding of APA format, a library search engine, identification of scholarly articles, and college-level grammar and spelling.

This activity will be completed in two parts:

- 1) The first part of the activity is selection of the articles. The student will select (2) articles on one topic from the "topical outline" in NSG 250 (refer to page 5). The student will focus on the older adult in the topic that is chosen. The student will then submit the articles in PDF format, via Canvas discussion board, to their clinical instructor by the due date indicated above.
- 2) The second part of the activity will be submission of the written **synthesis**. This is not a summary of the articles; this is a **synthesis** of the articles. The student will review the two articles selected (and approved by faculty) to determine the overall theme, content, and opinions of the articles. The student will then submit a **synthesis** of these aspects using the rubric below as a guide.

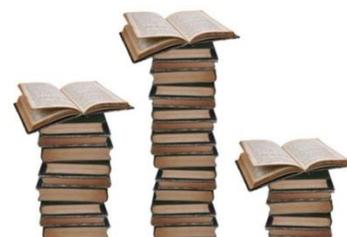
### **Note:**

- This paper should consist of a title page, 2 page paper and reference page (total of 4 pages).
- This learning activity will be graded according to the rubric below.
- In each row of the rubric, **ALL** aspects of the grading column must be present in order to obtain the listed points (i.e. initial, emerging, developing or highly developed column).
- **Early** and **consistent communication** with your clinical instructor regarding their expectations for this activity is **HIGHLY** encouraged.

### Grading Rubric: Article Synthesis

Outcomes	Initial 3 points	Emerging 4 points	Developing 4.5 points	Highly Developed 5 points
<b>Part 1: Pre-approval</b>  <b>Selects current topic of study and reviews current nursing literature relevant to the chosen topic</b>	Topic of study <b>was not</b> preapproved by clinical faculty before due date/time  <b>and/or</b> <b>**Article(s):</b> <ul style="list-style-type: none"> <li>• Were not from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO).</li> <li>• Were <b>not</b> related to topic of study.</li> <li>• Were written more than 24 months ago.</li> <li>• Did not have at least one author who was a registered nurse.</li> </ul>	Topic of study <b>was</b> preapproved by clinical faculty before due date/time.  <b>and</b> <b>**Two articles:</b> <ul style="list-style-type: none"> <li>• Were from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO, etc.).</li> <li>• One of the two articles was related to topic of study.</li> <li>• Were written within the last 24 months.</li> <li>• At least one author, between both articles, who is a registered nurse.</li> </ul>	Topic of study <b>was</b> preapproved by clinical faculty before due date/time.  <b>and</b> <b>**Two articles:</b> <ul style="list-style-type: none"> <li>• Were from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO, etc.).</li> <li>• Related to topic of study.</li> <li>• Were written within the last 24 months.</li> <li>• At least one author, between both articles, who is a registered nurse.</li> </ul>	Topic of study <b>was</b> preapproved by clinical faculty before due date/time.  <b>and</b> <b>**Two articles:</b> <ul style="list-style-type: none"> <li>• Were from <b>PLNU</b> nursing library stacks or <b>PLNU</b> electronic databases (i.e. Proquest, CINAHL, Cochrane, EBSCO, etc.,).</li> <li>• Related to topic of study.</li> <li>• Were written within the last 24 months.</li> <li>• At least one author <b>per article</b> who is a registered nurse.</li> </ul>
<b>**Commentaries, editorials, abstracts and letters to the editor are not considered acceptable articles**</b>				
<b>** IF MORE THAN 2 ARTICLES ARE SUBMITTED, ONLY THE FIRST TWO ARTICLES WILL BE EVALUATED BY FACULTY**</b>				

	Outcomes	Initial 3 points	Emerging 4 points	Developing 4.5 points	Highly Developed 5 points
<b>Part 2: Submission of Article Synthesis</b>	<b>Applies APA format according to the 6<sup>th</sup> edition of APA manual</b>	Typed/formatted according to APA 6 <sup>th</sup> edition, <b>including ≤6</b> of the following elements: <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from non-professional sources (&gt; 3 quotes)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, <b>including 7-8</b> of the following elements: <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (2-3 quotes max)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, including <b>at least 9</b> of the following elements: <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (no more than 1 quote)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, including <b>at least 10</b> of the following elements: <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (no more than 1 quote)</li> <li>• Reference page</li> <li>• Headers</li> </ul>
	<b>Constructs a professional paper</b>	Submits a 1 page or > 2 page paper (exclusive of title and reference page). May not be organized with an introduction, body and conclusion. Paper has ≥4 grammar, spelling, and/or punctuation errors for the entire paper. Sentences are written with ≥2 fragments, run-ons and/or short/long paragraphs.	Submits a 2 page paper (exclusive of title and reference page). Organized with an introduction, body and transitions are either not fluid or present. Paper has 3-4 grammar, spelling, and/or punctuation errors for the entire paper. Sentences are written with greater than 1 fragment, run-ons or short/long paragraphs.	Submits a 2 page paper (exclusive of title and reference page). Organized with an introduction, body, conclusion and necessary transitions. Paper has no more than a total of 2 grammar, spelling, and/or punctuation errors for the entire paper. Sentences are written without fragments, run-ons or short/long.	Submits a 2 page paper (exclusive of title and reference page). Organized with an introduction, body, conclusion and necessary transitions. Paper has no more than a total of 1 grammar, spelling, and/or punctuation errors for the entire paper. Sentences are written without fragments, run-ons or short/long paragraphs.
Late submissions will result in point deductions based on the learning activity guidelines.  In the event that an entire outcome is not addressed, points will not be earned.	<b>Total Points Earned:</b>		<b>Comments:</b>		

**LEARNING ACTIVITY:** Historical Research Paper**TOTAL POINTS POSSIBLE = 72****DUE DATES:** Topic selection **due: 10/5/15**Written Paper/Group evaluations **due: 10/28/15****ACTIVITY DESCRIPTION**

Nursing theories have shaped the practice of nursing since the days of Florence Nightingale. The focus of this paper is to discuss the impact that the selected nursing theorist has had, and continues to have, on present day nursing. This activity will demonstrate the student's ability to collaborate with a peer(s) in writing a research paper using their understanding of APA format, a library search engine, identification of scholarly articles and college-level grammar and spelling.

- 1) The first part of the activity is selection and approval of the research topic. Each group will select a nursing theorist from the list below and submit their selection to their clinical instructor, per their submission instructions, for approval by the due date indicated above. **Each theorist may only be selected once per clinical group.**
- 2) The second part of the activity is submission of the written paper and evaluation of group collaboration. The group will collaborate in researching/identifying articles that meet the rubric requirements and pertain to their chosen theorist. The group will then produce a paper introducing the theorist and proposing the group's unique thesis statement regarding the theorist's historical contribution to nursing, examining the significance of the theorist's theories in present day nursing, describing how the theorist's ideas evolved over time, and identifying challenges the theorist faced along the way. Each group member will then provide feedback on the contributions and effort of each member of the group.

**RESEARCH TOPIC: Nursing Theorists (Choose ONE)**

Florence Nightingale	Hildegard Peplau	Virginia Henderson	Madeleine Leininger
Ida Jean Orlando	Dorothy Johnson	Dorothea Orem	Martha Rogers
Betty Neuman	Sister Calista Roy	Jean Watson	Patricia Benner

**Note:**

- Groups of 2-3 students will be assigned for this paper (per clinical instructor discretion).
- Each member of the group will submit a graded evaluation of the collaboration within the group. Review the group process directions for more information.
- This paper should consist of a title page, 4 page paper and reference page (total of 6 pages).
- References used for the paper should include a minimum of 5 current (<60 months old from paper due date) articles/books from PLNU databases. Other resources may be used in addition to these 5 articles/books without a date limit.
- This learning activity will be graded according to the rubric below.
- In each row of the rubric, **ALL** aspects of the grading column must be present in order to obtain the listed points (i.e. initial, emerging, developing or highly developed column).
- **Early and consistent communication** with your clinical instructor regarding their expectations for this activity is **HIGHLY** encouraged.

### GRADING RUBRIC: HISTORICAL RESEARCH PAPER

Outcomes	Initial 8 points	Emerging 10 points	Developing 11 points	Highly Developed 12 points
Employ professional methods to identify/research a nursing topic	<p><b>Does not</b> obtain approval by the due date, or chooses alternative topic without approval.</p> <p>Selected <math>\leq 2</math> current (<math>\leq 60</math> months) articles/books from <b>PLNU</b> library stacks and/or <b>PLNU</b> electronic library databases.</p>	<p>Submits chosen topic event and obtained approval by the due date.</p> <p>Selected three current (<math>\leq 60</math> months) articles/books from <b>PLNU</b> library stacks and/or <b>PLNU</b> electronic library databases.</p>	<p>Submits chosen topic and obtained approval by the due date.</p> <p>Selected a minimum of four current (<math>\leq 60</math> months) articles /books from <b>PLNU</b> library stacks and/or <b>PLNU</b> electronic library databases.</p>	<p>Submits chosen topic and obtained approval by the due date.</p> <p>Selected a minimum of five current (<math>\leq 60</math> months) articles /books from <b>PLNU</b> library stacks and/or <b>PLNU</b> electronic library databases.</p>
Development of a *thesis statement and discussion of nursing theorist's historical contribution to nursing	<p>Introduces topic in (2) paragraphs with unclear *thesis statement</p> <p>Identifies of at least (1) historical contributions.</p> <p>Does not describe contributions/ events in a clear and sequential manner.</p>	<p>Introduces topic in (2) paragraphs with transitional *thesis statement</p> <p>Identifies at least (1) historical contributions.</p> <p>Described specified contributions/ events in a clear and sequential manner.</p>	<p>Introduces topic <b>succinctly</b>, in (1) paragraph, with transitional *thesis statement</p> <p>Identifies at least (2) historical contributions.</p> <p>Described specified contributions/events in sequential order in a <b>clear, thorough</b> manner.</p>	<p>Introduces topic <b>succinctly</b>, in (1) paragraph, with transitional *thesis statement</p> <p>Identifies at least 3 or more historical contributions.</p> <p>Described specified contributions/events in sequential order in a <b>clear, thorough</b> manner.</p>
<p>*A thesis statement is defined as "a strong statement that you can prove with evidence. It is not a simple statement of fact. A thesis statement should be the product of your own critical thinking <i>after</i> you have done some research. Your thesis statement will be the main idea of your entire project. It can also be thought of as the <i>angle or point of view</i> from which you present your material." ( <a href="http://www.crlsresearchguide.org">http://www.crlsresearchguide.org</a>)</p>				
Examine nursing theorist's significance and identify challenges faced leading to present day nursing	<p>Does not clearly describe the nursing theorist's impact on the nursing profession of today.</p> <p>Does not clearly identify at least 1 challenge experienced by the nursing theorist.</p>	<p>Describes the nursing theorist's impact on the nursing profession of today.</p> <p>Includes at least 1 <b>clearly identified</b> challenge experienced by the nursing theorist.</p>	<p>Describes how person/event's contribution has evolved from past to impact the nursing profession of today.</p> <p>Includes at least 2 <b>clearly identified</b> challenges experienced by the nursing theorist.</p>	<p>Describes <b>succinctly</b> and <b>accurately</b> how the nursing theorist's contribution has evolved from the past to impact the nursing profession of today.</p> <p>Includes at least 2 <b>clearly identified</b> challenges experienced by the nursing theorist.</p>

Outcomes	Initial 8 points	Emerging 10 points	Developing 11 points	Highly Developed 12 points
Apply APA format according to the 6 <sup>th</sup> edition of APA manual	Typed/formatted according to APA 6 <sup>th</sup> edition, <b>including ≤6 of the following elements:</b> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from non-professional sources (&gt; 3 quotes)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, <b>including 7-8 of the following elements:</b> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (2-3 quotes max)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, <b>including at least 9 of the following elements:</b> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (no more than 1 quote)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, <b>including at least 10 of the following elements:</b> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (no more than 1 quote)</li> <li>• Reference page</li> <li>• Headers</li> </ul>
Construct a professional paper	Submits a <b>&lt; 3 page or &gt; 4 page paper</b> (exclusive of title and reference page).  May not be organized with an introduction, body and conclusion.  Paper has <b>≥ 8</b> grammar, spelling, and/or punctuation errors for the entire paper.  Sentences are written with <b>≥3</b> fragments, run-ons and/or short/long paragraphs.	Submits a <b>3-4 page paper</b> (exclusive of title and reference page).  Organized with an introduction, body and conclusion and transitions are either not fluid or present.  Paper has <b>5-7</b> grammar, spelling, and/or punctuation errors for the entire paper.  Sentences are written with <b>1-2</b> fragments, run-on or short/long paragraph.	Submits a <b>4 page paper</b> (exclusive of title and reference page).  Organized with an introductory statement, body, concluding remarks, and necessary transitions.  Paper has no more than a <b>total of (4)</b> grammar, spelling, and/or punctuation errors for the entire paper.  Sentences are written <b>without</b> fragments, run-ons or short/long paragraphs.	Submits a <b>4 page paper</b> (exclusive of title and reference page).  Organized with an introductory statement, body, concluding remarks, and necessary transitions.  Paper has no more than a <b>total of (3)</b> grammar, spelling, and/or punctuation errors for the entire paper.  Sentences are written <b>without</b> fragments, run-ons or short/long paragraphs.
**Complete an <b>Individual Evaluation</b> form using the rubric provided	Peer evaluation mean score between <18	Peer evaluation mean score between 18 - 20	Peer evaluation mean score between 21 – 23	Peer evaluation mean score of 24
<b>**Note: Individuals who do not submit an evaluation form by the due date/time will not earn points for this outcome.</b>				
Late submissions will result in point deductions based on the learning activity guidelines. In the event that an entire outcome is not addressed, points will not be earned.	<b>Total Points Earned:</b>		<b>Comments:</b>	

## HISTORICAL RESEARCH PAPER GROUP EVALUATION PROCESS

- 1) Use the worksheet below to guide your feedback of **EACH** member of your group for the Research Paper (including yourself). Take time to reflect honestly and constructively as you consider each member's contribution to the group. **DO NOT SUBMIT THIS WORKSHEET.**
- 2) Use the Evaluation Form (on the next page) to compile your scores for each member of your group and submit **ONLY** that form to your clinical faculty by the due date listed. **SUBMIT ONLY THIS FORM.**

### EVALUATION WORKSHEET (DO NOT SUBMIT)

Rate each member of your group on each of the following skills. Select the rating category that best describes your colleague's behavior and actions during this collaborative project.

<b>COOPERATIVE LEARNING SKILLS</b>	<b>NEVER = 0</b>	<b>SOMETIMES = 1</b>	<b>OFTEN =2</b>	<b>ALWAYS = 3</b>
Arrives on time and remains engaged during activities (e.g. no cellphone use, etc.)				
Demonstrates a good balance of active listening & participation				
Actively contributes to the group work (i.e. through sharing of ideas, problem solving, etc.)				
Accepts responsibility for an assigned portion of group work				
Shows respect for the opinions and feelings of others				
<b>RESPONSIBILITY</b>	<b>NEVER = 0</b>	<b>SOMETIMES = 1</b>	<b>OFTEN =2</b>	<b>ALWAYS =3</b>
Is well-prepared to present to the group aspects of their assigned group work when asked				
Demonstrates thoughtfulness and preparation when implementing assigned group work during festival				
Able to be relied on by the group to complete tasks and contribute 100% to the activities required				

## HISTORICAL RESEARCH PAPER: INDIVIDUAL EVALUATION FORM

**Each member of the group will submit ONLY this form to your clinical instructor with the submission of your paper.**

Individual members	Total Score from Rubric	Write a brief rationale to support your rating. Minimum of a paragraph.
<i><b>Self-evaluation</b></i>		

Name of Individual completing this form: \_\_\_\_\_

**ACTIVITY:** Well-Elder Contract and Paper

**TOTAL POINTS POSSIBLE = 90**

**DUE DATES:** Contract/Plan **due: 10/12/15**

Project/Paper **due: 12/2/15**



### ACTIVITY DESCRIPTION

This activity demonstrates the student's ability to plan, coordinate, implement and document a community-based, geriatric assessment based on the needs of your well-elder. This assessment includes a complete health history, genogram, psychosocial assessment, careplans, and project. The student will use their understanding of APA format, identification of community resources and college-level grammar and spelling.

This activity will be completed in two parts:

- 1) The first part of the activity is selection of a "well-elder" (an elderly patient who is not hospital bound). The student will use the guidelines below to select a well-elder. The student will then contact the well-elder to gain their approval for the project. Upon receiving consent, the student will submit a plan for their project to their instructor by the due date listed above following the rubric below.
- 2) The second part of the activity will be submission of the written paper. The student will summarize the impact of aging on the general population, introduce their well-elder, and compare their well-elder with the general population. In collaboration with their well-elder, the student will choose mutually identified health concerns with which to focus their assessment, careplan and community resource information. The student will develop pertinent, well-written nursing diagnoses for their well-elder. The student will conduct a complete health history and psychosocial assessment, collect a 24-hour food diary, and develop a care-plan on their well-elder. The student will submit to their well-elder a list of community resources available to their well-elder that pertain to the mutually identified health concerns. These items should meet the requirements listed in the rubric below.

### GUIDELINES FOR SELECTION OF WELL ELDER:

- You **MAY NOT** "share" well elders between class mates.
- Select and contract with a well elder person (65 or older) to spend six (6) hours with the elder over the period of the semester.
- The person may be a relative, friend or neighbor.
- Persons may be selected through church or retirement community settings (i.e. Mt Miguel, Lemon Grove, etc.).
- If it becomes necessary to select a different well elder during this project, notify your clinical faculty immediately.

Grading Rubric: Well-Elder Contract/Plan (6 points)					
	Outcomes	Initial 1.5 points	Emerging 2 points	Developing 2.25 points	Highly Developed 3 points
PLAN	Summarizes the plan /consent process established with the well elder.	Describes rationale for selection of client or states possible schedule of meetings.  Lists a few topics to be discussed with client.  Provides minimal or inappropriate amount of demographic data about the client.	Describes rationale for selection of client.  States possible schedule of meetings.  Mentions consent process.  Lists various topics to be discussed with client.  Provides appropriate demographic information about the client.	Describes rationale for selection of client including how contact was made.  Narrates details of well elder's consent.  Identifies schedule of three-2 hour possible face-to-face meeting dates/times.  Describes a general plan of required subject matter to be discussed for each scheduled meeting.  Provides concise demographic information about the client.	Describes rationale for selection of client including how contact was made.  Narrates details of well elder's consent.  Specifies confirmed schedule of (3) two hour face-to-face meeting dates/times.  Outlines a concise plan of required subject matter to be discussed for each scheduled meeting.  Provides concise demographic information about the client.
	Submits completed assignment and maintains client confidentiality	Submits assignment late  Breaches client confidentiality.			Submits assignment on-time on assignment due date.  Maintains client confidentiality at all times.
TOTAL	Late submissions will result in point deductions based on the learning activity guidelines.  In the event that an entire outcome is not addressed, points will not be earned.	TOTAL POINTS EARNED:		COMMENTS:	

Grading Rubric: Well-Elder Paper/Project (84 points)					
	Outcomes	Initial 4.5 points	Emerging 5.5 points	Developed 6.5 points	Highly Developed 7 points
PAPER	Describes the normal aging process as an introduction to the selected well-elder.	<p>May not utilize &amp; cite sources to explain the normal aging process in one paragraph, and information may not be complete.</p> <p>Introduces the client in a single transitional paragraph <b>with less than 5</b> demographic descriptors.</p>	<p>Utilizes sources to explain the normal aging process in one paragraph, including developmental, physiological, and psychosocial areas. Citations may be incomplete</p> <p>Introduces the client in a single transitional paragraph <b>including 5</b> demographic descriptors.</p>	<p>Utilizes &amp; cites sources to explain the normal aging process in one, succinct paragraph, including developmental, physiological, and psychosocial areas.</p> <p>Introduces the client in a single transitional paragraph <b>including 6-7</b> demographic descriptors.</p>	<p>Utilizes &amp; cites sources to explain the normal aging process in one, succinct paragraph, including developmental, physiological, and psychosocial areas.</p> <p>Introduces the client in a single transitional paragraph <b>including (8)</b> demographic descriptors:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Marital status</li> <li>• Living arrangements</li> <li>• Educational background</li> <li>• Occupational background</li> <li>• Ethnicity</li> <li>• Faith- based practices</li> </ul>
	Evaluates assessment data to formulate the client profile.	<p>Summarizes the client profile with &gt; 2 missing data points.</p> <p>Documents concerns which may not represent the well elder's health problems or may be inappropriate for the well-elder</p>	<p>Summarizes the client profile in 1-2 paragraphs with 1-2 missing data points.</p> <p>Documents identified 3 areas of health concerns: Educational needs may not be addressed.</p>	<p>Summarizes a complete client profile in 1-2 paragraphs.</p> <p>Documents collaboration with the well-elder to identify the 3 areas of health concerns.</p>	<p>Summarizes a complete client profile in 1-2 paragraphs.</p> <p>Clearly describes collaboration with the well-elder to identify 3 mutually identified areas of health concerns:</p> <ul style="list-style-type: none"> <li>- Actual health problems</li> <li>- Potential health problems</li> <li>- Educational needs</li> </ul>
	Uses assessment data to identify actual and potential nursing diagnoses.	<p>Lists 2 NANDA nursing diagnosis that do not include correct "related to" and "as evidenced by" components.</p> <p>Writes 1 physiological and 1 psychosocial nursing diagnosis that may or may not be appropriate to the well-elder. Citation may be absent.</p>	<p>Lists 2 NANDA nursing diagnoses including correct "related to" and "as evidenced by" components.</p> <p>Writes at least (1) physiological and (1) psychosocial nursing diagnosis that are appropriate to the well-elder.</p> <p>May or may not identify the priority nursing diagnosis and supports the priority with at least 1 rationale that is cited.</p>	<p>Lists 3 cited NANDA nursing diagnoses including correct "related to" and "as evidenced by" components.</p> <p>Writes 2 physiological and 1 psychosocial nursing diagnoses that are appropriate to the well-elder.</p> <p>May or may not identify the priority nursing diagnosis from the list of 3 and supports the priority with at least 2 rationales that are cited.</p>	<p>Lists 3 cited nursing NANDA diagnoses including correct "related to" and "as evidenced by" components.</p> <p>Writes 2 physiological and 1 psychosocial nursing diagnoses that are appropriate to the well-elder.</p> <p>Identifies the priority nursing diagnosis from the list of 3 and supports the priority with at least 2 rationales that are cited.</p>

Grading Rubric: Well-Elder Paper/Project (84 points)					
PA PE P	Outcomes	Initial 4.5 points	Emerging 5.5 points	Developed 6.5 points	Highly Developed 7 points
	Summarizes the health of the selected well-elder to the health of the general aging population.	Describes how the well-elder compares to the aging population in a single paragraph with minimal supporting data minus citations.	Describes how the well-elder compares to the general aging population in a single paragraph with some significant, cited, supporting data missing.	Describes how the well-elder compares to the general aging population in a single paragraph with significant, cited supporting data.	Describes how the well-elder compares to the general aging population in a single paragraph with significant, highly relevant, cited, supporting data.
ATTACHMENT	Documents a complete health history form	<b>Attaches</b> health history form with many missing, incomplete, or inappropriate data points. Formulates a less than 3-generation genogram according to Jarvis, p.6 with >3 missing data points. Legend/key is not included or does not assist with genogram interpretation.	<b>Attaches</b> health history form with minimal missing or incomplete data. Formulates a 3-generation genogram according to Jarvis, p.6 with less than three missing data points. Legend/Key included but not complete	<b>Attaches</b> a complete health history form and provides rationale or explanation for missing/incomplete data. Formulates a 3-generation genogram according to Jarvis, p. 6, including a legend/key that assists with interpretation of the genogram.	<b>Attaches</b> a complete in-depth health history form and provides rationale or explanation for missing/incomplete data. Formulates a 3-generation genogram according to Jarvis, p. 6, including a legend/key that assists with interpretation of the genogram.
ATTACHMENT	Documents a complete psychosocial assessment	<b>Attaches</b> a psychosocial assessment form with many missing data points. <b>Circles</b> subjective vs. objective findings with >2 errors <b>Highlights</b> abnormal findings with >2 errors More than 2 blanks found on the form Omits rationale for missing information.	<b>Attaches</b> a psychosocial assessment form with minimal missing or incomplete data <b>Circles</b> subjective vs. objective findings with 1-2 errors <b>Highlights</b> abnormal findings with 1-2 errors 1-2 blanks found on the form Provides rationale for any missing information.	<b>Attaches</b> a complete psychosocial assessment form <b>Circles</b> subjective vs. objective findings <b>Highlights</b> abnormal findings Provides rationale for any missing information and does not leave blanks on the form	<b>Attaches</b> a complete, accurate and concise psychosocial assessment form <b>Circles</b> subjective vs. objective findings <b>Highlights</b> abnormal findings Provides rationale for any missing information and does not leave blanks on the form
	Records the 24 hour dietary intake of the selected well-elder.	<b>Attaches</b> a 24 hour food diary with > 1 missing component.	<b>Attaches</b> a 24 hour food diary with one missing component.	<b>Attaches</b> a complete 24 hour food diary including <b>all</b> intake: meals, snacks, drinks, and food/liquid amounts. Provides explanation for missing/incomplete data if applicable.	<b>Attaches</b> a complete 24 hour food diary including <b>all</b> intake: meals, snacks, drinks, and food/liquid amounts including portion size and beverage ounces/glass size. Provides explanation for missing/incomplete data if applicable.

Grading Rubric: Well-Elder Paper/Project (84 points)					
PE	Outcomes	Initial 4.5 points	Emerging 5.5 points	Developed 6.5 points	Highly Developed 7 points
	Develops a written plan of care based on the identified priority nursing diagnosis.	<p><b>Attaches</b> a nursing plan of care prioritized from the identified nursing diagnoses minus <math>\geq 3</math> of the required elements. Several errors are present within the required content.</p> <p>The plan of care may not represent a priority nursing diagnosis.</p>	<p><b>Attaches</b> a nursing plan of care from the identified nursing diagnoses minus 1 of the required elements, or with 2 errors within the required content.</p> <p>The plan of care must represent the priority nursing diagnosis.</p>	<p><b>Attaches</b> a complete nursing plan of care from the priority identified nursing diagnosis including all of the required elements, with <math>\leq 2</math> errors within the required elements.</p> <p>The plan of care must represent the priority nursing diagnosis.</p>	<p><b>Attaches</b> a complete nursing plan of care from the identified priority nursing diagnosis including all of the following elements. 1 error is allowed within the required content:</p> <ul style="list-style-type: none"> <li>• A realistic, time framed, and measureable outcome.</li> <li>• At least <b>3</b> appropriate/ priority nursing interventions based on the priority diagnosis and action-oriented with stated frequencies.</li> <li>• At least 1 cited rationale for each nursing intervention.</li> <li>• Evaluation of the stated outcome</li> <li>• A description of progress toward the desired outcome statement using the proper <b>SBAR</b> format</li> </ul>
	Writes reflective journals about the "well-elder" experience.	<p><b>Attaches</b> &lt;3 journal entries.</p> <p>Writes journals however 2-3 journals do not include all of the following:</p> <ul style="list-style-type: none"> <li>• New knowledge gained about the well-elder.</li> <li>• Any enriching experiences.</li> <li>• Any difficulty that occurred.</li> </ul> <p>May have joined well-elder in a meal but observation or reflection is not found in a journal.</p> <p>Does not express creativity.</p>	<p><b>Attaches</b> 3 journal entries.</p> <p>Writes journals however one journal does not include all of the following:</p> <ul style="list-style-type: none"> <li>• New knowledge gained about the well-elder.</li> <li>• Any enriching experiences.</li> <li>• Any difficulty that occurred.</li> </ul> <p>Joins well-elder in a meal and describes observation in at least one of the journals.</p> <p>Does not express creativity.</p>	<p><b>Attaches</b> 3 journal entries (one per 2-hour face-to-face session).</p> <p>Writes each journal to include:</p> <ul style="list-style-type: none"> <li>• New knowledge gained about the well-elder.</li> <li>• Any enriching experiences.</li> <li>• Any difficulty that occurred.</li> </ul> <p>Joins well-elder in a meal and describes observation as a reflection in at least one of the journals.</p> <p>Expresses creativity (e.g. photos, poems or art) and describes whether created with or for the well-elder in one of the journals.</p>	<p><b>Attaches</b> 3 concise, insightful journal entries (one per 2-hour face-to-face session).</p> <p>Writes each journal to include:</p> <ul style="list-style-type: none"> <li>• New knowledge gained about the well-elder.</li> <li>• One enriching experiences.</li> <li>• One/potential difficulty that occurred.</li> </ul> <p>Joins well-elder in a meal and describes observation as a reflection in at least one of the journals.</p> <p>Expresses creativity (e.g. photos, poems or art) and describes whether created with or for the well-elder in one of the journals.</p>

### Grading Rubric: Well-Elder Paper/Project (84 points)

LEVEL	Outcomes	Initial 4.5 points	Emerging 5.5 points	Developed 6.5 points	Highly Developed 7 points
	<p style="text-align: center;"><b>Build Community Resource Page</b> to hand to well-elder client.</p>	<p><b>Attaches</b> a copy of the community resource page minus 1-2 of the required elements:</p> <ul style="list-style-type: none"> <li>• Resources were either not mutually identified or were not appropriate for the well-elder.</li> <li>• Includes the address and phone number of the agency.</li> <li>• Includes the agency's purpose, source of funding, major programs or services, and eligibility of recipients of services.</li> <li>• Provides directions for the well-elder based on individual needs (bus line, driving directions).</li> </ul>	<p><b>Attaches</b> a copy of the community resource page including minus 1-2 of the required elements:</p> <ul style="list-style-type: none"> <li>• (2) <b>mutually</b> identified appropriate community resources for the well-elder.</li> <li>• Contacts the agency and confirms appropriateness for the well-elder's needs.</li> <li>• Includes the address and phone number of the agency.</li> <li>• Includes the agency's purpose, source of funding, major programs or services, and eligibility of recipients of services.</li> <li>• Provides directions for the well-elder based on individual needs (bus line, driving directions).</li> </ul>	<p><b>Attaches</b> a copy of the community resource page including minus 1 of the required elements:</p> <ul style="list-style-type: none"> <li>• (2) <b>mutually</b> identified appropriate community resources for the well-elder.</li> <li>• Contacts the agency and confirms appropriateness for the well-elder's needs.</li> <li>• Includes the address and phone number of the agency.</li> <li>• Includes the agency's purpose, source of funding, major programs or services, and eligibility of recipients of services.</li> <li>• Provides directions for the well-elder based on individual needs (bus line, driving directions).</li> </ul>	<p><b>Attaches</b> a copy of the community resource page including all of the required elements:</p> <ul style="list-style-type: none"> <li>• (2) <b>mutually</b> identified appropriate community resources for the well-elder.</li> <li>• Contacts the agency and confirms appropriateness for the well-elder's needs.</li> <li>• Includes the address and phone number of the agency.</li> <li>• Includes the agency's purpose, source of funding, major programs or services, and eligibility of recipients of services.</li> <li>• Provides directions for the well-elder based on individual needs (bus line, driving directions).</li> </ul>
	<p style="text-align: center;">Applies APA format according to the 6<sup>th</sup> edition of APA manual</p>	<p>Typed/formatted according to APA 6<sup>th</sup> edition, including &lt;6 of the following elements:</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from non-professional sources (&gt; 3 quotes)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	<p>Typed/formatted according to APA 6<sup>th</sup> edition, including 6-7 of the following elements:</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from non-professional sources (&gt; 3 quotes)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	<p>Typed/formatted according to APA 6<sup>th</sup> edition, including 8-9 of the following elements:</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (2-3 quotes max)</li> <li>• Reference page</li> <li>• Headers</li> </ul>	<p>Typed/formatted according to APA 6<sup>th</sup> edition, including at least 10 of the following elements:</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Font size and typeface</li> <li>• Running head</li> <li>• Page numbers</li> <li>• Margins</li> <li>• Spacing</li> <li>• Abbreviations</li> <li>• Professional Language</li> <li>• Citations or quotes from professional sources (no more than 1 quote)</li> <li>• Reference page</li> <li>• Headers</li> </ul>

### Grading Rubric: Well-Elder Paper/Project (84 points)

PREP	Outcomes	Initial 4.5 points	Emerging 5.5 points	Developed 6.5 points	Highly Developed 7 points
	Constructs a professional paper	<p>Submits a &lt; 3 page or &gt; 4** page paper, (exclusive of title and reference page).</p> <p>Is not clearly organized with an introductory statement, body and concluding remarks.</p> <p>Paper has &gt;5-6 grammar, spelling, and/or punctuation errors for the <b>entire</b> paper, including attachments.</p> <p>Sentences are written ≥4 fragments, run-ons and/or short/long paragraphs.</p>	<p>Submits a &lt; 3 page or &gt; 4** page paper, (exclusive of title and reference page).</p> <p>May not clearly be organized with an introductory statement, body and concluding remarks. Transitions are unclear.</p> <p>Paper has 5-6 grammar, spelling, and/or punctuation errors for the <b>entire</b> paper, including attachments.</p> <p>Sentences are written with 3 fragments, run-ons and/or short/long paragraphs.</p>	<p>Submits a 4 page paper, (exclusive of title and reference page).</p> <p>Organized with an introductory statement, body and concluding remarks, and necessary transitions.</p> <p>Paper has 3-4 grammar, spelling, and/or punctuation errors for the <b>entire</b> paper, including attachments.</p> <p>Sentences are written with 1-2 fragments, run-ons or short/long paragraphs.</p>	<p>Submits a 4 page paper, (exclusive of title and reference page).</p> <p>Organized with an introductory statement, body, concluding remarks, and necessary transitions.</p> <p>Paper has no more than a total of 2 grammar, spelling, and/or punctuation errors for the <b>entire</b> paper, including attachments.</p> <p>Sentences are written without fragments, run-ons or short/long paragraphs.</p>

Late submissions will result in point deductions based on the learning activity guidelines.

In the event that an entire outcome is not addressed, points will not be earned.

**TOTAL POINTS EARNED:**

**COMMENTS:**