

**Appendix III-A.2
MSN Portfolio Form**

Point Loma Nazarene University
SCHOOL OF NURSING
BSN/MSN PORTFOLIO GRADING SHEET

Student Name _____

Expectation	Points earned
Student is present, on time, well-prepared and participates for entire portfolio session. – 10 points	
All portfolio outcomes are complete. Adequate written explanatory information and examples are included in the portfolio. – 15 points	
Student is able to articulate each required curriculum outcome, presenting ideas clearly and knowledgeably about how competencies were accomplished to meet them – 10 points	
A positive attitude is displayed along with the ability to verbalize a plan for employment and how attaining graduate competencies have prepared him/her for professional role.. – 10 points	
Student is dressed, acts and speaks in a professional manner – 5 points	

Total Points _____/50

Comments:

Appendix III-A.2
MSN Portfolio Form

POINT LOMA NAZARENE UNIVERSITY
School of Nursing
MSN Student Portfolio

The Point Loma Nazarene University Graduate Nursing Faculty has adopted an ***outcome focused*** curriculum.

The Five ***outcomes*** selected for the MSN program are:

- Critical Thinking
- Communication
- Therapeutic Nursing Interventions
- Service
- Spirituality

Outcomes are the results expected at the end of the course or program. For each outcome, ***competencies*** are defined at the course level and for graduation. Competencies are a range of knowledge, attitudes and skill that Graduate nursing students are expected to demonstrate. A portfolio is an ***indicator*** or tool used to demonstrate progress toward meeting competencies and outcomes. Each student's portfolio will include samples of the student's work throughout the program.

The attached worksheet stating the five selected outcomes and graduate level competencies for each are required for ***student self-evaluation*** as a student progresses through the nursing program. Additional pages may be added to reflect student growth as indicated.

Each graduate student will be assigned a graduate faculty advisor for ongoing assessment, progress, and evaluation toward completion of the program outcomes.

**Appendix III-A.2
MSN Portfolio Form**

Student Name: _____

**MSN STUDENT PORTFOLIO
CRITICAL THINKING**

Definition: A learned approach to the practice of nursing which reflects intellectual development in reasoning, analysis, research, and decision making.

Competency	Competency Met (date, project...)
1. Critically analyzes a variety of educational settings and situations to determine multiple approaches to teaching/learning.	
2. Through introspection, reflective judgment and critique of professional and research literature, determine own beliefs and values regarding a philosophy of nursing practice and	
3. Through critical reflections, imagination, and creativity, determine an approach to curricular development and evaluation.	

List by course project and number.

COMMENTS:

**Appendix III-A.2
MSN Portfolio Form**

Student Name: _____

**MSN STUDENT PORTFOLIO
COMMUNICATION**

Definition: A dynamic interactive process that transmits thoughts, ideas, and feelings through the use of symbols which are culturally appropriate.

Competency	Competency Met (date, project...)
1. Communicates in a collaborative process with a goal for a positive outcome.	
2. Fosters communication by maintaining respect for divergent opinions and cultures.	
3. Integrates various areas of knowledge and culture into nursing education.	
4. Communicates relevance of different bodies of knowledge into nursing education.	
5. Evaluates the effectiveness of teaching by utilizing multiple communication skills.	

List by course project and number.

COMMENTS:

**Appendix III-A.2
MSN Portfolio Form**

Student Name: _____

**MSN STUDENT PORTFOLIO
THERAPEUTIC NURSING INTERVENTIONS**

Definition: A series of theory based nurse initiated actions that are goal directed and designed to optimize health. These interventions are client centered, interdisciplinary, research based, and focus on empowering the client.

Competency	Competency Met (date, project...)
1. Coordinate, supervise and evaluate the teaching/learning needs of individuals, families, and/or community.	
2. Integrates nursing theory and research-based knowledge to develop a foundation for effective evidence-based nursing practice.	
3. Synthesizes multiple aspects of nursing practice in clinical and educational settings.	

List by course project and number.

COMMENTS:

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Student Name: _____

**MSN STUDENT PORTFOLIO
SERVICE**

Definition: The provision of leadership in clinical practice and the socio-political environment.

Competency	Competency Met (date, project...)
1. Assume leadership role consistent with the graduate-prepared professional with an academic focus having an individual specialty of choice in the clinical community and world-wide setting.	
2. Professionally represents, participates in, and directs the practice and science of nursing by promoting quality education through leadership and community involvement.	

List by course project and number.

PROFESSIONAL ACTIVITIES:

1. Organization Memberships:
2. Meeting/Conferences Attended:
3. Research Activities:
4. Volunteer/Clinic Activity:
5. Other:

PERSONAL ACTIVITIES:

1. Volunteer Service in the Community:
2. Mission Trips:
3. Other:

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**MSN STUDENT PORTFOLIO
SPIRITUALITY**

Definition: The dimension of life that provides meaning to existence. Within the context of vital Christianity, ethics arise out of a spiritual framework. The ethical practice of nursing adheres to the ethical and legal standards of the nursing process.

Competency	Competency Met (date, project...)
1. Advocate, articulate, and exhibit principles of honesty, integrity, respect, and concern for well-being of self, colleagues, students, and clients.	
2. Advance professional standards of ethical practice.	
3. Articulate the impact of spiritual beliefs, values, and culture on an individual's perception of the meaning of life, health, illness, and death.	
4. Evaluate the efficacy of clinical and community-based strategies related to spirituality and religious faith for the prevention of health problems in targeted subgroups.	
5. Integrate an appreciation of diverse spiritual concepts and beliefs into educational programs.	
6. Articulate implications of spirituality throughout all dimensions of health-related practices.	
7. Incorporate a spiritual dimension in the development of educational programs.	

List by course project and number.

COMMENTS:

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FACULTY REVIEW

MSN Class	Faculty Review	Date of Review
GNSG 501		
GNSG 545		
GNSG 546		
GNSG 601		
GNSG 602		
GNSG 603		
GNSG 604		
GNSG 605		
GNSG 606		
GNSG 607		
GNSG 608		
Clinical Specialty 6**		

**10—Mental Health, 11—Med/Surg, 12—Gerontology, or 13—Family Health