

School of Nursing

BSN

2015-2016

Learning Outcomes:

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|--|---|
| BSN PLO #1 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 | NSG480 Nursing Capstone | <u>Tell the Story</u> Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> Application of nursing skills in client care settings with opportunity to provide nursing care to persons with complex health problems. Emphasis is on critical thinking, clinical decision making, and independent judgment in areas of client nursing care as well as management of nursing services. Includes collaboration with health team member and implementation of organizational skills. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals. |

Criteria for Success:

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|--------------------------------|---|--|
| BSN PLO #1 | NSG480 Nursing Capstone | <u>Tell the Story</u> : 90% of students will achieve 81% or greater. |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> : 90% of students will achieve 81% or greater. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> : 90% of student will achieve equal to, or greater than, 3 on a 4-point scale. |

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 | Percentage of Students Meeting or Exceeding Success Criteria | | | Comments |
|---------|--|---|-------------------------------|--|
| | NSG480 Tell the Story | NSG481 Clinical Evaluations | NSG481 Reflective Journals | |
| SP 2015 | N = 35 | N = 20 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 1.1, 1.2, 1.3, 1.4, 1.5 = 100% | PLOs 1.1, 1.2, 1.3, 1.4, 1.5 = 100% | ** | |
| FA 2015 | N/A | N = 23 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | N/A | PLOs 1.1, 1.2, 1.4, 1.5 = 100% PLO 1.3 = 87% | ** | |
| SP 2016 | N = 20 | N=34 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 1.1, 1.2, 1.3, 1.4, 1.5 = 95% | PLOs 1.1=94% 1.2=97% 1.3, 1.4, 1.5=100% | ** | |

**NSG480: Per 2015 evidence summary: "There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals." Per 2015 evidence report: "The Curriculum and Evaluation Committee (CEC) continues to assess and evaluate the best way to accomplish this goal. This process is still fairly new, in that, there have been only two classes that have gone through the new curriculum, so evaluation includes working out the kinks. Initially, the program values were assigned to each level and were to be included as a "Guided Reflective Journal" as part of the clinical course. We are finding this to be "hit and miss". CEC is evaluating and will provide a proposal for faculty to incorporate. Some barriers include: • Lack of clear messaging by SON Leadership • Lack of understanding by the faculty • Lack of understanding by the student."

***Criteria

Conclusions Drawn from Data:

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|--------------------------------|---|
| BSN PLO #1 | Students are achieving above the benchmark in all outcomes wherever data is reported. In the future, it will be helpful to determine a way to analyze and report the qualitative evidence provided by NSG481 Reflective Journals. |

Changes to be Made Based on Data:

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|--------------------------------|--|
| BSN PLO #1 | Continue to monitor. No changes to be made at this time. |

Rubrics Used:

NSG480 Tell the Story Rubric - *attached*

NSG481 Clinical Evaluations Rubric - *attached*

NSG 481 Reflective Journals Rubric - *pending*

| Tell the Story Revisited | | | | |
|--|---|---|---|---|
| Student Learning Outcomes: Upon completion of this assignment the student will be able to: | Initial 2 Points | Emerging 3 Points | Developed 4 Points | Highly Developed 6 points |
| 1. Video: Reflect on your perceptions while in NSG 150/250 regarding the vocation of nursing PLNU- SON-Inquiring Caring Communicating Following Leading Course—Inquiring 1,5 Caring 1,2,3 Communicating 2,4,5 Following 1,2,3 Leading 1,2,3 | NO points will be earned . . . If student describes less than 3 of the criteria in the developed or highly developed columns | | Verbalizes basic description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries | Thoughtfully articulates description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries |
| 2. Video: Describe your learned realities regarding the vocation of nursing to this point. | NO points will be earned . . . If student describes less than 4 of the criteria in the developed or highly developed columns | | Verbalizes basic discussion of -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation | Thoughtfully discusses -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation |
| 3. Video: Discusses assigned culminating question | NO points will be earned . . . Culminating question lacked basic content and discussion | | Verbalizes basic discussion of culminating question | Thoughtfully discusses response to culminating question |
| 4. Video: Uses verbal and nonverbal information to tell your story PLNU- SON-Inquiring Caring Communicating Following Leading Course- Inquiring 2,5 Caring 1,2,3 Communicating 1,2,3,4,5 Following 1,2,3 Leading 1,2,3 Essentials- | 2 points Includes ≤ 6 of the 9 criteria listed under highly developed | 3 points Includes 7 of the 9 criteria listed under highly developed | Includes 8 of the 9 criteria listed under highly developed | Includes (n=9): - introduction of self -speech clear and non-rushed -professional attire -professional setting/ environment -professional verbiage -avoids “um”, “like”, and/or speech fillers - eye contact engaging -stays within the 2 minute time frame - uploaded video to Canvas and Livetext prior to 2230 on the Monday before presentation date |
| 5. Panel Discussion: Responded to questions from community members in a professional manner | NO points will be earned . . . Response to question(s) lacked basic content and discussion | | Basic response to community members' questions | Thoughtfully responded to community members' questions |
| | | | Total Points | |

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Self-Assessment | | Mid-term Assessment/Evaluation | | | | | FINAL Evaluation | | | | | |
|--|---|---------------------------------|-----------|--------------------------------|----------|------------|-----------|----------|------------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| CARING FAITHFULLY | Demonstrates compassionate care to all people while mirroring Christ's love for all. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Partners with the community to establish a trusting relationship. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates ethics and values consistent with the practice of professional nursing. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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 which conveys information, thoughts, actions and feelings through the use of verbal and non-verbal skills. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | | | FINAL Evaluation | | | | | |
|--|--|---------------------------------|-----------|---------------------------------|---------|------------|-----------|---------|------------------|-------|-------|-------|-------|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| COMMUNICATING FAITHFULLY | Engages in active listening to promote therapeutic relationships. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates effective verbal and non-verbal communication skills to provide patient care. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Advocates for patients/families and self. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Implements patient care while honoring the diversity of patients, families and communities. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Slef-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | |
|---|--|---------------------------------|-----------|---------------------------------|---------|------------|------------------|---------|------------|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A |
| FOLLOWING FAITHFULLY | Engages in professional practice environment that promotes nursing excellence. COMMENTS/Plan to Improve: | | | | | | | | |
| | Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse. COMMENTS/Plan to Improve: | | | | | | | | |
| | Avails self of learning opportunities to cultivate the life-long learning process. COMMENTS/Plan to Improve: | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark “Needs Improvement,” include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation Leading Faithfully: 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. | | Initial Student Self-Assessment | | Mid-term Assessment/Evaluation | | | FINAL Evaluation | | |
|---|---|---------------------------------|-----------|--------------------------------|----------|------------|------------------|----------|------------|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A |
| LEADING FAITHFULLY | Provides graceful service through compassionate response to others needs. COMMENTS/Plan to Improve: | | | | | | | | |
| | Demonstrates the principles of a servant leader as a reflection of Christ's love. COMMENTS/Plan to Improve: | | | | | | | | |
| | Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. COMMENTS/Plan to Improve: | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

**School of Nursing
BSN
2015-2016**

Learning Outcomes:

| 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 | NSG480 Nursing Capstone | <u>Tell the Story</u> Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> Application of nursing skills in client care settings with opportunity to provide nursing care to persons with complex health problems. Emphasis is on critical thinking, clinical decision making, and independent judgment in areas of client nursing care as well as management of nursing services. Includes collaboration with health team member and implementation of organizational skills. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals. |

Criteria for Success:

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|--------------------------------|---|---|
| BSN PLO #2 | NSG480 Nursing Capstone | <u>Tell the Story:</u> 90% of students will achieve 81% or greater. |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations:</u> 90% of students will achieve 81% or greater. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals:</u> 90% of student will achieve equal to, or greater than, 3 on a 4-point scale. |

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:

| Semester | Percentage of Students Meeting or Exceeding Success Criteria | | | Comments |
|----------|--|--------------------------------------|----------------------------|--|
| | NSG480 Tell the Story | NSG481 Clinical Evaluations | NSG481 Reflective Journals | |
| SP 2015 | N = 35 | N = 20 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 2.1, 2.2, 2.3 = 100% | PLOs 2.1, 2.2, 2.3 = 100% | ** | |
| FA 2015 | N/A | N = 23 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | N/A | PLOs 2.1, 2.2, 2.3 = 100% | ** | |
| SP 2016 | N = 20 PLOs 2.1, 2.2, 2.3 = 95% | N=34 PLO 2.1, 2.3=100% 2.2=94% | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |

**NSG480: Per 2015 evidence summary: "There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals." Per 2015 evidence report: "The Curriculum and Evaluation Committee (CEC) continues to assess and evaluate the best way to accomplish this goal. This process is still fairly new, in that, there have been only two classes that have gone through the new curriculum, so evaluation includes working out the kinks. Initially, the program values were assigned to each level and were to be included as a "Guided Reflective Journal" as part of the clinical course. We are finding this to be "hit and miss". CEC is evaluating and will provide a proposal for faculty to incorporate. Some barriers include: • Lack of clear messaging by SON Leadership • Lack of understanding by the faculty • Lack of understanding by the student."

Conclusions Drawn from Data:

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|--------------------------------|---|
| BSN PLO #2 | Students are achieving above the benchmark in all outcomes wherever data is reported. In the future, it will be helpful to determine a way to analyze and report the qualitative evidence provided by NSG481 Reflective Journals. |

Changes to be Made Based on Data:

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|--------------------------------|--|
| BSN PLO #2 | Continue to monitor. No changes to be made at this time. |

Rubrics Used:

- NSG480 Tell the Story Rubric - *attached*
- NSG481 Clinical Evaluations Rubric - *attached*
- NSG 481 Reflective Journals Rubric - *pending*

Tell the Story Revisited

| Tell the Story Revisited | | | | |
|--|--|--|---|--|
| Student Learning Outcomes: Upon completion of this assignment the student will be able to: | Initial 2 Points | Emerging 3 Points | Developed 4 Points | Highly Developed 6 points |
| <p>1. Video: Reflect on your perceptions while in NSG 150/250 regarding the vocation of nursing</p> <p>PLNU- SON-Inquiring Caring Communicating Following Leading</p> <p>Course—Inquiring 1,5 Caring 1,2,3 Communicating 2,4,5 Following 1,2,3 Leading 1,2,3</p> | <p>N0 points will be earned . . .</p> <p>If student describes less than 3 of the criteria in the developed or highly developed columns</p> | | <p>Verbalizes basic description of</p> <ul style="list-style-type: none"> - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries | <p>Thoughtfully articulates description of</p> <ul style="list-style-type: none"> - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries |
| <p>2. Video: Describe your learned realities regarding the vocation of nursing to this point.</p> | <p>N0 points will be earned . . .</p> <p>If student describes less than 4 of the criteria in the developed or highly developed columns</p> | | <p>Verbalizes basic discussion of</p> <ul style="list-style-type: none"> -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation | <p>Thoughtfully discusses</p> <ul style="list-style-type: none"> -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation |
| <p>3. Video: Discusses assigned culminating question</p> | <p>N0 points will be earned . . .</p> <p>Culminating question lacked basic content and discussion</p> | | <p>Verbalizes basic discussion of culminating question</p> | <p>Thoughtfully discusses response to culminating question</p> |
| <p>4. Video: Uses verbal and nonverbal information to tell your story</p> <p>PLNU- SON-Inquiring Caring Communicating Following Leading</p> <p>Course- Inquiring 2,5 Caring 1,2,3 Communicating 1,2,3,4,5 Following 1,2,3 Leading 1,2,3</p> <p>Essentials-</p> | <p>2 points</p> <p>Includes ≤6 of the 9 criteria listed under highly developed</p> | <p>3 points</p> <p>Includes 7 of the 9 criteria listed under highly developed</p> | <p>Includes 8 of the 9 criteria listed under highly developed</p> | <p>Includes (n=9):</p> <ul style="list-style-type: none"> - introduction of self -speech clear and non-rushed -professional attire -professional setting/environment -professional verbiage -avoids “um”, “like”, and/or speech fillers - eye contact engaging -stays within the 2 minute time frame - uploaded video to Canvas and Livetext prior to 2230 on the Monday before presentation date |
| <p>5. Panel Discussion: Responded to questions from community members in a professional manner</p> | <p>N0 points will be earned . . .</p> <p>Response to question(s) lacked basic content and discussion</p> | | <p>Basic response to community members' questions</p> | <p>Thoughtfully responded to community members' questions</p> |
| | | | <p>Total Points</p> | |

| NSG 481 Clinical Assessment & Evaluation Student Initials: _____ Preceptor Initials: _____ Faculty Initials: _____ 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. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
|---|---|---------------------------------|-----------|---------------------------------|----------|------------|------------------|----------|------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| INQUIRING FAITHFULLY | Initiates dialogue regarding current practice to improve healthcare. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates use of evidence-based practices as an advocate for self and others. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Promotes positive client outcomes using evidence-based data. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural setting. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Engages in self-care practices that facilitate optimal care of patients. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | | | FINAL Evaluation | | | | | |
|--|---|---------------------------------|-----------|---------------------------------|----------|------------|-----------|----------|------------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| CARING FAITHFULLY | Demonstrates compassionate care to all people while mirroring Christ's love for all. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Partners with the community to establish a trusting relationship. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates ethics and values consistent with the practice of professional nursing. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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 which conveys information, thoughts, actions and feelings through the use of verbal and non-verbal skills. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | | FINAL Evaluation | | | | | | |
|--|--|---------------------------------|-----------|---------------------------------|---------|------------|-----------|------------------|------------|-------|-------|-------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| COMMUNICATING FAITHFULLY | Engages in active listening to promote therapeutic relationships. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates effective verbal and non-verbal communication skills to provide patient care. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Advocates for patients/families and self. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Implements patient care while honoring the diversity of patients, families and communities. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of

| NSG 481 Clinical Assessment & Evaluation | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
|---|--|--|------------------|--|----------------|-------------------|-------------------------|----------------|-------------------|----------|-----------|----------|-----------|----------|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| <p>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.</p> | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| FOLLOWING FAITHFULLY | Engages in professional practice environment that promotes nursing excellence. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Avails self of learning opportunities to cultivate the life-long learning process. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
|---|---|--|------------------|--|----------------|-------------------|-------------------------|----------------|-------------------|----------|-----------|----------|-----------|----------|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| <p>Leading Faithfully: 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.</p> | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | | | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| LEADING FAITHFULLY | Provides graceful service through compassionate response to others needs. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates the principles of a servant leader as a reflection of Christ’s love. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark “Needs Improvement,” include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

School of Nursing

BSN

2015-2016

Learning Outcomes:

| 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 | NSG480 Nursing Capstone | <u>Tell the Story</u> Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> Application of nursing skills in client care settings with opportunity to provide nursing care to persons with complex health problems. Emphasis is on critical thinking, clinical decision making, and independent judgment in areas of client nursing care as well as management of nursing services. Includes collaboration with health team member and implementation of organizational skills. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals. |

Criteria for Success:

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|--------------------------------|---|--|
| BSN PLO #3 | NSG480 Nursing Capstone | <u>Tell the Story</u> : 90% of students will achieve 81% or greater. |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> : 90% of students will achieve 81% or greater. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> : 90% of student will achieve equal to, or greater than, 3 on a 4-point scale. |

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 | Percentage of Students Meeting or Exceeding Success Criteria | | | Comments |
|---------|--|---|-------------------------------|--|
| | NSG480 Tell the Story | NSG481 Clinical Evaluations | NSG481 Reflective Journals | |
| SP 2015 | N = 35 | N = 20 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 100% | PLOs 3.1, 3.2, 3.3 = 100% | ** | |
| FA 2015 | N/A | N = 23 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | N/A | PLO 3.1, 3.2, 3.3 = 100% | ** | |
| SP 2016 | N = 20 PLOs 3.1, 3.2, 3.3, 3.4, 3.5 = 95% | N=34 PLO's 3.2, 3.4 3.5=100% PLO 3.1=97% PLO 3.3=94% | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |

**NSG480: Per 2015 evidence summary: "There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals." Per 2015 evidence report: "The Curriculum and Evaluation Committee (CEC) continues to assess and evaluate the best way to accomplish this goal. This process is still fairly new, in that, there have been only two classes that have gone through the new curriculum, so evaluation includes working out the kinks. Initially, the program values were assigned to each level and were to be included as a "Guided Reflective Journal" as part of the clinical course. We are finding this to be "hit and miss". CEC is evaluating and will provide a proposal for faculty to incorporate. Some barriers include: • Lack of clear messaging by SON Leadership • Lack of understanding by the faculty • Lack of understanding by the student."

Conclusions Drawn from Data:

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|--------------------------------|---|
| BSN PLO #3 | Students are achieving above the benchmark in all outcomes wherever data is reported. In the future, it will be helpful to determine a way to analyze and report the qualitative evidence provided by NSG481 Reflective Journals. |

Changes to be Made Based on Data:

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|--------------------------------|--|
| BSN PLO #3 | Continue to monitor. No changes to be made at this time. |

Rubrics Used:

NSG480 Tell the Story Rubric - *attached*

NSG481 Clinical Evaluations Rubric - *attached*

NSG 481 Reflective Journals Rubric - *pending*

Tell the Story Revisited

| Student Learning Outcomes: Upon completion of this assignment the student will be able to: | Initial 2 Points | Emerging 3 Points | Developed 4 Points | Highly Developed 6 points |
|--|---|---|---|--|
| 1. Video: Reflect on your perceptions while in NSG 150/250 regarding the vocation of nursing PLNU-SON-Inquiring Caring Communicating Following Leading Course—Inquiring 1,5 Caring 1,2,3 Communicating 2,4,5 Following 1,2,3 Leading 1,2,3 | NO points will be earned . . . If student describes less than 3 of the criteria in the developed or highly developed columns | | Verbalizes basic description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries | Thoughtfully articulates description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries |
| 2. Video: Describe your learned realities regarding the vocation of nursing to this point. | NO points will be earned . . . If student describes less than 4 of the criteria in the developed or highly developed columns | | Verbalizes basic discussion of -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation | Thoughtfully discusses -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation |
| 3. Video: Discusses assigned culminating question | NO points will be earned . . . Culminating question lacked basic content and discussion | | Verbalizes basic discussion of culminating question | Thoughtfully discusses response to culminating question |
| 4. Video: Uses verbal and nonverbal information to tell your story PLNU-SON-Inquiring Caring Communicating Following Leading Course- Inquiring 2,5 Caring 1,2,3 Communicating 1,2,3,4,5 Following 1,2,3 Leading 1,2,3 Essentials- | 2 points Includes ≤6 of the 9 criteria listed under highly developed | 3 points Includes 7 of the 9 criteria listed under highly developed | Includes 8 of the 9 criteria listed under highly developed | Includes (n=9): - introduction of self -speech clear and non-rushed -professional attire -professional setting/environment -professional verbiage -avoids “um”, “like”, and/or speech fillers - eye contact engaging -stays within the 2 minute time frame - uploaded video to Canvas and Livetext prior to 2230 on the Monday before presentation date |
| 5. Panel Discussion: Responded to questions from community members in a professional manner | NO points will be earned . . . Response to question(s) lacked basic content and discussion | | Basic response to community members' questions | Thoughtfully responded to community members' questions |
| | | | Total Points | |

| NSG 481 Clinical Assessment & Evaluation Student Initials: _____ Preceptor Initials: _____ Faculty Initials: _____ 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. | | Initial Student Self-Assessment | | Mid-term Assessment/Evaluation | | | FINAL Evaluation | | | | | | | |
|---|---|---------------------------------|-----------|--------------------------------|----------|------------|------------------|----------|------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| INQUIRING FAITHFULLY | Initiates dialogue regarding current practice to improve healthcare. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates use of evidence-based practices as an advocate for self and others. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Promotes positive client outcomes using evidence-based data. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural setting. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Engages in self-care practices that facilitate optimal care of patients. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | | FINAL Evaluation | | | | | | |
|--|---|---------------------------------|-----------|---------------------------------|----------|------------|-----------|------------------|------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| CARING FAITHFULLY | Demonstrates compassionate care to all people while mirroring Christ's love for all. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Partners with the community to establish a trusting relationship. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates ethics and values consistent with the practice of professional nursing. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation Leading Faithfully: 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. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
|---|---|---------------------------------|-----------|---------------------------------|---------|------------|------------------|---------|------------|---|----|---|----|---|
| | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| FOLLOWING LEADING FAITHFULLY | Date of Assessment/Evaluation This is a Program & Course | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | | | | | |
| | Learning Outcomes Provides graceful service through compassionate response to others needs. | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| | COMMENTS/Plan to Improve: | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| | Demonstrates the principles of a servant leader as a reflection of Christ's love. | | | | | | | | | | | | | |
| | COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. | | | | | | | | | | | | | |
| | COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Avails self of learning opportunities to cultivate the life-long learning process. | | | | | | | | | | | | | |
| | COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

**School of Nursing
BSN
2015-2016**

Learning Outcomes:

| Program Learning Outcome (PLO) | Description of Learning Outcome |
|--|---|
| BSN PLO #4 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. (PLOs 5.1, 5.2, 5.3) |

Outcome Measures:

| Program Learning Outcome (PLO) | Course | Description of Outcome Measure |
|--------------------------------|---|--|
| BSN PLO #4 | NSG480 Nursing Capstone | <u>Tell the Story</u> Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> Application of nursing skills in client care settings with opportunity to provide nursing care to persons with complex health problems. Emphasis is on critical thinking, clinical decision making, and independent judgment in areas of client nursing care as well as management of nursing services. Includes collaboration with health team member and implementation of organizational skills. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals. |

Criteria for Success:

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|--------------------------------|--|---|
| BSN PLO #4 | NSG480 Nursing Capstone | <u>Tell the Story:</u> 90% of students will achieve 81% or greater. |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations:</u> 90% of students will achieve 81% or greater. |

| | | |
|--|---|---|
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals:</u> 90% of student will achieve equal to, or greater than, 3 on a 4-point scale. |
|--|---|---|

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 | Percentage of Students Meeting or Exceeding Success Criteria | | | Comments |
|---------|--|--|----------------------------|--|
| | NSG480 Tell the Story | NSG481 Clinical Evaluations | NSG481 Reflective Journals | |
| SP 2015 | N = 35 | N = 20 | ** | See asterisk comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 4.1, 4.2, 4.3 = 100% | PLOs 4.1, 4.2, 4.3, 4.4, 4.5 = 100% | ** | |
| FA 2015 | N/A | N = 23 | ** | See asterisk comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | N/A | PLOs 4.1, 4.4, 4.5 = 100% PLOs 4.2, 4.3 = 96% | ** | |
| SP 2016 | N = 20 | N=34 | ** | See asterisk comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 4.1, 4.2, 4.3 = 95% | PLO's 4.1, 4.2=97% PLO 4.3=94% | ** | |

**NSG480: Per 2015 evidence summary: "There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals." Per 2015 evidence report: "The Curriculum and Evaluation Committee (CEC) continues to assess and evaluate the best way to accomplish this goal. This process is still fairly new, in that, there have been only two classes that have gone through the new curriculum, so evaluation includes working out the kinks. Initially, the program values were assigned to each level and were to be included as a "Guided Reflective Journal" as part of the clinical course. We are finding this to be "hit and miss". CEC is evaluating and will provide a proposal for faculty to incorporate. Some barriers include: • Lack of clear messaging by SON Leadership • Lack of understanding by the faculty • Lack of understanding by the student."

Conclusions Drawn from Data:

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|--------------------------------|---|
| BSN PLO #4 | Students are achieving above the benchmark in all outcomes wherever data is reported. In the future, it will be helpful to determine a way to analyze and report the qualitative evidence provided by NSG481 Reflective Journals. |

Changes to be Made Based on Data:

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|--------------------------------|--|
| BSN PLO #4 | Continue to monitor. No changes to be made at this time. |

Rubrics Used:

NSG480 Tell the Story Rubric - *attached*

NSG481 Clinical Evaluations Rubric - *attached*

NSG 481 Reflective Journals Rubric - *pending*

| Tell the Story Revisited | | | | |
|--|---|---|---|---|
| Student Learning Outcomes: Upon completion of this assignment the student will be able to: | Initial 2 Points | Emerging 3 Points | Developed 4 Points | Highly Developed 6 points |
| 1. Video: Reflect on your perceptions while in NSG 150/250 regarding the vocation of nursing PLNU- SON-Inquiring Caring Communicating Following Leading Course—Inquiring 1,5 Caring 1,2,3 Communicating 2,4,5 Following 1,2,3 Leading 1,2,3 | NO points will be earned . . . If student describes less than 3 of the criteria in the developed or highly developed columns | | Verbalizes basic description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries | Thoughtfully articulates description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries |
| 2. Video: Describe your learned realities regarding the vocation of nursing to this point. | NO points will be earned . . . If student describes less than 4 of the criteria in the developed or highly developed columns | | Verbalizes basic discussion of -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation | Thoughtfully discusses -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation |
| 3. Video: Discusses assigned culminating question | NO points will be earned . . . Culminating question lacked basic content and discussion | | Verbalizes basic discussion of culminating question | Thoughtfully discusses response to culminating question |
| 4. Video: Uses verbal and nonverbal information to tell your story PLNU- SON-Inquiring Caring Communicating Following Leading Course- Inquiring 2,5 Caring 1,2,3 Communicating 1,2,3,4,5 Following 1,2,3 Leading 1,2,3 Essentials- | 2 points Includes ≤ 6 of the 9 criteria listed under highly developed | 3 points Includes 7 of the 9 criteria listed under highly developed | Includes 8 of the 9 criteria listed under highly developed | Includes (n=9): - introduction of self -speech clear and non-rushed -professional attire -professional setting/ environment -professional verbiage -avoids “um”, “like”, and/or speech fillers - eye contact engaging -stays within the 2 minute time frame - uploaded video to Canvas and Livetext prior to 2230 on the Monday before presentation date |
| 5. Panel Discussion: Responded to questions from community members in a professional manner | NO points will be earned . . . Response to question(s) lacked basic content and discussion | | Basic response to community members’ questions | Thoughtfully responded to community members’ questions |
| | | | Total Points | |

| NSG 481 Clinical Assessment & Evaluation Student Initials: _____ Preceptor Initials: _____ Faculty Initials: _____ 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. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
|---|---|---------------------------------|-----------|---------------------------------|----------|------------|------------------|----------|------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| INQUIRING FAITHFULLY | Initiates dialogue regarding current practice to improve healthcare. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates use of evidence-based practices as an advocate for self and others. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Promotes positive client outcomes using evidence-based data. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural setting. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Engages in self-care practices that facilitate optimal care of patients. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Self-Assessment | | Mid-term Assessment/Evaluation | | | | | FINAL Evaluation | | | | | |
|--|---|---------------------------------|-----------|--------------------------------|----------|------------|-----------|----------|------------------|----------|----------|----------|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| CARING FAITHFULLY | Demonstrates compassionate care to all people while mirroring Christ's love for all. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Partners with the community to establish a trusting relationship. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates ethics and values consistent with the practice of professional nursing. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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 which conveys information, thoughts, actions and feelings through the use of verbal and non-verbal skills. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | | | FINAL Evaluation | | | | | |
|--|--|---------------------------------|-----------|---------------------------------|---------|------------|-----------|---------|------------------|-------|-------|-------|-------|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| COMMUNICATING FAITHFULLY | Engages in active listening to promote therapeutic relationships. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates effective verbal and non-verbal communication skills to provide patient care. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Advocates for patients/families and self. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Implements patient care while honoring the diversity of patients, families and communities. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | |
|--|--|--|-----------|--|---------|------------|-------------------------|---------|------------|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor |
| 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. | | | | | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A |
| FOLLOWING FAITHFULLY | Engages in professional practice environment that promotes nursing excellence. COMMENTS/Plan to Improve: | | | | | | | | |
| | Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse. COMMENTS/Plan to Improve: | | | | | | | | |
| | Avails self of learning opportunities to cultivate the life-long learning process. COMMENTS/Plan to Improve: | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark “Needs Improvement,” include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation Leading Faithfully: 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. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | | FINAL Evaluation | | | | | | |
|---|---|---------------------------------|-----------|---------------------------------|----------|------------|-----------|------------------|------------|----------|----------|----------|----------|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| | Date of Assessment/Evaluation | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| | Program & Course Learning Outcomes | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| LEADING FAITHFULLY | Provides graceful service through compassionate response to others needs. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates the principles of a servant leader as a reflection of Christ’s love. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark “Needs Improvement,” include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

School of Nursing

BSN

2015-2016

Learning Outcomes:

| 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. |

Outcome Measures:

| Program Learning Outcome (PLO) | Course | Description of Outcome Measure |
|--------------------------------|---|--|
| BSN PLO #5 | NSG480 Nursing Capstone | <u>Tell the Story</u> Each student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you chose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations</u> Application of nursing skills in client care settings with opportunity to provide nursing care to persons with complex health problems. Emphasis is on critical thinking, clinical decision making, and independent judgment in areas of client nursing care as well as management of nursing services. Includes collaboration with health team member and implementation of organizational skills. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals</u> There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals. |

Criteria for Success:

| Program Learning Outcome (PLO) | Course | Statement of Criteria for Success |
|--------------------------------|---|---|
| BSN PLO #5 | NSG480 Nursing Capstone | <u>Tell the Story:</u> 90% of students will achieve 81% or greater. |
| | NSG481 Nursing Capstone Practicum | <u>Clinical Evaluations:</u> 90% of students will achieve 81% or greater. |
| | NSG 481 Nursing Capstone Practicum | <u>Reflective Journals:</u> 90% of student will achieve equal to, or greater than, 3 on a 4-point scale. |

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 | Percentage of Students Meeting or Exceeding Success Criteria | | | Comments |
|---------|--|-------------------------------------|----------------------------|--|
| | NSG480 Tell the Story | NSG481 Clinical Evaluations | NSG481 Reflective Journals | |
| SP 2015 | N = 35 | N = 20 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | PLOs 5.1, 5.2, 5.3 = 100% | 100% (PLOs 5.1, 5.2, 5.3) | ** | |
| FA 2015 | N/A | N = 23 | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |
| | N/A | 100% (PLOs 5.1, 5.2) 96% (PLOs 5.3) | ** | |
| SP 2016 | PLOs 5.1, 5.2, 5.3 = 95% | N=34 PLO's 5.1, 5.2, 5.3 =100% | ** | See asterisked comment for NSG480 Reflective Journals. No quantitative data is available at this time. |

**NSG480: Per 2015 evidence summary: "There are some aspects of the SON Program Values that can be difficult to measure (e.g. courage, forgiveness, discernment). Faculty and staff in the SON felt strongly that while these concepts may be difficult to measure, they are extremely important to the formation of the professional Christian nurse. To that end, we are measuring these concepts through student journals." Per 2015 evidence report: "The Curriculum and Evaluation Committee (CEC) continues to assess and evaluate the best way to accomplish this goal. This process is still fairly new, in that, there have been only two classes that have gone through the new curriculum, so evaluation includes working out the kinks. Initially, the program values were assigned to each level and were to be included as a "Guided Reflective Journal" as part of the clinical course. We are finding this to be "hit and miss". CEC is evaluating and will provide a proposal for faculty to incorporate. Some barriers include: • Lack of clear messaging by SON Leadership • Lack of understanding by the faculty • Lack of understanding by the student."

Conclusions Drawn from Data:

| Program Learning Outcome (PLO) | Conclusions Drawn from Data |
|--------------------------------|---|
| BSN PLO #5 | Students are achieving above the benchmark in all outcomes wherever data is reported. In the future, it will be helpful to determine a way to analyze and report the qualitative evidence provided by NSG481 Reflective Journals. |

Changes to be Made Based on Data:

| Program Learning Outcome (PLO) | Description of Changes to be Made Based on Data |
|--------------------------------|--|
| BSN PLO #5 | Continue to monitor. No changes to be made at this time. |

Rubrics Used:

- NSG480 Tell the Story Rubric - *attached*
- NSG481 Clinical Evaluations Rubric - *attached*
- NSG 481 Reflective Journals Rubric - *pending*

Tell the Story Revisited

| Student Learning Outcomes: Upon completion of this assignment the student will be able to: | Initial 2 Points | Emerging 3 Points | Developed 4 Points | Highly Developed 6 points |
|--|---|---|---|---|
| 1. Video: Reflect on your perceptions while in NSG 150/250 regarding the vocation of nursing PLNU- SON-Inquiring Caring Communicating Following Leading Course—Inquiring 1,5 Caring 1,2,3 Communicating 2,4,5 Following 1,2,3 Leading 1,2,3 | NO points will be earned . . . If student describes less than 3 of the criteria in the developed or highly developed columns | | Verbalizes basic description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries | Thoughtfully articulates description of - early thoughts and ideas of the vocation of nursing - perceptions (accurate or not) - review of NSG 150/250 journal entries |
| 2. Video: Describe your learned realities regarding the vocation of nursing to this point. | NO points will be earned . . . If student describes less than 4 of the criteria in the developed or highly developed columns | | Verbalizes basic discussion of -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation | Thoughtfully discusses -self as an extension of the vocation of nursing -vocation as a calling -at least 2 areas for growth -why the choice of nursing to live out vocation |
| 3. Video: Discusses assigned culminating question | NO points will be earned . . . Culminating question lacked basic content and discussion | | Verbalizes basic discussion of culminating question | Thoughtfully discusses response to culminating question |
| 4. Video: Uses verbal and nonverbal information to tell your story PLNU- SON-Inquiring Caring Communicating Following Leading Course- Inquiring 2,5 Caring 1,2,3 Communicating 1,2,3,4,5 Following 1,2,3 Leading 1,2,3 Essentials- | 2 points Includes ≤6 of the 9 criteria listed under highly developed | 3 points Includes 7 of the 9 criteria listed under highly developed | Includes 8 of the 9 criteria listed under highly developed | Includes (n=9): - introduction of self -speech clear and non-rushed -professional attire -professional setting/ environment -professional verbiage -avoids “um”, “like”, and/or speech fillers - eye contact engaging -stays within the 2 minute time frame - uploaded video to Canvas and Livetext prior to 2230 on the Monday before presentation date |
| 5. Panel Discussion: Responded to questions from community members in a professional manner | NO points will be earned . . . Response to question(s) lacked basic content and discussion | | Basic response to community members' questions | Thoughtfully responded to community members' questions |
| | | | Total Points | |

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Self-Assessment | | Mid-term Assessment/Evaluation | | | | | FINAL Evaluation | | | | | |
|--|---|---------------------------------|-----------|--------------------------------|----------|------------|-----------|----------|------------------|-----------|----------|------------|----------|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | |
| Date of Assessment/Evaluation | | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | __/__/__ | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| CARING FAITHFULLY | Demonstrates compassionate care to all people while mirroring Christ's love for all. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Partners with the community to establish a trusting relationship. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates ethics and values consistent with the practice of professional nursing. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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 which conveys information, thoughts, actions and feelings through the use of verbal and non-verbal skills. | | Initial Student Self-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | | | | | | |
|--|--|---------------------------------|-----------|---------------------------------|---------|------------|------------------|---------|------------|-------|-------|-------|-------|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| COMMUNICATING FAITHFULLY | Engages in active listening to promote therapeutic relationships. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates effective verbal and non-verbal communication skills to provide patient care. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Advocates for patients/families and self. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Implements patient care while honoring the diversity of patients, families and communities. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation 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. | | Initial Student Slef-Assessment | | Mid-term Assessment/ Evaluation | | | FINAL Evaluation | | |
|---|--|---------------------------------|-----------|---------------------------------|---------|------------|------------------|---------|------------|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- |
| FOLLOWING FAITHFULLY | Program & Course Learning Outcomes | M | NI | A | M | NI | M | NI | A |
| | Engages in professional practice environment that promotes nursing excellence. COMMENTS/Plan to Improve: | | | | | | | | |
| | Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse. COMMENTS/Plan to Improve: | | | | | | | | |
| | Avails self of learning opportunities to cultivate the life-long learning process. COMMENTS/Plan to Improve: | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark “Needs Improvement,” include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation

| NSG 481 Clinical Assessment & Evaluation Leading Faithfully: 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. | | Initial Student Self-Assessment | | Mid-term Assessment/Evaluation | | | FINAL Evaluation | | | | | | | |
|---|---|---------------------------------|-----------|--------------------------------|---------|------------|------------------|---------|------------|-------|-------|---|----|---|
| | | Student | Preceptor | Preceptor | Student | Instructor | Preceptor | Student | Instructor | | | | | |
| Date of Assessment/Evaluation | | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | -/-/- | | | |
| Program & Course Learning Outcomes | | M | NI | A | M | NI | M | NI | A | M | NI | M | NI | A |
| LEADING FAITHFULLY | Provides graceful service through compassionate response to others needs. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Demonstrates the principles of a servant leader as a reflection of Christ's love. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |
| | Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. COMMENTS/Plan to Improve: | | | | | | | | | | | | | |

KEY: Rate in each category by placing your initials in the box where you think the performance is. If you mark "Needs Improvement," include narrative on the plan to improve. M = Meets Expected Standards, NI = Needs Improvement to Meet Expected Standards, A = Acknowledgement of Assessment/Evaluation