School of Nursing BSN
2023-2024

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.

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.

2023-2024 (FA23+SP24)	NSG 4070	60	Goal for Success: For the overall Team EBP Paper, 85% of students will achieve 81% or greater. In AY 2023-2024, goal met with 100% (60/60) scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year have resulted in improved outcomes for PLO #1.	For FA23, 100% of all 30 students scored above the benchmark of 81% (49.41/61 points) with 0% scoring less than 81%. Overall, the six Team/Group EBP Papers' Average Score was 55.75/61 points; Average: 91.37%; Range of scores 53.5-58.5 points or average of scores ranged from 87.7% to 95.9%. For SP24, 100% of all 30 students scored above the benchmark of 81% (49.41/61 points) with 0% scoring less than 81%. Overall, the six Team/Group EBP Papers' Average Score was56.81/61 points; Average: 92.97%; Range of scores 56-61 points or average of scores ranged from 88% to 100%. BSN PLO #1 Goal for success met & exceeded. The SP24 results were improved from the FA23 results overall in Group EBP Paper scores due to improved assignment preparation learning activities such as increased lectures & timely discussion times, and other course improvements (sample paper grading).

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data

BSN PLO #1	During AY 2023-2024, PLO #1 Outcome Goal (of 85% of students achieving 81% or great on the Team/Group EBP Paper) for the BSN-TUG Program was successfully met & exceeded. The SP24 results were improved from the FA23 results overall in Team/Group EBP Paper scores due to improvements made from FA23 NSG 4070 course IDEA Evaluation comments from students. Improved assignment preparation learning activities such as increased lecture & discussion times, and additional assignment for all individual students to use the grading rubric to grade a course sample paper were implemented. Based upon the FA23 IDEAL Evaluation comments from students, an earlier timeline on lectures and discussions on evidence-based practice (EBP) was also initiated within 2 weeks of the start of the semester. This provided more time overall to focus Wednesday course hours on EBP concepts. 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 FA23 & SP24 semesters. In FA23, 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 met in all but 2 paper sections of Evidence Acquiring & Evidence Synthesis/Conclusion. The paper sections/criteria that met the expected levels of achievement (ELAs) were: (1) Intro/Catalyst (100% of the students or 6/6 group papers met the benchmark); (2) Ask PICO/Model (100% of the students or 6/6 group papers met the benchmark); (3) Appraise Evidence (100% of the students or 6/6 group papers met the benchmark); (4) Effective Communication (100% of the students or 6/6 group papers met the benchmark); and (5) Professional Paper/Mechanics (100% of the students or 6/6 group papers met the benchmark). In FA23, the paper sections/criteria that did not meet the ELAs were: (1) Acquire Evidence (50% of the students or 2/6 group papers met the benchmark); and (2) Appraise Synthesis & Conclusion (66.6% of the students or 2/6 group papers met the benchmark); In SP24, the results were overall improved from the FA23 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. - Additional individual assignments for each student to grade a sample paper using the team/group paper grading rubric so that all the students were aware of the paper contents and grading criteria. In SP24, 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 all the paper sections except for: Appraise Synthesis & Conclusion (50%)- an impressive improvement from FA23. Three of the 6 Team/Group EBP Papers, did not satisfactorily meet the ELA due to the following recommendations for improvement: - Integrate use of more synthesis sentences by comparing outcomes and citing supporting evidence (authors and publication years). - Include more summaries of evidence critiques- identify the critiques of the research studies' validity, reliability, and applicability. - Ensure specific evidence-based nursing implications/actions are identified in the conclusion as next steps. Examples: creation of new policy/procedure and staff education.

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 2023-2024, the goal was met with 100% (60/60) scoring above the benchmark for the Group EBP Papers. Overall, the course improvements made since last Academic Year have resulted in improved outcomes for PLO #1. So based upon the improved outcomes from AY 2022-2023 and from FA23 semester to SP24 semester, these action plan steps will be addressed in AY 2024-2025: (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 assignments for students to complete individual critiques of evidence and grading of sample paper using grading rubric. 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) on Monday 2-hour class time periods. - Focus Wednesday 1 hour class time on EBP concepts. - 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. - Provide new sample paper (100%, 61/61 points from SP24) 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 2024-2025.

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

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Program Learning Outcome (PLO)	Description of Learning Outcome
BSN PLO #2 Caring Faithfully	The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

Outcome Measures:

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

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

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #2	NSG4080/4081-Nursing Capstone	85% of students will 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.
2023-2024 (FA23+SP24)	NSG4080/4081-Nursing Capstone	60 (30+30)	95% = 57/60 students met or exceeded the benchmark.	5% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late and/or not discussing an assignment prompt required in which points were deducted.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #2	95% of Students are achieving above the benchmark in all outcomes. This demonstrates that our students are successful in caring faithfully for their patients, themselves, and as they enter the profession of nursing.

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

Changes to be Made Based on Data:

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

BSN PLO #2	1) Will reevaluate this project's presentation. Considering making this a formal presentation for the students to gain more practice in using professional language to speak about how their purpose for becoming a nurse and developed or changed over the years. 2) Will update the reflection paper portion to include more scholarly language and professionally written instead of just a reflection. 3) Considering updating the rubric to align with points #1 and #2 above.

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

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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	Evidence Based Practice Poster Presentation This assignment involves digital poster presentation of the EBP group project findings.
BSN PLO #3	NSN4050/4051: Nursing of Communities: Mental Health Focus	Process Recording This assignment is an opportunity to focus on therapeutic communication alongside analysis of patient communication, both verbal and nonverbal.

Note. As of AY2023-2024, the School of Nursing selects the " Process Recording" assignment for assessing PLO #3 instead of the "Evidence-Based Practice Poster Presentation".

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #3	NSN4050/4051: Nursing of Communities: Mental Health Focus	Process Recording 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
2. **Intellectual Skills/Core Competencies**
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

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

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #3	All but one student exceeded the benchmark for this PLO in the last academic year. The one student that did not meet the benchmark failed the assignment due to a very late submission.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
BSN PLO #3	Due to the fact that the one failed assignment was related to lateness, we will work on increasing our instructor communication with students regarding the importance of timely submission of signature assignments. Overall, we are very pleased that the vast majority of students meet this outcome related to therapeutic communication with patients.

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

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

Note: As of AY2023-2024, the School of Nursing selects the "Health Policy & Social Determinants of Health" assignment for assessing PLO #4, instead of "Public Health Now Paper & Presentation".

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #4	NSG4060-Nursing of Communities: Community Health Focus	Health Policy & Social Determinants of Health 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
2021-2022 (FA21+SP22)	NSG 4060	39+40 =79	90% (71 /79) students met or exceeded the benchmark.	Most major errors were due to: not including content about a PH Essential Service, grammar, and APA formatting with references and citations.
2022-2023	NSG 4060	30	90% (27/30) students met or exceeded the benchmark	1/3 students failed the assignment due to very late submission
2023-2024 (FA23+SP24)	NSG4060- Nursing of Communities: Community Health Focus	64	For both FA23 & SP24, 100% of students achieved 81% or greater.	Minor errors in grammar/APA. 3 students failed to find a strong connection between a health policy initiative or nursing organization and their chosen topic.

Note: As of AY2023-2024, the School of Nursing selects the "Health Policy & Social Determinants of Health" assignment for assessing PLO #4, instead of "Public Health Now Paper & Presentation".

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #4	We are surpassing our goal but can improve upon this assignment by dedicating more class time to health policy throughout the course and bring in real-world examples of health policy in action/guest speakers as examples of nursing organizations.

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. Find current health policy measures currently being debated/enacted in local, state, and federal govt and discuss these in class. Purpose of this is for students to examine health policy throughout the class, not just in a lecture series. This will help the end of term paper be more meaningful and relatable. 2. Implement the support of the Writing Center for APA/grammar. 3. Discuss with all TUG faculty the importance of APA education in every year so that by the time the students are Seniors, they have a firm grasp of APA and its rules.

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

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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	NSG4080/ 4081- Nursing Capstone	<u>Servant Leadership Reflective Journal</u> 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 AY2023-2024, the School of Nursing selects the "Servant Leadership Reflective Journal" for assessing PLO #5, instead of "NCLEX pass rate".

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
BSN PLO #5	NSG 4080	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:

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.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2023-2024 (FA+SP)	NSG 480	60 (30+30)	95% = 57/60 students met or exceeded the benchmark.	5% of students who did not achieve 81% or greater on this assignment was due to students turning journal in late in which points were deducted. Of this 5%, 67% of these students scored 80%, just below the 81% mark.

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

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
BSN PLO #5	We are exceeding our benchmark which is excellent news and demonstrates our commitment to servant leadership here at PLNU and in the professional of nursing.

Changes to be Made Based on Data:

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

BSN PLO #5	1) Continue to assess how our students are Leading Faithfully through this assignment. 2) Set more consistent reminders of this assignment starting at the beginning of the semester. Therefore, decreasing the chance of turning in work late at the end of the semester when it is the busiest for our seniors. 3) Continue to discuss the importance of servant leadership in all levels of the nursing program and how this relates back to our mission.

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

NSG 4070 EBP Group   Paper Grading Rubric

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**	

Interprofessional Communication and Collaboration for Improving Patient Health Outcomes **BSN Essential IV: Information Management and Application of Patient Care Technology**	**criteria**			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.	

SON: PLO Data BSN 2023-2024

NSG 4080 Signature Assignment: Becoming a Nurse: A Purpose Revisited Project

For points on rubric where "Initial" and "emerging" criteria are not met, 0 points will be given for that criterion.

Student Learning Outcomes: Upon completion of this assignment, the student will be able to:	Initial 0 Points	Emerging 0 Points	Developed 4 points	Highly Developed 5 points
1. Create, re-conceptualize your nursing purpose, the reason you became an RN, either discussed or completed in NSG 1080 (Pre-Nursing course) to demonstrate personal transformation to the calling, the vocation of nursing. PLO: 1-5	N0 points will be earned . . . No presentation(s) or lack of basic content and discussion Submitted beyond due date/time		Meets 3 of 4 criteria in Highly Developed	Becoming an RN: A Purpose revisited by presenting to your peers your original project (if applicable) or discussed purpose and show the changes that occurred over the last several years in the Nursing program and application of GE courses. Please Include: • Your project or discussed purpose then (from NSG 1080) • Your vision now (NSG 4080 & PLNU GE experiences) • Reflection on the project created to demonstrate this transformation. • Show in your project how your time in the nursing program has influenced your nursing vocation?
2. Written reflection on your purpose from NSG 1080 as compared to your understanding of nursing now in NSG 4080, to demonstrate personal transformation in vocation of nursing. PLO:1-5	N0 points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time		Meets 4 of 5 items in Highly Developed	Thoughtful written reflection of project to include: • Purpose Then: Pre-Nursing or just starting in SON program (NSG 1080) • Purpose Now: (NSG 4080 & PLNU GE experiences). • Thoughtful reflection on your purpose & its transformation. • Incorporate at least 2 of the 5 SON Program Values (5 Faithfullys) that have changed or developed since starting the program. • How has the time in the nursing program influenced your nursing vocation/practice? • Uploaded written reflection to Canvas.
3. Incorporate your awareness of professional nursing standards and behaviors evidenced by your presentation of self. PLO: 1-5	N0 points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time		Includes 7-8 of the 9 criteria listed under *highly developed.*	Includes (n=9): • Arrives in a timely manner • introduction of self • introduction of project • speech clear and non-rushed • professional verbiage • avoids "um", "like", and/or speech fillers. • Organized and flows well. • eye contact engaging • stays within the 5–7-minute time frame
4. Participates in peer evaluation as part of leadership in effective communication. PLO 1-5	N0 points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time		Basic written feedback to one to two peer presenters in assigned group: • 2 areas of strength • 2 areas of growth	Provides well-thought out, constructive feedback on peer review form to 2 teammates/peer presenters in assigned group that includes: • 2 areas of strength • 2 areas for growth • Posts feedback appropriately in Canvas
Subtotal:				/ 20 points possible

NRS4080 Guided Reflective Journal Rubric -Servant Leadership

	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 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-	Addresses 7 of the 7 criteria • What were your thoughts during the event? • What were your feelings 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?	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)
BACC-ESS-2008.9				
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-BACC-ESS-2008.5 AACN-BACC-ESS-2008.6 AACN-BACC-ESS-2008.7 AACN-BACC-ESS-2008.8 AACN-BACC-ESS-2008.9	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 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?	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
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-BACC-ESS-2008.2 AACN-BACC-ESS-2008.3 AACN-BACC-ESS-2008.4	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? • How has the situation influenced your practice?	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	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond

	Highly Developed (7 pts)	Developed (6 pts)	Emerging (0.200 pt)	Initial (0.100 pt)
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	• What were your resources (e.g. human, electronic) to arrive at a conclusion? • To whom would you communicate this learning?		date/time	due 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), • Due Date (7 days after the beginning of the clinical shift • Content organized with a final summarized paragraph • Clearly understood	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

NSG 4060: Nursing of Communities: Community Health

Signature Paper: Connecting Health Policy & Social Determinants of Health

STUDENT

<div align="center">

Grading Rubric: Signature Paper
Connecting Health Policy & Social Determinants of Health
TOTAL Points Possible = 55

</div>

Student Learning Outcome	Initial: Fail to meet any mark (<70%)	Emerging Ratings (70-79%):	Developing Ratings: (80-89%)	Ratings: Highly Developed (90-100%); includes all criteria listed in column	Total Points & Comments
Introduction: Opens with a compelling first paragraph that introduces your selected topic and closes with clear purpose statement **5**	Failed to meet minimal standards and criteria	Met some criteria in highly developed column, but requires more depth and clarity in 3-4 areas	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	1. Compelling opening first paragraph introducing your selected topic 2. Description of the population most affected or at-risk for this problem. 3. **Closes with a clear statement of purpose (***ex - the purpose of this paper is to….)*	
Literature Review: Provides background research into the topic and summarizes important findings from literature review including a minimum of 2 peer-reviewed journal articles. **Points Allocated: 15**	-The lit review simply reports summaries of the literature, without critically analyzing or synthesizing the literature. -The literature	- There is insufficient analysis or synthesis of important multidisciplinary literature. -The literature review shows partial understanding	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	-The literature review critically analyzes and synthesizes important multidisciplinary literature from a minimum of two evidence-based peer reviewed journal articles published within the last 10 years.	

		of the topic.		-The literature review shows clear understanding of the topic -The literature review clearly links the research findings to the paper topic	
	review shows a lack of apparent understanding of the topic -The lit review fails to link the research findings to current health concern				
Health Policy: Identify at least one key health policy, nursing organization, and/or legislative organization that is involved in addressing the topic. Briefly discuss the policy/organization and how it is connected to the chosen health issue. **Points Allocated: 10**	Failed to meet minimal standards and criteria	Identified the health policy/ organization but failed to draw a connection to paper topic The Health Policy and/or organization chosen was not applicable to paper topic	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas The connection between the health policy or organization was too vague	-Health policy and/or legislative organization strongly ties into larger paper topic -Reflections should be organized and well-clarified	
Analysis/Discussion: D emonstrates a sophisticated understanding and careful, critical analysis of the health issue. Compares/contrasts perspectives. Considers counter arguments or opposing positions and draws original and thoughtful conclusions. **Points Allocated: 15**	Failed to meet minimal standards and criteria	Met some criteria in highly developed column, but requires more. depth and clarity in 3-4 areas	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	-Response provides at least two relevant points of critical analysis on the health topic -Response provides potential counter arguments and/or opposing positions to the health issue	

Summary: Closing paragraph provides reader with a brief summary of the paper without the introduction of new material. May end paragraph with additional work that needs to be done or a statement that encourages the reader to think critically. **Points Allocated: 5**	Failed to meet minimal standards and criteria. Closing paragraph introduced new material not discussed in previous sections	Met some criteria in highly developed column, but requires more. depth and clarity in 3-4 areas	Met most of the criteria in highly developed column, but requires more depth and clarity in 1-2 areas	-Closing paragraph concisely summarizes the paper contents without introducing new material - May end paragraph with additional work that needs to be done or a statement that encourages the reader to think critically.	

Writing Style and APA Format:	-The paper includes mechanical and grammatical errors, and uses little critical language.	-Occasional errors of grammar and mechanics are displayed.	-A few minor grammatical errors	This criterion is linked to a Learning Outcome Formatting follows APA 7th edition including the following:	
1. Correctly formatted APA title page including word count 2. No complex jargon, but writing is in professional terms 3. No typos/grammar errors (Proofread!) 4. Between 750 and 1000 words **5 points**	-The paper is written rather diffusely and does not flow smoothly. -There are frequent deviations from the current APA format.	-Part of the paper is written cogently, and the flow is a bit awkward. -There is occasional deviation from the current APA format	-Most of the paper is written cogently -A few deviations from the current APA format	-Title page -Font size & typeface -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language -Citations -Quotes (max = 1)	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 15% per day).

*Outcomes not addressed in the paper will not earn points.

TOTAL POINTS EARNED: /55

NSG 4050/4051 Nursing of Communities: Mental Health Focus

PROCESS RECORDING GRADING RUBRIC
Total Points Possible = 50

Student Learning Outcome	Initial 0 points	Emerging 3 points	Developed 4 points	Highly Developed 5 points	Score
1. Document patient demographic information.	Includes <7 criteria listed in "highly developed" column	Includes 7-8 of 11 criteria listed in "highly developed" column	Includes 9-10 of 11 criteria listed in "highly developed" column	Clearly documents all required patient demographic data points (n=11) -Patient initials -Age -Gender -Race/ethnicity -Marital status -Occupation -MD -Religion -Education -Unit -Diagnoses	
2. Establish three patient goals/outcomes using the SMART format prior to initiation of the therapeutic interaction.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Clearly establishes at least 3 measurable patient-centered goals/outcomes (n=3)	
3. Identify current developmental considerations using a developmental theorist and describe how the developmental issues and milestones might impact the individual's life, illness, and recovery.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Meets all three areas of interest including (n=3): -Identifies developmental theorist -Describes current stage the individual is in -Identifies how these findings impact their treatment & recovery process	
4. Identify cultural considerations and describe how the patient's cultural needs inform the patient's needs, plan of care, and recovery.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Meets all three cultural considerations including (n=3): -Identifies cultural norms for patient -Identifies specific cultural needs of patient	

				-Describes how the patient's cultural needs inform their plan of care and recovery	
5. Describe personal, patient, and environmental perspectives (context) prior to the therapeutic interaction.	Includes <5 criteria listed in "highly developed" column	Includes 5 of 8 criteria listed in "highly developed" column	Includes 6-7 of 8 criteria listed in "highly developed" column	Thoroughly reflects on the following prior to the therapeutic interaction (n=8): -Personal thoughts -Personal feelings -Personal concerns -Time of encounter -Place of encounter -Environment -Patient mood status -Current individual/milieu issues	
6. Establish contact and initiate a therapeutic encounter with the patient.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Establishes contact and initiates a therapeutic encounter by (n=3): -Introducing self to patient -Identifying the purpose for interaction -Seeking the patient's permission to engage in a therapeutic dialogue	
7. Document at least 10 minutes of a student/patient interaction including verbal and non-verbal aspects of dialogue.		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Documents the following (n=3): -Verbatim of at least ten minutes of a student patient interaction -Moments of silence -Non-verbal observations	
8. Utilize and correctly identify the use of four therapeutic communication skills.	Includes <2 of 4 criteria listed in "highly developed" column	Includes 2 of 4 criteria listed in "highly developed" column	Includes 3 of 4 criteria listed in "highly developed" column	Clearly utilizes & correctly identifies at least 4 therapeutic communication skills (n=4)	
9. Engage in reflective practice and identify personal thoughts, feelings, and concerns throughout the therapeutic process to ensure maintenance of boundaries.	Includes <3 of 5 criteria listed in "highly developed" column	Includes 3 of 5 criteria listed in "highly developed" column	Includes 4 of 5 criteria listed in "highly developed" column	Engages in reflective practice as evidenced by (n=5): -Openly and honestly reflecting on internal dialogue during therapeutic interaction. -Critically evaluating internal dialogue during	

				therapeutic interaction -Noting successful interventions as well as those in need of improvement -Making adjustments to interventions based on insights -A willingness to take risks and learn from interactions	
10. Evaluate and appraise effectiveness of therapeutic interaction.				Evaluates & appraises the effectiveness of the therapeutic encounter by (n=3): -Critically evaluating & appraising the identified goals and outcomes -Identifying and incorporating themes throughout the therapeutic encounter -Identifying and exploring potential solutions or alternative interventions	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day). *Outcomes not addressed in the paper will not earn points.	**TOTAL POINTS EARNED:** **/50**