School of Nursing BSN
2022-2023

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	NSG4070 Leading Faithfully-A Synthesis and Transition to Professional Nursing Practice	Evidence Based Practice (EBP) Group Paper To engage students in an analysis of evidence-based practice within their clinical experience. This group paper addresses the followings: (1) Problem identification at the clinical site; (2) develop PICO question and obtain 8-10 research evidence; and (3) critical analysis and synthesis of the evidence.

Note. As of Fall 2019, sub-PLO's previously reported (i.e. 1.1, 1.2, 1.3, 1.4, 1.5) on will no longer be assessed individually. The School of Nursing assesses only the overall PLO-1 of Inquiring Faithfully.

As of AY2020-2021, the School of Nursing selects the entire "EBP Group Paper" for assessing PLO #1, instead of assessing 3 different assignments ("Tell the Story" from NSG 4080 + "Clinical Evaluation" from NSG 4081+ "Reflective Journal from NSG 4091).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #1	NSG4070	Evidence Based Practice Group Paper 85% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

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

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data

BSN PLO #1	During AY 2022-2023, PLO #1 Outcome Goal (of 85% of students achieving 81% or great on the Group EBP Paper) for the BSN-TUG Program was successfully met & exceeded. The SP23 results were improved from the FA22 results overall in Group EBP Paper scores due to improved assignment preparation learning activities such as increased lecture & discussion times, and other course improvements.
	The Group EBP Paper consists of several grading rubric criteria tallied within paper sections. A detailed assessment of the grading criteria was conducted overall and individually for FA22 & SP23 semesters.
	In FA22, there were 31 students enrolled in the course and they made up 6 groups. The goal of 85% of students meeting 81% or greater benchmark was met in the following paper sections: (1) Evidence Appraisal (100%)- Improved from last year too; and (2) Overall Paper Total Score (100%). However, of the 6 Group EBP Papers, most of the criteria were not satisfactorily (81% or better) met by 85% of the students. The paper sections/criteria that were below the benchmark were:
	(1) Intro/Catalyst (64.5% of the students or 4/6 group papers met the benchmark);
	(2) Ask PICO/Model (64.5% of the students or 4/6 group papers met the benchmark);
	(3) Acquire Evidence (67.8% of the students or 4/6 group papers met the benchmark);
	(4) Appraise Synthesis & Conclusion (67.8% of the students or 4/6 group papers met the benchmark);
	(5) Effective Communication (64.5% of the students or 4/6 group papers met the benchmark); and
	(6) Professional Paper/Mechanics (83.9% of the students or 5/6 group papers met the benchmark).
	The SP23 results were improved from the FA22 criteria results of the Group EBP Paper scores due to:
	- Increased lecture & discussion time (additional 2 hours) on assignment grading criteria, example papers, and narrative writing (specifically synthesis).
	- Increased focused group/team in-class opportunities to work on group papers (additional 2-3 sessions).
	- Increased accountability of group/team leaders to report on paper progress during class sessions. This empowered leaders to share and ask more clarifying questions.
	- Turnitin.com technology employed so that students received feedback on papers- enabled their checking for and correcting correct grammar, spelling, and similarity on draft papers.
	- New sample paper with improved sections on evidence outcome synthesis, implementation plan, and nursing implications.
	In SP23, there were 30 students enrolled in the course and they made up 6 groups. The goal of 85% of students meeting 81% or greater benchmark was much improved. The goal was met in the following paper sections: *(1) Intro/Catalyst (100%)*; (2) Evidence Appraisal (100%); *(3) Appraise Synthesis & Conclusion (100%)*; and (4) Overall Paper Total Score (100%). There were improvements within the papers in the paper criteria/sections *introduction/catalyst and appraisal synthesis/conclusion*- an impressive improvement from FA22. However, of the 6 Group EBP Papers, there were still criteria/sections not satisfactorily (81% or better) met by 85% of the students. The paper sections/criteria that were below the benchmark were:
	(1) Ask PICO/Model (42% of the students or 3/6 group papers met the benchmark);
	(2) Acquire Evidence (83% of the students or 5/6 group papers met the benchmark);
	(3) Effective Communication (66.7% of the students or 4/6 group papers met the benchmark); and (4) Professional Paper/Mechanics (80% of the students or 5/6 group papers met the benchmark).

Changes to be Made Based on Data:

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

| BSN PLO #1 | Outcome for Success for the Group EBP Paper is that 85% of students will achieve 81% or greater. In AY 2022-2023, the goal was met with 100% (61/61) scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year have resulted in improved outcomes for PLO #1. So based upon the improved outcomes from AY 2021-2022 and from FA22 semester to SP23 semester, these action plan steps will be addressed in AY 2023-2024:

(1) Continue to collaborate with NSG 3099 faculty to ensure junior student learning activities which teach students evidence critiquing & synthesizing.
(2) Continue the NSG 4070 course assignment for students to complete individual critiques of evidence. Also, within the NSG 4070 course, continue these activities:
 - Increased lecture & discussion time (additional 2 hours) on assignment grading criteria, example papers, and narrative writing (specifically synthesis).
 - Increased focused group/team in-class opportunities to work on group papers (additional 2-3 sessions).
 - Increased accountability of group/team leaders to report on paper progress during class sessions. This empowered leaders to share and ask more clarifying questions.
 - Turnitin.com technology employed so that students received feedback on papers- enabled their checking for and correcting correct grammar, spelling, and similarity on draft papers.
 - New sample paper with improved sections on evidence outcome synthesis, implementation plan, and nursing implications.
(3) As the NSG 4070 CLOs are aligned to the School of Nursing's new PLOs (in compliance with new BSN Essentials), ensure learning activities and key assignments are aligned to the new CLOs and BSN Essentials. Continue to conduct detailed assessment of PLOs and outcomes with Associate Dean of BSN-TUG Program. This Group EBP Paper assignment may align with one of the PLO outcomes- specifically within the value of Inquiring Faithfully with evidence based practice.
Collaborate with BSN-TUG NSG 3099 Research Theory Faculty & the NSR 3040 (RN-BSN Leadership course) on learning activities for students to meet chosen PLO outcome/metric for the BSN-TUG program in AY 2023-2024. |

Rubrics Used: Attached at the end of this document
NSG4070 Evidence Based Practice Group Paper

School of Nursing BSN
2022-2023

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	NSG4080/4081-Nursing Capstone	Servant Leadership Reflective Journal This assignment includes students' reflection of servant leadership experience by addressing ethics and values consistent with the compassionate Christ's love for all and professional nursing.

Note. As of AY2020-2021, the School of Nursing selects the " Servant Leadership Reflective Journal" for assessing PLO #2, instead of assessing 3 different assignments ("Tell the Story" from NSG 4080 + "Clinical Evaluation" from NSG 4081+ "Reflective Journal from NSG 4091).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #2	NSG4080/4081-Nursing Capstone	85% of students will achieve 81% or greater.

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

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

Longitudinal Data:

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

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #2	Students are achieving above the benchmark in all outcomes.

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

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
BSN PLO #2	(1) Continue to assess Caring Faithfully through this signature assignment in NSG 4080/81. (2) Revision of grading rubric for consistent measurement of Caring Faithfully PLO – will be increasing the total points possible and adding new topics needing to be discussed in the journal. (3) Change in servant leadership opportunities. This past year servant leadership hours were dedicated to the PLNU Wellness Center due to a need expressed by the Wellness Center Director. Next year, students will have the opportunity to choose their own location with a specific patient population from a pre-approved list by the nursing

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

School of Nursing BSN
2022-2023

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	NSG4070: Leading Faithfully- A Synthesis & Transition to Professional Nursing Practice	<u>Evidence Based Practice Poster Presentation</u> This assignment involves digital poster presentation of the EBP group project findings.

Note. As of AY2020-2021, the School of Nursing selects the " EBP Poster Presentation" for assessing PLO #3, instead of assessing 3 different assignments ("Tell the Story" from NSG 4080 + "Clinical Evaluation" from NSG 4081+ "Reflective Journal from NSG 4091).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #3	NSG4070: Leading Faithfully- A Synthesis & Transition to Professional Nursing Practice	<u>Evidence Based Practice Poster Presentation</u> 90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. Broad Integrative Knowledge
2. **Intellectual Skills/Core Competencies**
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021 (FA20+SP21)	NSG 4070	77	100% (77/77) students met or exceeded the benchmark.	
2020-2021 (FA20+SP21)	NSG 4070	81	100% (81/81) students exceeded the benchmark.	
2022-2023	NSG 4070	61	100% (61/61) students exceeded the benchmark.	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #3	Students are achieving above the benchmark in all outcomes. Furthermore, 100% of students received a perfect score in criterion of Introduction/Communicate; Professional Behaviors; and EBP Dissemination. 34/61 (56%) of students scored above 100% score by earning extra credit per peer vote in 4 top categories of: a) Most Creative PICO & Implementation Plan; a) Most Creative PICO & Implementation Plan; b) Most Likely to Implement in your Clinical Practice; c) Most Interesting & Most Informative; and d) Most Visually Appealing Poster.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
BSN PLO #3	The BSN-TUG Outcome for PLO #3 was again successfully met and exceeded this AY 2022-2023. The goal is that, with the EBP Poster, 90% of students will achieve 81% or greater. In AY 2022-2023, goal met with 100% (61/61) scoring above the benchmark for the Group EBP Poster. Overall, the course improvements made since last Academic Year have resulted in sustained desirable outcomes for PLO #3. So based upon the outcome success, these action plan steps will be addressed in AY 2023-2024: (1) Continue to collaborate with NSG 3099 faculty to ensure junior student learning activities which teach students evidence critiquing & synthesizing. (2) As the NSG 4070 CLOs are aligned to the School of Nursing's new PLOs (in compliance with new BSN Essentials), ensure learning activities and key assignments are aligned to the new CLOs and BSN Essentials. Continue to conduct detailed assessment of PLOs and outcomes with Associate Dean of BSN-TUG Program. This Group EBP Poster assignment may align with one of the PLO outcomes- specifically within the value of Communicating Faithfully. (3) Collaborate with BSN-TUG NSG 3099 Research Theory Faculty & the NSR 3040 (RN-BSN Leadership course) on learning activities for students to meet chosen PLO outcome/metric for the BSN-TUG program in AY 2023-2024.

Rubrics Used: Attached at the end of this document
NSG4070 Evidence Based Practice Poster Presentation

School of Nursing BSN
2022-2023

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 4.1, 4.2, 4.3)

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
BSN PLO #4	NSG4060- Nursing of Communities : Community Health Focus	<u>Public Health Now Paper & Presentation</u> The purpose of this paper is to allow students to engage in their own version of our Public Health Now segments in class. Utilizing a current news article (preferably from the *San Diego Union-Tribune*), write a short paper including the following: Describe the article topic and problem; Provide recommendations for public health/nursing practice; Discuss how public health can or is addressing this problem; and Present to peers in a brief (<5 minute) presentation to highlight the importance of the topic. In order to get full credit for the presentation portion of this assignment, students will need to present in class to the team, and then complete the accompanying discussion board.

Note: As of Fall 19, Sub-PLO's previously reported (i.e. 1.1, 1.2, 1.3, 1.4, 1.5) on will no longer be assessed individually. The School of Nursing is now only assessing the overall PLO#4 of Following Faithfully.

As of AY2020-2021, the School of Nursing selects the entire "EBP Group Paper" for assessing PLO #4, instead of assessing 3 different assignments ("Tell the Story" from NSG 4080 + "Clinical Evaluation" from NSG 4081+ "Reflective Journal from NSG 4091).

As of AY 2021-2022, the School of Nursing selects the "NSG 4060- Public Health Now Paper " for assessing PLO #4, as the EBP Group Paper was selected for assessing PLO #1.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #4	NSG4060- Nursing of Communities: Community Health Focus	<u>Public Health Now Paper & Presentation</u> 85% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021 (FA20+SP21)	NSG4060- Nursing of Communities: Community Health Focus	77	100% (77/77) students met or exceeded the benchmark.	

As of AY 2021-2022, the School of Nursing selects the "NSG 4060- Public Health Now Paper and Presentation " for assessing PLO #4, as the EBP Group Paper was selected for assessing PLO #1. Thus, a new Table was created to collect the Longitudinal Data for each academic year by combining Spring and Fall data. See the below.

2021-2022 (FA21+SP22)	NSG 4060	39+40 =79	90% (71 /79) students met or exceeded the benchmark.	Most major errors were due to: not including content about a PH Essential Service, grammar, and APA formatting with references and citations.
2022-2023	NSG 4060	30	90% (27/30) students met or exceeded the benchmark	1/3 students failed the assignment due to very late submission

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #4	We are surpassing our goal, which is great! We can improve on holding students accountable for timely submissions on assignments throughout the program.

Note:

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
BSN PLO #4	1. Ensure all TUG faculty uphold late submission policy as listed in TUG syllabus template and student handbook. 2. Remind students during the semester about late submission policy.

Rubrics Used: Attached at the end of this document

NSG4060

Public Health Now Paper & Presentation

School of Nursing BSN
2022-2023

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:

Note. As of AY2020-2021, the School of Nursing selects the " NCLEX-RN Exam Pass Rate" for assessing PLO #5, instead of assessing 3 different assignments ("Tell the Story" from NSG 4080 + "Clinical Evaluation" from NSG 4081+ "Reflective Journal from NSG 4091). See the new Table below.

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
BSN PLO #5	NCLEX Pass Rate from CA-BRN	NCLEX-RN Pass Rate The program demonstrates that it meets the licensure pass rate. This data will be collected from California Board of Registered Nursing (CA-BRN).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #5	NCLEX Pass Rate from CA-BRN	NCLEX pass rate will be 90% or higher for the first-time test takers for the most recent calendar year (from May to December)

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:

As of AY2020-2021, the School of Nursing selects" NCLEX-RN Pass Rat" for assessing PLO #5. Thus, a new Table was created to collect the Longitudinal Data for each academic year by combining Spring and Fall data. See the below.

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

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #5	We are pleased that our pass rate is slowly improving, but would like to continue to improve this pass rate, especially as we anticipate a more difficult NCLEX exam for SP23 graduates who will be taking the NextGen version of NCLEX. We are hopeful that program changes we have instituted since the pandemic began have made an impact on student learning and success.

Changes to be Made Based on Data:

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

BSN PLO #5	We will continue to provide our in-depth clinical judgment & skills training and assessment days at the start of each semester - Pre-Season in the fall and Spring Training in the spring. This event ensures that students are clinically competent and safe to begin their clinical rotations for that semester. It also allows us to identify at-risk students and remediate individually with them. Additionally, we are bolstering our NCLEX preparation offerings for students by partnering with Wolters Kluwer (WK). We have adopted a textbook and electronic resource package across the curriculum with WK - this package includes adaptive quizzing and interactive case studies. During students' senior year, they use the WK PassPoint program, which is the comprehensive NCLEX prep adaptive quizzing, testing, and remediation program.

Rubrics Used: Not applicable.

NSG 4070 EBP Group   Paper Grading Rubric

Program/ Course/ Student Learning Outcomes	Initial (70%)	Emerging (75%)	Developing (85%)	Highly Developed (100%) Student Learning Outcome (SLO):	Total 61 Possible Points	Points Awarded
PLO 1 PLO 3 PLO 4 BSN Essential III: Scholarship for Evidence-Based Practice BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes			Meets 1 of 2 criteria of highly developed column	**CATALYST:** **SLO: Examine significant problem in an area of clinical nursing and proposes an evidence based practice change project that improves the quality of care.** **4 POINTS:** **Meets the following criteria (n = 2); 2 point each criteria** • **Clearly identifies primary problem through citing references/statistics/boundaries designated by regulatory agencies and professional practices** • **Queries staff on hypothetical unit regarding identified clinical practice and query is clearly summarized, adds support for need to change practice and advocates newly improved quality care for patient/family.**	**4**	
PLO 1 PLO 4 BSN Essential III: Scholarship for Evidence-Based Practice				**ASK** **SLO: Formulates a focused clinical PICO question using PICO format linking evidence to PICO question to guide acquisition of evidence and focus improvement of care.** **Describes appropriate EBP theoretical framework to guide this clinical practice change project.** **4 POINTS:** **Meets the following criteria (n = 2); 2 point each criteria**	**4**	

				• **Clearly identifies PICO question (Population, Intervention, Current Practice, Outcomes)** • **Clearly identifies EBP theoretical framework used to guide this EBP practice change proposal project. Engages in a professional practice environment that promotes nursing excellence.**		
PLO 1 **BSN Essential III: Scholarship for Evidence-Based Practice** **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information Management and Application of Patient Care Technology**	**0-1 points Meets 0-1 of 4 criteria in highly developed column**	**2 points Meets 2 of 4 criteria in highly developed column**	**3 points Meets 3 of 4 criteria in highly developed column**	**ACQUIRE** **SLO: Describes appropriate search strategies and acquisition of evidence.** **4 POINTS:** **Meets the following criteria (n = 4); 1 point each criteria** • **Clearly and succinctly,** • **Discusses data bases used for search strategies.** • **Describes search terms and key.** • **Identifies # of pieces of evidence yielded** • **Describes how evidence was prioritized and chosen for evaluation, critique, & synthesis.**	**4**	
PLO 1 **PLO 3** **BSN Essential III: Scholarship for Evidence-Based Practice** **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information Management and Application of Patient Care Technology**	**0-4 points Meets 0-1 of 4 criteria in highly developed column**	**8 points Meets 2 of 4 criteria in highly developed column**	**12 points Meets 3 of 4 criteria in highly developed column**	**APPRAISE** **SLO: Discusses level of evidence, validity, reliability and applicability of references in the Evidence Evaluation Table and narrative of the paper.** **16 POINTS:** **Meets the following criteria (n = 4); 4 points each criteria** • **Accurately identifies/addresses level of evidence using an identified hierarchy of evidence.** • **Appraises sufficient body of 8-10 reliable and valid sources of evidence utilized to support best clinical practice. Sufficiently**	**16**	

				critiquing the evidence's validity, reliability, and applicability correctly in concise writing style using research terminology. • **Includes in appendices, an accurate appraisal of 1 piece of evidence using the Rapid Critical Appraisals (RCAs) and attaches the completed RCA and copy of the 1 evidence article to the paper.** • **Appropriate and accurate use of the Evidence Evaluation & Evidence Synthesis Tables, concise summaries of articles help to correctly identify best practice.**		
PLO 1 **PLO3** **PLO 5** **BSN Essential III: Scholarship for Evidence-Based Practice** **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information Management and Application of Patient Care Technology**	**0-5 points Meets 0-1 of 4 criteria in highly developed column**	**10 points Meets 2 of 4 criteria in highly developed column**	**15 points Meets 3 of 4 criteria in highly developed column**	**APPRAISE** **SLO: Synthesizes research articles summarizing the evidence that supports best practice related to the problem selected.** **20 POINTS:** **Meets the following criteria (n = 4);** **5 points each criteria** • **Clearly and accurately contrasts and compares the evidence to existing clinical practice** • **Accurately identifies and rationalizes implications for nursing practice- exhibits nursing practice as patient advocacy that reflects sensitivity to diversity in a holistic manner within the new practice change** • **Summarizes scholarly paper with a clearly worded conclusion identifying clinical practice and incorporates relevant data that supports whether or not the clinical practice is consistent with the best practice identified in the evidence.**	**20**	

				• **All elements addressed / represented in a logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style using research terminology- evidence of scholarly writing through use of research terminology**		
PLO 1 **PLO3** **BSN Essential III: Scholarship for Evidence-Based Practice** **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information Management and Application of Patient Care Technology**	**0-2 points Meets 0-9 of 16 criteria in highly developed column**	**4 points Meets 10-11 of 16 criteria in highly developed column**	**6 points Meets 12-13 of 16 criteria in highly developed column**	**SLO: Uses written, nonverbal, and emerging technology methods to communicate effectively.** **8 POINTS:** **Meets the following criteria (n = 16);** **0.5 points each criteria or has 14 of 16 items** Applied **APA format** according to the 7th edition of the APA Manual, including at least 11 of the 13 following elements: • Title page • Font size and typeface • Running head • Page numbers • Margins • Spacing • Headings • Abbreviations • Professional Language (no contractions, colloquialisms, clichés, slang, etc) • Citations, in text • Citations, end of text • Quotes (max = 2) • Proper citation of direct quotes • Reference pages • Appendix(ces), easy to understand- Evidence Evaluation Table, Evidence Synthesis Table • Appendix(ces), referred to in paper and linked to narrative of paper in a smooth, logical way	**8**	
PLO 1 **PLO 3** **PLO 4** **PLO 5** **BSN Essential III: Scholarship for Evidence-Based Practice** **BNS Essential VI:**	**0-2 points Submitted paper including <6 of 10 criteria listed in "highly developed"**	**3 points Submitted paper including 6-7 of 10 criteria listed in "highly developed" criteria**	**4 points Submitted paper including 8 of 10 criteria listed in "highly developed" criteria**	**SLO: Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.** **5 points:** **Meets 9-10 criteria** **Meets the following criteria (n=10),** **0.5 points each**	**5**	

	criteria					
Interprofessional Communication and Collaboration for Improving Patient Health Outcomes **BSN Essential IV: Information Management and Application of Patient Care Technology**				Submitted **professional paper** including at least 10 of the following (n= 10): - Maintenance of confidentiality - Timely submission through turnitin.com to Canvas - 8-12 pages in length (exclusive of title and reference page); content starting on page13 will not be included in grading - Organized with an introduction, body, conclusion and necessary transitions - Contains less than 4 grammar errors for the entire paper, including appendices - Contains less than 2 spelling and/or punctuation errors for the entire paper, including appendices - Sentences written without fragments or run-ons - Paragraphs are neither short or long - Text written without bias (e.g. gender) or informality (e.g. first person) - At least 2 per team member current ($\leq$ 5 years) research journals and/or professional sources cited		

NSG 4070 EBP Poster Presentation

Learning Outcomes	Total points possible	Initial (70%)	Emerging (75%)	Developed (85%)	Highly Developed (100%)	Student score
PLO 1 PLO 3 PLO 4 BSN Essential III: Scholarship for Evidence-Based Practice BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes BSN Essential IV: Information Management and Application of Patient Care Technology	4	1 point Meets 1 of 4 criteria of highly developed column	2 points Meets 2 of 4 criteria of highly developed column	3 points Communicated using 6-7 of 8 "highly developed" criteria	4 points Meets 8 of 8 criteria, each worth 0.5 point (n=8) SLO: Uses written, verbal, non-verbal, and emerging technology methods to communicate effectively. Communicated using appropriate verbal and non-verbal skills including (n=8): - Introduction of self with first name, last name and credentials - Professional language without informality (e.g. slang, profanity) or bias - Appropriate rate, neither too fast nor too slow. - Appropriate volume for the environment - Engaging eye contact - Speech free from fillers (e.g. uh, like, etc) - Effective and non-distracting gestures - Expert response to questions	
PLO 1 PLO 3 PLO 4 BSN Essential III: Scholarship for Evidence-Based Practice BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes BSN Essential IV:	6	0 points Presented using < 8 of 12 "highly developed" criteria	2 points Presented using 8-9 of 12 "highly developed" criteria	4 points Presented using 10-11 of 12 "highly developed" criteria	6 points Meets 12 criteria, 0.5 points each SLO: Assume accountability for personal and professional behaviors. Presented in professional manner including (n=12): - Timely preparation, arrival to class and start of presentation - Professional attire (e.g. non-scrubs, clean/odor-free, wrinkle-free and loose fitting attire)	

Information Management and Application of Patient Care Technology					- Business appropriate shoes, no sandals or flip flops - Shirt/Blouse without exposure of cleavage, chest or midriff - Skirt length no more than 2 inches above the knee - Slacks/pants hemmed, non-denim - Underwear not visible or outlined - Conservative jewelry (e.g. only one pair of earrings to the ear lobe) - Unadventurous , styled and neat hair/grooming - Distraction-free (e.g. chewing gum, food) - No visible tattoos - Time-limit adherence to 3 - 5 minutes, including Q&A period	
PLO 1 PLO 3 PLO 4 PLO 5 **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes** **BSN Essential IV: Information Management and Application of Patient Care Technology**	16	**Meets 1 of 4 criteria of highly developed column**	**Meets 2 of 4 criteria of highly developed column**	**Meets 3 of 4 criteria of highly developed column**	**16 points Meets all 4 of 4 criteria, each worth 4 points (n=4)** **SLO: Constructs poster to disseminate information gathered from Evidenced Based Practice project.** - Appropriate use of poster template. Visually appealing design with graphics and text boxes. - Language was professional and formal without bias, ambiguity or too much simplicity. - Creative construction of poster with effort to present main points of project & patient care advocacy: Catalyst, Assess (Regulations/Statistics/Practice), Ask, Acquire, Appraise, Apply, Analyze. - Sufficient information was presented to draw in audience and enhance learning. Clear & easy to understand.	

Pertinent BSN Essentials:
- **BSN Essential III: Scholarship for Evidence-Based Practice**

- **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

NRS4080 Guided Reflective Journal Rubric_

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
Description of the Clinical Context, Clinical Experience & Identification of Journal Theme PLO 1-5 BSN Essentials: II, IV, VI, VIII, IX (1.000, 20%) AACN-BACC-ESS-2008.2 AACN-BACC-ESS-2008.4 AACN-BACC-ESS-2008.6 AACN-BACC-ESS-2008.8 AACN-BACC-ESS-2008.9	Addresses 7 of the 7 criteria Clinical Context: • What clinical day/night or mentoring scenario is this? • What theme will you address in the journal? • Describe the context of the unit/mentoring experience Clinical Experience: • Provide an overview of your patient assignment/mentoring experience • What happened on this clinical shift/mentoring scenario? • What specific actions took place during the situation/event? (Your actions? Others?) • Were there any specific or unique conditions related to the event?	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time
Personal Reactions & Evaluation of the Situation: Description of what you were	Addresses 7 of the 7 criteria • What were your thoughts during the event? • What were your feelings	Addresses 6 of the 7 areas in the "Highly Developed"	NO points will be earned . . . No response to	NO points will be earned . . . No response to

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
thinking and feeling. Use the following questions to guide your description as applicable. PLO 1-5 BSN Essentials: I, II, IV, V, VI, VII, VIII, IX (1.000, 20%) AACN-BACC-ESS-2008.1 AACN-BACC-ESS-2008.2 AACN-BACC-ESS-2008.4 AACN-BACC-ESS-2008.5 AACN-BACC-ESS-2008.6 AACN-BACC-ESS-2008.7 AACN-BACC-ESS-2008.8 AACN-BACC-ESS-2008.9	related to the event? • Were your actions the most appropriate for this particular event? • Why or why not? • What were the positive and negative aspects and outcomes of the incident? • Were there aspects or influences that interfered with doing a better job? • What were they?	column	question(s) or lack of basic content and discussion Submitted beyond due date/time	question(s) or lack of basic content and discussion Submitted beyond due date/time
Analysis of the Situation PLO 1-5 BSN Essentials: I-IX (1.000, 20%)AACN-BACC-ESS-2008.1 AACN-BACC-ESS-2008.2 AACN-BACC-ESS-2008.3 AACN-BACC-ESS-2008.4 AACN-	Addresses 7 of the 7 criteria • What personal clinical/mentoring objectives did you meet today and how? • Incorporate/Integrate two text/ATI/journal theory/references into the body of written clinical experience. Ensure at least 2 references are focused on	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
BACC-ESS-2008.5 AACN-BACC-ESS-2008.6 AACN-BACC-ESS-2008.7 AACN-BACC-ESS-2008.8 AACN-BACC-ESS-2008.9	the journal theme and from course textbooks or from pertinent topical research articles from peer-reviewed journals. • How can you make sense of what happened? • At the time of the incident, what guided your actions? • What should you have used to guide your actions? • How did your knowledge in this situation? Did you possess the knowledge and skill level needed for the situation? • What did you learn that surprises you?		due date/time	beyond due date/time
Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing practice. PLO 1-5 BSN Essentials: I-IX (1.000, 20%)AACN-BACC-ESS-2008.1 AACN-	Addresses 7 of the 7 criteria • What did you learn as a result of the situation? • What were lessons learned? • Do you need to modify your beliefs, assumptions, and attitudes? • If this situation were to occur again, how will you act similarly/differently?	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
BACC-ESS-2008.2 AACN-BACC-ESS-2008.3 AACN-BACC-ESS-2008.4 AACN-BACC-ESS-2008.5 AACN-BACC-ESS-2008.6 AACN-BACC-ESS-2008.7 AACN-BACC-ESS-2008.8 AACN-BACC-ESS-2008.9	• How has the situation influenced your practice? • What were your resources (e.g. human, electronic) to arrive at a conclusion? • To whom would you communicate this learning?			date/time
Professional Writing PLO 1-5 BSN Essentials: I, III, IV, VIII, IX(1.000, 20%) AACN-BACC-ESS-2008.1 AACN-BACC-ESS-2008.3 AACN-BACC-ESS-2008.4 AACN-BACC-ESS-2008.8 AACN-BACC-ESS-2008.9	Addresses 7 of the 7 criteria • Correct grammar/spelling with less than 3 errors. • APA format (6th ed.) Title page, page numbers, running head, headers, citations, references. • First person narrative may be used during the guided reflection. • Cover Page incudes: • Student Name, • Journal Number, • Journal Theme, • Date of Clinical/Mentoring Experience, • Preceptor Initials (if applicable),	Addresses 6 of the 7 areas in the "Highly Developed" column	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
	• Due Date (7 days after the beginning of the clinical shift • Content organized with a final summarized paragraph • Clearly understood			

Standards

AACN-BACC-ESS-2008.1
> Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

AACN-BACC-ESS-2008.2
> Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

AACN-BACC-ESS-2008.3
> Essential III: Scholarship for EvidenceBased Practice

AACN-BACC-ESS-2008.4
> Essential IV: Information Management and Application of Patient Care Technology

AACN-BACC-ESS-2008.5
> Essential V: Healthcare Policy, Finance, and Regulatory Environments

AACN-BACC-ESS-2008.6
> Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

AACN-BACC-ESS-2008.7
> Essential VII: Clinical Prevention and Population Health

AACN-BACC-ESS-2008.8
> Essential VIII: Professionalism and Professional Values

AACN-BACC-ESS-2008.9
> Essential IX: Baccalaureate Generalist Nursing Practice

NSG 4060: Nursing of Community: Community Health Focus
Grading Rubric: Public Health Now Paper & Presentation
TOTAL Points Possible = 75

Student Learning Outcome	Initial 0 points	Emerging 10 points	Developed 15 points	Highly Developed 20 points	Score
1. Appraise major issues shaping current public health nursing practice CLO I.2, I.4, I.5, II.1, III.3, IV.3, IV.4		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Describes public health topic including (n=3): -Summary of topic from chosen news article -Identification of the problem and its significance -Description of the population most affected or at-risk for this problem	
2. Examine strategies to empower community clients in all aspects of the healthcare process CLO I.1, II.2, IV.1, V.2, V.4		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Discusses public health recommendations for topic including (n=3): -Recommendation of interventions at 3 levels of prevention with examples for each level	
3. Discriminate community resources for children and families as a function of service CLO V.1, IV.2, III.4		Includes 1 of 2 criteria listed in "highly developed" column		Discusses public health implications of topic including (n=2): -Discussion of current strategies addressing topic/problem (i.e. new technologies, community based programs, federal programs, surveillance studies, education campaigns) -Identification of specific public health essential service(s) to be applied to problem	
Student Learning Outcome	Initial 2 points	Emerging 3 points	Developed 4 points	Highly Developed 5 points	Score
4. Demonstrate	Includes <5 criteria	Includes 5 of 8 criteria	Includes 6-7 of 8 criteria	Written in a scholarly tone	

effective verbal and nonverbal communication skills to provide patient care CLO III.2	listed in "highly developed" column	listed in "highly developed" column	listed in "highly developed" column	that includes (n=8): -No more than 3 pages in length (exclusive of title and reference pages) - Organized with an introduction, body, conclusion and necessary transitions -Contains less than 6 grammar errors for the entire paper -Contains less than 6 spelling and/or punctuation errors for the entire paper -Sentences written without fragments or run-ons -Paragraphs are neither short or long -Text written without bias (e.g. gender) or informality (e.g. first person) -At least 3 professional sources cited	
4. Demonstrate effective verbal and nonverbal communication skills to provide patient care CLO III.2	Includes <7 criteria listed in "highly developed" column	Includes 7-8 of 11 criteria listed in "highly developed" column	Includes 9 of 11 criteria listed in "highly developed" column	Formatting follows APA 6th edition including at least 10 of the 11 following: -Title page -Font size & typeface -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language (no contractions, colloquialisms, clichés, slang, etc.) -Citations -Quotes (max = 1) -Reference page	
5. Foster open communication among the	Includes <2 of 4 criteria listed in "highly developed" column	Includes 2 of 4 criteria listed in "highly developed" column	Includes 3 of 4 criteria listed in "highly developed" column	Presents paper and demonstrates engagement in peer presentations	

healthcare team to improve client, family and public health outcomes CLO I.1, I.2, III.2				including (n=4): -Presentation of problem/topic and its significance -1 recommendation for PH nursing practice for each level of prevention (3) -1 thing you learned from the presentation -1 question you still have about the topic presented	